The Global Dimension
in Initial Teacher Education
Be the change you wish to see in the world

Mahatma Ghandi

Education is the most powerful weapon which you can use to change the world

Nelson Mandela 2005
If teachers are not among the first to become, in effect, citizens of the world, who will?

Michael Barber 1997

Education is the constant process for the liberation of human beings

Pablo Freire
The global dimension in education is a crucial medium for encouraging young people to make connections between their experiences of living in their local communities and the life experiences of people around the world. The study of issues relating to human rights and social justice, diversity and interdependence, peace and sustainable development has the potential to promote positive attitudes and can assist young people to develop the values and skills conducive to living as active citizens. The core content of the global dimension coincides with the central goals of the new curriculum which has been launched in Northern Ireland schools and therefore, to this end, the global dimension in education has a unique and important purpose in schools.

Since 2005 St. Mary’s University College has been involved in a Project in the Global Dimension in Education funded by the Department for International Development (DFID). The aim of the Project is to integrate this area of study into the College’s teacher education programmes. The themes of the global dimension have been built into work with students, College staff, schools, development organisations and other institutions and schools internationally. Through the work of the Project the College has contributed significantly to the promotion of effective classroom practitioners in the global dimension in education.

The Project is linked into the broader discourse on the role of global issues in education. Article 29 of the UN Convention on the Rights of the Child states that governments should ensure there is “preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.” This principle was at the core of the work of the Project in St. Mary’s and is evident from the contents of this reference guide – ‘The Global Dimension in Initial Teacher Education’ – which has been produced by the Project team. This guide is a testament to the commitment of those involved in the Project to promoting the key aspects of the global dimension to create a better understanding of the world around us. Ultimately, it celebrates the work that has been undertaken by students, staff and the College’s local and international partners in bringing the global dimension to life.

Dr. Margaret Reynolds
Director of the Faculty of Education
St. Mary’s University College
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Child's Identity Box, St. Clare's P.S. Belfast

'Sport Makes Me' Identity Box
Introduction
Introduction

The global dimension is now a core element in the revised Northern Ireland Curriculum, forming an integral part of compulsory provision. It is placed in a more general government drive to engage innovatively with some of the most challenging questions our society is dealing with today regarding conflict and peace, poverty and excess wealth, interdependence and dependence, and human rights. In this volatile geo-political environment the need to understand and appreciate the changes that are occurring has become ever important. Studying global issues at school and at Initial Teacher Education (ITE) levels provides the most informed way of grasping the sometimes alarming, sometimes striking shifts that are occurring worldwide and are impacting onto our lives and our society.

The aim of this initiative was to prepare teachers to implement this aspect of the curriculum effectively. St Mary’s University College, a College of the Queen’s University Belfast, aims to integrate the global dimension across the College community. The College has an ongoing commitment to this curricular area, and through the Project has been able to embed the subject throughout College life. As a consequence global education is currently integrated in teaching and learning aspects throughout various academic courses at undergraduate and postgraduate levels. Students graduating from the College now have an increased awareness of and competence in teaching the global dimension. Chapter 2 outlines the multi-faceted approach taken by the College.

The College established a Steering Committee to develop, coordinate and manage the global dimension under the Director responsible for teacher education. The Global Dimension Steering Committee has included academic and support staff and a Global Dimension Coordinator, and has developed a range of expertise in teaching aspects of the global dimension and in researching this area.

The Project has also been successful in establishing links across the globe between various types of educational institutions to ensure that, through the use of ICT and exchanges, students and staff are able to develop together across the continents and between cultures. This has included the establishment of ongoing and long-term links with schools and projects in Lusaka and Old Kabweza, Zambia; Kolkata, India; Nakuru and Nairobi, Kenya; Bethlehem, Palestine; Massachusetts and New Hampshire in the USA.

Funded with support from the Department for International Development (DFID) this Project has been at the cutting edge of development education provision. This guide to the work of the Project is an attempt to profile the activities, to look at good practice in the field of the global dimension in education, and to present an example of where – with the commitment of dedicated staff and relevant external agencies – an innovative approach to the learning and teaching of development issues can make an impact.

The 8 Global Dimension Concepts
These eight concepts provide a conceptual framework for thinking about the global dimension and building it into the curriculum (see also Appendix II)

- **Global citizenship**
- **Conflict resolution**
- **Diversity**
- **Human rights**
- **Interdependence**
- **Social justice**
- **Sustainable development**
- **Values and perceptions**
Recognising the importance of the global dimension in education, the History and Geography Departments at St. Mary’s came together to address the interconnectedness of local and global learning. This opportunity allowed the team to review current provision and explore how best to incorporate key global dimension concepts into the revised BEd 3 History and Geography Professional Studies course.

The Aims
It was decided that the course would be organised around the core World Around Us themes of Place, Movement and Energy, Interdependence and Change Over Time. Students would be expected to research, plan, resource and evaluate a unit of work on the topic of ‘Famine and Migration’ that allowed for comparison between past and present.

