

***EDUCATING FOR GLOBAL CITIZENSHIP - An INSET resource for teachers in Wales***  
presents examples of good practice in the delivery of education for Global Citizenship in primary and secondary schools in Wales.

The video was produced by Orbis Productions for the World Education Centre, University of Wales, Bangor.

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Ysgol Llanfair Pwllgwyngyll, Anglesey  
Ysgol Uwchradd Bodedern, Anglesey  
Gellifor CP School, Denbighshire  
Ysgol Brynhyfryd, Ruthin, Denbighshire  
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# EDUCATING FOR GLOBAL CITIZENSHIP

## An INSET resource for teachers in Wales

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### INTRODUCTION

This booklet accompanies “*Educating for Global Citizenship*”, a 30 minute video.

The video and booklet have been produced to provide support for schools in Wales in their promotion of education for global citizenship. They are intended to be used in parallel with “Education for Sustainable Development and Global Citizenship” published by ACCAC for the Welsh Assembly Government (2002) and with the Personal and Social Education framework (ACCAC, 2000).

The video provides examples of ways in which education for global citizenship can help to promote pupils’ progression within the PSE framework. Education for global citizenship, however, should not be seen as contributing only to PSE; it has a part to play throughout the curriculum and through the whole school ethos..

Global citizenship and sustainable development are separate but closely interrelated curriculum dimensions. They should not be seen as “added extras” but rather as ways of approaching the existing school curriculum, permeating the learning experiences of all children.

The National Assembly for Wales has a statutory duty to promote sustainable development. It is also committed to “fostering a more outward-looking and internationalist Wales” and thus to promote global citizenship.

The video draws on the work of teachers throughout Wales. It is not intended to be seen as prescriptive; flexibility is the key. All the schools illustrated in the video base their work on the following nine key concepts, identified as applying to both education for sustainable development and education for global citizenship:

- **Interdependence** – understanding how people, the environment and the economy are inextricably linked at all levels from local to global
- **Citizenship and stewardship** – recognising the importance of taking individual responsibility and action to make the world a better place
- **Needs and rights** – understanding our own basic needs and about human rights and the implications for the needs of future generations of actions taken today
- **Diversity** – understanding, respecting and valuing both human diversity – cultural, social and economic – and biodiversity
- **Sustainable change** - understanding that resources are finite and that this has implications for people’s lifestyles and for commerce and industry
- **Quality of life** – acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally
- **Uncertainty and precaution** – acknowledging that there are a range of possible approaches to sustainability and global citizenship and that situations are constantly changing, indicating a need for flexibility and lifelong learning
- **Values and perceptions** - developing a critical evaluation of images of and information about the less and more economically developed parts of the world and an appreciation of the effect these have on people’s attitudes and values
- **Conflict resolution** - understanding how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony.

*“Education for Sustainable Development and Global Citizenship” published by ACCAC for the Welsh Assembly Government (2002)*

These concepts provide a rationale within which teachers can develop the knowledge, skills, attitudes and values of their students. The PSE Framework provides a detailed breakdown of these learning outcomes. Skills such as critical thinking, empathy, and the ability to argue effectively are transferable skills applicable to every area of the curriculum. The emphasis in the video and the INSET activities is on the *opportunities* offered by education for global citizenship.

## THE VIDEO

The video is in four sections: Introduction, Developing the Concepts, Planning for Progression and Teaching and Learning Approaches.

The video can be used in several ways. It can be watched in its entirety in order to gain an overview of some of the issues involved and approaches used. It can also be used section by section in a full INSET session, together with the activities in this booklet. Alternatively, you may wish to use the video and activities over a period of time, concentrating on specific issues.

