Global Citizenship Education: The Needs of Teachers and Learners

DFID funded research project (from May 2002 to August 2004)

Professor Lynn Davies

Professor Clive Harber

Hiromi Yamashita

Centre for International Education and Research (CIER)
School of Education
University of Birmingham, UK

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Hiromi Yamashita

Centre for International Education and Research (CIER)
School of Education
University of Birmingham
Edgbaston
Birmingham
B15 2TT UK
Tel: +44 (0)121 414 3967 (CIER Administrator)
Fax: +44 (0)121 414 4865 (School of Education)
Email: l.davies@bham.ac.uk
c.r.harber@bham.ac.uk
h.yamashita@bham.ac.uk
CIER Website: http://www.education.bham.ac.uk/research/cier/

Printed by: Central Printing Services, University of Birmingham
Edgbaston, Birmingham, B15 2TT, UK

Available from: Centre for International Education and Research (CIER)
School of Education, University of Birmingham,
Edgbaston, Birmingham, B15 2TT, UK

ISBN: 0 704425 00 9

This project was supported by:

DFID Development Awareness Fund

For more information about the Development Awareness Fund, please visit:
http://www.dfid.gov.uk

or write to:
Development Awareness Fund, DFID, Abercrombie House (Room 502), Eaglesham Road, East Kilbride, Glasgow, G75 8EA, UK

Executive Summary

This two year research project investigated what teachers, learners, teacher trainers and LEAs said was needed in the content and approaches within global citizenship education. The main ***findings*** were:

1. All stakeholders saw global citizenship education as highly important for students' learning, for community relationships and for the life of the school.
2. Pupils had a sophisticated concept of 'the global citizen' and of their responsibilities, and also, for many pupils, of their multiple identities and belongings.
3. Their expressed needs were to learn more about others and about global injustice, but the outstanding need was to learn and understand much more about war and conflict.
4. The most desired teaching/learning approaches were debate, discussion, experiential learning, encounters with others during visits or with visitors, and pupils doing their own research. Videos and worksheets were less favoured.
5. Key constraints for teachers were the National Curriculum, fear of indoctrination, lack of confidence to teach controversial issues, and fear of pupils getting too actively involved. Students complained of never doing anything in sufficient depth.
6. The 'enablers' for global citizenship education were creativity in teachers, supportive management and suitable resources. Many examples of such creativity were identified, and the resources preferred by teachers were listed.

Recommendations and implications were:

1. Making global citizenship part of the core curriculum
2. Training of teachers in tackling controversial issues, keeping up with political issues, feeling comfortable with unpredictability, listening to voices of young people and devising suitable methods of assessment of global citizenship
3. Fostering the creativity of teachers through structured and systematic ways of sharing ideas and thoughts, and debating the complexities of global citizenship
4. Some form of international experience for students, teachers and headteachers
5. Inspection and LEAs to support freeing up from National Curriculum and to facilitate networking of teachers
6. Preparation of materials and guidelines for teachers in being able to respond to daily political and global events
7. Research into the longer term impact of global citizenship education, particularly in terms of teaching about war and conflict.

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Contents

ABBREVIATIONS

DEA	Development Education Association
DEC	Development Education Centre
DfES	Department for Education and Skills
DFID	Department for International Development
EES	Enabling Effective Support (DFID initiative)
INSET	In-Service Training
LEA	Local Education Authority
NGO	Non-Governmental Organisation
OFSTED	Office for Standards in Education
PSHE	Personal, Social and Health Education
QCA	Qualifications and Curriculum Authority
Y	Year (= Students' Year group)

ACKNOWLEDGEMENTS

This study was not possible without the help and interest in the research of the following people.

Students and members of staff at:
Albert Bradbeer Junior School, Longbridge, Birmingham
Barrs Court School, Hereford, Herefordshire
Birchfield Community School, Aston, Birmingham
Hagley Primary School, Hagley, Stourbridge
Hamstead Hall School, Handsworth Wood, Birmingham
Moseley School, Moseley, Birmingham
Park Hall School, Castle Bromwich, Birmingham
Polesworth High School, Tamworth, Staffordshire
Southfields Primary School, Coventry
St Mildred's CofE(A) Primary School, Stoke-on-Trent
Wolverhampton Grammer School, Wolverhampton
Worthen CofE Primary School, Shropshire

Key personnel at the following LEAs in the West Midlands:
Birmingham
Coventry
Dudley
Herefordshire
Sandwell
Shropshire & Telford & Wrekin
Solihull
Staffordshire
Stoke-on-Trent
Walsall
Warwickshire
Wolverhampton
Worcestershire

Members of staff and students at the School of Education, University of Birmingham:
Sue Gallagher, Dr Michele Schweisfirth, Dr Chris Williams, Julie Foster, Liz Potts, Sue Pavey, John Kreeger, Zahir Mahmood, May Chung, Kyoko Nakayama, John Walley, Glenn Burbibte, Rachel Bell, Anthony McLaughlin, Lizzy Green, Sean Burke, and members of the Research Staff Group at the School of Education.

Members of staff at the teachers in Development Education (TIDE) Centre, Birmingham:
Scott Sinclair, Elaine Miskell, Ben Ballin, Jackie Zammit and teachers/educationalists involved in the work of TIDE.

Members of staff at the Department for International Development, Development Awareness Team

1 INTRODUCTION

This report is based on the two year research project funded by the Department for International Development (DFID) ending 31st August 2004. The research had three aims:

1. to identify the needs of teachers in the implementation of global citizenship education, in terms of both practical and strategic needs
2. to identify the needs of primary and secondary students in terms of what they want to know or understand with regard to global citizenship and world events
3. to identify the needs of teacher trainers and trainees in their preparation for teaching global citizenship.

The research was a qualitative study based in the West Midlands, generating data from 6 primary and 6 secondary schools, 3 teacher training institutions and 13 LEAs.

The study derived from three current important developments:

- The new Citizenship curriculum was introduced in England as statutory in secondary schools in 2002 and as non-statutory in primary schools. This curriculum was to include global citizenship at all levels.
- The need to explore issues of regional, national and international identity had already been recognised in the West Midlands, leading to the instigation of the West Midlands Commission on Global Citizenship in 2000. This Commission explored possibilities for global citizenship in the region, and identified the urgent need for research on educational practice and on how local, regional and international identities are formed.
- The impact of globalisation, the new world order and recent conflictual events had clearly been felt in this country, with the recognition that teachers need to be able to tackle global and controversial issues as they arise.

As DFID (2001) stated in relation to the development education dimension of global citizenship, '*There is a need for creative work to clarify what it means in practical terms and what support teachers need to bring it into practice*'. While there has been considerable research on citizenship education and curriculum, together with teachers' perceptions of this, there was little on global citizenship. It was clear that we do not know what the needs of the various participants in schools are in terms of learning and teaching about global citizenship. Materials for different age groups have been produced by various agencies, but there is insufficient information on how they are likely to be incorporated into the National Curriculum, and indeed, whether this National Curriculum acts to assist or to hinder teaching and learning for global citizenship. While it is possible to identify some 'good practice' schools that are developing global awareness and are able to talk about their work at various conferences or workshops, others appear to be less able or concerned to do this. Whether this relates to teachers' lack of confidence, to school structures or to lack of outside support, needed investigation. Similarly, we do

not know what the needs of students are with regard to global citizenship education, that is, what they want to learn about and what formal and informal curriculum they need in order to make sense of the current and future world.

The project developed from the involvement of the University of Birmingham *Centre for International Education and Research* (CIER) in development education work and in the development of citizenship education curricula in the West Midlands and elsewhere. We were aware of the work of the many other organisations involved in the area of citizenship education, whether NGOs like Oxfam or academic institutions such as the Centre for Citizenship Studies at the University of Leicester. However, this project was different in its emphasis on identifying the needs of teachers and learners within a global citizenship framework. A range of teaching materials was being produced by a number of agencies, but it was not clear how useful these are in handling global issues, as they can derive from the agendas of the particular organisation rather than being based on researched needs. For example, research with over 700 teachers in England suggested that teachers rated education for global citizenship as important, but had little confidence in their ability to teach it; and it remained unclear as to what would give them greater confidence (Davies 1999; Davies et al. 1999).

The UNICEF (2000) baseline survey *Citizenship in 400 Schools* asked about content and practice of citizenship education in UK schools, but admitted that there were problems of a quantitative survey design, and that there was an imperative for more research: 'we clearly need to know how teacher perceive content and practice and make connections between such elements' (p9). Finally, we also needed to know what students feel are their needs with regard to global and controversial issues. The recent survey of 15,000 children's' views on schooling (now published as Burke and Grosvenor 2003) indicated yet again this 'rich resource of creative thinking' available to teachers and policy makers. Overall, with a highly volatile world scene, evidence-based research in this field became a priority.

The research outlined in this report needed to be set also in existing literature on global citizenship and global citizenship education, and a literature search was conducted as a backdrop. A brief synthesis is given in the next section of the report.