The Course
In line with current guidelines on good practice this course built upon outreach with educational partners by making a visit to the Ulster American Folk Park and Centre for Migration Studies in Omagh an integral part of the learning programme. Prior to the field visit a number of preparatory sessions were planned to focus on the following areas:

- Migration, movement and diversity
- Nineteenth century famine in Ireland and contemporary humanitarian crises linked to famine issues today
- Human rights and social justice in the Victorian era
- Environmental pressures and sustainability

These sessions were a forerunner to a training day co-hosted by the Education Team at the Ulster American Folk Park, the Centre for Migration Studies and St. Mary’s University College.

The Field Visit
As part of their visit the student teachers participated in a range of workshops reflecting the life and times of the ‘Ulster Migrant Experience’ in the mid to late nineteenth century. This experiential dimension was followed by a theoretical session that explored the concept of diaspora populations in local and global contexts. Students were encouraged to reflect on contemporary migrations and the relevance of this for teaching and learning in the primary classroom. Subsequent to the visit, students were required to produce an oral presentation on the theme of migration which highlighted the learning resources and methodologies to be employed over a six week teaching block in a Key Stage 2 class.

Evidence from course assessment suggests that the students thoroughly embraced this new learning opportunity and took full advantage of working with educational partners in the British Red Cross, the Ulster American Folk Park and the Centre for Migration Studies. This was reflected in the very positive feedback we received.

Reflections
Having reflected upon the course, the tutors involved believe this learning opportunity helped students become more critically reflective in their approach to the concept of migration. The complex and contested links between local and global issues were teased out and students were able to link Ireland’s experiences in the nineteenth century with contemporary flows of inward migration.

The course challenged students’ stereotypical ideas about the process of migration and migrants, and encouraged greater empathy with the diverse experiences of contemporary migrants into Northern Ireland. The course had strong links with Personal Development and Mutual Understanding (PDMU) which is one of the key Areas of Learning in the revised Northern Ireland Primary Curriculum.

PDMU is set out in two strands, the first, Personal Understanding and Health and the second, Mutual Understanding in the Local and Wider Community which has strong links with The World Around Us.

The framework of the course encouraged students to reflect on how they construct knowledge of the world around them and to critically assess their own attitudes and values towards other people and places. The tutors hope this experience fosters a predisposition towards critical enquiry and will guide students’ ongoing professional development and future practice. Successful completion of this course contributed to certification in the Global Dimension in Education.
“Some interesting ideas were generated about how pupils can use the well known, intimate worlds of their house or their streets as links to thinking about global migrations past and present.”

Dr Paddy Fitzgerald, Centre for Migration Studies

“The Education Department at the Folk Park particularly welcomes the approach taken. This will better enable our future teachers to deal with the challenges facing them in today’s classrooms.”

Evelyn Cardwell, Ulster American Folk Park Education Department
ii: Student Conferences

Student Conferences have taken place every year since the Project began in St. Mary’s. Organised by year group, the conferences include plenary and workshop sessions facilitated by Non-Governmental Organisations (NGOs), statutory bodies and others experienced in the field of development education. Conferences give students time to improve their knowledge and understanding of global issues and opportunities, and to reflect on their own values and attitudes in relation to injustice, poverty, human rights, sustainable development and diversity. Practical workshops give students the opportunity for discussion and debate and experienced development educators model good practice and share ideas using participative methodologies for incorporating global issues into class teaching. In addition, our research shows involving NGOs in this way raises their profile.

BEd 1 Global Imbalance in Today’s World

This conference highlights imbalances that exist in today’s world. The first part of the day includes a Global Breakfast designed to emphasise the 80-20 divide within and between nations (see Chapter 3 Student Activities). Students then discuss the implications of this as individuals and as educators. Workshop sessions are facilitated by NGOs such as War on Want NI, Children in Crossfire, Concern, the British Red Cross, Christian Aid, Oxfam, Save the Children and Trócaire. Each NGO informs students about their work and provides the opportunity for students to learn about NGO resources and activities designed to incorporate issues of global imbalance into teaching.

BEd 2 Education for Sustainable Development in an Interdependent World

‘Educating for Sustainable Development in an Interdependent World’ for BEd 2 students deals with the question of sustainability and the links between human society and the environment. The workshops provide students with opportunities to explore globalisation and the positive and negative impacts of our increasing interdependence. Students learn about the effects of climate change on the world’s poorest people and opportunities to affect positive change. Major development and environmental NGOs working in this sector are represented e.g. Action Renewables, British Red Cross, Christian Aid, Concern, Environment Education Forum (EEF), Gift International, Royal Society for the Protection of Birds (RSPB), Tearfund, Tidy NI and Worldwide Fund for Nature (WWF).

BEd 3 Human Rights Education

Human Rights Education as it relates to a teacher’s role in the classroom is the focus of this conference. NGO facilitated workshops engage students in activities on subjects ranging from conflict intervention to a child’s right to quality education. Students consider ways to educate about human rights using a rights-based approach which encourages children’s active participation in decision making and planning. Representatives from Northern Ireland Human Rights Commission (NIHRC), United Nations International Children’s Emergency Fund (UNICEF), Northern Ireland Commissioner for Children and Young People (NICCY), Development NGOs and Human Rights Organisations and Initiatives such as Lift Off, work with students throughout the day. Through talks and workshops students learn about laws and agreements such as the United Nations Convention on Rights of the Child, and ways to educate children about their rights.

