Teaching & Learning:

Ciaran tackled the concepts of diversity and interdependence through the topic of local and global trading. "The Armagh Railway Disaster" formed the basis of this unit of work. He looked at how the introduction of a railway line into a town can improve and enhance trade on the one hand while being detrimental to landowners and farmers at the same time. He expanded on the concept of interdependence through world-wide trade by introducing the children to the following practical activities:

- **"The World in my Shopping Basket"**
  Various shopping items were distributed along with a worksheet denoting the names of the items’ countries of origin. The children had to locate these countries on an atlas, give their grid reference and then note down the name of the continent each is situated in and their capital city. They even found out that their shoes were not made in Ireland!

- **"Fairtrade Game"**
  This lesson involved group work, co-operation and conflict resolution. The class was divided into five groups, three represented wealthy countries (USA, France & Germany) and two represented poorer countries (Nigeria & Zambia). The former countries had the equipment and technology to exploit the raw materials (paper) possessed by the latter countries. Therefore, the wealthier nations had to find ways of acquiring paper to make various shapes which they could trade for money at a later stage.

Other roles included being a policeman whose job it was to quash any fraudulent activity. However, the policeman himself succumbed to biased behaviour. Two other children were designated as bankers who were responsible for the monetary transactions such as opening bank accounts for different countries and taking in money earned from the sale of the goods they were given. Ciaran intends to develop the ideas of fair trade and social injustice by introducing another trade-oriented lesson entitled "The Fairtrade Chocolate Lesson". It addresses the fact that some farmers are exploited by big corporations.

Ciaran mostly drew resources from his local community since it helps connect the topic more closely to the children’s lives. He adapted resources to suit his purpose and endeavoured to “let the children’s creativity rule supreme.”

"Their education isn’t individually for them, we’re educating them to be future leaders and active participants in society, and in their local communities… it gives them a real sense of purpose and develops their professional and real life skills.”

"[The global dimension] is just like a spider’s web, there are so many points you can touch on with it and they will all be related.”

Student: Ciaran McKenna  
School: St. Patrick’s Primary School, Armagh  
Class: Primary 7
Teaching & Learning:

Conor had chosen the topic of ‘Eco-warriors’ to work on with his Primary 7 class. This topic crosses a range of different areas of the global dimension including interdependence, sustainable development, and global citizenship. Conor began working with the class on a planning board in which the pupils shared their ideas in relation to what areas they would like to work on. The first area of study was the rainforests and deforestation and their importance to climate control and global warming. The pupils completed a wall display on this topic. Conor linked the topic to his Literacy lessons by getting the pupils to write letters addressed to the Prime Minister explaining why it was important to try to save the rainforests.

The class then began to look in more detail at climate change. Again, cross curricular links were established as the pupils worked in six groups to design posters to highlight the issue.

The third area addressed was that of different energy sources. The class considered the importance of using more renewable sources of energy as well as the necessity for recycling. A recycling project which was taking place in the nearby town of Trillick was discussed with a view to implementing a similar scheme in their own area of Loughmacrory. Conor’s intention was to show the pupils how recycling can help save the environment both locally and globally. Conor highlighted the importance of the home/school relationship and the potential that a project such as this would have as pupils brought their new understanding and enthusiasm home with them.

The pupils were set a task to work independently in their six groups. The first task was to design a presentation on the work they had done in their eco-warriors project. Secondly, they had to design an eco-friendly product and explain how the product would be useful and would save resources. Some examples included a hairdryer and a solar powered clock.

“I think the children are now developing an understanding of the fact that we are in a society in which there is a lot of change happening and that it’s mostly because of human actions.”

“I’ve learned so much too especially about the whole carbon footprint thing and climate change. It really has hit home. This is an issue which we have to face today.”
Teaching & Learning:

Having noticed billboard and City Bus advertising campaigns referring to ‘mind-blowing statistics’ on child poverty in Northern Ireland, Florence began to realise how much current interest and import these issues had. Therefore, she embarked on a unit of work centred on Human Rights and the UN Convention on the Rights of the Child. Amnesty International’s ‘Lift Off’ pack, available in the Resource Library provided her with an abundance of materials on the topic. She began by helping the children to recognise their culture and identity through the creation of ‘I-boxes’.

Each child made a television screen out of a cereal box and inside they placed a self-portrait. They then decorated the outside by writing down all their likes and dislikes, their unique traits and the things that they felt represent their culture. Florence developed this work by making a wall display on the Rights of the Child and conducting in-depth discussions about each. She then asked her pupils to pick their top five Human Rights. Interestingly, the most commonly chosen right was ‘the family’. The children then went on to draw pictures of their families, the predominant choice being the ‘nuclear family’ (mummy, daddy & child). This led to a discussion on conflicts within families and possible resolution techniques which dovetailed with their school-wide anti-bullying campaign.

Florence extended this work by using Trócaire’s activity on the topic of dreams. She played music while they ‘dreamt’ about wishes, ambitions or aspirations they have for the future. Following a discussion on this theme they produced a display of themselves dreaming (using think bubbles). Again, the aspect of harmonious families featured quite heavily. Florence hoped to go on to other human rights concepts such as ‘equality’ and responsibilities to be tackled through a role play activity around the issue of a play ground that is being demolished to make way for a much-needed car park to service local shops and businesses. There are five designated roles: the children; parents; shopkeepers; business people; panel of judges (to decide on the strongest argument).

Florence was able to support all of this work by drawing on the influence of the current television campaign featuring celebrities who are endorsing aid for developing countries.

“Teaching through the global dimension has helped the pupils to be thinking people and not being just led.”

“This experience has made me more aware of what moves the children.”

Student: Florence Alford
School: St. Clare’s Primary School, Belfast
Class: Primary 6

St. Clare’s PS pick their top 5 ‘rights of the child’
Identity matters to St. Clare’s PS
Teaching & Learning:

Helena had developed a scheme of work which was based on her own experience teaching in Zambia. She had collected a range of different resources whilst there and thought that this would be a good opportunity to use them in her classroom. The scheme was specifically focused on Zambia, but she also included the issue of famine in Africa, in Ethiopia and Sudan in particular. She felt this established a good link with work on Trócaire.