2 BACKGROUND: THE NATURE OF GLOBAL CITIZENSHIP EDUCATION

2.1 Introduction and definitions

While global education or World Studies have been advocated and practised in schools in UK since the 1970s, global citizenship education is a relatively new concept. The insertion of 'citizenship' into global education implies something more than - or different to - previous conceptions. The linked question is whether global citizenship education is not just more informed local citizenship education. In this brief review, we look at the implications of various combinations of terms, and at some of the current (and competing) models and definitions of global citizenship education. This is in order to place our empirical work in the context of these debates.

2.1.1. Global education

Firstly, we should acknowledge the history of global education, a precursor perhaps to global citizenship education. In World Studies, there were a number of funded curriculum projects that were promoted in schools, often linked to development education and the work of Development Education Centres. Key concepts were global interdependence and cultural diversity, and key pedagogical approaches were participatory learning and examination of values. Robin Richardson uses the analogy of six blindfolded people looking at global education and coming to their own conclusion - and being in part right. He states:

> *The term 'global education' is as good as any to evoke the whole field...It implies a focus on many different, though overlapping levels from very local and immediate to the vast realities named with phrases such as 'world society' and 'global village'. It implies also a holistic view of education, with a concern for children's emotions, relationships and sense of personal identity as well as with information and knowledge (quoted in Ballin and Griffin, 1999:1).*

2.1.2 Social justice

What seems to happen with global *citizenship* education is confirmation of the direct concern with social justice and not just the more minimalist interpretations of global education which are about 'international awareness' or being a more rounded person. For Wringe (1999) this key principle of social justice means '*ensuring that the collective arrangements to which we give our assent do not...secure the better life of some at the expense of a much worse life for others*' (1996:6). For him, this does not mean reducing global citizenship to '*international do-goodery*', rather it means understanding and being able to influence decision-making processes at the global level, together with their effects on people's lives. The UK Oxfam *Curriculum for Global Citizenship* (1997) draws on previous models of global education such as Richardson's (1979) *Learning for Change in World Society* but goes further. It defines a 'global citizen' as someone who '*knows how the*

world works, is outraged by injustice and who is both willing and enabled to take action to meet this global challenge' (1997:1). In this definition, we see that empathy is not enough: there must be '*outrage*', so that motivations for change are high. This has profound implications for teaching and learning, and may not sit easily with current pedagogical philosophies tied to content knowledge and passing of examinations, as will be explored in this report.

Oxfam states:

We see the Global Citizen as someone who:

- *is aware of the wider world and has a sense of their own role as a world citizen*
- *respects and values diversity*
- *has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally*
- *is outraged by social injustice*
- *participates in and contributes to the community at a range of levels from the local to the global*
- *is willing to act to make the world a more equitable and sustainable place*
- *takes responsibility for their actions*

2.1.3 Rights

Griffiths (1998) outlines the 'shared agenda' that characterises various international NGOs, which is that global citizenship transcends the artificiality of national boundaries and regards 'Planet Earth' as the common home of humanity. For him, the common identity which unites human beings is not primarily cultural, national, political, civil, social or economic, but ethical. Global citizenship is based on '*rights, responsibility and action'*.

> *A picture, then, of the global citizen: not merely aware of her rights but able and desirous to act upon them; of an autonomous and inquiring critical disposition; but her decisions and actions tempered by an ethical concern for social justice and the dignity of humankind; therefore able, through her actions, to control and enhance the 'trajectory of the self' through life while contributing to the commonweal, the public welfare, with a sense of civic duty to replenish society (1998:40).*

For him, students should be accorded the rights of citizenship and educated not *in* or *about* citizenship, but *as* citizens.

A particular thrust in much global citizenship education writing is this accent on rights. Lynch in 1992 in his *Education for Citizenship in a Multicultural society* had argued for the development of knowledge, skills and values based on two international dimensions, human rights and social responsibilities. Osler and Starkey in various texts have argued that international human rights declarations, adopted by the whole international community, provide a common set of universal values that can be used to make judgments about global issues and about the implied responsibilities to respect the rights of others (see Osler 1994; Osler and Starkey 2000; Osler and Starkey 2001). It would seem that the growing acceptance of, or publicity given to international

rights conventions makes us global citizens in ways that were less recognized earlier.

It is not argued that this emphasis on rights gives a complete blueprint for thinking or for action, but it can be seen to provide a way to tackle some of the dilemmas around culture. Under a rights framework, respect for others is not unreserved or unthinking: if those others, or the culture that they claim to represent, infringe the rights of others as expressed in the international conventions, then there must at least be a debate. Figueora (2002:56) noted that while cultural pluralism propounds openness to all cultures:

> *...that openness [does] not mean accepting any position preferred but ...instead being willing to give a genuine hearing to the reasons for any position held. The respect that cultural pluralism calls for is critical respect. The critique must be carried out in practice. The outcome cannot be guaranteed (2000:56).*

So together with outrage we have another, perhaps uncomfortable, aspect for teachers under National Curriculum and assessment guidelines: an outcome which is not guaranteed.

2.1.4 Culture and global links

The West Midlands Commission on Global Citizenship stated (2002: 14):

> *Global citizenship is important to us in the West Midlands both because of its identity as a dynamic region involved in global trade and because of the multiple cultural identities and loyalties of its citizens. ..This means it is crucial that we look outward, developing a disposition towards connecting with the wider world, as well as contributing to economic, social, environmental and political decision-making in our region which could have an impact elsewhere.*

Here we see again the emphasis on culture–not just a better understanding of the multicultural society we live in but the fact that this hybrid society is itself engaged in various economic and cultural linkages outside. Actions at the local level can directly affect events at the wider level.

This links to the arguments from various globalisation theories, that we are all 'becoming' global citizens whether we like or understand it or not. The increasing number and scope of international laws and conventions provide greater rights and entitlements; on the other hand, the globalisation of trade and concentration of economic power may erode some of these rights. Oxfam's definitions and emphases clearly come from a development framework, with the ultimate aim being the eradication of poverty in the 'Third World'; other concerns of global citizenship might centre round how the supposed need for international mobility of the best paid creates greater inequalities at home.

Klein (2001:54) argues that learning from other cultures means more than learning about the Kingdom of Benin or Indus Valley civilisations from secondary sources. An internationalist perspective on citizenship by definition demands:

- *an interest in world cultures and a curiosity to find out more*
- *learning respect for cultures different from one's own*
- *regarding cultures as living and changing, affected by external circumstances such as invasion, colonisation, globalisation.*

As Klein points out, citizenship used to be about nationalism. Citizenship was defined by nationality and brought with it notions of national unity and pride. A century ago, British textbooks with names like *True Patriotism, Brave Citizens* and *Good Citizenship* were used in schools. The latter included a lesson in which children were asked (pp2) how many of them could recite the first verse of God Save the Queen. The aim of the lesson was '*to inculcate loyalty to the Monarch and to Christ.*' Obviously we have moved on from that, but Klein implies we still need to go broader. She argues that exploring rights documents with children, such as the Universal Declaration of Human Rights or the Convention on the Rights of the Child, can lead teachers to widen their remit onto an international level. Much would depend on how this was taught, of course. If such teaching were automatically reinforcing the notion that 'other' countries are the greater infringers of rights, this could just reproduce stereotypes. It would seem obvious that global citizenship education is not about learning about other countries, but a means to reflect critically on one's own.

AREIAC et al. in their *RE Curriculum for Global Citizenship* in fact see a tension between the national and the global:

> *Our world is divided into the rich and poor … It is this kind of world into which the idea of education for global citizenship enters. Global citizenship suggests that we should regard ourselves not only as belonging to our own nation, or the group of nations which we call our natural competitors, but to the world, to human beings, to all life…Education for global citizenship is in some tension with education for national citizenship (Hull, in AREIAC et al. 2000).*

The slogan 'act local, think global' refers to the attempt to overcome some of the problems in what can be an abstracted or far removed concept of global citizenship. The West Midlands Commission on Global Citizenship (2002:15) asked:

> *What is local? The more you look at it the more the global interrelates with the local, the more you realise you can't make sense of 'the local' in isolation… Young people in the UK are growing up in an increasingly global context. Local citizenship can only really be understood if it is seen in that wider context and the systems that link us with other places are acknowledged. To allow pupils to remain unaware of the global dimension to citizenship would be to leave them uninformed about the nature of their own lives and the position and role they hold in relation to the world in which they live.*

Globalisation is seen as both a threat and an opportunity, in terms of the impact of trade, technology, media, social organisation and cultures. Brownlie stated:

> *Global citizenship is more than learning about seemingly complex 'global issues' such as sustainable development, conflict and international trade – important as these are. It is also about the global dimension to local issues, which are present in all out lives, localities and communities. (Brownlie 2001:2)*

A working group of the West Midlands Commission on Global Citizenship identified some of the implications for thinking about 'building new citizenship'. They included the need to enable:

- *an understanding of our commonality with people in other places;*
- *an understanding of interdependence;*
- *'a critical spirit' … the ability of young people to think for themselves;*
- *'an inclusive sense of belonging' and a sense of self esteem;*
- *an awareness of 'multiple identities' [our own and as a community];*
- *the valuing of our diversity;*
- *the confidence and skills to respond to change (2002:56).*

This question of **'**multiple identity**'** is the idea that we have a number of cultural facets to our personal identities and, more importantly, loyalties. Yet this is again seemingly a taken-for-granted concept, and one in danger of lacking meaning in practice. Is multiple identity something people 'naturally' have, that you acquire, or that you try to have? Davies wrote that for peace and security:

> *Very broad and strong bandings of people are needed who are comfortable with notions of multiple identity, and who have enough in common to work together. They also need to recognize differences to value and cope with diversity (2002:9).*

2.1.5 Curriculum

For OXFAM, global citizenship education has three components**:**

- *knowledge and understanding* of the background to global problems (such as conceptual understanding of social justice, peace/conflict, diversity, sustainable development and globalisation/interdependence);
- *skills* (such as critical thinking, argumentation, co-operation/conflict resolution and the ability to challenge injustice);
- and *values and attitudes* (such as commitment to equality, respecting diversity, concern for the environment and a sense of identity and self-esteem)(Young, 2002).