### Video Summary

SECTION	THEME	ISSUES
Introduction	The 9 key concepts common to education for sustainable development and global citizenship.	How do we begin to teach the concepts? How do we ensure progression in learning?
1	<b>Developing the Concepts :</b> Glyncoed Infant School, Reception Class and Year 1 Ysgol San Siôr, Year 6 Ysgol Llanfair Pwllgwyngyll, Year 6 Ysgol Uwchradd Bodedern, Year 12	Strategies for developing the key concepts. Development of skills and attitudes, challenging preconceptions, questioning prior knowledge. Concepts cannot be taught in isolation, they are interrelated. Building on existing knowledge.
2	<b>Planning for progression :</b> Ysgol Llanfair Pwllgwyngyll Gellifor CP School, Years 3 and 4 Ysgol Brynhyfryd, Year 9 Ysgol Uwchradd Bodedern	Importance of a whole school approach Finding time for planning Using links with other countries Utilising the PSE framework Linking to with National Curriculum
3	<b>Teaching and Learning Approaches</b> Ysgol Uwchradd Bodedern, Year 9 Gellifor CP School, Years 5 and 6 Dŵr-Y-Felin Comprehensive School, Years 7 and 10 Pontybrenin Primary School, Year 6	The importance of active learning methodology Exploring students' own ideas Developing critical thinking Playing active roles Learning to empathise

## INSET ACTIVITIES

### Advice for INSET co-ordinators

The activities in the booklet are intended to:

- stimulate discussion on the issues raised in the video
- relate these issues to your own specific school situation.

You may also wish to devise your own exercises, such as trialling some of the activities seen in the video.

**Summary:** Each activity should take about 20-30 minutes.

CONTEXT	THEME	ACTIVITIES
<b>Activity 1</b> Before watching the video	<b>Exploring existing ideas</b> Qualities of a global citizen Benefits of education for global citizenship	1. Expectations of the INSET 2. a) Brainstorm: what are the qualities of a global citizen? b) Identifying knowledge, skills, attitudes and values.
<b>Activity 2</b> Section 1 of video Starts at 1:45 minutes	<b>Developing the concepts</b> Identification of the key concepts. Learning outcomes based on the concepts	1. Completion of Table 1 using examples from the video to identify concepts, learning outcomes and subjects. 2. Identifying how pupils' understanding of the concepts is being extended? 3. Introducing the same concept to different age groups. 4. The concepts in your school.
<b>Activity 3</b> Section 2 of video Starts at 12:46 minutes	<b>Planning for progression</b> How do schools plan for progression in learning? How is whole school involvement achieved?	1. Completion of Table 2 using examples from the video 2. Discussion – analysis of situation in own department / faculty / school. 3. Optional activity: Review existing schemes of work
<b>Activity 4</b> Section 3 of the video Starts at 19:38 minutes	<b>Teaching and Learning approaches.</b> How do teachers promote pupil involvement in global citizenship? What kind of teaching and learning approaches are used?	1. Completion of Table 3 using examples from the video to identify teaching and learning approaches, learning outcomes and opportunities for evaluation of learning. 2. Possibilities for future developments in your own school.

## **ACTIVITY 1: Exploring existing ideas**

(To be completed before watching the video)

Education for global citizenship is a relevant component of the existing school curriculum. It is not an additional requirement. Learning opportunities are found in all National Curriculum subjects, as well as in RE, PSE, etc. All teachers have the responsibility of helping to ensure that pupils develop the knowledge and understanding, skills, attitudes and values necessary to become active global citizens.

**Before looking at the video it is important to explore your expectations of this INSET and your understanding of the term “global citizenship”.**

### **1. Your expectations of the INSET**

List 3 things you expect to get out of this INSET. These will be returned to at the end of the session.

### **2. Baseline understanding**

On a large sheet of paper brainstorm the qualities of an informed global citizen.

**3. Identify these qualities in terms of :**

key concepts (your own ideas)
knowledge and understanding
skills
attitudes and values

**4. How do your key concepts compare to the nine key concepts outlined in “*Education for Sustainable Development and Global Citizenship*” (ACCAC, 2002)?**

## **ACTIVITY 2: Developing the concepts**

(Section 1 of the video)

The video shows how schools from a variety of backgrounds in Wales are promoting education for global citizenship. All introduce some of the nine key concepts. Although the focus may be on one specific concept, teaching and learning about one inevitably involves others. Learning outcomes also include the development of knowledge and understanding, skills, and attitudes and values, which relate to the PSE Framework.

In Section 1, four schools are shown developing some of the key concepts.