To start the scheme, Helena began by teaching the pupils some of the African language Bemba which is spoken in Zambia. The pupils also learned a song in Bemba.

Secondly, the pupils went on to work in groups to consider children’s rights. They started by exploring their own identity as pupils in Roscavey Primary School and then went on to explore the extent to which children’s rights are upheld in different parts of the world. Helena focussed on the idea of shared identity and sharing our identities. She felt that this part of the scheme really brought the idea of the global dimension home to the pupils themselves.

Although Helen’s scheme on Africa was distinct, she adopted a cross-curricular approach using topic webs. She felt this was very useful in the context of the composite class. In geography, the pupils studied climate and weather around the world and in Africa in particular; in science, the pupils studied food and diet and made comparisons between themselves and other children in Zambia; in religion, the work of Trócaire was focused on and similarities between children in Ireland and those in Africa were drawn upon. In maths, the pupils looked at the currency of Zambia and were able to make conversions. All of the work covered in the scheme was suitable for either pupils in KS 1 or KS 2, dependent upon the level at which it was addressed.

“the impact of the project comes out in student discussions. They refer to the Global Dimension Project in the college without prompting and talk about global issues. They are exploiting it in school experience.”

Staff member

“The project has helped students with local and global aspects of their teaching. You see this in the broadening of their lesson plans. It’s making them think outside the box, if you will.”

Staff member.
Lessons Learned

There will be many possible approaches to integrating the global dimension into initial teacher education, however, it might be useful for others to know what worked well for St. Mary’s and what lessons we have learned. Towards this end, we have identified some of the key factors we believe have contributed to successfully cultivating an ethos conducive to stimulating students and staff to incorporate a global dimension into their thinking and teaching.

Factors internal to St. Mary’s

Management and Staff Buy-in
Management buy-in was undoubtedly one of the key factors contributing to the success of the Project. The St. Mary’s ethos easily facilitated an affinity to the concepts underlying the global dimension in education. From the outset, senior management recognised the contribution the Project could make towards fulfilling not only the requirements of the revised Northern Ireland Curriculum but the College mission statement. Their ongoing support enabled the Project teams to work flexibly to ensure the Project aims were fulfilled. Both senior management and teaching staff were well represented on the Steering Group and provided guidance on the Project’s direction throughout.

Buy-in from the teaching staff was essential to the effective delivery of the Project. Staff seminars highlighted ways in which the global dimension could be incorporated into teaching in different subject areas. Staff participation in a variety of Project activities contributed to the incorporation of the global dimension in teaching and learning across the College. In addition, the Project Coordinator was available to assist staff and students and had direct input into formal teaching.

Promoting and Engaging Student Support
Student participation in the Project was vital. Establishing incentives for students, such as the opportunity to gain College certification in the Global Dimension, was one attempt to increase student involvement.

The nominations for the annual Chengelo Award highlighted the outstanding contribution to international solidarity made by some students.

The Steering Group also recognised the need for links with the Students’ Union and subsequently a Global Dimension Student Officer was appointed to the Student Union Executive Committee. This officer liaised directly with the Steering Group and provided constructive feedback and useful perspectives on activities planned for the wider student body. However, BED students appointed to this position found it difficult to maximize their commitment to the post due to their increased work load in final year. It might therefore be advisable to engage students earlier to work actively with the Steering Group.

Course Development
Adopting a cross subject approach to the implementation of the Project was valuable as, by nature, the global dimension does not fit within a single subject. The focused global dimension inputs provided in the new module for ‘The World Around Us’ developed by the History and Geography departments gave BED primary students a more in-depth understanding of the eight global dimension concepts. Departmental commitment is essential.

Communications
The Project set out to be highly visible within the College and used many forms of communication to reach the target audience. The College website was used to share news as well as information on events and resources. Hard copy newsletters were produced and staff and students were emailed regularly with relevant information about the Project. NGOs and related activities. Posters and postcards were also used to spread information and news. Using the Resource Library and the Students’ Union as a base, the Project disseminated a huge range of information on development issues and campaigns through a variety of printed media.

Opportunities for Positive Action
The Project provided opportunities to act for positive change. Academic and non-academic staff and students were given the opportunity to engage with key global issues and campaigns supported by the Project, such as Fairtrade events and activities for Human Rights week. These activities reflect the College ethos and were an opportunity for the whole College community to act on social injustice.

External factors

Funding
Funding from the Department for International Development enabled the College to finance the Project including dedicated staff to plan and coordinate activities.

NGO Support and International Links
The strong links developed with NGOs and other agencies working in development and development education provided invaluable expertise on a wide range of issues relating to the global dimension. By tapping into this expertise the Project was able to provide students with a range of high quality resource personnel and materials. In addition, as our research indicates, students’ understanding of the role of NGOs in civil society increased, as did their understanding of wider development issues. International links established through the Project provided an added dimension and useful insights into global issues for both students and staff.

Timescale
The approach used ensured good progress was made during the course of the three year funding period. Although sustainability was factored in to the Project framework from the start, three years is still a relatively short time to make institutional changes. Lessons have been learned, but more work is still to be done to ensure that all education students leaving the College are confident to incorporate the global dimension into their teaching.
Multifaceted Approach
The adoption of a flexible multifaceted approach, which incorporated many different activities worked well for St. Mary’s. Rather than attempting to tackle the situation with a single stratagem, the Project targeted a number of areas: new undergraduate modules, a Masters option, research, student certification and on-line course, the resource library, enhanced links with NGOs and other relevant agencies. Although new ideas were integrated along the way the original aims were always firmly in mind.

