



# Developing the global dimension in the school curriculum

## Audience

Headteachers, senior managers, governors, local education authorities, teachers and early years practitioners

## Primary and Secondary Schools

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*This booklet is principally aimed at headteachers, senior managers, governors, local education authorities, early years practitioners and teachers (including trainee teachers), particularly those responsible for planning and implementing the school curriculum and training teachers. Its purpose is to show how, in a global society, the global dimension can be integrated into both the curriculum and the wider life of schools.*

# Overview

The global dimension incorporates the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It explores the interconnections between the local and the global. It builds knowledge and understanding, as well as developing skills and attitudes.

Schools\* already do a lot to promote the global dimension. For example, schools which have established a strong programme of National Curriculum citizenship (non-statutory for PSHE and citizenship in Key Stages 1 and 2, and as a statutory subject in Key Stages 3 and 4) address many of the key concepts of the global dimension.

The aim of this booklet is to develop this further and place the school curriculum within a broader, global context, showing how all subjects can incorporate the global dimension.

It explains why the global dimension is important and outlines the benefits which it can bring to young people. It shows how the global dimension is incorporated into the National Curriculum (including the Foundation Stage), and how it can enrich much of what already happens in schools, improving standards and increasing teachers', children's and young people's motivation.

The booklet shows opportunities for building the global dimension into the Foundation Stage, all Key Stages and all subjects. Examples of practice are offered to illustrate how this can be done.

Moreover, the booklet explores why the global dimension needs to permeate the wider life and ethos of schools and how this can be done.

**Related documents:** National Curriculum, Curriculum Guidance for the Foundation Stage

For further information and resources, please see 'Resources and support' on p22.



\* The word school is used throughout this booklet to refer both to schools and to other places where education takes place such as early years settings and Pupil Referral Units

# Introduction

*Global issues are part of children and young people's lives in ways unfamiliar to previous generations. Television, the internet, international sport and increased opportunities for travel all bring the wider world into everyone's daily life. UK society today is enhanced by peoples, cultures, languages, religions, art, technologies, music and literature originating in many different parts of the world. This provides a tremendous range of opportunities to broaden children and young people's experience and knowledge. However, although economic advances have meant huge improvements that have changed the lives of millions of people, one in five of the world's population still live in extreme poverty. They lack access to basic healthcare, education and clean water, with little opportunity to improve their condition. Global poverty impacts negatively on us all.*

The actions of all people impact on others throughout the world. For example, the direct and indirect effects of environmental damage such as land degradation and greenhouse gas emissions do not stop at national boundaries. Equally, economies around the world are more interdependent than ever, reliant on both trade with, and investment from, other countries. What a consumer in one country chooses to buy affects a producer in another country. The solutions to many global problems, whether climate change or inequality, are more likely to be realised through genuine understanding of our mutual interdependence, and of that between humans and the natural world.

Education plays a vital role in helping children and young people recognise their contribution and responsibilities as citizens of this global community and equipping them with the skills to make informed decisions and take responsible actions. Including the global dimension in teaching means that links can be made between local and global issues. It also means that young people are given opportunities to: critically examine their own values and attitudes; appreciate the similarities between peoples everywhere, and value diversity; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enables young people to make informed decisions about playing an active role in the global community.

The global dimension can be understood through the 8 key concepts on pages 12 & 13 (the centre spread): global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development



and values and perceptions. The DfES International Strategy (see p22) states that "all who live in a global society need an understanding of the eight key concepts" (p6) to meet Goal 1 of the Strategy which is "Equipping our children, young people and adults for life in a global society and work in a global economy."



# The National Curriculum and the school curriculum



## National Curriculum

The National Curriculum includes the global dimension in both the overarching statement about the values, purposes and aims of the curriculum and within specific subjects.

The values and purposes of the National Curriculum state: *“Education influences and reflects the values of society, and the kind of society we want to be... Education is... a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing ... the wider groups to which we belong, the diversity in our society and the environment in which we live... education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work ... we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.”*

Aim 1 of the National Curriculum is *“The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.”* It states that *“The school curriculum should contribute to the development of pupils’ sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain’s diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.”*

Aim 2 is *“The school curriculum should aim to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.”* It states *“The school curriculum... should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. The school curriculum should pass on enduring values, develop pupils’ integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society. It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping. It should... secure their commitment to sustainable development at a personal, national and global level.”*





**Attitudes and values** are central to the aims of the National Curriculum and to the global dimension. These are developed and made explicit through the curriculum, the classroom environment and the wider school ethos.

The global dimension contributes to the development of **key skills** including Communication, cross-cultural communication, working with others, and an awareness of diverse perspectives on issues. It contributes to thinking skills by encouraging pupils to analyse, evaluate, question assumptions; and creatively identify ways to achieve positive change.

**Programmes of study** such as geography, history, art and design, design and technology, music and citizenship make explicit mention of the global dimension. However, all subjects provide opportunities for the global dimension and are enhanced by its inclusion.

Beyond the National Curriculum there are other important developments that demonstrate the importance of the global dimension:

## Excellence and enjoyment

*“The 31 successful primary schools that Ofsted looked at in detail were successful because they took ownership of the curriculum, shaped it and made it their own, so that they could offer their children excellent teaching and a rich experience that was unique to their school.”*

(Excellence and Enjoyment: A strategy for primary schools, p15, 2003, DfES)

There are also opportunities for secondary schools to use the secondary strategy to develop a broad and balanced curriculum incorporating the global dimension.

## Diversity and inclusion

Providing opportunities for children and young people to learn about and explore similarities and differences is central to developing the global dimension. One of the duties placed upon schools by the Race Relations Amendment Act (RRAA) 2000 is to promote good relations between persons of different racial groups. The statutory inclusion statement within the National Curriculum supports the modification of the programmes of study to meet the needs of all learners. In the light of the RRAA 2000 and the inclusion statement schools have a responsibility to provide a broad and balanced curriculum for all children and young people.

The global dimension is appropriate for children and young people of all backgrounds, ages and abilities. The school curriculum should meet the needs of children and young people and reflect the context of the wider community beyond the school. Children and young people themselves bring different experiences, interests and strengths (including those that are social, cultural, linguistic, ethnic and religious) that influence the way they learn. These experiences can also provide an invaluable contribution to what they learn. It is important for schools to ensure due care and attention is given to the use of language and the portrayal of images, for example, to ensure that developing countries are not typecast, but that materials reflect a balanced and undistorted representation of the cultural, socio-economic and political diversity.

The QCA guidance ‘Respect for all: valuing diversity and challenging racism through the curriculum’ offers practical support to schools as they promote race equality and positive race relations through different subjects in the curriculum. This may provide a useful starting point when exploring such issues in the context of developing the global dimension. ([www.qca.org.uk/respectforall](http://www.qca.org.uk/respectforall))



# The global dimension in practice

Learning across the curriculum can be an important way of supporting children and young people to understand global issues and to make links between their learning in different subjects. The eight concepts on p12 provide a conceptual framework for thinking about the global dimension and building it into the curriculum.