**In Table 1, for each of the 4 schools, identify :**

- a) the key concept(s) covered. Although the focus may have been on one concept, others will be involved.
- b) the learning outcomes for each of the lessons. These may be in terms of the PSE Framework or discrete subjects.
- c) subjects covered.

### **Discussion points**

1. From the examples on the video, was it possible to identify ways in which pupils' understanding of the concepts was extended?
2. In teaching the same concept to two different year groups in your own school, how would you ensure that there is progression in learning so as to build on prior learning, avoid duplication, and relate to pupils' age and maturity? For example, how would you use the Fair Trade theme illustrated by Ysgol Llanfair Pwllgwyngyll?

**Table 1**

<b>SCHOOL</b>	<b>CONCEPT(S)</b>	<b>LEARNING OUTCOMES</b>	<b>SUBJECT (S)</b>
<b>1 Glyncoed Infant School, Reception Class</b>	e.g. Diversity	e.g. that people speak different languages	
<b>2 Ysgol San Siôr, Year 6</b>			
<b>3 Ysgol Llanfair Pwllgwyngyll, Year 6</b>			
<b>4 Ysgol Uwchradd Bodedern, Year 12</b>			



## **ACTIVITY 3: Planning for progression**

(Section 2 of the video)

Education for global citizenship is for all ages and capabilities. To ensure effective progression in learning, coherent curriculum planning is essential. Most, if not all schools already include global citizenship themes in some part of their work. Inevitably they will have a variety of curriculum planning approaches; some will use global citizenship to deliver discrete National Curriculum requirements; others will adopt a cross-curricular approach. For many schools, education for global citizenship is contained within the PSE framework; others develop a whole-school approach to global citizenship, including emphasising it through the school ethos. Successful planning aims to coordinate a variety of approaches to develop a coherent programme.

**In Section 2 of the video there are illustrations of different approaches to education for global citizenship from four schools.**

**1. In Table 2 identify :**

- a) the specific features of each approach e.g. using one subject or curriculum area, PSE, cross-curricular, etc.
- b) the key to the implementation of the approach, for example, was one teacher particularly enthusiastic or was it management-led?

**2. Assess the strengths and weaknesses of each approach.**

**3. Would any of the approaches be suitable for use in your school?**

### **Discussion points**

1. Does your school have a policy for education for global citizenship?
2. Does education for global citizenship play a part in your school curriculum? Is it planned or ad hoc?
3. In what ways can your subject / faculty / school contribute more effectively to education for global citizenship?
4. What would you expect the broader benefits of this would be?
5. Can you foresee obstacles to this in your school? What are they, and how could they be overcome?

**Table 2**

<b>SCHOOL</b>	<b>APPROACHES</b>	<b>KEY TO IMPLEMENTATION</b>
<b>1 Ysgol Llanfair Pwllgwyngyll</b>	e.g. Whole School planning	e.g. One teacher to develop plan.
<b>2 Gellifor CP School</b>		
<b>3 Ysgol Brynhyfryd</b>		
<b>4 Ysgol Uwchradd Bodedern</b>		

## **ACTIVITY 4: Teaching and Learning Approaches**

(Section 3 of the video)

Education for global citizenship carries with it an implication that we expect our students to become active global citizens. The crucial word is *active*. There is a need for flexibility and for approaches that will contribute to lifelong learning. It is no accident that all of the examples shown in the video use active learning methodology. Children are encouraged to explore their own ideas, play active roles, empathise with other people, think critically about issues, ask questions – and to take action. They need to know that change can happen, and that people do make a difference, at individual and local level, but also nationally and globally. Education for global citizenship is active learning which should enrich the whole curriculum – and which should also be fun.

The final section of the video illustrates a variety of teaching and learning approaches adopted by four schools.

**In Table 3 identify:**

- a) the teaching and learning approaches adopted by the four schools
- b) the learning outcomes in terms of subjects, keyskills and the PSE framework
- c) opportunities for evaluation of learning.

**Discussion points**

1. Can you identify possibilities for future developments in your own school?
2. What would need to happen to introduce these in your schools?

## **ACTIVITY 5: Evaluation of INSET**

1. Look back to your expectations before this INSET session. Were they met?
2. If not, can you suggest any changes or improvements?
3. Did you see anything that you were not expecting?