Recommendations
Institutions should:

- Look to affinities between the global dimension and their own ethos.
- Ensure buy-in from management and staff.
- Student participation make a priority.
- Consider creating effective working links with the student body, perhaps through the Students’ Union via a dedicated Student Officer (preferably not in their final year when their workload is particularly heavy).
- Develop strong links with NGOs and other agencies, both locally and internationally, working on issues relating to the global dimension concepts so that their expertise can be accessed for the benefit of students.
- Consider the time required to affect change when planning so as to allow enough time for lessons learned to be fully integrated.
- Create opportunities for the whole College community to act against social injustice e.g. campaigns and events.
- Consider a cross-subject approach coupled with dedicated global dimension modules.
- Adopt a flexible multifaceted approach.
- Think about a pro-active approach to supporting staff and students internally.
- Communicate progress and improvements in implementing the global dimension in education to staff, students and all other stakeholders.
- Assess the need for dedicated staff members to ensure a focused approach to implementing planned activities.
- Consider a cross-subject approach coupled with dedicated global dimension modules.
- Adopt a flexible multifaceted approach.
- Think about a pro-active approach to supporting staff and students internally.
- Communicate progress and improvements in implementing the global dimension in education to staff, students and all other stakeholders.
- Assess the need for dedicated staff members to ensure a focused approach to implementing planned activities.

“Teachers nowadays are encouraged to recognize the links between their own classroom and the local and wider communities and it is important that teacher training institutions give them opportunities and time to both learn about these links and the support that other organisations can offer schools.” NGO

“The project has opened up a lot of ideas to me. It challenges your own way of thinking. Staff have to get their heads around concepts. I teach multiculturalism and I say to students: I didn’t have to deal with a multicultural society but you are growing up in a different society.” Staff member
Lessons Learned

“It’s not the sort of thing (attitudes about global dimension concepts) that change overnight; it’s like a slow burner.” **Staff member**

“A project such as this is vital in teacher education in order to prepare these teachers for the increased diversity in their classrooms and to equip people with the skills required for life in an increasingly interdependent world.” **NGO**

“Without a doubt the global dimension project has had an impact in the college.” **Staff member**

“I felt that I had gained a better understanding of certain issues for myself and that I have also learned what I could do to start making changes in my own life.” **PGCE student**
Acknowledgements
Acknowledgements

The Global Dimension Project at St. Mary’s has worked with many individuals and organisations in Ireland, the UK and internationally. It has not been possible to specifically mention everyone individually in the chapters of this publication. Our intention is that the list below will demonstrate the organisations and networks who have contributed to the work of the Global Dimension in Education Project at St. Mary’s. It is our desire that in the coming years the links made with the organisations listed below and St. Mary’s University College staff and students continue to flourish.

Particular thanks to Dr. Tracey McKay, Dr. Geraldine Magennis, Martin Hagan, Ian McCutcheon, Emily Park and the members of the Global Dimension in Education Project Steering Group: Dr. Margaret Reynolds, Teresa Cash, Damian Knipe, Frank Quinn and Arthur Rice.

Credit and thanks also goes to the DfID Development Awareness Fund officers for their support and assurances over the past three years. Special thanks are due to all staff and students at St. Mary’s University College.

Organisations & Networks

Action Renewables
Amnesty International
Angels in Development, Zambia
An Muna Tober (Travelling Community)
Belfast Islamic Centre
Bethlehem University, Palestine
British Council
British Red Cross
CADA Development Education Group
Centre for Global Education
Children in Crossfire
Chinese Welfare Association
Christian Aid
Climate Change Coalition Northern Ireland
Comhlamh
Concern
The Cultural Exchange
Council for Curriculum, Examination and Assessments (CCEA)
The Co-op
Department for International Development
Development and Intercultural Education (DICE)
Environmental Education Forum
Gift International
Global Dimension in Education in Northern Ireland
Fairtrade Belfast
Fairtrade Foundation
Friends of Africa
Indian Community Centre
Irish Aid
Irish Congress of Trade Unions (ICTU) Global Solidarity
Lift Off Initiative

http://www.actionrenewables.org
http://www.amnesty.org.uk
http://annunitobert.org
http://www.belfastislamiccentre.org.uk
http://www.bethlehem.edu
http://www.britishcouncil.org
http://www.redcross.org.uk
http://www.centreforglobaleducation.com
http://www.childrenincrossfire.org
http://www.cwa-ni.org
http://www.christianaid.org.uk
http://www.nienvironmentlink.org
http://www.comhlamh.org
http://www.concern.net
bromnemy@yahoo.com
http://www.ccea.org.uk
http://www.co-operative.coop
http://www.dfid.gov.uk
http://www.diceproject.org
http://www.eefr.org.uk
http://globaldimensioninschools.org
http://www.belfastcity.gov.uk/fairtrade
http://www.fairtrade.org.uk
http://www.friendsofafrica.org
http://www.iccbelfast.com
http://www.irishaid.gov.ie
http://www.ictuglobalsolidarity.org
http://www.liftoffschools.com
“They (The Project at St. Mary’s) have provided numerous opportunities for NGOs to raise awareness of their work with student teachers as well as individual opportunities with others involved in development education.”

NGO

“By working in partnership with a teacher education agency we are able to clearly distinguish between the role of communicating our messages, and the role that international NGOs play in development and the role of teacher education.”

NGO
Schools
Many of the schools listed below agreed to act as case studies for this guide. Unfortunately, we did not have time to visit all schools working with the Project or space to include all those who were visited in the final set of published case studies.