Clearly, these components or areas are integrally linked: critical thinking demands examination of one's own values as well as those of others, and skills for change demand a firm political literacy. Fisher and Hicks had argued this in their *World Studies 8-13 Handbook* (1985):

> *All the above skills are of little value unless they involve at the same time, or later, action to influence decisions in the real world. Such*

> *action involves political skills. Political decision-making, centring as it does on the distribution of scarce resources and power, goes on all the time in schools, at home and in the community. Political skills are needed by all citizens in a democratic society' (1985:28).*

At an international level, we might of course argue that political skills are needed in an undemocratic society as well. In any country, the clear difference to local citizenship education would be the recognition of local/global interdependence and a wider perspective on economics, political systems and on causes of conflict.

There are inevitable questions of progression in global citizenship curriculum. In the RE booklet (AERIAC et al. 1999), Key Stage 1 seems to deal with more abstract ideas, compared with for example Key Stage 3, which seems on first reading to be counter to conventional ideas of progression. Learning objectives for the Key Stage 1 seem very large, for example, '*Look at and respond to our world. Learn about caring for our world*'. It is difficult to know whether children do have a concept of 'our world' which is not just in fact the local.

Most texts and curriculum guidance have a number of 'key concepts' which they use as the basis for curriculum stages; for example, the DFID et al. (2000) booklet uses:

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

There is a question then of the difference between education for global citizenship and education for sustainable development:

> *Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future (CEE 1998:3).*

For the Citizenship Foundation (CF et al. 1998), the programmes of study for Key Stages 3 and 4 citizenship education include knowledge and understanding of:

- rights and responsibilities
- human rights
- diversity –national, regional, religious, ethnic
- voting / democracy
- parliament and other forms of government
- media / free press
- voluntary groups

- conflict resolution
- consumers, employers and employees' rights
- global citizenship
- the economy
- sustainable development
- the legal / justice system
- how to bring about social change

Here we see that global citizenship appears to be just one of a list of other areas, rather than integrated into a set of key skills including local and global.

How far do the official government guidelines on global citizenship reflect all the new thinking? The DFID et al. (2000) document *Developing a Global Dimension in the School Curriculum* recognized the need to prepare students to live in contexts of global change, interdependence and diversity. It can be noted that Key Stage 3 & 4 has more 'global' dimensions in curriculum. Is this based on the belief that it is difficult for younger children to understand 'global' dimensions? There was no evaluation or assessment guideline in the booklet. How could teachers assess the attainments listed here?

OFSTED (2002), in their booklet on *Inspecting Citizenship 11-16* give some clues in describing what to look for in lessons :

For example, do they [students] know and understand about:

- the diversity of identities in the UK, and the need for mutual respect and understanding …
- political, economic, social, environmental and sustainability implications of the world as a global community, and the role of the European Union, the Commonwealth and the United Nations?

They recognize that in a complex curricular area:

> *The effectiveness with which provision is monitored and supported will be crucial in the early stages of implementation, particularly if curricular arrangement is complex. Where citizenship is delegated to a range of subject departments, does the co-ordinator have sufficient seniority or senior management backing to provide effective leadership?*
>
> *(2002:25)*

This will be an issue returned to in this report of findings.

The Citizenship Programme of Study says that by the end of Key Stage 3, students should know about '*the world as a global community and the political, economic, environmental and social implications of this, the role of the European Union, the Commonwealth and the United Nations*' (QCA 1999:14). There is a shift of emphasis to Key Stage 4, in that students are to learn about *'UK's relations in Europe, the Commonwealth and the UN*'. By the end of Key Stage 4, students are expected to know about '*the opportunities for individuals and voluntary groups to bring about social change, locally, nationally, in Europe and internationally*' (QCA 1999:15).

There is an emphasis on rights and responsibilities in the documentation, as well as diversity. Students are to learn about the various charters and about '*topical and contemporary issues and events…at international levels*' (QCA 1998:44). The skills to be used, however, are located in the local rather than the international community, although there is recognition that making connections between acting locally and thinking globally would facilitate students' understanding of global citizenship and interdependent links.

2.1.6 Varieties in interpretation

From all the above, we actually see even more permutations of 'global citizenship education'. Is this:

a) global citizenship + education (definitions of the global citizen, and the implied educational framework to provide this)
b) global + citizenship education (making citizenship education more globally or internationally relevant; think global, act local)
c) global education + citizenship (international awareness plus rights and responsibilities)
d) education + citizenship + global (introducing 'dimensions' of citizenship and of international understanding into the school curriculum, but not necessarily in a connected way)

This leads to the very large question of who decides what a global citizenship curriculum should look like, particularly in a context of education for democracy, and in whose interests. Interestingly, there is a view that young people are more drawn to global citizenship than are adults:

> *Perhaps the younger generation know instinctively what it is to be a global citizen, because that is what they are. Schools need to foster their knowledge and understanding of other countries throughout the curriculum – always remembering that the young can teach their elders too (Times Educational Supplement editorial November 12, 1999, in Brownlie, 2001:2)*

2. 2 Teachers' views and practice

This leads on to what we know about teachers' responses to teaching global issues hitherto. Apart from concerns as to how citizenship in general, including education for global citizenship, fits with prescribed national curriculum content and the structures of testing and league tables (Griffiths 1998, Harber 2002), there are curriculum issues within education for global citizenship. In a study of 200 teachers, Steiner (1992 cited in Robbins et al 2003:93) found that teachers were selective about which aspects of the world studies curriculum they included in their classroom practice. They were comfortable with teaching about the environment and other cultures but tended to ignore more complex global issues:

> *Most teachers concentrate on the self-esteem building, interpersonal and co-operative element of the world studies approach. They also engage in work that questions stereotypes such as racism or sexism. The environment, local or 'rain forest', is a common theme. Global*

> *issues, such as those to do with the injustice inherent in the current systems of the global economy, or highlighting the cultural achievements and self-sufficiency of Southern societies … receive far less attention (Steiner, 1992:9, cited in Robbins et al. 2003:93).*

Griffiths' (1998) five year study of lessons at primary and secondary schools in one LEA found that the predominant teaching style was a didactic presentation of factual information. This did not match the school mission and rhetoric. When asked, not one teacher or student could quote any of the school aims. Interventions to introduce collaborative projects 'to empower themselves along the lines suggested by the definition of the global citizen' were nevertheless successful. However, this change in the development of global citizenship attributes requires the teacher to transfer her invested power to a class and then support students as they adapt to the change. This, suggests Griffiths, is precluded by the whole style and structure of state education.

Indeed, Davies et al. (1999:24) suggest that since the 1980's:

> *The global perspective has also reduced. While there are teachers who retain an internationalist position, models of citizenship which purport to look beyond the nation state seem to speak less to them than other characterisations. In fact, teachers see citizenship as something which is given real expression mainly in local terms.*

Yet, in their questionnaire survey of 679 teachers, the teachers ranked worldwide needs and responsibilities as top of their list of activities which would be helpful in developing a child's citizenship (p75). However, more in-depth follow up interviews suggested that:

> *While quantitative analysis shows teachers rated world-wide needs and responsibilities as very important, the global factor does not appear to have a substantial place in the informal curriculum of education for citizenship. A broader world view did not figure in the activities suggested by teachers as being 'helpful' in the process. The traditional view of citizenship from a social perspective appears safely ensconced in a highly local context (Davies et al. 1999:83).*

Moreover, there were strong indications that this would not be interpreted in a political or controversial way. Indeed, the survey found that the teachers had a de-politicised or apolitical view of citizenship and overwhelmingly saw citizenship as about meeting our obligations to fellow members of a community. It was perceived as being about active concern for the welfare of others:

> *Time and time again the language of caring, unselfishness, co-operation and demonstrating respect is used to give substance to the distinguishing characteristics of a good citizen, be the context school or the wider community…it is perhaps not surprising that the notion of participation in the community emerged as a key theme on how one discharged the responsibilities of being a good citizen (Davies et al. 1999:50/51).*

The teachers were reluctant to get involved in teaching about controversial views, and one of the most common ways that teachers thought schools could promote good citizenship was by encouraging students to pick up litter, though obeying school rules, coming to class on time and taking pride in your school were also seen as important. Yet, as Davies et al argue (p55/56), issues of racism, sexism, international issues and human rights are crucial in preparing young people to be citizens. Indeed, a report by Birmingham Advisory Service found that one reason why ethnic minority students are under-achieving is because the curriculum is Eurocentric, with little emphasis on Black or Asian culture and history (Lepkowska 2004). Moreover, a survey of students felt sensitive issues in history should be taught in schools (TES 5/3/2004 p.4).