Pages 6 & 7 provide a number of practical examples of how the global dimension might be incorporated at the Foundation Stage. Pages 8-14 consider specific subjects at each Key Stage. This is not an exhaustive list and consideration of the 8 concepts (p12-13) and of the global aspects to a range of topics will help schools to think of more opportunities in the subjects listed and also in others such as Business Studies.

The 8 concepts were developed to provide a framework within which to understand the global dimension. They are all important and interrelated but, in different contexts, different concepts take a more central position and underpin the others.

In lesson planning, they can be used as 'lenses' to look at issues in a range of ways. For example, if a class looks at a particular song in Music: through a conflict resolution 'lens', they might consider the conflict or conflict resolution implicit in the words; through a diversity 'lens' they might consider the diverse cultural influences on the musical composition; and through a sustainable development 'lens', the sustainability of the instruments used.

The concepts can also help with planning and evaluation. While no school or class will address each equally, the 8 concepts are interconnected and an integrated approach is essential. For example, good education for sustainable development incorporates aspects of all eight concepts.

## 8 key concepts

- global citizenship
- conflict resolution
- diversity
- human rights
- interdependence
- social justice
- sustainable development
- values and perceptions

## Differentiation and progression

The global dimension is best planned for with a view to progression through the Key Stages and the role of non-formal learning. Children and young people will develop according to their own level of understanding and will move through the developmental stages but this may not equate to the Key Stages as outlined. Progression can be described as follows:

**In the Foundation Stage** children are offered a variety of experiences that encourage and support them to begin to make connections between different parts of their life experience. They become aware of their relationships to others and of the different communities that they are part of, for example, family and school. They begin to develop awareness of diversity of peoples, places, cultures, languages and religions. They begin to understand fairness, the need to care for other people and the environment, and to be sensitive to the needs and views of others.

**At Key Stage 1** children begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of cultures and places. They learn that all humanity shares the same basic needs but that there are differences in how and to what extent these needs are met.

**At Key Stage 2** children develop their understanding beyond their own experience and build up their knowledge of the wider world and of diverse societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world. They develop their sense of social justice and moral responsibility and begin to understand that their own choices can affect global issues, as well as local ones.

**At Key Stage 3 & 4** children and young people develop their understanding of their role as citizens within local and global contexts and extend their knowledge of the wider world. Their understanding of issues such as poverty, social justice and sustainable development increases. They realise the importance of taking action and how this can improve the world for future generations. They critically assess information available to them and challenge cases of discrimination and injustice.

Throughout their school experience, children's and young people's awareness and understanding of the global dimension might progress as follows:

*In the Foundation Stage children are offered a variety of experiences that encourage and support them to begin to make connections between different parts of their life experience. They become aware of their relationships to others and of the different communities that they are part of, for example, family and school. They begin to develop awareness of diversity of peoples, places, cultures, languages and religions. They begin to understand fairness, the need to care for other people and the environment, and to be sensitive to the needs and views of others.*

# Foundation Stage

For ease of reference the activities have been arranged by area of learning. The headings show the area of learning which is likely to be the main focus of each activity. Most activities will contribute to more than one area of learning. For example, the activity around reusing, repairing and recycling materials and making toys appears under PSED because of the contribution to showing concern for the environment. It also links to other areas including designing and making skills in KUW and using tools and equipment in PD. In approaching each activity in the classroom, the practitioner may choose a different focus to that suggested below.

## Personal, social and emotional development

Children consider people in particular situations and whether they might be happy, sad, hungry or lonely using pictures and photographs.

Children look at photos of other children from around the world and discuss what needs we all have such as love, a home, friends, food, water, security and shelter.

Children listen to and discuss stories from different countries about issues of right and wrong, the needs of others and how we can help one another.

Children talk about places they have visited for different reasons, for example, on holiday, for recreation, religion or to visit relatives. They discuss how they feel about places. These discussions might be triggered by objects such as travel tickets or money.

Children can be involved in reusing, repairing and recycling materials, instead of throwing them away. Learning might be triggered by looking at recycled toys or making toys from 'rubbish'.

Practitioners encourage children to try activities from different cultures and contrast differences and similarities for example, food choices relating to cultural and religious traditions.

Children discuss the unfairness of bullying people due to physical appearance, for example, through stories.

- *The activities in this section are primarily for schools. However the principles and practice will equally apply to non-maintained early years settings providing Government funded Foundation Stage education, as part of the National Curriculum.*
- *The phrase **early years setting** is used throughout this booklet to refer to providers in receipt of Government funding to provide the Foundation Stage curriculum. These include nursery schools, nursery/reception classes, private nurseries, day care centres, Children Centres, pre-school groups, early years centres, Sure Start local programmes, accredited childminders/childminder network groups approved to deliver early education.*
- *The word **practitioner** refers to all Foundation Stage practitioners including accredited childminders, nursery managers/assistants, key workers, playgroup managers/workers, classroom assistants.*



## Communication, language and literacy

Children listen to and talk about stories from around the world and on topics such as fairness and the environment.

Children imitate the positive, anti-discriminatory language of the practitioner.

In conflict situations, children are encouraged to consider others' feelings and suggest appropriate ways forward. They also do this when not directly involved in a conflict through discussing photos, stories and through puppets.

Children talk about how their behaviour affects others. They consider what might happen if they acted differently.

Children hear a range of languages spoken by children or people they have connections with. Community languages are valued. Children are introduced to a range of written scripts and dual language books.

## Mathematical development

When discussing numbers, children's different experience of number in a range of languages is shared with others.

Children play counting games from different countries and count objects from around the world.

Children look at photographs and drawings showing how a range of cultures use number, shape and pattern.

## Knowledge and understanding of the world

Children explore photographs, books and artefacts from around the world and reflect on similarities and differences between people and places locally and elsewhere in the world. Children are introduced to a range of cultures and religions



through stories, music, dance, food and role-play using clothes, cooking implements, symbols and toys.

Children learn about sustainable gardening practices such as composting, and the importance of looking after the environment.

When looking at distant 'strangers' in photographs or video, children can be encouraged to imagine ways of life based on common or familiar experiences: food, brothers and sisters, toys and games. In other words, similarities can be emphasised as well as differences.

Children take part in role play (such as being a travel agent) to explore what different places are like using brochures, pictures and children's own holiday photographs and find these places on maps and globes.

Thematic approaches such as the journey to school, what we do in school or foods that we eat can also be helpful when talking about life in other countries.