**Table 3**

<b>SCHOOL</b>	<b>TEACHING AND LEARNING APPROACHES</b>	<b>LEARNING OUTCOMES</b>	<b>OPPORTUNITIES FOR EVALUATION</b>
<b>1 Ysgol Uwchradd Bodedern Year 9</b>	<b>e.g. Role Play</b>	<b>e.g. Empathy</b>	
<b>2 Gellifor CP School, Years 5 and 6</b>			
<b>3 Dŵr-Y-Felin Comprehensive School, Years 7 and 10</b>			
<b>4 Pontybrenin Primary School, Year 6</b>			

# RESOURCES

## KEY DOCUMENTS

**Education for Sustainable Development and Global Citizenship.** Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), 2002, on behalf of the Welsh Assembly Government Panel on Education for Sustainable Development and the Welsh Assembly Government Working Group on Global Citizenship

**Personal and Social Education Framework, Key Stages 1 to 4 in Wales.** Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), 2000

## RESOURCES USED IN THE VIDEO

**Go Bananas**, Oxfam 2000, £14.

**Banana Pack**, Banana Link, Norfolk, 2001. £20

**Thengapalli**, Hampshire County Council Education/Hampshire DEC, 1997. £30

**The Coffee Chain Game**, Oxfam, 1994. £3.25

**Journey to Jo'berg, A South African Story**, Beverley Naidoo, 1985, Collins Modern Classic. £4.99.

**These, and many other resources, can be obtained, together with curriculum guidance, from:**

World Education Centre, University of Wales, Bangor, Normal Site (Meirion), Holyhead Road, Bangor, Gwynedd LL57 2PX. Tel 01248 383728. Website [www.bangor.ac.uk/addysgbyd](http://www.bangor.ac.uk/addysgbyd)

Powys Environment and Development Education Centre 12, Great Oak Street, Llanidloes, Powys SY18 6BU. Tel. 01686 412731, [info@pedec.org.uk](mailto:info@pedec.org.uk)

Global Connections, 2 Castle Street, Pembroke, SA71 4LA Tel.01646 687800. Website [www.globalconnections.org.uk](http://www.globalconnections.org.uk)

Oxfam Development Education, Oxfam Cymru, Fifth Floor, 5/7 St Mary Street, Cardiff, CF10 1AT. Tel. 0870 010 9007, [oxfamcymru@oxfam.org.uk](mailto:oxfamcymru@oxfam.org.uk)

Christian Aid, 27, Church Road, Whitchurch, Cardiff, CF4 2DX 029 20 614435, for Christian Aid resources.

## USEFUL CONTACTS

The following websites contain information about developments and resources to support education for sustainable development and global citizenship. Many of these websites also contain links to other websites.

National Assembly for Wales [www.wales.gov.uk](http://www.wales.gov.uk) and [www.learning.wales.gov.uk](http://www.learning.wales.gov.uk)

ACCAC, the Qualifications, Curriculum and Assessment Authority for Wales [www.accac.org.uk](http://www.accac.org.uk)

Estyn, Her Majesty's Inspectorate For Education and Training in Wales [www.estyn.gov.uk](http://www.estyn.gov.uk)

DFID, Department for International Development [www.dfid.gov.uk](http://www.dfid.gov.uk) and [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

Cyfanfyd, the Development Education Association for Wales [www.cyfanfyd.org.uk](http://www.cyfanfyd.org.uk)

RSPB [www.rspb.org.uk/cymru](http://www.rspb.org.uk/cymru) and [www.rspb.org.uk/education](http://www.rspb.org.uk/education)

Oxfam [www.oxfam.org.uk](http://www.oxfam.org.uk) and [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

British Council [www.britishcouncil.org/education](http://www.britishcouncil.org/education)

Ecoschools [www.eco-schools.org.uk](http://www.eco-schools.org.uk)

WWF [www.wwflearning.co.uk](http://www.wwflearning.co.uk)

The National Grid for Learning [www.ngfl.org.uk](http://www.ngfl.org.uk)

Partnership website focusing on global citizenship work [www.citizenship-global.org.uk](http://www.citizenship-global.org.uk)