A further issue for education for global citizenship is that, as the Crick Report warned, citizenship education may simply be conflated with personal, social and health education. A report on the first year of citizenship education in England by both HMI and the QCA have suggested that this is indeed what is happening. While this is problematic because of the emphasis on personal and individual needs rather than the wider social and political structures that shape our lives (Harber 2002), it may also mean that that global issues are played down or ignored.

2. 3 Local to global: school structures for learning skills and dispositions

The literature on the preparation of young people for active citizenship points to the paucity of research internationally on the impact of schooling on whether people become active citizens–locally or globally. The need for longitudinal studies, and the difficulty of isolating variables within school and out-of-school experiences, means that systematic survey research is problematic. However, there seems to be universal agreement that the two best school-based predictors of whether people become active citizens (engaged in voluntary work or activism) are: a) involvement in school democracy and b) experience of doing some form of community service (Davies et al 2004).

Given, as we saw, that most descriptions of education for global citizenship stress the importance of democracy and human rights, if students are to be educated in and for global citizenship this suggests that they should experience democracy and human rights in their daily lives at school - and not just be told about it. This means that students must have some role in the decision-making structures of the school. Arguably, experience in elective and decision-making procedures is the most direct and important form of education for democratic citizenship, in terms of a first hand way of democratic learning skills and values and a democratic political vocabulary. The Crick report recognised this:

> *There is increasing recognition that the ethos, organisation, structures and daily practices of schools, including whole school activities and assemblies, have a significant impact on the effectiveness of citizenship education (QCA 1998).*

However, although the Advisory Group considered making school councils compulsory they rejected the idea '*for fear of overburdening schools and teachers*'. Instead they aimed to '*plant a seed that will grow*' (QCA 1998:36, 25/6).

While there seems to be some evidence that interest in school councils is increasing and that around 50% of secondary schools and 25% of primary schools already have a council, the author of the article that provides these figures also notes that:

> *Somehow the idea of school councils seems oddly out of step with the flavour of education in Britain today. We're all aware of the current of authoritarianism at the heart of the government's reforms: sitting in rows and getting back to basics on the three Rs doesn't seem to fit with giving youngsters the right to speak out about things, still less to actually change them (Moorhead 2000:7).*

However, while schools in England have some way to go before they reach the level of democracy of some of their European counterparts (Davies and Kirkpatrick 2001), from September 2003 school governors were able to appoint under 18 years olds as associate members. These students can attend meetings and be members of the governing body committees, although they will not have voting rights. Hallgarten and Breslin (2003) see this as providing a means of enabling students to increase their influence over the real business of the school – tests, targets and curriculum. How much influence they could have over the global citizenship curriculum is unknown.

Community service, too, is patchy. While in some countries this is a compulsory element to all formal education, or is linked to grades, this is not mandated in the UK. Again, community service or voluntary work is recommended in the Citizenship guidelines, but will take many different shapes, and could be confined to picking up litter – or hence even seen as a punishment. From the international research (Yates and Youniss 1999), it would seem that for community service to have an impact, it must create a self-identity as a person who can influence things, with the knowledge and skills to do this. Helping in a project for the homeless, for example, if linked to critical discussion about the causes of poverty, can lead to a reformulation of identity as someone who wants to get involved. Community service can rarely be engaged in at the international level, unless there are funds for travel, but, like school councils, it would still seem to be an important breeding ground for that sense of efficacy which is crucial to active global citizenship.

2.4 Existing research on the needs of teachers and learners

This review has so far identified some possible key aspects of a global citizenship education in schools, as argued by various writers and represented in global citizenship materials.

- Knowledge (or ability to research information)
- Political skills
- Values and dispositions – the outrage against injustice
- An emphasis on rights and responsibilities
- Participation in school democracy and/or community service
- Non-guaranteed outcomes of learning or debate
- Seeing cultures (including one's own) as fluid and dynamic.

What is the existing research on what learners and teachers actually say they want and need from global citizenship education?

2.4.1 The needs of teachers

In terms of research on teachers' needs on teaching global citizenship education, the DFID Enabling Effective Support (EES) has played a major role. The EES initiative aims to *'provide teachers with more effective and sustained support to incorporate a global dimension into their teaching'*. (DFID 2003:2*)*. EES supports the development of regional strategies, and as part of the initiative, DFID has funded some UK regional organisations to conduct initial consultation and research, especially around current practices and teachers' needs within development and global citizenship education.

The research in the East Midlands for example mainly looked at 'schools' current position of an international perspective as well as for the future'. Questionnaires were sent to all schools in the East Midlands, and the team received 73 responses from primary schools and 22 responses from secondary schools. Face to face or telephone interviews were also carried out with teachers in 2 regions to '*gain a more in-depth idea'*. The main questions were what kinds of support teachers need, and in which area of the subject they are bringing international dimensions.

The research identified resources, particularly those suitable for Key Stage 1, as key needs of primary teachers. Yet at the same time, it pointed out that '*this might not be a problem of lack of resources available but the teachers are not aware of resources that are available*'. For secondary school teachers, 'resource materials' and 'training to increase knowledge' were identified as teachers' needs.

One of the interesting insights in the research was on assessment. Lawson concluded that the:

> *English curriculum model is outcomes-based … Values and attitudes, which form a central part of development education initiatives, are not easily included in an outcomes driven framework because they are not easily reduced to elements specified in terms of indicators and measures. (Lawson 2002:14)*

Although this research shows other needs of teachers, including 'networking', 'financial support', or 'access to people with specialist knowledge', the research does not go into detail of what the barriers are for teachers to gain services to meet these needs.

The EES research in South East England and London included 294 responses from teachers, with data either from questionnaires or interviews.

The majority of responses identified lack of time as the main barrier to including the global dimension, followed by a lack of suitable resources, then a lack of adequate training. Lack of confidence was also identified, to a much lesser extent. Additional comments referred to an overcrowded curriculum with the emphasis on literacy and numeracy, and a lack of up-to-date resources that are easy to use and fit into the existing curriculum.

Other needs identified in the questionnaires were audio-visual resources, visitors to the school, IT resources, print resources, INSET, global dimension to be incorporated into the national curriculum, better co-ordination of what's on offer and practical examples for lessons (SERDEC and LSESG 2002).

In 2003, DFID summarised the regional research and put together the following as teacher/advisors' needs, in terms of dealing with global issues at school.

- *an apparent overload of education policy initiatives which are felt to be prioritised over the Global Dimension*
- *confusion as to how the Enabling Effective Support strategy relates to initiatives on citizenship and sustainable development*
- *a lack of awareness of initiatives and experiences across and between different local authorities*
- *a sense of isolation in promoting these issues*
- *a lack of access to teaching materials*
- *a lack of time to develop ideas, assist in developing initiatives to disseminate learning from previous work with practitioners*
- *anxiety about dealing with potentially controversial issues and a lack of confidence in dealing with unfamiliar material and ideas. (DFID 2003)*

The EES document (DFID 2001) suggest the following under the school section.

> *There is a need to address a range of matters in each of the following areas:*
> - *The curriculum and what is taught;*
> - *The experience of school as a whole;*
> - *The role of the school as a key civil society organisation;*
> - *The personal and professional development of teachers*
>
> *... key to this approach is presenting the challenges as an educational 'problem'... a 'problem' that teachers, schools, LEAs, policy makers etc. have to respond to. NGOs such as DECs are there to help schools respond to* ***their "problem"****. [DFID emphases]*

Whether teachers see issues in terms of teaching global citizenship education as *their problem* or not would be a question to be answered.

Robbins et al. (2003) carried out an interesting research study on the attitudes toward education for global citizenship among trainee teachers.

They received questionnaires from 92 primary trainee teachers and 95 secondary trainee teachers. Even though 'global citizenship should have a high priority in the primary school curriculum' was agreed by 59%, the percentage went down to 40% for 'I dealt with global issues during my school experience', to 35% for 'I feel confident to contribute to a whole school approach to global citizenship', and to 31% for 'I feel confident to contribute to a whole school approach to sustainable development'.

Not directly termed 'global citizenship education', some research on citizenship education has relevance to this, and touches upon teachers' needs. McKenzie's baseline survey on citizenship education in UK schools was based on questionnaires returned from 73 LEA personnel, 30 NGO staff and 16 higher education respondents (McKenzie 2000). Regarding respondents' perspectives on Citizenship Education content, the highest priority was attached to 'values other than one's own', followed by 'global issues, questions and problems' and 'human rights concepts and instruments'. At the time of research, both primary and secondary schools' 'citizenship content' focused on global issues, problems and questions and social and moral education. Also the questionnaire results show when asked about areas of collaboration (with UNICEF), most respondents considered 'in-service teacher education' and assistance with the 'selection and use of materials' to be the most important.

It seems that although most of the previous research on teachers' needs provides a broad understanding of needs, it does not touch on the deeper issues creating these needs.

2.4.2 The needs of learners

> *'The vast majority of pupils (81%) believe that it is important to learn about global issues at school and that young people need to understand global matters in order to make choices about how they want to lead their lives' (MORI survey on children's knowledge of global issues, 1998, quoted in DFID, 2003: 3).*

This is one of the most quoted figures in the field of development education and global citizenship education after 1998, which demonstrates clearly students' interests in learning about global issues.