BEd 4 & PGCE The Opportunities and Challenges of Teaching in Ethnically Diverse Classrooms in Northern Ireland

By exploring the realities of teaching in Northern Ireland today in relation to ethnic diversity, this conference creates opportunities and challenges which student teachers must consider when teaching in ethnically diverse classrooms. Workshops facilitated by organisations including the Indian Community Centre, Northern Ireland Commissioner for Children and Young People (NICCY), Belfast Islamic Centre, The Chinese Welfare Society and St. Mary’s Primary School, Divis Street (which caters for children from the Travelling Community), give students the opportunity to reflect on their own expectations and assumptions, and learn more about specific organisations experienced in dealing with these issues.

“The information helped us to know that we as teachers can make a difference.” Student

“It is vital that new teachers are skilled and equipped to make the challenges and embrace the opportunities of working in ethnically diverse classrooms.” NGO
"The session allowed us to realise the preconceptions that we have, faced with a particular situation or identity."

**Student**

"It was very interesting and informative. It focused attention on the positive aspects of a diverse classroom and the opportunities which diversity provides."

**Student**
iii: Whole College Approach

The Project recognised that in order to embed the global dimension into initial teacher education, Project involvement should take into consideration the wider student experience. In addition to the Students’ Union, St. Mary’s has a number of staff and student groups working on justice issues. These include, the Human Rights Group and the College Fairtrade Group. The Project was able to support the work of these existing College groups and thereby impact on the wider College experience.

Students’ Union

Following a recognised need to improve student participation in activities related to the global dimension, the Project established formal links with the Students’ Union creating a new Global Dimension Student Officer post on their executive. This led to the establishment of the student Global Group which organised a number of student led activities including involvement in anti-poverty rallies, a resource sharing fair for education students, a film night and debate on climate change as well as a number of fundraising activities for development NGOs. Although confined to a small group of enthusiastic individuals their impact was significant in increasing participation from the wider student body.

The dedicated Student Officer proved to be a useful liaison between the Project and the Union, and gave a valuable insight into student priorities. The activities of the Global Group understandably tended to wane ahead of school experience and exams and was most active in the first term. The development of good relationships with the Students’ Union was considered to be very useful in the implementation of the Project as a whole.

Human Rights Group

The annual Human Rights week in December provides the focus for the College’s Human Rights Group. The group provides opportunities for all staff and students to write postcards and letters to prisoners of conscience and victims of injustice throughout the world. Posters placed around the College in the weeks prior to the campaign raise awareness of human rights abuses in many countries. Case study sheets with all the necessary information are distributed, enabling messages of solidarity to be sent. The group collects and collates these and gets them ready for posting. Hundreds of letters and postcards have been sent over the years and regular updates keep staff and students informed of any new developments.

Fairtrade Group

The Fairtrade Group works towards achieving and maintaining Fairtrade status for the College. Activities to promote the use of Fairtrade products have included a fashion show, product fairs, tea and coffee mornings, tasting sessions, talks and rallies. While many of these activities involved collaboration with the Students’ Union, much work was also focused on academic and support staff.

The Group developed a poster campaign mimicking the national Fairtrade campaign using celebrities. Posters were created showing staff from all the College departments and offices promoting Fairtrade and was a fun way of getting everyone involved.
St. Mary’s students join Global Day of Action Against Poverty

Ian McCutcheon, Project Assistant, Speaks Out Against Poverty

Róisín Shannon, On-line Course Organiser & Students’ Union President Harry Jones enjoy Fairtrade tea and biscuits

St. Mary’s staff look divine promoting Fairtrade chocolate

Students Bernadette, Emma and Conor Stand Up Against Poverty

St. Mary’s Experience

Global Dimension in ITE 17
iv: Resource Library

The Resource Library forms a central focus for the Project and offers a space for students and staff to work, seek advice from the Project staff, access and borrow hard copy teaching resources and reference materials, view DVDs and access the internet. The Library contains over 500 resources in a range of formats, covering a wide variety of issues including: poverty, climate change, Fairtrade, local and global citizenship, diversity, multiculturalism, interdependence, conflict resolution, sustainable development, human rights, social justice and the work of Non-Governmental Organisations (NGOs). New reference and teaching resources are added to the Resource Library on an ongoing basis and the collection is logged in a searchable database.

In addition to the availability of resources in the Resource Library, many are also placed in the main College library. Library borrowings and returns data indicate increased use of materials related to the global dimension in education since 2005. Climate change, participation and resources on diversity being most the popular subject areas.
v: Certification and On-line Course

Available to St. Mary’s staff and students at https://learningni.net and to everyone via the St. Mary’s University College website http://www.stmarys-belfast.ac.uk/academic/education/gde/default.asp

Integral to the Project has been the development of a Certificate in the Global Dimension in Education which formalizes the study of the global dimension. As well as building the study of the global dimension into the College curriculum, the Certificate is valuable in providing students with an ongoing and interdisciplinary understanding of global issues. The Certificate can be completed over the four years of the undergraduate degree, though the first students to be awarded certificates have completed them in less time. Achieving certification requires a student to complete a number of pieces of work and initiatives within their teaching practice as well as to attend the annual Global Dimension conferences and workshops (see 2.2 Student Conferences).