Anahorish Primary School, Creagh
Cloughoge Primary School, Newry
Gaelscoil Ni Dhochartaigh, Strabane
Our Lady Queen of Peace Primary School, Belfast
Roscavey Primary School, Beragh
Stranmillis Primary School, Belfast
St. Bernadette’s Primary School, Belfast
St. Clare’s Primary School, Belfast
St. Genevieve’s High School, Belfast
St. Malaghy’s Primary School, Carnagat
St. Mary’s Primary School, Divis Street, Belfast
St. Mary’s Girls’ Primary School, Strabane
St. Paul’s High School, Bessbrook
St. Patrick’s Primary School, Armagh
St. Patrick’s Primary School, Eskra
St. Patrick’s Primary School, Dungannon
St. Peter’s Nursery School, Belfast
St. Ronan’s Primary School, Newry
St. Teresa’s Primary School, Carrickmore, Tyrone

Third Level Institutions
Kenyatta University http://www.ku.ac.ke
New College San Francisco
Queens University Belfast http://www.qub.ac.uk
St. Anselm College, New Hampshire, USA http://www.anselm.edu
St. Mary’s University College Students’ Union http://www.stran.ac.uk
Stranmillis University College, Belfast http://www.tangaza.org
Tangaza College, Kenya http://www.unisa.ac.ke
University of Nairobi, Kenya
University of Ulster http://www.ulster.ac.uk
University of Zambia

Individuals
Prof. Sally Inman London South Bank University
Seamus Farrell
Sean McNahon
Stephen McCloskey
Appendices
I. Rationale for the Global Dimension in Education

The following is reproduced with permission from www.globaldimension.org.uk where the full document can be downloaded.

What is the Global Dimension?

Education plays a vital role in helping children and young people recognise their responsibilities as citizens of the global community and it equips them with the skills required to make informed decisions and take responsible actions. By including the global dimension in teaching, links can easily be made between local and global issues and young people are given the opportunity to:

- Critically examine their own values and attitudes.
- Appreciate the similarities between peoples everywhere, and learn to value diversity.
- Understand the global context of their local lives.
- Develop skills that will enable them to combat injustice, prejudice and discrimination.
- Such knowledge, skills and understanding enable young people to make informed decisions about how they can play an active role in the global community.

Global Dimension Key concepts

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 below provide a conceptual framework for thinking about the global dimension and building it into the curriculum.

Global Citizenship

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens.

Conflict Resolution

Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.

Diversity

Understanding and respecting differences and relating these to our common humanity.

Human Rights

Knowing about human rights including the UN Convention on the Rights of the Child.

Interdependence

Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale.

Social Justice

Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.

Sustainable Development

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.

Values and Perceptions

Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people’s attitudes and values.
The 8 key concepts
Underlying the idea of the global dimension to the curriculum are 8 key concepts

Global citizenship
- Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens
  - developing skills in assimilating and expressing different points of view in a global context
  - understanding the link between the views of others and individuals
  - understanding the role of NGOs and international affairs in global issues
  - understanding the influence of globalisation and how to promote equality
  - understanding how the world is a global community and what it means to be a citizen
  - understanding how humans and societies in other countries

Diversity
- Understanding and respecting differences and relating these to our Common Humanity
  - appreciating the diversity of people and cultures around the world
  - understanding the importance of diversity in society
  - understanding the importance of cultural diversity and human rights
  - understanding the role of human rights in society
  - understanding the need for global cooperation and understanding

Human rights
- Knowing about human rights involving the UN Convention on the Rights of the Child
  - understanding human rights as a framework for challenging inequalities
  - understanding the Universal Declaration of Human Rights
  - understanding the importance of human rights in society
  - understanding the role of the UN Convention on the Rights of the Child

Interdependence
- Understanding the impact of interdependence and its role in sustaining global equality
  - understanding the role of interdependence in sustaining global equality
  - understanding the role of interdependence in sustaining economic development
  - understanding the role of interdependence in sustaining global equality
  - understanding the role of interdependence in sustaining economic development

Conflict resolution
- Understanding the nature of conflict, their impact on development and how there is a need for their resolution
  - understanding the nature of conflict and its impact on development
  - understanding the role of conflict resolution in development

Social justice
- Understanding the importance of social justice as an element in both sustainable development and the empowerment of all people
  - understanding the role of social justice in sustainable development
  - understanding the role of social justice in promoting equality

Values and perceptions
- Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people’s attitudes and values
  - understanding the role of values in shaping people’s attitudes and values
  - understanding the role of values in shaping people’s attitudes and values

Sustainable development
- Understanding the need to manage the quality of the environment and the ways of managing natural resources
  - understanding the need to manage the environment
  - understanding the need to manage the environment

The global dimension can be understood through the 8 concepts. These provide a conceptual framework for thinking about and building them into the curriculum. Each of the 8 concepts is described in more detail below, and students are encouraged to consider how they can contribute to the development of these concepts.

‘Global citizenship’ appears explicitly in one of the 8 concepts, whereas each of the concepts can be related to the programme of study for ‘Global Citizenship’ in school curriculum and can also be promoted through other subjects.
### 8 Global Dimension Concepts

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship</td>
<td>Gaining the knowledge, skills &amp; understanding of concepts and institutions necessary to become informed, active, responsible citizens</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations</td>
</tr>
<tr>
<td>Interdependence</td>
<td>Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale</td>
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<td>Conflict Resolution</td>
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<tr>
<td>Values &amp; Perceptions</td>
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</tr>
<tr>
<td>Social Justice</td>
<td>Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people</td>
</tr>
<tr>
<td>Human Rights</td>
<td>Knowing about human rights including the UN Convention on the Rights of the Child</td>
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</table>

### Key Themes in Northern Ireland Curriculum

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy and Active Participation</td>
<td>Young people investigate the concepts of democracy and active participation. Opportunities are provided for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion justice and democracy</td>
</tr>
<tr>
<td>Diversity and Inclusion</td>
<td>Young people investigate the concepts of diversity and inclusion, are given opportunities to consider the range and diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present</td>
</tr>
<tr>
<td>Equality and Justice</td>
<td>Young people investigate the concepts of equality and social justice. Opportunities are provided to help young people understand that society needs to safeguard individual and collective rights and ensure that everyone is treated equally and fairly</td>
</tr>
<tr>
<td>Human Rights and Social Responsibility</td>
<td>This underlies all themes. Young people are given opportunities to understand that a globally accepted values-base exists within the various international human rights agreements and documents which outline the rights of the individual and of groups in democratic societies</td>
</tr>
</tbody>
</table>

III. The following diagram indicates the relationship between the 8 global dimension concepts underlying the national curriculum and the key themes of the revised Northern Ireland curriculum.
IV. Curriculum Information - Northern Ireland

The following is reproduced with permission from www.globaldimension.org.uk where the full document can be downloaded.