MORI has been commissioning pieces of quantitative research by DFID or DEA on students' perspectives on global issues and developing countries. Its survey on children's knowledge of global issues (MORI 1998) involved 4245 students in 179 middle and secondary state schools in England and Wales. The research found that students wanted to know more about; the reasons for war (49%), human rights abuses (48%), destruction of the environment (39%), the third the world's economic problems (37%), famine (36%), environmental problems caused by some large companies (33%), and overpopulation (30%). Other options were not offered. Only 12% of respondents did not want to know more about any of these issues.

By looking at three different pieces of research on children's perception towards developing countries and global issues (MORI 1998 & 2000; BMRBSR 1999), Peaty (2001) concludes that the *'...clear message is that*

children want to find out more about developing countries and from various sources', and '*...children are evidently concerned about the problems of developing countries*' (Peaty 2001:17).

This research forms a very useful backdrop, but it is quantitative, mostly based on responses to statements. Our research wanted to find out what exactly students and teachers were thinking and saying when asked about their needs.

There are studies which explore students' views towards citizenship and citizenship education (e.g. Lister et al. 2001, Kerr et al. 2002) as well as primary curriculum generally or particular curriculum area such as geography (Pollard et al. 1997, Norman and Harrison 2004). Burke and Grosvenor gathered views of children about aspects of their school life (Burke and Grosvenor 2003). All these studies point to the lack of student consultations and discussion in the area of schooling practices and planning. Lister et al point out that:

> *The absence of discussion with young people in preparation of both the Crick Report and the new curriculum guidelines seems strange, especially given that both documents emphasise the need to provide pupils with opportunities for consultation within schools as practical experiences of citizenship (Lister et al. 2001:5).*

In terms of issues of war and conflict, there is a relevant piece of qualitative research by Carlsson on children's views towards issues of survival (Carlsson 1999), and Lister and Paida's research on the young children's images of the 'enemies' (Lister and Paida 1998).

In the field of global citizenship education and development education, there has not been any major qualitative research on children's needs with regard to their learning. Clough and Holden (2002) in their book *Education for Citizenship: Ideas into Action* report on various pieces of research about young people's global perspectives (but not on needs). In summary, children in the UK are found to be predominantly Eurocentric, and their main source of information is television; however, direct links through which students gain access to the voices of children living in different material and cultural conditions can counter Eurocentrism and promote new understandings. Yet between the ages of 11 and 14, students at school become increasingly pessimistic about the prospect of alleviating poverty, hardship and pollution worldwide. Various activities are then suggested for the 'global dimension' of citizenship (the last chapter in the book), with the aim of challenging stereotypes and developing thinking skills, and relating topics to controversial issues of power and justice. The difficulty, as with all the books on global citizenship, is whether children want their thinking skills developed, or would couch it in these terms.

Rudduck and Flutter (2004) in their recent book *How To Improve Your School* list areas which students in some schools have been consulted about and '*that are potentially relevant to the agenda of citizenship education*' (p119). These include 'school-wide issues' such as rules, rewards, bullying, the school mission statement; Year group issues such as induction, parents' evenings, homework support; and form/class issues such as teacher-student

relationships, group work and noise. It is significant that nowhere does there seem to be a direct consultation with students about the content or pedagogy of curriculum, including citizenship education curriculum.

2.5 Resources for global citizenship

There is an increasing range of commercially produced resources now available for teaching global citizenship within the general area of citizenship in schools. These are reviewed regularly in the *Times Educational Supplement,* which also has special sections on the subject (e.g. TES Teacher 23/1/2004, 12/9/2003). This report cannot engage in a full review of all the resources for global citizenship, but merely points out that these materials do not just provide content or 'topics' but directly or indirectly tackle the question of suitable pedagogy.

Questions would be on the relative balance between information and concepts; the choice of case studies (home or away); the degree to which they tackle controversial political issues such as military spending or the arms trade; how questions of culture or religious freedom are tackled; whether a basic understanding of rights is provided or assumed; and whether they explicitly link local and global connections. In terms of teaching/learning approaches, one could look at the activities suggested for students (for example, investigation or enquiry strategies, presentation skills, media analysis, participation in groups). Also in terms of agency, one would look at whether students are encouraged to take action, join campaigns, write to MPs, take part in boycotts and so on. The various publications do have different emphases on content and process; our question would be whether they will answer some of the concerns of teachers and learners as identified in the research. The resources most liked by teachers are given in this report's Appendix 2.

3. METHODS OF INVESTIGATION

The research took place over two years, May 2002 – August 2004. The core of the research work was in 6 primary schools, 6 secondary schools, 13 Local Education Authorities and 3 initial teacher training institutions in the West Midlands.

The methods employed were qualitative, using mainly group and individual interviews. Interviews were thought to be the most accessible way to open up sensitive and controversial issues that surround global citizenship, and also provide in-depth understanding of issues - as Lister explains in his own study:

> *The approach and size of qualitative research mean that it is not designed to be quantitatively representative of the general population. The smaller sample size associated with qualitative methodology enables more in-depth understanding. Its flexible style of questioning means that the research can focus on, follow and explore interviewees' own lines of thought (Lister, 2001:9).*

In the study, a list of possible questions was prepared mainly as a discussion guide, and not every interview covered the all questions on the list - for time reasons, but mainly to allow the space for interviewees to explore fully certain issues important to them. Particularly in group interview settings, the flow of discussion and thoughts were valued more than going through a set of questions. Relevant documentation and materials used by the schools, LEAs and initial teacher training institutions were also collected.

The interviews were semi-structured, to draw out issues of globalisation, multiple identities and multiple loyalties, controversial issues, the environment, nationalism, racism, peace and violence. From this, the needs of teachers and learners could be further discussed in terms of effective and relevant education for global citizenship. 'Needs' are understood to relate to the content and knowledge base of a global citizenship curriculum; emotional and attitudinal education; teaching methods; assessment; training and professional development; resources; networks; and teacher and student support in the school.

3.1 Research activities at primary and secondary schools

The main research work took place at 6 primary and 6 secondary schools across the area of the West Midlands. The schools were chosen to reflect a range of ethnic, religious and geographical (rural/urban) aspects of the region, and it included one special and one public school (purposive sampling). All were mixed schools. This study was not designed to compare the results according to different kinds of school settings; however it was hoped these varieties of school settings would provide a clear picture of possibly different kinds of needs of teachers and learners in different settings in the region.

3.1.1 Interviews with teachers (head/deputy, citizenship co-ordinator, classroom teachers)

Interviews with head/deputy head teachers aimed to understand the school policies and organisational support mechanisms for practising global citizenship education. Much literature discusses the importance of understandings among leaders in the school in terms of implementing new educational initiatives at school. Many head/deputy head teachers did not have teaching responsibilities, therefore their direct contacts with students depended on extra curricular activities such as assemblies and charitable activity days, even though some head/deputy teachers were also teaching in the classroom.

Interviews with two classroom teachers at each school were one of the main sources of data for teachers' needs in terms of teaching global citizenship education directly to students. At all schools, one of the teachers interviewed had the responsibility as a citizenship co-ordinator or for organising citizenship teaching. The actual experiences of global citizenship education differed from school to school, and individual teacher to teacher, since, when invited to participate in the research, schools were told that they did not need to have active involvement in the area, and that the main aim of the study was to find out their needs. This provided opportunities for the research team to meet and interview teachers who had a variety of experience and needs at different starting points of their practices in this area.

Teachers' quotations in this report will be indicated with their job title (head/ citizenship co-ordinator/teacher), and type of the school (primary or secondary). One deputy head and one acting head were interviewed, but their comments will be indicated as 'head' together with other head teachers, to protect their identities.

At the early stage of the field work, we surmised that some teachers did not feel comfortable about revealing their problems (for example, they would come into the interview room saying 'I'm not sure that I'm good enough for the interview'). Therefore, an emphasis was made from the beginning of the contact with schools and individual teachers that the study was to find out the needs of teachers and students, and that we were not there to make judgements or assessments (apart from 'good practice' as described below).

3.1.2 General and lesson observations

A lesson observation and a general observation of the school were carried out at each school. Most lessons observed were related to global citizenship education practice at those schools. Originally, one primary and one secondary were predicted to be possibly identified as 'good practice' schools in global citizenship education, yet as the research progressed, the team thought it would be more appropriate if they could identify different kinds of good practice in different levels and areas at each of the 12 schools rather than only focusing on two schools (see *Good Practice* section in Appendix).

3.1.3 Interviews with learners

Interviews with students formed another important source of data for this research. Three different research activities were conducted with students at each school.

a) Group interviews
Two sets of students' group interviews with 6 students were conducted at each school (except at the special school, where only one group interview was conducted). The main target Year groups were Year 4 – 6 at primary schools and Year 9-11 at secondary schools, except at one school where the group interviewed had sixth form students. Most of the group interviews lasted about half an hour (sometimes longer when students were enthusiastic about continuing the discussion).