A Foundation Stage class in a first school in Poole undertook a topic using the 'Elmer the Elephant' books by David McKee. The class explored the themes of feelings, friendship and sharing using Elmer's stories as the stimulus, and then expanded their work by looking at the Perahera in Sri Lanka. This is a Buddhist festival, during which each temple adorns an elephant with colourful decorations and takes part in a procession carrying the Sacred Tooth of Buddha, accompanied by dancers and drummers. The children's activities included listening to music, dancing and playing drums, printing material, devising patterns and using batik pictures. The children compared Perahera to their own experience of taking part in festivals and celebrations, which were mainly Christian or secular. The topic culminated in a celebration of their own.



## Physical development

Children play games and learn dances from diverse cultures which show interdependence and promote cooperation.

Children shop for, prepare and taste food and discuss what it is like and where it is from.

Children discuss water and what it is used for, understanding the importance of clean drinking water and that some people have to travel a long way to find this. They might discuss their school policy on having access to drinking water during the school day.

Children compare needs and wants, for example, I need clean drinking water and I want a new toy.

## Creative development

Children participate in music, dance and games from different places. Parents/carers are encouraged to share their own songs and artefacts.

Children use patterns, textiles and designs from diverse cultures and countries.

Children begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of cultures and places. They learn that all humanity shares the same basic needs but that there are differences in how and to what extent these needs are met.

# Key Stage 1

## English

Children have opportunities to read, in both fiction and non-fiction books, about people, places and cultures in other countries.

- By doing this they can deepen their knowledge and understanding of themselves and the world in which they live.

## Mathematics

Children begin to use number in a range of different contexts and explore number patterns, puzzles and games from a range of cultures.

- By doing this they can learn to appreciate the mathematical ingenuity of a range of cultures.

## Science

Children learn that everybody needs food and water to stay alive.

- By doing this they can learn about the universality of human needs.

## Design and technology

Children recognise the different needs of people from a range of cultures and begin to identify ways in which needs have been and could be met.

- By doing this they can develop an empathy for other people's needs.

## ICT

Children gather information from a variety of sources.

- By doing this they can learn how to access information about different cultures and places.

## History

Children learn about the lives of significant people and past events in Britain and the wider world.

- By doing this they can appreciate the significant contribution made by people from all over the world to the history of the UK.

## Geography

Children become aware of their own feelings about people, places and the environment and gain awareness of the wider world.

- By doing this they can begin to understand how they and the place where they live are linked with other places in the world.



Pupils at an infant school in Edmonton, North London, brought in tins and packets of everyday food. Using the labels from the food they found out where the food had come from, put the labels around a world map and then drew lines between the places and the labels. They found out what these places were like and how they would travel to them. In doing this, the children learnt that we depend on other countries for much of our food, and began to develop an awareness of the wider world.

## Art and design

Children talk about and begin to understand differences and similarities in art, craft and design from a range of cultures and traditions.

- By doing this they can learn to appreciate the rich variety and diversity of art and design and extend their knowledge of a range of cultures.

## Music

Children listen and respond to music from diverse cultures and begin to recognise and compare styles, as well as becoming familiar with instruments from a range of countries and musical traditions.

- By doing this they can learn to take an interest in and value diverse cultural traditions.

## PE

Children play simple games and create and perform dances from diverse cultures.

- By doing this they can learn to co-operate with others and appreciate the role of games, sport and dance in a range of cultures.

At an Infant School in Andover, Year 2 children have been trialling UNICEF's 'First Steps to Rights' material. They have imagined travelling to a new planet and packed a bag to show what they would need to take from earth in order to survive. They decided the most important were: water, food, family, plasters to cover cuts, maps and toys. They have thought about what makes a good shelter. They discovered that families all over the world are different but that children and grown ups need to be loved and show love in similar ways. They have mimed fishing in China, watering plants in Kenya, having water fights in Australia and making a cup of tea in France, and realised they are things we do in England too. When Oliver found out that some people only have one bucketful of water to use for the whole day he said "It's not fair, because we get to use as much water as we need by just turning the tap on." After their first Rights, Respect and Responsibility lesson Glenn said the first thing he would do in 'choosing time' was read more 'articles' from the poster of the UN Convention on the Rights of the Child.

## PSHE and Citizenship

Children learn about themselves as members of a community, with rights and responsibilities for themselves, for others and for their environment. They learn about their own and other people's feelings and become aware of the views, needs and rights of others. They begin to recognise that they have an active role to play in their communities.

- By doing this they can develop an understanding of the universality of human rights, and begin to appreciate that they belong to a wider community. They are also beginning to develop their ability to empathise.

## RE

Children learn that people in their own community and around the world have diverse belief systems and recognise similarities between them.

- By doing this they can begin to develop an awareness of and respect for different points of view.

A primary school in Dorchester borrowed some South African items from DEED (their local Development Education Centre). These are mostly toys, such as lizards, frogs and dolls. South African children make these for themselves from things like telephone wires and old bolts, which are then decorated with beads. Pupils looked at repeating patterns in the colours, then made their own designs, plotted these on graph paper, and made them into toys using beads. This supported their creative and mathematical thinking and developed their empathy with the makers of the original artefacts. The children understood how some materials can be used again and appreciated the resourcefulness of children. In addition, they created something to be proud of!



Children develop their understanding beyond their own experience and build up their knowledge of the wider world and of diverse societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world. They develop their sense of social justice and moral responsibility and begin to understand that their own choices can affect global issues, as well as local ones.

# Key Stage 2

## English

Children read stories, poetry and texts drawn from a variety of cultures and traditions such as diaries, autobiographies, newspapers and magazines, all of which can include the global dimension. They engage in discussions and debates about topical issues and use drama to explore the experiences of others.

- By doing this they can learn more about their own identity, the world and their role within it.

## Mathematics

Children develop an understanding of the universality of mathematics.

- By doing this they can learn what a range of cultures have contributed to the development and application of mathematics.

## Science

Children learn more about life processes common to humans and about ways in which living things and the environment need to be protected.

- By doing this they can appreciate the part that science has played in technological developments globally.

## Design and technology

Children learn to design and make products and evaluate how a range of different products work.

- By doing this they can learn to consider the needs of people from diverse cultures and places who use the products they design. They can also learn how technology can be used to improve the world and contribute to the development of society.

## ICT

Children learn to use a wide range of ICT tools, for example, email, video conferencing, and information sources to support their work.

- By doing this they can explore the potential of information and communications technology for learning more about, and communicating with, people from different cultures and countries, and how ICT can transform the lives of people in different cultures and countries.

## History

Children learn about the social, cultural, religious and ethnic diversity of societies in Britain and the wider world and make links between these societies. They learn about the everyday lives of men, women and children in past societies.

Pupils at a primary school in Barrow in Furness, have been considering sustainable development on a global scale through the use of CDEC's 'A Survival Pack for Future Citizens'. Pupils have taken part in a large number of activities focused on the different things they need to survive (food, water and shelter). They built a shelter and considered what it is like to be a refugee. Many of the activities have adopted Philosophy for Children and Critical Skills methodology. Activities have included both classroom based and outdoor sessions.



- By doing this they can make links between events in different countries and compare the lives of people in other countries in the past with those of people from their own country. Learning about past conflicts can help children develop insights into topical situations.