Available to all BEd and PGCE students, the Certificate in the Global Dimension of Education is unique to St. Mary’s.

The desire to encourage and support students seeking Certification in the Global Dimension in Education provided the impetus for the creation of an on-line course to provide easily accessible information, highlight available teaching resources and provide links to relevant websites and organisations. The on-line course also provides staff access to relevant information and resources as they bring the revised Northern Ireland Curriculum on stream.

For a variety of reasons it was decided that the on-line course would be created in and made available through the LearningNI web portal. LearningNI is an on-line learning environment available to all 370,000 learners, teachers and educational support staff across Northern Ireland. It offers a range of on-line features, the core of which is the classroom, a virtual learning space which provides an environment for learning and teaching as well as professional development.

The technical and formatting capacities available in LearningNI shaped the look and functions of the finished on-line course. From the appointment of a staff member dedicated to developing the on-line course, a sub-set of the Global Dimension Steering Committee provided input into the design of the course. At an early stage volunteer students were invited to review a draft outline of the content. Student feedback requested that in highlighting resources available in the Resource Library the nature of the resource and the themes addressed by the resource should be stated clearly.

Named the Global Dimension Certification Course, the course contains information, publications and links to materials outlining the background to the global dimension and the revised Northern Ireland Curriculum. Inquirers are also provided with documents on teaching methodologies and relevant professional development and curriculum materials from CCEA, DENI and GTCD. The certification process and requirements are set out and a sample of the resources available to students and staff in the Resource Library are highlighted. Details and links to NGOs and other organisations and resources available to support the global dimension in schools, for teachers and for individuals wishing to extend their knowledge or to engage actively with current issues and campaigns in international development can also be found in the on-line course. Learners are also offered the opportunity to assess their learning. A discussion board allows users to provide feedback. The on-line course has been promoted in the College through a number of avenues including, interactive presentations to each student year group at which the rationale for the course was outlined and access to content through LearningNI was demonstrated. Posters were displayed throughout the College and postcards were distributed summarizing the on-line course and how to access it. To make the course available to a wider audience it has been added to the St. Mary’s website.

“The materials are great. It’s nice that everything is in one place...it makes it easier to focus on my topic.” BEd 3 Student
vi: International Opportunities

Establishing links with educational partners in the developing world provides useful insights into global issues for both staff and students.

Kolkata, INDIA
Two staff members, Dr Geraldine Magennis and Stella Murray, visited education initiatives for children living in the street and slums of Kolkata. They were able to facilitate skill sharing sessions with teachers involved in the Barefoot Teacher Training Programme organised by Loreto Sealdah. Following this, staff from the College have been keeping in contact electronically and have shared resources. Opportunities for students wishing to volunteer with the initiatives continue to be explored and encouraged.

Nairobi and Nakuru, KENYA
Students Claire McKillop and Emma O’Kane joined staff members Rev. Dr. Niall Coll and Dr. Gerard McCann on a 10 day trip to Kenya with Trócaire. The representatives of St. Mary’s University College travelled with staff and students from Maynooth College, CCMS Director, Donal Flanagan and Trócaire Northern Ireland Regional Manager, Edelne McNulty. They visited projects in and around Nairobi including work being carried out in Kibera, Africa’s biggest slum. They also met with a health and education project, the Love and Hope Centre in Nakuru, and built up links with Tangaza College and Nairobi University. On their return the staff and students were involved in the preparation of resource packs used across schools in Ireland. Links with the project in Nakuru are ongoing.

Lusaka, ZAMBIA
Art students travelled with the organisation 80:20 to Lusaka in Zambia to help prepare a series of unique but interconnected artworks focused on World AIDS Day (1st December). St. Mary’s students Alison McAteer, Natasha Casement, Ciara Wilkinson and Carmel Devlin prepared for their trip with Belfast artist John Johnston, Zambian artist Stary Mwaba and Annie Avah. They worked to develop the project in cooperation with teachers and children from 8 schools, the National Aids Council (NAC), Lusaka District Health Board, Concern Worldwide and other NGO partners. The project has the full backing of the entire Art Department at St. Mary’s which raised over £2,000 to support this work. Further similar opportunities for students will emanate from this partnership.

Kabweza, ZAMBIA
Two members of staff from St Mary’s, Teresa Cash and Colm MacAndrea, went on a trip to a village school forty kilometres outside Lusaka. They visited partners in education initiatives in the village involved in the expansion of their local school. The staff members participated in the activities of the school and assisted in the development process for the local community. There has been a subsequent, self funded, visit by staff members to see progress and to participate in the development and educational activities of the local community. Working with Angels in Development (AID) this partnership is considered to be a long term developmental and educational engagement.
St. Mary’s Experience

Missisi Compound, ZAMBIA
Initially going to support the work of Project Zambia in one of the most impoverished slums in Africa, St. Mary’s staff became increasingly attached to the work of the teachers and participated in teaching, curriculum support activities, development and capacity building work. St Lawrence’s and St. Catherine’s Primary Schools in Lusaka facilitated this staff visit. Further to this a working relationship was developed with Mrs Angela Miyanda, Director of Angels in Development (AID), Lusaka. Working with the staff of the orphanage the staff and students have been fundraising, profiling the work of and assisting in the development of the work of AID. This will continue as a long term initiative by members of staff and students.