Often teachers chose which students would be in those interview groups, but sometimes students volunteered themselves, and at some small primary schools, we more or less spoke to most of the students in the upper Years by the time two group interviews were finished. When teachers were choosing who to join in group interviews, they were encouraged to choose students of different sexes and different levels of understanding of global issues.

b) Student researchers taking pictures of 'global citizenship'
After a group interview, in each school one of the groups of 6 students was given a disposable camera to take pictures of 'members of the world' or things to do with 'global citizenship'. Locations were often limited to within the school because of the time constraints and safety issues, yet at one primary school the students decided to take the camera home, and each student took some of their pictures at home or outside the school. Often students discussed together as a group about what they would like to take a picture of and the reason why. Also students picked up some relevant things or images to take pictures of as they walked round their school given a short amount of time (usually 20 – 30 minutes). The purpose of this activity was to reveal students' understandings of global connections and global citizens and, when time, to stimulate discussion as they explained their pictures.

c) Student researchers interviewing their friends
Attempts were made to involve students as researchers for the project. At each school a different group of 6 students from the camera group were encouraged to interview their friends after they had an interview with one of us.

The group of students went back to their own class/lesson (whichever class they were in at that time) with 5 sheets of questionnaires each. Then they conducted up to 5 short interviews with friends in the class. There was only one question - 'what would you like to learn about the world or world events/ what would you like to learn about in terms of global citizenship, and why?' This activity was negotiated with a classroom teacher beforehand, since this activity would disrupt a whole class for about 15 - 20 minutes while these students were interviewing other students. When this 'going back to their home class' was not possible because of time or undesirability of interruption, a set of five questionnaires was passed onto students together with a stamped addressed envelope or the request to give it to a contact teacher at their

school. The response rate was low when students were asked to do it outside of their lesson times and send it to the University, and sometimes the research team needed to ask teachers to follow up the students with questionnaires to conduct interviews with their friends.

The aim of the work and what it is to be a researcher were explained, e.g. the researcher listens to whatever people say, acts like a tape recorder, encourages people to think, and thanks interviewees for their contributions. The issue of confidentiality was explored and students were instructed that they did not need to put the names of persons interviewed. However, since this activity was carried out in a classroom, sometimes other students overhead the conversation. One Year 4 student researcher at a primary school went into the space under the white sugar paper holder and invited his interviewees one by one, to keep it private. Another primary school student used a nursing room (sick bay) for her interview.

In terms of levels of students' participation, this was not completely satisfactory since students had a set question to ask and the time they managed to get involved in the research was relatively short. Yet most students enjoyed experiences of 'being a researcher', asking the question of their friends and understanding the reasons behind the answer. Although sometimes one person was interviewed a few times by different student researchers because of some misunderstandings of the research procedure, generally students were good at approaching students whom they might not usually talk with.

At a special school, this activity was not conducted since teachers suggested that making communications among students in this way would be a challenge for many students. Instead, a group of students did the photo activity. In future research, usage of more visual types of questionnaires or interview schemes would be useful and appropriate to be considered for some students who might find them easier to understand.

Students' quotations in this report will be indicated with their Year group (e.g. Y4). Below is a table for readers who are not familiar with Year group systems in England and Wales. When a quote is indicated for example as Y5/6, it means that there were students from both Year groups in the group interview, therefore the student could be either Year 5 or Year 6.

Year Group	**Age of most students**	**Key Stages**	**Primary/Secondary**
Year 1 (Y1)	5/6 years old	Key Stage 1	Primary School
Year 2 (Y2)	6/7 years old		
Year 3 (Y3)	7/8 years old	Key Stage 2	
Year 4 (Y4)	8/9 years old		
Year 5 (Y5)	9/10 years old		
Year 6 (Y6)	10/11 years old		
Year 7 (Y7)	11/12 years old	Key Stage 3	Secondary School
Year 8 (Y8)	12/13 years old		
Year 9 (Y9)	13/14 years old		
Year 10 (Y10)	14/15 years old	Key Stage 4	
Year 11 (Y11)	15/16 years old		
6th Form	16 years old onwards		6th form within a secondary, or a college

3.2 Research activities at initial teacher training institutions and the Local Education Authorities (LEAs)

Initial teacher educators and their students at three initial teacher training institutions were interviewed to understand how initial teacher educators perceive their student teachers' needs, and also how student teachers themselves perceived their needs in teaching global citizenship education at their practice schools or future schools.

A series of interviews with 16 key personnel in the 13 Local Educational Authorities across the West Midlands was also conducted. The interviews probed perceptions of policy and practice in global citizenship education and respondents' perceptions of teachers' and learners' needs in their constituency.

A consultative seminar was held half way through the project in order to share and discuss interim findings with teachers and expert advisors from LEAs and practitioners at educational NGOs.

3.3 Ethical considerations

The confidentiality of the interview data was explained at the beginning of each interview. Students seemed to understand this clearly, and when the research team said 'even your teachers will not know who said what, so please feel free to say whatever you want to say', we often heard students smilingly saying 'Yes!'. All interviews were recorded, and interviews with teachers and students were also transcribed.

A possibility was considered of raising students' expectations for immediate changes at their school, since the research explored what global issues they would like to learn at school. At the beginning of each student interview, the research aims and the reasons for having interviews with students were therefore explained: 'this piece of research hopes to influence teaching practices for future students, but it is not designed to make immediate changes at this particular school'. Some secondary school students were interested in the research work itself and asked an interviewer to send the report to them.

4 LEARNERS' PERCEPTIONS AND NEEDS – FINDINGS [1]

4.1 Students' concepts of the 'global citizen'

Students in primary and secondary schools were asked the question 'what does the word "global citizen" mean to you?'. Often at the beginning of the interview, when we told them the name of the research project, students would ask 'what do you mean by global citizen (or citizenship)'? Each time this happened, we would return the question and encourage them to guess the meaning. We explained that there was no one clear answer to this question, with opinions differing from person to person. Students thought about the term and concept of 'global citizens' in a group and many interesting perceptions were revealed during interviews. Some had clearly not thought about it before, and 'guessed' for example that citizen is a person, global means the world, so it was a 'person of the world'. Yet many wider characteristics emerged.

a) 'Valuing everybody'
Valuing people was one of the characteristics seen as inherent in being a 'global citizen':

> *You sort of value everybody, don't you? (Y6)*
>
> *Everybody's equal in a sense, everybody is equal, because we're all human beings, we should all be treated with the same respect, the same dignity as everybody else (Y10).*

There were several comments about 'global citizens' not being discriminatory, that they should 'think about other religions' (Y4) and 'judge other people from their background and not from the heart (Y9). Everyone should 'have a say' and 'have their opinions heard'.

Year 5/6 Primary students agreed that another person not being able to speak one's own language does not devalue that person:

Boy A: *Different languages and people and stuff*
Boy B: *Different colours.*
Boy A: *Colour of skin.*
Girl C: *Different religions*
Boy B: *I think we should respect all people*
Boy A: *And don't be horrible just because like they can't speak very well or something.*
Interviewer: *Speak English?*
Boy A: *Yeah.*

[1] In this section, when quotations come from a group conversation, pupils are identified as 'A', 'B', 'C' etc. Age ranges (roughly 8-16) are indicated by the Year (Y4-Y11) .

b) Co-operation across the world
The global citizens would co-operate, link, 'unify' and stop the war were common themes:

> *I think it's probably how people want to, how the whole world wants to link together and make a friendship between countries, to try and stop war and, to try and get people to get on together (Y9).*

> *To me it means that everyone in the world should work together, I mean like if America and Iraq would resolve their issues it would be a lot more easier (Y10).*

One secondary student made an interesting comment that global citizenship has the characteristic of co-operating together, yet citizenship does not:

> *You sort of think about…when you say global citizenship, it's sort of like everybody's working together towards something and a world rather than everybody's trying to work against each other, like citizenship (Y9).*

This student seems to suggest that the concept of global citizenship is needed to forge any unity, whereas national citizenship can be competitive.

c) Interconnectedness
'Everyone's connected' was another aspect of global citizenship in students' eyes:

> *Like where your ancestors are from, like when you're Black, you're obviously from Africa and stuff like that, but you've got other things in you like Asian and Chinese and stuff like that, so it's like we're all connected to everyone, and then someone in Africa might have European in them, so like everyone's like connected (Y10).*

Both primary and secondary students seemed to have an understanding of interconnectedness in terms of influences they might have on other countries:

> *A: What happens to all the pollution that big countries make, where does it go and what does it do?*
> *B: It goes to Africa (Y5/6).*

d) 'A person who helps the world'
This links to agency. 'People who make a contribution' and 'help each other' were one of the most mentioned characteristics of global citizens among students:

> *[A citizen is] a good person who helps people. A global citizen probably means a person who helps the world (Y5/6).*

'Helping' extended to helping not to polluting the environment.

> *A global citizen is a person that's helping the environment and the world, like if I was a bit older then probably by the time I was older, I*

wouldn't let fast cars come in because they're polluting the air with all exhaust letting through and too many cars after us (Y5/6).

Global citizens 'change the world', 'get involved', and are willing to be critical:

Would it be someone who wasn't too happy with the Government or something or was happy with the Government or perhaps wasn't happy with the school or what was going on around the world? (Y4)

I'm writing to the MP about [someone] who killed somebody … does that make me a global citizen? (Y4/6)

4. 2 Who is a global citizen?