## Geography

Children make comparisons between their own lives and those of people in other countries. They also learn about environmental change and sustainable development.

- By doing this they can learn to recognise how places fit within a wider geographical context and are interdependent. They can learn how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives.

## Modern Foreign Languages

Children start to learn a language other than English and about the culture of the countries and communities where that language is spoken. They learn that many English words have roots in other languages.

- By doing this they can appreciate that languages influence each other and may have common features. They can appreciate linguistic diversity in their own society and around the world. They are encouraged to develop positive attitudes towards non-English speakers.

A junior school in Andover taught children's rights to one Year 6 class and kept the other as a control group. Both classes were given a questionnaire to evaluate their knowledge and understanding before the work started, and again at the end of the summer term. They used UNICEF's 'Time for Rights', websites and activities developed by the teachers. The children learnt about respect, rights and responsibilities alongside a school 'code'. They learnt that everyone has a right to an education and that they have a responsibility to respect that right and not disrupt others' learning.

The children responded very enthusiastically and within two weeks a significant difference was noted between the classes. The 'Rights' group were more tolerant of each other and were making more effort to listen to each other. Children who had not previously shown an interest in school started bringing in downloaded information about children's rights from home. Three started taking time out to calm down rather than stay in the lesson and disrupt others. Many would talk in terms of their own and others' rights and responsibilities when working, asking others to be quiet as they had a right to learn and the others had the responsibility to listen and be quiet so they could learn too.

This proved such a great success that the school has since taken it on school wide.

## Art and design

Children compare ideas, methods and approaches used in a range of cultures and traditions and learn about the diverse roles of artists, craftspeople and designers working in these cultures and traditions.

- By doing this they can experiment with methods and approaches used by artists, craftspeople and designers from a range of cultures, learn more about the context within which these people work, and use what they have learnt to inform their own work.

## Music

Children learn about the music of a range of cultures and traditions. They perform music, and can use instruments from a range of diverse cultures.

- By doing this they can begin to appreciate and recognise how a range of musical traditions influence each other.

## PE

Children learn about the games, sport and dance of diverse cultures and traditions and work together as a team.

- By doing this they can develop an understanding of the influence of diverse dance forms on each other and an appreciation of the value of working co-operatively.

## PSHE and Citizenship

Children discuss and debate topical issues, including global problems and events. They learn to understand other people's experiences, to appreciate the range of religious and ethnic identities in the United Kingdom and to recognise and challenge prejudice and stereotypes.

- By doing this they can develop a sense of themselves as members of a world-wide community in which there exists a wide range of cultures and identities but a common humanity.

## RE

Children learn about the world's major religions and about how each individual is important.

- By doing this they can appreciate religious diversity in their own society and around the world. They can learn about diverse religious beliefs with regard to the environment and how religions impact upon people's lives.

At a primary school in Ashton Under Lyne, a piece called 'War and Peace' was developed in music and literacy lessons. Children from Year 6 were particularly moved by the Iraq war.

In a literacy lesson they 'brainstormed' ideas around the theme of war and its effects. From these ideas they started to compose lyrics and music during music lessons with a visiting musician. A backing track was composed that showed the contrasts between war and peace. Upon completion, time was spent developing the piece so that it could be presented as a thought provoking drama. Part of this involved the design, in art lessons, of costumes and props that would enhance the dramatic impact.

The completed piece was performed to parents at school, the DEP 25th Birthday party and at Manchester Cathedral, to great acclaim.

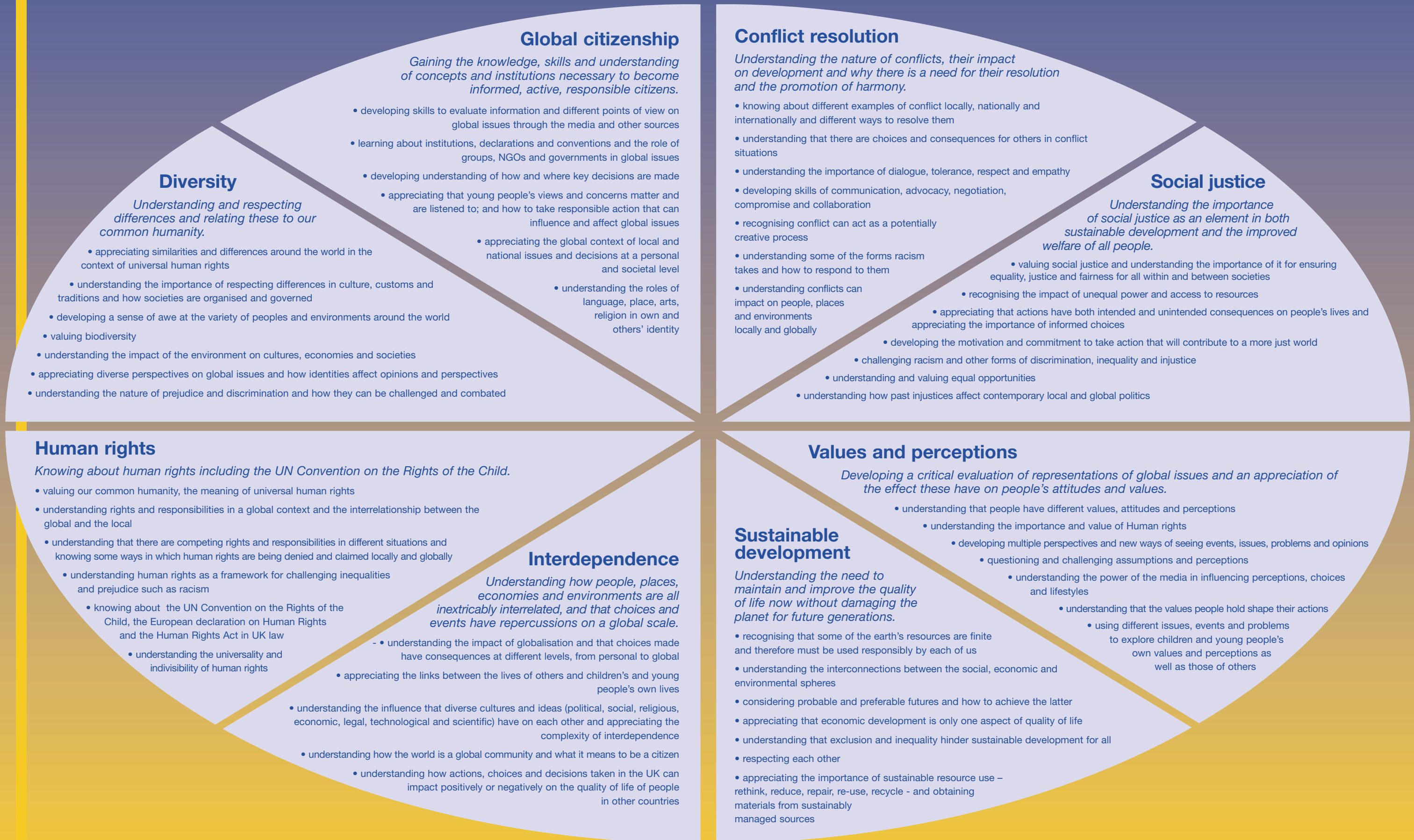
After visiting their local museum to see objects from other cultures, children at a Birmingham school were asked to choose one object that represented their cultural identity. In doing this, children realised how difficult it is to base judgements of another culture on observing a few artefacts. They started to appreciate how false assumptions are sometimes made about cultures about which we have limited information.