Bethlehem University, PALESTINE
Nancy Elias, the Director of the Education Faculty at Bethlehem University visited the College and participated in a series of educational and media related events to promote educational partnership between schools and universities in the Middle East. While in Northern Ireland she met with a number of development NGOs and politicians and visited a number of schools including a special educational needs school in Belfast. Various levels of collegial intervention are expected to develop from this partnership.

Global Dimension Coordinator Stella Murray and Research Officer Damian Knipe welcome Nancy Elias from University of Bethlehem to St. Mary’s

San Francisco, USA and ARGENTINA
Professor Marina Sitrin travelled to the College to talk to students and staff about New Social Movements in Argentina. The College provided a venue for debate around issues related to globalisation and the processes of interdependence and global solidarity.

Global Dimension in ITE
Rev. Dr. Niall Coll and Dr. Gerard McCann visit Trócaire partners in Nakura, Kenya.

Teresa Cash welcomes St. Anslem staff to St. Mary’s.

Loreto Sealdah provides lessons for children in Kolkata.

Boys at Kabwata Orphanage, Zambia.

Carmel and Clara with a Zambian counterpart.

Carmel and secondary school students prepare a mural for World AIDS Day, Zambia.

St. Mary’s Arts students travelled with 80:20 to work with fellow artists in Zambia.

Rev. Dr. Niall Coll and Dr. Gerard McCann visit Trócaire partners in Nakura, Kenya.

Dr. Brian Hanratty visits a New Hampshire school.

Dr. Gerard McCann and Principal Peter Finn welcome Angela Miyanda to St Mary’s.

Claire (left) and Emma with the children of Kibera, Kenya where Trócaire works with local partners.

Anne Marie in Zambia.

Teresa Cash and St. Mary’s students hand over keys to a new teacher’s house they helped build in Old Kabwata village, Zambia.

St. Mary’s Arts students travelled with 80:20 to work with fellow artists in Zambia.
vii: Masters Course

**MEd Local and Global Issues in Education**

The option within the Master’s Programme was developed and incorporated specifically to meet the needs of the revised Northern Ireland Curriculum. It is the aim of this option to foster and encourage professionals in the field of education to explore, reflect and research local and international issues pertinent to citizenship, personal and international development. Topics include the study of personal and international development, citizenship, communications, literature, and social and behavioural concerns. The modules particularly encourage awareness and reflection upon issues of significance to developing nations, and the exploration of the interdependency of communities, including nations, and individuals in a global context.

International contacts and links between teachers, schools and developing countries are encouraged. The option aims to be of interest to a wide range of teachers and educators who wish to develop their knowledge of local and global citizenship.

**Aims**

- To develop specialist competence in an area central to the school curriculum.
- To encourage educational professionals to engage in research in this field.
- To engage in informed debate about major issues relating to personal, community, national and international development.
- To critically assess competing models of citizenship.
- To reflect in depth on the relationship between theory and practice in local and international development issues relevant to the curriculum.
- To encourage international dialogue and communication to heighten awareness of global issues.
- To be informed of current research in global and development education both nationally and internationally.
- To advance knowledge, understanding and awareness of global issues relevant to the curriculum.

viii: Professional Studies

**Professional Studies classes** provide a space for students to learn about children’s rights. The Project was able to liaise with the Northern Ireland Commissioner for Children and Young People (NICCY) to set up a training of trainers’ course for BED4 and PGCE students. Participation Officers from NICCY facilitated sessions on the United Nations Convention on the Rights of the Child and clarified the role of the Commissioner in realising these rights for children in Northern Ireland. In addition, students were involved in practical activities which demonstrated how to incorporate children’s rights into the classroom with specific reference to schools’ councils and the NICCY initiative Democra-School.

"It’s been a catalyst for the Masters and for bringing subjects which might not have met together, and for integrated subject learning which wouldn’t have happened if it hadn’t been for the Global Dimension Project."

**Staff member**
Research Activities
Ian McCutcheon

Research has been carried out by the Project at St. Mary’s on values and attitudes towards the global dimension in both primary and post-primary schools as well as in initial teacher education. Surveys and focus groups with students and pupils have revealed current levels of knowledge about the global dimension in education, opinions about its content, and opinions about the most appropriate ways it can form part of the curriculum in Northern Ireland (NI).

Research into knowledge, understanding and attitudes towards the Global Dimension in Initial Teacher Education

Two separate but concurrent studies in initial teacher education measured students’ knowledge and attitudes in relation to the global dimension.

A longitudinal study followed a cohort of students from their first to their third year in initial teacher education. In 2005 (the initial year of the Project), first year BEd students completed a questionnaire to assess their awareness of the global dimension and establish a baseline. A sample also participated in focus groups to discuss their use of the global dimension during teaching practice. Two years later, when these students were in their third year, they completed the questionnaire and participated in focus groups again. The results of the questionnaires and focus groups were compared to see how the students’ knowledge of the global dimension had changed.