An inextricably linked question to the nature of global citizenship is 'who is a global citizen'? When students were thinking about the possible meanings attached to global citizens, sometimes they came up with specific ideas of who those people would be.

a) 'Everyone'
The most common answer was 'everyone', because 'global citizens' meant to them 'somebody who lives in the world' (Y9), 'people that live on this planet and all around the world', 'different views around the world' (Y5/6). A group of primary children even included animals – although not the poisonous ones, only the ones that did good:

I bet some foxes are having the same discussion about humans. (Y5/6)

On one occasion a group of children thought that maybe going to another country made them 'global citizens', they enthusiastically came up with countries which they had visited, either on holiday or returning to their country of origin. Yet when it came to the point of asking whether they were global citizens or not, many students tended to say 'yes' because they were part of the world, even when they had never been outside UK. There was one interesting discussion about an age qualification.

A: Is it [a global citizen] a young citizen? A young person?
B: A young person's just like one citizen, global or whatever?
A: Yeah but I mean young people because old people are senior citizens. So it's people below sixty, innit? (Y8)

b) 'Normal people'
When asked who are global citizens, many students came back with the answer 'normal people around the world' (Y5/6, Primary) who contribute to a society in any way:

A: The people who clean the road and the loo people, this man or lady cleaning the path everyday and the road and the rubbish and…A helper could be teachers and staff and kids.

B: Like staff, lollipop men and lollipop ladies and people, cleaners and stuff, and normal people, if anyone's like working around us (Y5/6).

'Parents' were also mentioned to be 'global citizens'. There were sophisticated ideas of why some people are noticed and some people are not, as a global citizen:

> *You know the people are famous, the President, no-one knows him properly, he might be in the room doing something, he might chuck the rubbish out the window and people, no-one, they might be better than him, but they don't get a good chance to President or that. They don't get treated the same… because their family might be rich, and they went to boarding school or whatever and that's why they're noticed (Y5/6).*
>
> *I think people in other countries who are very poor [as a global citizen], because they work very hard to get just a tiny bit of money to get things that we can't grow in England, like oranges and so on, so I think they're good citizens (Y5/6).*

It seems that one of the 'qualities' of being a global citizen in students' minds is trying hard to make a contribution even when they are not noticed.

c) Heroes and heroines

Someone who 'changed the world' was regarded as a 'global citizen' by some students. Those figures included Harriet Tubman (Y5/6), Mother Teresa (Y5/6 & Y11), Mahatma Gandhi (Y9), Nelson Mandela (Y9) – 'Because I think almost the entire world respects him and he's done a lot of things for a lot of different countries, kind of freed more countries and children, you know, one person… or a group of people have just as much right as another group of people even if they're like the [different] skin colour and so on', and 'Princess Diana' (Y11) – because 'She didn't ignore what was going on in other countries. She helped people' and the Queen (Y5/6) – since she was seen as 'not getting involved in wars'.

Two of the their teachers were also mentioned by Year 4 students as 'global citizens' since they were going to the Gambia, and scientists - 'because they've done all the work and spent all the time in the labs figuring out what's best, so they know what's best for the world' (Y5/6).

d) 'Leaders' – political

Some students mentioned politicians as global citizens, since they 'know about stuff happening around the world' and 'help people' (Y10). George Bush and Tony Blair were also mentioned by a few students, although the discussion on whether Bush and Blair were global citizens fostered a lively debate among primary students.

A: [Who is a global citizen?] I am, Bush is not. Bush is trying to kill people. Murderer!
B: Tony Blair's not either, because he's helping Bush kill people. He's racist.

C: They're not a global citizen, they're making pollution like the treaty that they signed to cut down on pollution a couple of years back, America was one of the only countries that didn't sign it. They're not being global citizens and starting a war. [They are not] helping the planet, helping each other (Y5/6).

A secondary student commented that even though people portray political leaders as global citizens, that was not true:

> *I think everybody is [a global citizen] really, I don't think it's just down to world leaders, but I think global citizens have them meeting in every country, but the news portrays them as like the UN leaders of the world and stuff, but I don't think that's true (Y9).*

It is interesting however that some global citizenship teaching materials include portraits of world leaders in their publications. Is this a tension with the idea that we are all global citizens?

4.3 Are you a global citizen?

Since many students thought that everyone was a global citizen, 'unless you live on a space ship', many of students saw themselves as global citizens too. Y4 primary students also said they felt being global citizens 'when you read the newspaper sometimes' and watching football matches on the TV. Children were seen by Year 5/6 students as the best global citizens, as they did not drive cars. One primary student said that being in the Young People's Parliament 'qualified' her to be a global citizen.

But it seemed there were certain qualities which they thought you had to have to be a global citizen, such as knowledge and co-operative working:

> *We're children so we probably don't know about it [a global issue, therefore not a global citizen] (Y9).*

> *I think we are but you and I have to work together and we like have to be focused on being brought together as one, like the unit (Y9).*

However, some were not sure:

> *If you throw half your food away and if you think about the poor people and how they don't eat anything and we're throwing the food away (Y5/6).*

It seems that students thought if you were not constantly caring about the world, if you lacked certain 'qualities', you would not be seen as global citizens:

> *When we have too many [food and other materials], you just totally forget about the world, you just think about ourselves, nothing else, and if you have a crisp wrapper you just chuck it on the floor or something like a chewing gum wrapper, you don't think of anything like pollution. You care about your home, that's all, no-one else (Y5/6).*

Partly yes, and partly no, because you could see yourself as a global citizen because, well, you're helping other people and learning about them, but the other half no, because you don't get to know enough about the rest of the world, so in that sense you couldn't see yourself as a global citizen (Y9).

They suspected they did not care sufficiently:

Can't [call] ourselves global citizens 'cause a lot of people don't really care about what happens in other countries, just about our country. You can't call yourself a global citizen when you don't really care about other countries. Which most people don't (Y11).

Also school environments or relationships with teachers and adults seemed to make them feel that they were not global citizens:

If you're having a debate in the lesson you hear the teacher's side of it, a few facts, and then your point. But our point doesn't matter, so… (Y11).

This idea of 'our thoughts do not count' were clearly influencing students not to see themselves as global citizens. Some primary children thought they were too young to be a global citizen, or needed more education. The secondary group commented though that as they got older, their opinion would count and they would have the right to vote. They agreed however that they should be able to vote now:

That's why we have democracy, I mean they made that so that we could vote on someone who we believed would take care of us, I mean we can't vote, but like, people say that we're too young to vote, I don't think that's true, I think that at this point we have enough knowledge to see if someone is right (Y10).

Summary of 4.1 – 4.3

Students used simple and clear words to explain complex concepts (or concepts which adults think are complex) surrounding global citizenship. Of interest is that there was not much difference in the level of argument and guess work around the term and concepts of 'global citizens' between primary students and secondary students. A range of important concepts emerged, such as valuation, co-operation, interconnectedness and becoming involved in the world. However, there was a debate as to whether everyone was a global citizen, or only those with certain attributes or positions – that is whether people were automatically global citizens or had to deserve the title.

Also some students wanted to see themselves as global citizens, yet because adults (teachers and society) did not 'listen' to them nor give a right to make a decision, students regarded themselves as not being global citizens.

4.4 Identity

Students were also asked where they belonged, in order to gauge where their loyalties were, and what they saw themselves citizens *of*.

a) Local identity
In this West Midlands area, being a 'Brummie' was a recognizable identity, in the way people talked, the football allegiance, the way people were referred to:

> *I don't know why, it's just the person that you are. My Mam always calls me one, and my dad calls me one, and I say that they're not one because I weren't born in that country (Y6).*

> *I just talk normal, but people say it's horrible (Y6).*

There was a feeling by many that you belong where you were born, and subsequent moves do not alter that:

> *It doesn't matter where you move, you're still a Brummie, you're still sort of like a Brummie, aren't you? (Y6)*

Yet there was recognition of complexity in something as large as Birmingham. A Year 10 student commented: 'Birmingham's all right, but inside there's loads of different kinds of places'. Linked to this, there was also recognition of stereotyping in discussions of locality, that people from their parts were seen as 'dumb', or that the terrain was dangerous. This had made them aware of how you should not judge people on first impressions of where they come from:

> *I think it makes you see that people don't understand who you are, and just because you're from a region doesn't mean you're this or that, and you can't judge others too quickly (Y10).*

There was an interesting comment from a girl who had been brought up in Egypt, that in Egypt there were books about Britain, i.e. London, but not books about Birmingham. Yet at least this prevented international stereotypes.