# The 8 key concepts

Underlying the idea of the global dimension to the curriculum are 8 key concepts

The global dimension can be understood through the 8 concepts. These provide a conceptual framework for thinking about and building them into the curriculum. Examples of how the foundation stage curriculum and subjects contribute to the development of these concepts are given on p6-11 and 14-17.

'Global citizenship' appears explicitly in one of the eight boxes, however, each of the concepts can be related to the programme of study for National Curriculum Citizenship and can also be promoted through other subjects.



Children and young people develop their understanding of their role as citizens within local and global contexts and extend their knowledge of the wider world. Their understanding of issues such as poverty, social justice and sustainable development increases. They realise the importance of taking action and how this can improve the world for future generations. They critically assess information available to them and challenge cases of discrimination and injustice.

# Key Stages 3 and 4

## English

Children and young people study the media and read fiction and non-fiction from diverse cultures and traditions.

- By doing this they can critically assess what they see and hear. They can learn to recognise and challenge stereotyping and bias in news reporting about developing countries. They can also develop their understanding of global issues through literature.

## Mathematics

Children and young people learn about numbers and algebra, shapes, spaces and measures and handling data. They learn how widely mathematics is used and applied in the technological world.

- By doing this they can use mathematics as a language of communication with young people around the world. They can apply their mathematical skills to interpreting statistics relevant to topical, international and global issues such as international debt and fair trade.

## Science

Children and young people learn about the effects humans have on the world and the need for diversity and protection. They explore the cultural contexts that may affect the extent to which scientific theories are accepted. Opportunities exist within science to use data from many parts of the world.

- By doing this they can appreciate the international nature of science and the contribution scientists from all over the world have made. They can also address the benefits, drawbacks and some of the ethical issues that arise from the use of science and technology globally.

## Design and technology

Children and young people explore the positive and negative effects of technology on the development of societies and the children's and young people's own lives.

- By doing this they can develop an understanding of social, environmental and economic aspects of sustainable development and explore ways in which the world can be improved.



## ICT

Children and young people use ICT to share and exchange information effectively, and work with others to carry out and evaluate their work. They reflect critically on the impact of ICT on their own and others' lives, considering the social, economic, political, legal, ethical and moral issues involved.

- By doing this they can communicate with young people in other countries and gain access to ideas and experiences in a wide range of communities and cultures and share learning. They can gain an understanding of the significance of ICT for all countries and the opportunities and challenges which it presents.

## History

Children and young people learn about some of the key aspects of world history and develop their understanding of the connections between events in different societies and cultures. They carry out two world studies, one before and one after 1900.

- By doing this children and young people can explore some of the causes of world poverty, conflict and migration. They can bring in a global perspective through the study of trade, slavery, empire, colonialism and the Commonwealth; and they can learn to appreciate different perspectives on events when seen from different standpoints.

## Geography

Children and young people study people, places and environments in different parts of the world and different states of economic development.

- By doing this they can appreciate the role of values and attitudes, including their own, and gain greater understanding of topical issues relating to, for example, aid, interdependence, international trade, population and disasters.

## Modern Foreign Languages

Children and young people increase their cultural awareness using materials from a range of countries and communities. Countries can include those in the wider world where the language is spoken, such as French in West Africa, Spanish in Central and South America, and German in Namibia. Opportunities exist for direct contact with native speakers, and for topical material provided by partner schools to be used. Children and young people may be offered the opportunity to learn a language such as Urdu, Arabic or Bengali which is not an official working language of the European Union.

- By doing this they can learn about a range of cultures and perspectives on topical issues through language and develop positive attitudes towards non-English speakers.

## Art and design

Children and young people analyse and evaluate how ideas, beliefs and values are represented in a range of cultures and artistic traditions, and develop knowledge and understanding of the diverse purposes and audiences of artists, craftspeople and designers from Western Europe and the wider world. They explore the ways in which artists working in diverse cultures produce images, symbols and objects to convey meaning.

- By doing this they can extend their knowledge of a range of cultures, learn to appreciate the rich variety and diversity in the roles of artists, craftspeople and designers, and evaluate continuity and change in the purposes and audiences of art and design in the wider world.

## Music

Children and young people learn about, and learn to appreciate, music from a range of times and cultures.

- By doing this they can learn about the roots of contemporary popular music, which can help many children and young people develop a greater sense of their own identity.

## PE

Children and young people learn to play and adapt different games and to compose, perform and prepare dances drawing on a range of cultures and traditions. Children and young people engage in sports played globally and this provides a universal communication through festivals and world-wide games.

- By doing this they can develop an understanding through games, sport and dance of historical and social contexts of a range of cultures.

In 1999 a Gloucestershire school formed a partnership with a school in Kenya. A joint project was developed on energy usage. UK children and young people collected data on oil and gas usage and converted this into CO<sub>2</sub> units. At the Kenyan school the quantity of wood used in the school's stove was measured. Each school then investigated ways in which they could save energy. The Kenyan school decided to install an energy-saving oven that reduced their wood use by 90%, whilst in the UK heat-saving installations were made to reduce fossil fuel use. During 2004, a KS4 reciprocal visit allowed the children and young people to work together on building solar ovens, which were then tested in Kenya.

Year 8 Classes at a Sheffield school learnt about world trade issues in the run up to Fair Trade Fortnight (the first two weeks of March) each year. The Citizenship teacher used Oxfam's 'Go Bananas' photo-pack to introduce the journey of a banana from a farm in the Caribbean to a fruit shop in the UK. Taking account of the work and expenses involved, they guessed how much of the 20p they spend on an ordinary banana goes to the grower, the banana company, the ripener/distributor and the retailer. They then learnt the true amount each group receives. They also watched a video for background information. The teacher then provided a fair trade banana to illustrate how the trade can be organised so that a greater share of the money goes to the grower. Following the curriculum work, they decided to design posters to promote fair trade chocolate and bananas and to sell them in school. (Over £500 worth was sold.) The children and young people visited their local supermarket to audit how many fair trade items were on sale. Whilst the store claimed to stock 60 items, they were only able to find 33 - often not well displayed. They wrote letters, which have resulted in improvements (monitored by former pupils from the school who now work at the store...!).