Key results from the longitudinal study:
- Compared to 2005, 12% more students in 2007 were aware of the eight concepts of the global dimension while the amount claiming not to know any of the concepts fell by 22%.
- When asked how their College experience had increased their knowledge of the concepts, 39% of the respondents made reference to activities organised by the Global Dimension Project.
- In 2007, 71% of the students were confident to include the global dimension in their lesson plans - a rise of 32% over two years.
- By 2007, awareness of the aspects of the global dimension in the revised Northern Ireland Curriculum had increased by 39%.
- Over the period there was an increase in the number of students reporting a desire to volunteer to teach in a developing country and get involved in campaign groups if the opportunity arose.
- Students’ level of contact with NGOs also increased by 30% over the period.
- Students continued to overwhelmingly agree (95%) that the global dimension should form a part of education in all education sectors.

The second study compared final year students in 2005/06 and in 2007/08. The first cohort had no Project input to their degree, while the second cohort had one year of input. A questionnaire was administered to both cohorts, identical to the one used for the longitudinal study. It found the 2007 final year cohort felt more confident about incorporating the global dimension into their teaching and had more knowledge of the 8 concepts of the global dimension and of NGOs than the 2005 final year cohort.

Research in Post-Primary Schools

Eleven post-primary schools were visited and 371 questionnaires administered to Key Stage 3 and A-level pupils with the aim of understanding pupils and teachers attitudes to the global dimension in education.

Key results from this research included:
- The vast majority (86%) of pupils either ‘agreed’ or ‘strongly agreed’ that it is important to learn about all of the global dimension concepts.
- The pupils (36%) most frequently rated their own knowledge of the global dimension concepts as ‘average’, with most of the remaining responses being fairly evenly split between ‘good’ and ‘poor’.
- Twenty per cent of all pupils surveyed were involved with voluntary groups outside school and 14% were involved with groups inside school.
- Pupils reported ‘school’ as being most influential in stimulating their interest in each of the global dimension concepts.
- A quarter of the pupils surveyed said that they had no interest in the concepts.
- ‘School’ and ‘television’ were the two methods most frequently reported for gaining information on the concepts, followed by ‘newspapers’ and the ‘internet’.
- Most pupils believed that the media is a major influence on raising young peoples’ interest in global issues and pupils most frequently highlighted the USA and Iraq as places mentioned in the media in relation to the global dimension concepts.
- The majority of pupils believed that the internet and images are the best media for teachers to use to communicate the global dimension in their lessons.
- The majority (95%) of teachers who responded to the questionnaire agreed that it is important for pupils to learn about the global dimension in school.
- Half of the teachers rated their knowledge of the global dimension concepts as ‘average’, with 19% rating it as ‘very good’.
- The majority of teachers surveyed (94%) feel they need to be shown support and encouragement from their school management team to assist them in successfully embedding the global dimension within their own teaching.
- Teachers rated ‘external speakers’, ‘DVDs/images’ and the ‘internet’ as the most effective methods for communicating the global dimension to young people.
Research in Primary Schools

Focus groups were held with pupils in 11 primary schools across Northern Ireland. Pupils were shown images related to the eight key concepts of the global dimension and were asked to discuss what they thought was happening in the pictures, how the pictures made them feel and what they would like to see happening to the people or things shown in the pictures. In addition, pupils were asked about places in the world they would like to visit, a fact about that place, and the language that was spoken there. They were also asked whether they thought it was important to learn about these things in school and why.

- Europe, Africa and North America were the most common places pupils would like to visit with the most common reasons being that they want to see how people live, help with poverty and learn about other ways of life.
- Half of the pupils could not give any facts about the places they wanted to visit. Two-thirds of pupils gave the correct languages that are spoken in the places they wish to visit.
- The majority of participants could identify the general theme of the global dimension images they were shown and said that conflict, poverty and destruction of the environment made them feel upset or angry.
- Many pupils were able to give opinions on what they would like to see happening in the images, for example, wars ending, people no longer acting in a discriminatory way, and people recycling.
- Although able to identify issues within the images, only a small minority of participants showed any knowledge of the causes of these issues.
- When asked if it was important to learn about these things in school, the majority of participants agreed, claiming to do so would enable them to do something to help in the future.
Student activities

Activities in conferences give opportunities for students to explore some key development issues. These activities are not new but tried and tested by many development educators.

The Global Breakfast

The Global Breakfast is used in the first year when students enter the College to set the scene and introduce them to the realities of our unequal world. All first year students are invited along to a Global Breakfast on the morning of their first Global Dimension conference. Perhaps expecting a tasty range of food from around the world, they are instead randomly divided when they come in to the canteen. Twenty per cent of the students are diverted to tables laden with cooked breakfasts, juices, fruits and breads and are catered for by a member of staff. The other 80 per cent are pointed in the direction of a large table with only a mound of dry toast and some jugs of water which have been coloured to look somewhat suspect.

At this stage no explanation is given but this social experiment is allowed to run until the 20 per cent have had their fill. Sometimes students from the 80 per cent group go and ask for food from the others, but mostly they stay where they are, often grumbling. Sometimes students from the 20 per cent group offer to share their food with those in the 80 per cent group, but more often than not they stay where they are enjoying their food - if somewhat guiltily. The students’ discomfort is obvious.