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 lives in extreme poverty, lacking access to basic healthcare, education and clean water, with little opportunity to improve their condition. Global poverty impacts negatively upon 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.

Below you can see how the global dimension fits within the Northern Ireland curriculum for each Key Stage. A copy of the full Programmes of Study can be found on the Department of Education’s website at www.deni.gov.uk.

Key Stage 1

Art and Design
Pupils become familiar with a range of art, design and craft works from different cultures. By doing this they can begin to develop some understanding of the richness of different cultures around the world.

English
Pupils have opportunity to listen and respond to stories, poems, rhymes, songs and folk tales including those from other cultures. By doing this they can begin to develop an awareness and appreciation of the richness of their own and other cultures around the world.

Geography
Pupils learn about similarities and differences between homes and buildings in the local area and the wider world. By doing this they can begin to have a simple understanding of how others live in other parts of the world.

History
Pupils are given opportunities to understand and appreciate their own way of life and that of others by looking at similarities and differences. By doing this they can begin to understand the similarities and differences between peoples and to develop a sense of mutual respect.

Irish
Pupils through group work and simulation talk about and reflect on themselves and others. By doing this they can deepen their understanding of who they are and the world in which they live.

Mathematics
Pupils build confidence in using numbers and acquire the language of numbers. By doing this they learn to appreciate relationships between numbers and the differences between people as they use numbers to compare and order pupils in the class.

Music
Pupils respond to a variety of short pieces of music. By doing this they can begin to value different musical/cultural traditions.

Physical Education
Pupils move in a controlled manner and take part in cooperative play. By doing this they develop a sense of fair play, sharing and cooperation.

Science and Technology
Pupils have the opportunity to develop an understanding of themselves and others by exploring similarities and differences. By doing this they can appreciate the universality of humanity and the differences which enrich all.

Key Stage 2

Art and Design
Pupils have access to resources and reference materials, which will enable them to view and experience the work of local, national and international designers and craft workers. By doing this they can develop understanding of how artists, designers and craft workers develop, express and represent their ideas and learn more about the context in which they work.

English
Pupils listen and respond to a range of fiction, poetry, drama and media texts which should include examples from their own work and their own and other cultures; begin to develop the ability to place themselves in someone else’s position and extend their capacity for sympathy and empathy. By doing this they learn more about their own community and identity and also develop an awareness of and an empathy with the world community.

Geography
Pupils learn about the effects of a natural disaster or lack of basic resources on a place and on peoples’ lives. By doing this they can explore issues such as lack of food or clean drinking water or proper housing or sanitation in other parts of the world.

History
Pupils explore ways in which the use of natural resources through time has affected the local and global environment. By doing this they can learn how people can exploit or protect natural resources and the implications for the whole world if resources are misused.

Irish
Pupils listen to, understand and respond to a range of fiction, poetry, drama or audio-visual material. By doing this they can learn more of other cultures and develop a sense of empathy with people in other countries.

Mathematics
Pupils are collecting, representing and interpreting data from meaningful situations. By doing this they could use block graphs, bar charts or diagrams to represent information about developing countries or issues related to development.
Music
Pupils explore how the elements of music are used in pieces from different periods, styles and cultures. By doing this they begin to develop an appreciation of the contribution of world music to modern popular culture.

Physical Education
Pupils perform movement to stimuli and take part in mini-games. By doing this they can develop a simple awareness of dances from other cultures and the value of working cooperatively.

Science & Technology
Pupils develop an awareness of the need to conserve the natural environment and how human activities can upset it. By doing this they can begin to develop a sense of themselves and their responsibility as citizens.

Key Stage 3

Art & Design
Pupils develop competence in the critical appreciation of the work of local, national and international artists, designers and crafts workers, including works, which reflect a range of non-European traditions. By doing this they can begin to appreciate the wide diversity and richness of art and design throughout the world and increase their aesthetic sensitivity.

English
Pupils take part in role play and in simulations exploring social and economic issues; speculate on situations read about in more challenging literature and media texts; respond with sensitivity developing their ability to empathise. By doing this, pupils can expand their understanding of development issues such as social justice and international poverty, become better informed and able to respond positively and creatively to the challenges of our rapidly changing world.

Geography
Pupils study an issue related to an aspect of world development. By doing this they can explore topical issues of interest to them such as fair trade, global equality or exploitation of workers in developing countries by multinational companies.

History
Pupils explore the historical origins of issues arising from inequalities and differences between the northern and southern hemispheres. By doing this they can appreciate how the developed world has treated developing countries and can consider what they can do to promote equality.

Home Economics
Pupils consider the influence of different traditions and cultures on home and family life and on diet and health. By doing this they can increase their awareness of other cultures and traditions and how these are now influencing life in their local area.

Irish
Pupils engage in role-play, simulations, decision-making and conflict situations and talk about how appropriate decisions, choices and actions should be arrived at and their consequences for others. By doing this they increase their awareness of interdependence and how their decisions and life choices can affect others on the other side of the world.

Mathematics
Pupils gain an understanding of how mathematical symbols and our current numerical and measurement systems have evolved. By doing this they can learn what different cultures at different times in history have contributed to the development of mathematics.

Modern Languages
Pupils have opportunities to cultivate informed attitudes towards the lifestyles, social conventions, beliefs, opinions and ideas of other people (these could be countries from a wider context where the target language is spoken e.g. French in West Africa, Portuguese in Brazil, German in Namib). By doing this they learn about other cultures and peoples and begin to appreciate the similarities and differences between peoples.