A South Cumbria school has a link with a secondary school in Mexico City. In Religious Education, Year 8 study the Mexican Day of the Dead as part of a unit on Death and Life Journeys. Children and young people complete an assessment where they are asked to evaluate how the festival enables a community to prepare for death. This both develops a deeper cultural understanding as well as encouraging children and young people to reflect on their own lives.



## Citizenship

Children and young people learn about rights and responsibilities, government and democracy and the diverse nature of society in the UK. They learn about the origins and implications of diversity in the UK and about the important political, social, cultural and economic relations with global institutions and countries. Children and young people discuss a range of moral and social issues including racism and prejudice and learn about the importance and need for respect and understanding in a tolerant and democratic society. They consider views and experiences that are different from their own. They explore how local actions can have an impact on international and global issues.

- By doing this they can become informed citizens and understand the world as a global community. They can learn about global governance and explore issues relating to human rights, refugees, immigration and sustainable development. They develop an appreciation of political, social and cultural diversity and have skills to challenge racism and prejudice. They can develop their interest in topical, global issues and can become willing to take actions on issues of concern.



## PSHE

Children and young people learn about the effects of stereotyping and prejudice and how to challenge them assertively. They learn to recognise the importance of goodwill in relationships. They gain greater knowledge and understanding of social and cultural issues.

- By doing this they can develop their confidence and willingness to empathise with all people.

## RE

Children and young people learn about and from the beliefs of people throughout the world.

- By doing this they can enhance their spiritual, moral, social and cultural development and their sense of themselves as part of a global community. They consider what religions and beliefs say about global issues and rights and responsibilities.



Children at a Yorkshire school took part in a chocolate trading game (from Christian Aid) to learn more about the relationships between cocoa farmers, chocolate companies, supermarkets and consumers. It raised many issues around fair trade, sustainable development and conflict resolution. It was a fun activity and made children aware of the importance of being a global citizen. One of the children wrote to the headteacher after taking part in the game, asking why the school was not more committed to fair trade products and as a result, more are now being used.



Year 9 at a Manchester school participated in an Earth Summit event, a joint geography and citizenship activity. The Year 9 school councillors acted as the United Nations for the day and organised many of the day's activities. The young people had been comparing their 'global footprints' to those of people around the world. They decided upon 'Oil and the Energy Crisis' as the theme. The school councillors put together a PowerPoint presentation to introduce the day. The year group of 200 was divided into 16 groups representing different countries, a multinational corporation, an environmental group and the media, as well as the UN. During the morning, the young people researched their country or special interest, particularly focusing on energy resources and policies, using briefing papers prepared by the school councillors. Each country was able to lobby the 'UN' to try and reach an acceptable agreement on the motion. In the afternoon, the Summit meeting was chaired by the 'UN' and each country was given the opportunity to present their views. The activity culminated in a vote on the motion.



# Whole School

Many schools have conducted an audit involving the whole school community. Through this, they have discovered a range of ways in which they have already incorporated the global dimension as well as opportunities for developing this further.

The ethos both influences and is influenced by all aspects of school life. Therefore, a positive ethos is developed through the involvement and participation of all staff, children and young people as well as the wider school community. Mission statements, school development plans and policies all reflect and influence the ethos.

Beyond schemes of work, and work with the wider community (p20), areas which an audit might consider include:

## Positive relationships

The values, attitudes and skills of the global dimension are reinforced through positive relationships between and amongst children and young people and staff (including non-teaching staff). Peer mentoring and team teaching can contribute to an atmosphere of co-operation.

Pupil participation, including effective school councils is extremely important for children and young people as global citizens. Whilst it is important that the complexity of global issues is acknowledged, pupil participation at all levels can make a difference.



*“School ethos: refers to the pervasive atmosphere, ambience or climate within a school, an important element both in school effectiveness and in values education. In its broadest sense the term encompasses the nature of relationships within a school, the dominant forms of social interaction, the attitudes and expectations of teachers, the learning climate, the way that conflicts are resolved, the physical environment, links with parents and the local community, patterns of communication, the nature of pupil involvement in the school, discipline procedures, anti-bullying and anti-racist policies, management styles, and the school's underlying philosophy and aims. All of these are rich in their potential to influence the developing values, attitudes and personal qualities of children and young people.” (Oxfordshire County Council (2002) 'Values Education Values Lessons')*

## Taking action

It is natural and important that when children and young people learn about global issues they may want to act to change things. Children's and young people's choices of action should be based on critical thinking and a clear understanding of issues and the root causes of global inequality and poverty.

Action might take place within or beyond the school. It is important that children and young people choose what they do and have ownership of identifying issues and priorities that are important to them. Working locally has the added benefit of demonstrating how local and global issues are interconnected.

*“going beyond attitudes to development based on compassion and charity, and establishing a real understanding of our interdependence and of the relevance of development issues to people's everyday lives”*

DFID, 1999: Building Support for Development

Some children and young people will choose to campaign or fundraise for a particular charity. In this case, they can critically analyse the publicity sent by a range of charities looking at the presentation of facts and images and whether the 'solutions' proposed address the underlying causes of poverty and promote sustainable development.

## Assemblies

The skills, attitudes and values of the global dimension (see centre spread) can be developed through participative assemblies.

There are a number of calendars of special days and weeks which can provide a focus for the global dimension. See [www.globaldimension.org.uk](http://www.globaldimension.org.uk), [www.citizenship-global.org.uk](http://www.citizenship-global.org.uk) and [www.countmeincalendar.info](http://www.countmeincalendar.info).

## Displays around the school

Displays can reinforce learning, act as a stimulus to pupil interest and provide an opportunity to affirm children's and young people's work. Teachers, children and young people can be involved in ensuring that displays avoid stereotypes and promote positive, challenging and empathetic images. They can consider what subconscious prejudices certain images might promote.



## Continuing professional development

All teachers need the space to reflect on the purpose, benefits, meaning and implications of making the global dimension central to their practice. This will often be school based and might be combined with an audit or the development of a school policy.

Details of DfES's Teachers' International Professional Development programme can be found at [www.teachernet.gov.uk/tipd](http://www.teachernet.gov.uk/tipd)

International Placements for Headteachers is a partnership between the British Council, the NCSL and DfES. See page 24.

There is CPD available through a number of organisations, see p22. It is also worth looking more widely for funding for teachers to carry out action research on best practice.

## Ethical estate management

What is taught in the classroom is reinforced if children and young people see this reflected in the practice of the school. Schools can practice sustainable development by using fair trade products and ethical banking, practicing 'rethink, reduce, re-use, repair, recycle' and having a green purchasing policy. The development of ethical practice can involve children and young people, for example through a school council. Children and young people need to be supported to make the links between the school's ethical practice and the global dimension.

**“Successful schools also have strong links to parents and the wider community, drawing strength from those links, and in turn helping to develop and strengthen their local community.”**

(ch5, para 30, Department for Education and Skills: Five Year Strategy for Children and Learners, 2004)

## **Schools developing global learning partnerships**

Well-planned links and partnerships with the wider community can enhance the global dimension to the curriculum. All partnerships need to be based on equality, mutual learning and curriculum development.