A presentation on global imbalance follows, highlighting the 80-20 divide and the huge differences between the world’s rich and poor. Stark statistics show the realities for millions of the world’s poor and the contrast in spending on such things as education and defence. Discussions follow which allow students to explore the feelings they experienced during breakfast and then during the presentation.

Reactions such as anger, shock and disgust are coupled with injustice, guilt, privilege and a sense of powerlessness. Our challenge then, is to work from these feelings towards empowering students and recognising effective ways to act for positive change. Practical workshops facilitated by development NGOs then follow to explore these issues further and look at ways to realise change.
Global Links
Recognising our global interdependence is essential to an understanding of the impact of globalisation. This simple activity illustrates the variety of connections that exist and bind us irrespective of place or power.

Students stand in a circle and are given a role card. Role cards might include the following:

- George Bush
- Gordon Brown
- Coffee Producer in Tanzania
- Clothes Factory Worker in Sri Lanka
- Iraqi Soldier
- Palestinian Mother
- Northern Ireland Mother
- Development Worker
- Community Volunteer
- School Child in Malawi
- Car Driver in United States
- Man living with AIDS in South Africa
- Rose Grover in Kenya
- Businessman in the UK
- Housewife in Belfast
- Tree Grover in Brazil
- Chinese Coal Miner
- Polish Nurse
- Journalist

Students must think of ways in which they connect to others in the group. A ball of string is passed around as the connections are made weaving a complicated web of interconnections.

Pulling on the string can affect many different people. By discussing the ways in which we are linked and the power and influence that these global connections have on us all, students can start to see the complexities of global interdependence.
‘On the Bus’ (As adapted by the Northern Ireland Commissioner for Children and Young People (NICCY))

This activity gives students the opportunity to explore prejudice through the use of labels and stereotypes. It is important that this activity be carried out in a ‘safe’ environment which recognises that although we all may have preconceptions and misconceptions, these should be challenged. Labels are placed around the room describing different types of people, for example:

- An athlete
- An international student studying English
- A Muslim
- A granny
- A single parent
- A group of asylum seekers
- A refugee
- A person with a mental illness
- A farmer
- A convicted criminal
- A businessman

Students are told they are going on a long bus journey and they can decide from the displayed labels who they would choose to sit beside. They are allowed some time to read all the labels and then make their decision. What the students do not know is what lies behind the label, so for example:

- The athlete is 2005 Winter Special Olympics gold medal winner Patrick Phillips (5K Cross Country, 4x1 Relay).
- The international student studying English is Actor Martin Sheen currently studying English literature, philosophy and oceanography at National University of Ireland Galway.
- The Muslim is singer Cat Stevens who became a convert to Islam in 1977 and in 1978 adopted the name Yusuf Islam, leaving his music career to devote himself to educational and philanthropic causes in the Muslim community.
- The granny is NI Commissioner for Children and Young people, Patricia Lewsley who was previously a member of the Northern Ireland Assembly.
- The single parent is golfer Darren Clarke who became a single parent following the death of his wife.
- The group of asylum seekers includes Sigmund Freud, the father of modern psychiatry, who fled to Britain to escape Nazi persecution. Albert Einstein a German Jewish physicist who fled from Nazi Germany to the UK then the USA and the Dalai Lama who was forced to escape to India following the Chinese suppression of the Tibetan national uprising in Lhasa.
- The refugee is supermodel Alek Wek who came to England as a Sudanese refugee.
- The person with a mental illness is Marilyn Monroe who suffered depression in the last years of her life.
- The farmer is Prince Charles who earns a substantial part of his income from farming and has previously been voted farming personality of the year by Farmer’s Weekly readers.
- The convicted criminal is actor Hugh Grant who was charged with lewd behaviour in 1995, fined $1,180, placed on two years probation and ordered to undergo AIDS education.
- The businessman is 15 year old Mahmud from Kenya who sells popcorn at a major road junction in Nairobi.

When everyone has taken their seat the students can say why they made their choice. Then one by one the cards are opened up to reveal the person behind the label. Students then discuss why they picked their seat and then how they felt when they opened their card.

“Some pupils admitted that it made them think about the issue and reconsider the opinions they had of certain groups of people. To know that some children changed their attitudes and behaviours was extremely rewarding.” PGCE student
Student Case Studies
Dr Geraldine Magennis and Martin Hagan

Introduction
A total of nine students in a variety of rural and urban primary schools were visited during the course of their school experience in March 2006. Each student was working on different aspects of the global dimension with their respective classes. The 6 case studies presented here represent an overview of the range of projects and the learning experiences which the work provided.

Overview
A common theme which emerged from the case studies was that the students felt the global dimension could be completely integrated into all areas of the revised Northern Ireland Curriculum. There was a general consensus that the global dimension enabled pupils to establish links between the different areas of the curriculum which ultimately lead to more connected learning experiences. The students were very clear that the global dimension was not an area additional to the main school curriculum, but one which had relevance and application to all areas. Allied to this was the fact that the students indicated that using the global dimension as a basis for their planning made the process easier and enhanced their own learning and development as teachers. Work on the range of global dimension issues raised pupil awareness in relation to changes in the environment and the need for conservation and reduction and recycling of consumables. Pupils were enthusiastic about applying the principles to everyday events in the classroom, the school and at home.