Music
Pupils are acquainted with the cultural background to appreciate music in context. By doing this they can develop their understanding of cultural diversity and their appreciation of its power to enrich all cultures.

Physical Education
Pupils perform folk and popular dances from other cultures. By doing this they increase their understanding and appreciation of other cultural traditions and their influences on contemporary life.

Science
Pupils study the lives and work of a variety of scientists. By doing this they can recognise that scientific knowledge and understanding has been accumulated through the work of people from many cultures and that scientists share an international culture.

Technology & Design
Pupils study the impact of technology in modern times, including consideration of the influence of technology upon their own culture and that of others. By doing this they can explore how technology has changed lives in their own country and how it can be used to improve the quality of life for others in developing countries.
Key Stage 4

Art & Design
Pupils have opportunities to identify the distinctive characteristics of art, craft and design and relate them to the context in which the work was created. By doing this they can learn more about other cultures and make connections with their own work.

Business Studies
Pupils are made aware of the moral, ethical, social and cultural issues associated with businesses and the use of human resources as well as the ways in which goods and services are produced and marketed. By doing this pupils can become aware of the global dimension of commerce, the effects both locally and on developing countries of the ways goods are produced and marketed and reflect on issues of sustainable development.

Drama
Pupils use drama to explore relationships, their own and others' attitudes, beliefs and emotions about the world in which they live. By doing this pupils can gain an understanding of other cultures and issues of interdependence and social justice.

Economics
Pupils develop their knowledge and understanding about the economic behaviour of individuals, groups, organisations and governments. By doing this pupils can learn about global responsibility and address the issue of international development.

English
Pupils take part in role play and in simulations exploring social and economic issues; speculate on situations read about in more challenging literature and media texts; respond with sensitivity developing their ability to empathise. By doing this pupils can expand their understanding of development issues such as social justice and international poverty; become better informed and able to respond positively and creatively to the challenges of our rapidly changing world.

Geography
Pupils study places in different parts of the world and countries in various stages of development. By doing this they can explore issues of interest to them such as aid, international trade, disasters and the inter-relationships between peoples and environment.

History
Pupils study key historical events, people, changes and issues and the way in which the contemporary world is a product of historical developments. By doing this they can explore issues such as world poverty, colonialism and its consequences and refugees and they can learn to appreciate different perspectives on events when viewed from different viewpoints.

Home Economics
Pupils study diet and health and recognise that food choice is affected by social, economic and environmental factors. By doing this they can develop awareness of different foods eaten in various parts of the world and the issues of hunger and poverty.

Irish
Pupils engage in role-play, simulations, decision-making and conflict situations and talk about how appropriate decisions, choices and actions should be arrived at and their consequences for others. By doing this they increase their awareness of interdependence and how their decisions and life choices can affect others on the other side of the world.

Mathematics
Pupils gain an understanding of how measurement systems have evolved. By doing this they can learn what different cultures at different times in history have contributed to the development of mathematics.

Modern Languages
Pupils have opportunities to cultivate informed attitudes towards the lifestyles, social conventions, beliefs, opinions and ideas of other people. These could be countries from a wider context where the target language is spoken e.g. French in West Africa, Portuguese in Brazil, German in Namibia. By doing this they learn about other cultures and peoples and begin to appreciate the similarities and differences between peoples.

Music
Pupils become familiar with different musical styles and genres and develop a knowledge and understanding of music in the context of culture, period and idiom. By doing this they can learn about contemporary popular music and its sources and understand their own musical roots more clearly while expanding their appreciation of other cultures’ contributions to world music.

Physical Education
Pupils participate in team games. By doing this they develop a sense of fair play, respect for others and the need to work cooperatively for success.

 Political Studies
Pupils explore and reflect on political behaviour. By doing this they can explore issues such as those related to Third World Debt and the developed world’s attitude to and treatment of developing countries.

Science
Pupils begin to understand the desirability of recycling and can explain that pollution control is an international responsibility. By doing this they can develop an understanding of the interdependence of all countries and can explore the obligations we have towards each other.

Social & Environmental Studies
Pupils develop an understanding of the different values and attitudes, needs and perspectives of their own and other communities. By doing this they can appreciate how values and attitudes influence issues such as international trade, interdependence, sustainable development etc.

Technology & Design
Pupils explore both the positive and the negative influences of technology on society, the economy and the environment. By doing this they can develop their understanding of environmental and sustainable development issues and how technology can improve life for all.
V. Global Dimension Skills

The diagram below is reproduced from Education for Global Citizenship – A Guide for Schools (2006) with the permission of Oxfam GB, Oxfam House, John Smith Drive, Cowley, Oxford OX4 2JY, UK www.oxfam.org.uk/education. Oxfam GB does not necessarily endorse any text or activities that accompany the diagram.
VI. Teaching Activity and Resource Packs

PRE-SCHOOL AND FOUNDATION


Maji. Trócaire. A Pack on Water for Early Years.


To Begin At The Beginning: Bringing a Global Dimension to the Early Years. DEED, 2005. Practical ideas for early years activities with global themes.

KEY STAGE 1 AND KEY STAGE 2


Climate Change - Local and Global. Tide, 2005
An enquiry approach. Has teaching ideas and stimulus pages. KS2 & KS3


Lift Off: Introducing Human Rights Education within the Primary Curriculum. Cross Border Human Rights Education Initiative, 2003. Programme for RoI SPHE curriculum but can be used in support of NI curriculum. Lesson plans, teachers’ guidelines, worksheets and colour posters. Age 8 – 10


Photo Opportunities Maths. Oxfam, 2004
Uses colour photos to introduce topics, colour poster teachers’ handbook with activities and worksheets. Shows curriculum links.

Photo Opportunities Science. Oxfam, 2002
Uses colour photos to introduce topics, colour poster teachers’ handbook with activities and worksheets. Shows curriculum links.
Share the World, 2002. Teachers’ Pack & video. Can be used in entirety to form an 8 week PSHE & Citizenship project.