In a globalised world, the global dimension is found on our doorsteps, not only in far away localities. Establishing partnerships with other schools locally, visiting places of worship, participating in local events, working with the local council and inviting parents/carers and other members of the local community into school to share experiences can all contribute to developing global perspectives.

A number of schools choose to make partnerships with schools in other countries. This can build on links in the local community, for example, if there are a number of children and young people in the school or local people with origins in Nigeria, a school in Nigeria might be chosen.

Some UK schools link local clusters of schools with a cluster of schools in another locality to learn from each other and emphasise the community element. Other partnerships consist of two schools in different parts of the UK working with two schools in different parts of another country to emphasise the diversity of perspectives within both the UK and the link country.

The Oldham Linking Project links two local schools, an urban school with 100% children of Bangladeshi Muslim heritage, and a rural school with children almost entirely of white British heritage. Headteachers and chairs of governors, and then staff made exchange visits so they fully understood the issues faced by each school. Governors from both schools attended a race and cultural awareness session. Children and parents saw assemblies by different year groups. Pupils went jointly to the theatre and an LEA sporting event and participated in a joint projects scheme out of school hours. Younger children worked together on a drama project. Pupils shared experiences such as teddy bears' picnics and Bangladeshi cultural awareness sessions. Both schools send representatives to Oldham Primary Schools Council. Pupils recognised that they were similar and had the same concerns about education and the future; and that they needed to work out these things together. They really began to see themselves as active citizens.



Partnerships with schools in other countries can expose teachers, children and young people to very different learning and teaching contexts. This can help teachers, children and young people to examine their perceptions and values and appreciate how these affect attitudes and actions. This can help to challenge negative and simplistic stereotypes and images. Partnerships can also provide a basis for broadening curriculum and subject areas to incorporate wider global input and perspectives. To achieve these benefits, schools need to critically consider children and young people's learning, for example, to avoid the perception that one school in India is representative of all India or all Asia.

Involving children and young people, teachers and the wider community of each school in planning and ensuring that the aims of the partnership contribute to the curriculum, help to achieve a sustainable and successful partnership. The majority of curriculum ideas suggested earlier in this booklet can be developed in partnership with another school in the UK or anywhere in the world, and will be enriched by children and young people sharing perspectives on the issues. Evaluations of partnerships are most valuable when they place a high priority on learning outcomes.

It takes hard work, good communication and good curriculum and logistical planning to ensure that a partnership with another school is sustainable and contributes to learning. Partnership agreements, which are regularly revisited by the whole school communities, including senior management teams, are important for clarifying the aims of both partners.

Decisions on whether to fundraise for a partner school need to be made in the context of the broader aims of ensuring equality, mutual respect and the promotion of learning.

It is not necessary to make exchange visits in order to maintain a partnership but, for schools that do, a number of organisations provide advice and/or funding, see 'Resources and Support' (p22)

A junior school in Slough initiated a link in response to a request from a school in Delhi. Over 90% of the children at the Slough school are of South Asian ethnic origin and the partnership was seen as one way to help these children stay in touch with their cultural roots. It was also hoped that the link would enable teachers to develop a closer understanding of the children's cultural background and a better knowledge of some of their customs and practices. Through developing relationships on a one to one basis, using both the Internet and mail, the participating children and teachers developed global perspectives, and an ongoing dialogue was created. The project also provided an opportunity to do focused ICT work, including use of the Internet. More recently, the links have also been useful in other areas of the curriculum, such as studying the weather, and in examining attitudes to moral issues under PSHE.



A Special School in North London is part of a cluster of UK schools linked with a cluster of primary, special and secondary schools in Ghana. ICT is used to communicate. Both teacher and young people exchanges have taken place leading to first hand accounts of life in the different schools. Videos showing life in each school have also been exchanged. The partnership has contributed to learning in all areas of the curriculum, for example, in Science they have studied the uses of farm animals; in PSHE, health, particularly HIV/AIDS; in Citizenship, feelings about 'my country'; and in Literacy, storytelling. The schools were recently awarded a DFID Global Schools Partnership grant.

### Whole school awards

Well chosen and planned awards can play an important role in celebration and affirmation. Well designed schemes can help children and young people link different areas of their learning. There are a range of awards administered both regionally and nationally which support the global dimension. A major one is the International School Award (ISA), funded by the DfES and managed by the British Council (see p24).

Children and young people develop their understanding of their role as citizens within local and global contexts and extend their knowledge of the wider world. Their understanding of issues such as poverty, social justice and sustainable development increases. They realise the importance of taking action and how this can improve the world for future generations. They critically assess information available to them and challenge cases of discrimination and injustice.

# Resources and support

**The Department for International Development (DFID)** is the UK Government department responsible for promoting development and the reduction of poverty worldwide. DFID works to build public support for development across the UK by raising awareness of global interdependence and development issues.

DFID's headquarters are located at:

**1 Palace Street  
London SW1E 5HE**

**Abercrombie House  
East Kilbride  
Glasgow G75 8EA**

**Tel: 0845 300 4100**

**Email: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)**

**[www.dfid.gov.uk](http://www.dfid.gov.uk)**

**The Development Education Association** supports and promotes a better public understanding of global and development issues in the UK through education. It is a national umbrella body for England working in partnership with over 240 member organisations, including a network of local development education centres (DECs).

To find a DEA member offering local support, see the map at [www.dea.org.uk/dea/a\\_to\\_z\\_of\\_members.html](http://www.dea.org.uk/dea/a_to_z_of_members.html).

For subject specific booklets on the global dimension to the school curriculum, see [www.dea.org.uk/schools/publications.html](http://www.dea.org.uk/schools/publications.html).

**Development Education Association  
33 Corsham Street  
London  
N1 6DR  
Tel: 020 7490 8108  
Fax: 020 7490 8123  
Email: [dea@dea.org.uk](mailto:dea@dea.org.uk)  
[www.dea.org.uk/schools](http://www.dea.org.uk/schools)**



**The British Council**, through its Education and Training Group, manages a wide range of international programmes and professional development activities, in addition to courses and networks for decision-makers in both organisations and local education authorities. The British Council offers information and advice on educational exchanges, teacher fellowships, study visits, establishing school links and joint curriculum projects.

**The British Council  
10 Spring Gardens  
London SW1A 2BN  
Tel: 020 7389 4247  
Fax: 020 7389 4426**

DFID Global School Partnerships is a consortium initiative of the British Council, Cambridge Education Foundation, UK One World Linking Association (UKOWLA) and Voluntary Service Overseas (VSO) that provides advice and guidance to schools in the UK and Africa, Asia, the Caribbean and Latin America that use partnerships to develop the global dimension in the curriculum.