Challenges
One of the central challenges highlighted by the students involved breaking the concepts and ideas within the global dimension down to the children’s level of understanding. This is made all the more difficult by the fact that there is specific terminology synonymous with the various aspects to be taught. Other potential pitfalls include, for example, the premature use of technical language without proper or adequate explanation which can lead to confusion and the production of shallow work. It is felt that introducing concepts and terminology might best be done by beginning with the children’s own experiences and then showing them how their actions have consequences, both positive and negative, on a local and global scale. This necessitates many different approaches coupled with reflective practice. It was also suggested that in order to gain and retain relevance and meaning to the children’s lives, it is imperative to start with their viewpoints and to use familiar subject areas and the work of well-known NGOs as vehicles of delivery. In doing this, the teacher needs to be constantly mindful not to make the lessons too theory-orientated otherwise the children can lose interest. In terms of fine-tuning, finding the correct pitch can be difficult so as not to upset the balance of understanding, practical engagement and enjoyment experienced by the children. Maintaining the momentum was also mentioned as a challenge. However, this can be remedied by continually emphasising the links with real life. It can stretch the teacher to find lots of practical activities and resources to teach the concepts within the global dimension but these aspects are essential for success and enjoyment.

Future development
It is clear from the case studies that students who engaged with the global dimension in their teaching found there to be a range of benefits to themselves and to the pupils they taught. As such, there is a clear need for the inclusion of global dimension in education into all programmes of initial teacher education. This demands a coherent approach to funding and development. As the global dimension is integral to the revised Northern Ireland Curriculum, there is also a need for training and support of teachers in the context of continuing professional development.

“Despite the fact that many of the topics covered in the global dimension, at first, appear extremely depressing I found that by the end of many of the classes I felt not only better informed, but also more empowered.” Student

“The children approached them (global dimension activities) in a very positive manner, always the discussions developed as to what the children might do themselves to change things. I found this aspect of the global dimension very positive and very empowering for the children.” PGCE student
Teaching & Learning:

The main aspect of the global dimension which Caitrin was working on was sustainable development. She addressed this area via a recycling project which she implemented in the school.

Caitrin began by inviting a speaker from Bryson House to the school. The speaker ran a workshop on ‘the material world’ as an introduction. Following this, Caitrin looked at waste in Northern Ireland in particular and then eventually at waste in the classroom. She introduced the concept of ‘Reduce, Reuse and Recycle’ and based on this, the pupils produced a class action plan which then lead on to establishing a recycling station in the classroom for paper, plastic and textiles.

Caitrin and the pupils then went on to consider the local area and local businesses. The pupils wrote to the owner of the one shop in the local village to ask about any recycling strategies which they employed. The pupils also wrote letters to three larger local businesses in the area (Aldi, Dunnes and Marks and Spencer). They also wrote to the administrators of C2K to ask them about any attempts they made to save energy.

Following this, Caitrin was able to organise an interview with the manager of Marks and Spencer and four pupils from the class. The pupils devised a series of interview questions and then were provided with a tour of the store and shown the recycling machinery on-site.

At this stage, the pupils were beginning to develop their own ideas and went on to consider how artists could use recycled materials in their work. This was the starting point for the pupils producing their own designs and thinking about how they could produce something which would show the ‘Reduce, Reuse and Recycle’ concept in action. Some of the pupils worked in two textile groups: one to produce a dress made from recycled materials; and one to design and produce a football shirt. A third group was working on making an advertisement for recycling using Windows Moviemaker.

“The global dimension has a great value in the curriculum and it can be integrated into all subjects.”

“The pupils are a lot more aware of reducing, reusing and recycling and a lot more enthusiastic about doing so.”

Student: Caitrin Carson
School: St. Patrick’s Primary School, Eskra
Class: Primary 6 and 7
Teaching & Learning:

Ciara chose climate change because her pupils had been noticing and thinking about environmental issues but did not fully know the answers to the questions they asked. Multimedia proved to be very effective vehicles for the launch of this work. For example, Trócaire’s billboard poster stating ‘Climate change affects everyone, but not equally’ was the initial springboard while the trailer for Al Gore’s movie on climate change created impact on the interactive whiteboard. This led to the children engaging freely in their own, independent research on an informal basis. Ciara also heralded the virtues of the interactive whiteboard resources themselves, especially the world map and flipcharts denoting different ways of life and housing across the world. The interactive component enhanced the pupils’ involvement in the project. She also employed websites such as the government’s ‘climate challenge’ site (www.climatechallenge.gov.uk) and other references she found in the Trócaire pack.

This gave her access to brief introductions, animations and very worthwhile short films and movie clips. The children also furnished Ciara with various websites they found while conducting their own research. She was able to use resources (pamphlets, leaflets, etc.) from last year’s teaching practice on environmental issues. She picked these and other useful printed materials up in the Centre for Global Education and the College’s global dimension Resource Library for her own information as well as for the pupils.

"I’m trying to get the message across that… things that we learn in school can go home to our families, we can teach our families then families could go out into the local community and hopefully the global community so it is like a ripple effect all starting with us."

Student: Ciara Delaney
School: Our Lady Queen of Peace Primary School, Dunmurry
Class: Primary 5