Twin Stories. Africa Lives on the BBC
African Stories with links to European tales and fables. Teachers’ notes, cross-curricular themes.

Wake Up World! Oxfam, 1999
Picture book invites young children to meet contemporaries around the world and share in their daily routines. Accompanying interactive CD-ROM with Teachers’ Notes and Activity Sheets book covering literacy and numeracy.

Young Citizens. Save the Children, 2002
Teaching Pack, 24 stand alone activities with photo cards, support materials for teachers with detailed lesson plans and curricular links as a planning aid.

Time for Rights. UNICEF & Save the Children
Activities for Citizenship and PSHE. Comes with a Handbook for Teachers to use in association with curriculum areas providing active learning opportunities that can be matched to several subject areas. For ages 9-13.

Teaching resource for 5-8, 8-11 and 11-14 year olds in 8 Units.

KEY STAGE 3 AND KEY STAGE 4


Global Lives: A Citizenship teaching resource for secondary schools. British Red Cross. Includes a CD Rom for activities based on real life case studies, is cross-curricular, using an interactive methodology to introduce the concepts of Global Citizenship.

The Young Global Citizens Passport Scheme
Series of activities taking young people on a journey exploring Global Citizenship with ‘stops’ at certain issues including the Environment; Fairtrade; Identity; Children’s Rights, Globalization; Diversity.

Supports curriculum requirements Key Stage 3: geography/environmental studies; PSHE/DSD/Citizenship; RE/RME.
Bill of Rights in Schools. A Resource for Post Primary Schools. NICHRC, 2004
To be used within the framework of the Local and Global Citizenship curriculum or within other courses such as politics, history, religion, law and English.
Key Stage 3 & Key Stage 4 and Age 16+

Uses the environment as a framework to address diversity issues and attempts to understand the scope of, causes and damage done by prejudice.

12 activities chapters and 3 action chapters that help explain the complexity of the world trading system.

Suíl ar an Domhan: Ag fiosrú ceisteanna a bhaíneann le hìdirthuilleamaíocht agus le ceartais shóisialta sa 21ú haois.
An active learning geography resource for KS3 and Junior Certificate.

Hands on Technology: Understanding Sustainability at KS4.
Helps Design & Technology students learn about sustainable development and value issues in design. A video to be used in conjunction with 4 lessons.

Includes activities on: slavery; women’s rights; Holocaust; human rights in history.

Looking Behind the Logo. The Global supply chain in the sportswear industry. Oxfam 2004. Role play activity directly related to the Global Citizenship curriculum and linked to geography, citizenship, PSE, modern studies, Business Studies, English and Technology. For use with age 13+

Science: The Global Dimension DEA & ASE, 2003
Demonstrates how science reaches out to the 8 global dimension concepts as well as cross-curricular links.
VII: A Selection of books and simulation games available to students and staff in the Resource Library

Africa Alive Book 1: Water / Leabhair 1: Uisce, Self Help Development International. Adopts a cross-curricular approach, provides case studies, activities and worksheets. **Age 9+**

Africa Alive Book 2: Food, Land & Trees / Leabhara Dó: An Bia, an Talamh agus Na Crainn, Self Help Development International. Adopts a cross-curricular approach, provides case studies, activities and worksheets. **Age 9+**

*Come and Play With Us & Come Ride With Us*, Oxfam 2004. Discovery Flaps book, helps children see the connection between their own lives and children all over the world. Pre-school & Foundation


*For Every Child*, Redfox/UNICEF, 2002. The UN Convention on the Rights of the Child in words and pictures. Lovely illustrations and the UNCRC made easy. Pre-school & Foundation, **Key Stage 1 & Key Stage 2**


*One Child, One Seed: A South African Counting Book*, Oxfam. **Foundation & Year 2 of KS1**

*The World Came to My Place Today*, Eden Project, 2004. How plants from all over the world are used in daily routines. **Age 3-7**

*Playtime, Home, Bicycles & Hair*, Oxfam. **Pre-school & Foundation and Key Stage 1**

SIMULATION GAMES

Games We Play. Manchester Development Education Project, 2004. Teachers Notes, video, games & activities (with instruction cards) from different countries. A Programme to encourage intercultural understanding. KS1 & KS2

The Paper Bag Game and the Chocolate Trade Game. Christian Aid

The Water Game. Christian Aid. Board game. Age 7+

The Coffee Chain Game. Oxfam. Activity on Trade and quiz. Links to curriculum for Global Citizenship. Age 13+


Trade Rules. Simulation game from Christian Aid & CAFOD with Comic Relief. Explores how international trade rules are widening the gap between rich and poor countries. Includes faith views on justice, wealth and poverty and encourages campaigning. Age 16+

VIII. On-line resources for teachers and students

CAFOD (Catholic Agency for Overseas Development) has a kids zone.
Christian Aid. http://learn.christianaid.org.uk/dosomething

- http://bigdeal.cafod.org.uk/campaign/the_world_can_t_wait
  New resources website for teachers and youth leaders, includes a ‘Do something’ section.
  Also has ‘Global Gang’ section for Age 8-12.

Development Education Ireland http://www.developmenteducation.ie/action

- This website is a development and human rights education resource maintained by a consortium of organisations based in Ireland, the site contains a broad range of materials exploring a variety of development issues and topics.

Education for Sustainability Directory http://www.cultivate.ie/new_directory

- From the Cultivate Centre, this new directory identifies and provides links to/for schools, businesses and other organisations in Ireland that are teaching or training and have principles of sustainability rooted in their mission and strategies. The directory is searchable on-line and is organized into the following sections: Building & Architecture; Business & Economics; Community & Family; Crafts; Energy; Environment & Ecology; Global Issues; Planning Design; Primary & Secondary; Tourism and; Waste & Recycling.

The Environmental Education Forum (EEF) http://www.eefni.org.uk

- This site is a networking organisation that promotes a co-ordinated approach to the delivery of environmental education in Northern Ireland. Forum membership consists of individuals and organisations from the public, private and voluntary sectors. The formal education sector and the youth service are represented at several levels. Membership to the EEF is open to all individuals and organisations from the public, private and voluntary sector.