**Global Gateway  
[www.globalgateway.org](http://www.globalgateway.org)**

This is a new international website providing a one-stop shop to help in developing the global and international dimensions in schools. It features a school partner finding facility plus guidance, information and links to other relevant websites.

The Global Gateway is being continuously developed for the Department for Education and Skills (DfES) by the British Council.

## Key documents

DfES (2004) 'Putting the world into world-class education: An international strategy for education, skills and children's services' (DfES/1077/2004)

DfES (2004) 'Working together: giving children and young people a say' (DfES/0134/2004)

DfES (2003) 'Sustainable development action plan for education and skills'

DFID (2004) The rough guide to a better world ([www.roughguide-betterworld.com](http://www.roughguide-betterworld.com))

DEA subject booklets which are based on this booklet are available at [www.dea.org.uk/schools/publications.html](http://www.dea.org.uk/schools/publications.html)

Ofsted (2003) Taking the first step forward ... towards an education for sustainable development: Good practice in primary and secondary schools' (HMI 1658)

Commission for Racial Equality 'Code of practice on the duty to promote race equality' (statutory) and 'A guide for schools' (non-statutory) 2002

## Classroom resources

Resources to support teaching the global dimension are available through mail order.

The Oxfam Catalogue for Schools includes material published by a range of organisations:

**Oxfam, 274 Banbury Road, Oxford OX2 7DZ,**

**tel: 01865 313600, email: [education@oxfam.org.uk](mailto:education@oxfam.org.uk),  
[www.oxfam.org.uk/coolplanet/teachers/catalogue.htm](http://www.oxfam.org.uk/coolplanet/teachers/catalogue.htm)**

## Global Dimension

**[www.globaldimension.org.uk](http://www.globaldimension.org.uk)**

Global Dimension is a free website that gives teachers fast, easy access to information about incorporating the global dimension into the curriculum and wider life of the school. The site includes a database of over 650 resources that will help bring global perspectives to lesson planning and teaching. Resources can be searched by subject and Key Stage as well as by country and by theme. There are contact details for all suppliers provided.

Resources are available for sale, to view or on loan from the network of local development education centres (DECs) and other resource centres across the UK. In addition, many DECs also provide a mail order service, see [www.dea.org.uk/dea/a\\_to\\_z\\_of\\_members.html](http://www.dea.org.uk/dea/a_to_z_of_members.html).





## Audits, benchmarking tools and awards

The International School Award (ISA), gives recognition to those schools that integrate global issues and international awareness into their curriculum. It demands high standards in interactive, collaborative work and co-operation with other countries. The DfES is working with the British Council and other organisations that support schools, to develop and expand the Award, aiming for every school, over time, to gain the ISA. Further information on ISAs can be obtained from the Global Gateway or [www.britishcouncil.org/learning-international-school-award.htm](http://www.britishcouncil.org/learning-international-school-award.htm).

The Commission for Race Equality's 'Learning for All' audit for Race Equality in Schools

It is available for £10 from [www.cre.gov.uk/publs/cat\\_educ.html](http://www.cre.gov.uk/publs/cat_educ.html)

Oxfam's Global Citizenship Audit

[www.oxfam.org.uk/coolplanet/teachers/globciti/wholeschool/index.htm](http://www.oxfam.org.uk/coolplanet/teachers/globciti/wholeschool/index.htm)

UNICEF's audit

[www.unicef.org.uk/teacherzone](http://www.unicef.org.uk/teacherzone)

Yorkshire and Humber Global Schools Association's Benchmarks for the Global Dimension

[www.yhgsa.org.uk/benchmarks.htm](http://www.yhgsa.org.uk/benchmarks.htm)

## Continuing professional development

A number of Development Education Centres and other DEA members provide CPD. For details about these organisations and their work, see

[www.dea.org.uk/dea/a\\_to\\_z\\_of\\_members.html](http://www.dea.org.uk/dea/a_to_z_of_members.html).

A number of LEAs have staff who can provide support with the global dimension to the school curriculum. These may be International Education Officers, Officers responsible for Education for Sustainable Development, Race Equality Officers or Citizenship Advisers.

The free Open University Teach Global courses and resources to support CPD are at [www.teachandlearn.net/teachglobal](http://www.teachandlearn.net/teachglobal)

Each year the DfES Teachers' International Professional Development (TIPD) Programme ([www.teachernet.gov.uk/tipd](http://www.teachernet.gov.uk/tipd)) gives up to 2,500 teachers in England the opportunity to experience educational practice around the world and share expertise with colleagues. Visits are funded and organised through four bodies:

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

The Specialist Schools Trust: [www.specialistschoolstrust.org.uk/tipd/](http://www.specialistschoolstrust.org.uk/tipd/)

The League for the Exchange of Commonwealth Teachers: [www.lect.org.uk/lect/](http://www.lect.org.uk/lect/)

The Best Practice Network: [www.bestpractice.co.uk](http://www.bestpractice.co.uk)

International Placements for Headteachers is a partnership between the British Council, the NCSL and DfES. See [www.britishcouncil.org/learning-international-placements-for-headteachers.htm](http://www.britishcouncil.org/learning-international-placements-for-headteachers.htm)



## Further websites

### [www.ase.org.uk/htm/ase\\_global/index1.php](http://www.ase.org.uk/htm/ase_global/index1.php)

The global dimension to Science, hosted by the Association for Science Education.

### [www.citizenship-global.org.uk](http://www.citizenship-global.org.uk)

A portal site with links to many useful educational sites. Includes advice on teaching controversial issues.

### [www.geography.org.uk/global](http://www.geography.org.uk/global)

The global dimension to Geography. Other parts of the Geographical Association website will also be relevant, such as the Valuing Places project and journals.

### [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

A database of over 650 resources with links to suppliers.

### [www.qca.org.uk/esd](http://www.qca.org.uk/esd)

QCA's Education for Sustainable Development site.

### [www.qca.org.uk/respectforall](http://www.qca.org.uk/respectforall)

QCA's Respect for All Site.

### [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)

All 191 United Nations member states have pledged to meet the Millennium Development Goals outlined here by 2015.



*“In education, our job is ...making sure that children, young people and adult learners are aware that what they do in their day to day lives has huge implications for everyone in this country and in the world at large”*

DfES, p2 ‘Sustainable development action plan for education and skills’, 2003

*“We live in one world. What we do affects others, and what others do affects us, as never before. To recognise that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality”*

DfES, p5 ‘Putting the world into world-class education’, 2004

Copies of this publication can be obtained from:

**The DFID Public Enquiry Point**  
**Abercrombie House**  
**East Kilbride**  
**Glasgow G75 8EA**

**Tel: 0845 300 4100**

**Email: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)**

**[www.dfid.gov.uk](http://www.dfid.gov.uk)**

This publication can also be downloaded from:

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

[www.globalgateway.org](http://www.globalgateway.org)

[www.dea.org.uk/schools/publications.html](http://www.dea.org.uk/schools/publications.html)

[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

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