Global Dimension in Education http://www.globaldimension.org.uk

- This is a unique website for teachers providing a guide to books, films, posters and websites with a global dimension. Also has resources for all age groups and all subjects.

Global Express http://www.dep.org.uk/ge

- This site helps young people gain a greater understanding of the context in which news stories from the developing world happen, and enables them to build links between their experience of life and their understanding of development issues. Global Express is ideal for classroom use with 8-14 year olds in: Citizenship, Geography, Literacy, English, P.S.H.E, RE and for assemblies.

Global Eye www.globaleye.org.uk

- This is an on-line resource based on the Global Eye magazine for schools about development issues. Interactive website includes Teachers’ Notes section and back issues of the magazine. Primary and Secondary sections separated and indexed by country and themes.

Northern Ireland Commissioner for Children and Young People http://www.niccy.org

- This site promotes and safeguards the rights and best interests of children and young people to help them challenge and change the world in which they live. Excellent information, activities and research for children and young people and adults too!

Oxfam http://www.oxfam.org.uk

- The Education section of Oxfam’s website has been developed specifically to support the Global Dimension in schools and all resources support Education for Global Citizenship and are designed to be cross curricular and support the new curriculum.

One World http://www.uk.oneworld.net

- The OneWorld network spans five continents. The UK One World network aims to provide the UK’s best online coverage of human rights and sustainable development. The site has a kids channel - Tiki the Penguin. http://tiki1.oneworld.net/penguin

UNICEF http://www.unicef.org

- This site provides teaching resources and in-depth information on issues affecting children and their rights. Resources are available at http://www.unicef.org/siteguide/resources.htm
IX. On-line teaching resources specific to Northern Ireland


Action Renewables is the leading organisation in Northern Ireland in the promotion and development of energy. Action Renewables has developed an extensive education programme for schools, parents and teachers. It is fun, interesting and is linked to all age levels of both the primary and secondary revised Northern Ireland curriculum. The education programme is linked to the subject areas of the ‘World Around Us’ – Key Stage 1 & 2 and to the subjects of Geography, Science and LLW – Local and Global Citizenship – Key Stage 3 – 5. Both pupils and teachers can access the resources on-line.

Check out the BBC’s site for NI schools at www.bbc.co.uk/ni/learning

The Centre for Global Education (http://www.centreforglobaleducation.com)

This site hosts ‘The BIG PIC’ (http://www.centreforglobaleducation.com/corner-links/citizenship-education.php and/or http://thebigpic.biz/), a site designed for Key Stages 2 & 3 with content based on the themes of the Local and Global Citizenship Curriculum as outlined by CCEA. As well as aiming to engage younger people, the site supports teachers in their delivery of the World Around Us and Personal Development strands of the Primary curriculum as outlined by CCEA. A Teacher’s Section includes:
- Curriculum Links – Primary and Post Primary
- Issues for Teachers
- Writing Frames – Recording and Assessing
- Source of further support
- User guidance

The Global Dimension in Schools Northern Ireland.
http://www.globaldimensioninschools.org

This project supports all teachers in Northern Ireland to deliver the Northern Ireland Curriculum by incorporating global perspectives into their learning areas.

Trócaire  www.trocaire.ie/education/index.php

This site has Education Resources, a Teachers & Educators section as well as separate Teen zone and Kids’ zones. You can also get the Trócaire annual Lenten resources from the website.

X. General Reference Books


From the Local to the Global, G. McCann and S. McCloskey (eds) Pluto, London, 2009

Human Rights and Development Uvin, P. Kumarian Press, USA, 2004

Teaching the Global Dimension: Key principles and effective practice. Hicks, D & Holden, C (eds) Routledge, Oxon, 2007


World Development Indicators 2007, World Bank, USA, 2007

XI. Acronyms

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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AID</td>
<td>Angels in Development</td>
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<tr>
<td>BEd</td>
<td>Bachelor of Education degree</td>
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<tr>
<td>CCEA</td>
<td>Council for Curriculum, Examinations and Assessments</td>
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<tr>
<td>CCMS</td>
<td>Council for Catholic Maintained Schools</td>
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<tr>
<td>CGE</td>
<td>Centre for Global Education</td>
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<tr>
<td>CWA</td>
<td>Chinese Welfare Association</td>
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<tr>
<td>DENI</td>
<td>Department of Education, Northern Ireland</td>
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<tr>
<td>DFID</td>
<td>Department for International Development</td>
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<tr>
<td>GDE</td>
<td>Global Dimension in Education</td>
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<tr>
<td>GTCNI</td>
<td>General Teaching Council for Northern Ireland</td>
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<tr>
<td>HRE</td>
<td>Human Rights Education</td>
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<tr>
<td>ICTU</td>
<td>Irish Congress of Trade Unions</td>
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<td>ITE</td>
<td>Initial Teacher Education</td>
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<tr>
<td>NAC</td>
<td>National AIDS Council (Zambia)</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<td>NIAPN</td>
<td>Northern Ireland Anti Poverty Network</td>
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<td>NIARN</td>
<td>Northern Ireland Anti Racism Network</td>
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<td>NICCY</td>
<td>Northern Ireland Commissioner for Children and Young People</td>
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<td>NICEM</td>
<td>Northern Ireland Council for Ethnic Minorities</td>
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<tr>
<td>NIHRC</td>
<td>Northern Ireland Human Rights Commission</td>
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<tr>
<td>PDMU</td>
<td>Personal Development and Mutual Understanding</td>
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<tr>
<td>PGCE</td>
<td>Post-Graduate Certificate in Education</td>
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<tr>
<td>STEP</td>
<td>South Tyrone Empowerment Programme</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<tr>
<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<tr>
<td>WWF</td>
<td>Worldwide Fund for Nature</td>
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