For some students who did not see themselves as 'Brummies', a few miles made a locality 'foreign' – let alone the wider world. Even just living in the suburbs made them feel an outsider. This is particularly pertinent in discussions of 'global citizenship' or 'global identity'. On the one hand, experience of feeling 'an outsider' even moving a few miles from home would enable empathy with migrants or displaced persons. On the other hand, this may classify all types of people not like oneself as having a 'totally different upbringing', and would not tease out the complexities – or the commonalities.

b) Mixed identities
For many children however, an identity was by definition a very complex one because of their mixed heritage. Children of ethnic minority origins would say variously 'I'm a Brummie', 'I'm British', 'I'm a Pakistani' – or as 'a human'

as well. Children would obviously feel closer to places they had relatives in, or could claim a quarter or half nationality. Yet it is worth quoting many of the young people to demonstrate the different ways they construct their identity and the various influences on this:

> *Because I don't feel I'm just from [the town where the student lives] because I feel as well, my other family's house, my mother's side in Peru I feel as well, just as much as at home, so I feel I'm from both different places and not just from [this town]. (Y4)*

> *But when you're at home, you just feel 110% Caribbean, and when you go to your grandparents' house, you just know you are, when you're at school everyday sometimes it gets a bit tangled with the British (Y10).*

> *I would describe myself as a British citizen 'cause I've been here all my life, and Birmingham is my home, and I don't want to leave it, and I could also say that I'm a Pakistani, but I wouldn't call myself Pakistani, I would call myself Asian, because I think that Asian is like a unity (Y10).*

> *Other than British, I see myself as a British person, but I still follow my background and every culture's different, so I'm Caribbean, I eat Caribbean food, my Mum and that talk Caribbean, so it's like… they talk Patois, so it's like I still feel British, but then again I feel Caribbean, because that's like… that's like where my ancestors are from, so it's kind of like in my blood (Y10).*

> *I'm a British Asian Muslim… and I live in Acocks Green, which is a predominately White area, and I'm from Birmingham (Y10).*

> *I'm a British Indian, and I'm a Sikh, and I've lived in Birmingham all my life, and that's it, I don't know (Y10).*

> *I feel like I belong in Austria and in here, because my mum's side is Austrian and my dad's side is English, so I go over there every Easter and I feel just as nice there (Y4).*

> *I'd say I'm probably British, I would say Asian, but I think everyone's equal so it doesn't matter, because if you do say you're British Asian and this and that, I don't think that's right, I think if you're British, if you're born here, you're British. (Another student B: But you've got Asian in you) Yeah, but I'm still British. (B: Everyone will look at your colour no matter.) Yeah I know, but it doesn't matter, I'm think I'm equal, I'm doing my own sentence, let me talk, so I think everyone's equal, and I live in a little house in Balsall Heath, (laughter) with two floors and an attic (Y10).*

> *I would say that me, myself, I would call myself a British Muslim, but I would say that I was a global citizen, I just never thought of it, but I'd call myself a global citizen because I'm part of this world and so is everybody else. Everyone's together (Y10).*

You see, I think I'm a global citizen, that's because I don't care who people are, I mean I don't really think there should be, that person's Indian, that person's Bangladeshi. (Another student: You don't look at a person's colour.) I'm just like, see when there was the war with Pakistan and India, I wasn't like thinking about the Indians and all that, I was just thinking that it's gotta stop, and that's what I feel, that we're all citizens and we should work together (Y10).

I'd want to say that I'm global really, because I wouldn't like to say that I'm English, and I wouldn't like to just say that I was from India as well, so in that sense I'm saying global, but you can see how you can say that you're not global because you don't know about other countries, which is why I'd like to learn about them, to actually make it more interesting (Y9).

I don't think I would actually call myself a global citizen, I just think I'm a British citizen or a British Asian and that's it (Y10).

Language is a differentiating feature of identity, with accents 'sounding funny' or people 'taking the mick' because of they way people spoke. But for some students, language difference was a daily reality:

Yeah 'cos you know, my Mum she can't speak English so you've got to speak to her in Punjabi and it's just, you stay with that at home, but you know when you come to school you've got a bit of freedom and that (Y10).

It depends because if you're around friends that are White and Asian, you'd better talk English because they won't understand you when you're talking Patois, but when you're with your… if you're with Black friends or relatives and that, you'll talk Patois (Y10).

c) Racism/discrimination

The idea that global citizens are equal was, however, not borne out by the experiences of some of the students of ethnic minority origin:

Yeah 'cause I remember I was reading something, this was in primary school and I had to read something, and a lady, she came from somewhere, I don't know, she was just like a visitor, and she came up to me and said 'your accent's really good and your English is really good' and I was just thinking 'why wouldn't it be? I was born here'. I consider myself as a British Asian (Y10).

Yeah and me and a couple of the other girls, we went into the shop, and the woman on the walkie-talkie called some backup up, saying 'ah there's some coloured girls in the department so can you please watch them', and I felt really upset (Y10).

As I said, my Dad was born in Spain, and so he's Spanish and then he came to England and certain people were nasty to him when he went to school, because he'd spoken Spanish, so he said 'I'm just going to stop speaking Spanish because I don't want people to be nasty to me', so he doesn't speak very much Spanish anymore (Y4).

In terms of religion, students would talk of being a Christian or a Roman Catholic as an identity. For some Muslim students there could be a complication because of various associations:

> *But me, I think I'm less affected by all the racial discrimination, because some people that say that Osama Bin Laden is almost good, I don't even believe that. I don't agree with that anyway, but it makes me see it from a different way (Y10).*

> *But I don't say it because I'm from London innit, 'cause I've just moved two years ago from London and they don't think that way, 'cause when we come here, … I'm a Muslim but the other Muslims are here, they're really rude here as well, I'm not like that (Y8).*

In terms of a **national** identity, and in contrast to local pride, was a feeling of shame or embarrassment about identity sometimes:

> *I don't want to belong to England because England's rubbish. Like Tony Blair, look at the way he's saying such rubbish (Y8).*

> *But I don't agree with Americans because their Prime Minister kind of persuaded our Prime Minister to go to war (Y5/6).*

d) The role of the school

When students were asked about loyalties, it was interesting how the school occupied quite a central role for some students in the creation of a loyal identity:

> *We're quite loyal to the school, but Aston as well a bit, 'cause like we're hoping to get rid of the litter and getting traffic lights and stuff like that as well. We're loyal to our area and we're loyal to the school (Y5/6).*

What seemed to be happening was the creation of a sense of belonging:

> *A: I think the school makes us feel togetherness and part of one and belonging.*
> *B: And which ever activities you do, like gym and dance, then you go to gym or something you're being a part of their group.*
> *A: I agree with Emily and I think that the school make us feel together and I think that, all of us belong to our family and then we belong to our religion. I think most of all we belong to our family and to the school (Y4).*

One student in a different school thought the school could have a role in combating religious discrimination through its club system:

> *I think some idiot people that take the micky out of people from different religions or something, they should have this little club yeah, that says like 'you're not to make fun of other people from different religions' (Y4/5).*

The school was a place where the mixing generated greater mixing and intercultural friendships. A Year 4 student recounted:

> *I've just been thinking about mixing all the people from different countries, and some of… 'cause there's my good friends who've got a different background, like [A: a student's name] is from Peru and [B] is from an Indian background, and [C] is a Muslim, and [D] is also a Sikh isn't he? So quite a lot of my best friends, even though they're very nice and very true friends, they don't all come from the same countries so I think that a bit more comprehensive to the way that some people think that if you come from another country, then you're horrible. And some Whites do stuff, some White people used to treat Black people very badly, and I think that because some of my best friends have different colours and are from different countries, I don't think that would stop me from being friends with them (Y4).*

However, some students felt the school was sometimes too parochial in its community efforts and civic responsibility. One group thought that focussing solely on tidying up their own village ignored other areas that needed greater help.

Summary of 4.4

It would be a truism to say that identity, loyalty and belonging are very complex. It is not as though children would have a firm local citizenship identity which could then be broadened out. While a Birmingham identity was something recognizable, those outside did not seem to replace this with a county or regional identity. Those with a mixed ethnic identity would name a town as well as perhaps two countries. They seemed cheerful about this hybridity and did not appear to see it as problematic. In terms of the role of the school, students spoke of loyalty to the school itself and commented on how it fostered a sense of belonging or cemented intercultural friendships. But no student mentioned the school giving a global citizenship identity.

4.5 Students' perception towards curriculum

This section presents students' thoughts on what they wanted in the curriculum for global citizenship.

a) The wider world

Students seemed generally interested in the wider world. Sometimes this was just because of a general geographical inquisitiveness:

> *I'd like to learn about the capital cities of countries so could memorise and know them off by heart, and I could just chant them out (Y4).*

I'd quite like to learn, like in America they have different states, I'd quite like to learn some more of the names of the states and perhaps in Asia all of the countries, because it's a continent and I don't know all of the countries (Y4).

And I'd also like to learn about either China or Japan or Asia because I like Chinese and Japanese food and I've been to all different parks and they have all these different names of flowers and they're all called…and one of them's almost a Japanese Maple Tree and they're just like the colour of…leaves (Y4).

Just to basically know more about the world, because being kids we don't understand nearly half as much as everybody else (Y9).

Primary school students were particularly interested in animals and their habitats. For example:

In places like Africa they have animals and they grew some corn, and they probably don't see many of the things like what we've got here, like foxes or things (Y5/6).

Other countries' wildlife, 'cause they've got rainforests and stuff, we want to learn some more about that, deserts and… (Y5/6).

There was also considerable interest in the festivals and ceremonies held in other countries, as well as interest in sport.

b) Language skills and cultural understanding

Students, especially primary school students, saw learning languages as a way of learning about other cultures and people in other countries. The languages usually mentioned were European - French, Spanish, German and Italian (the latter in one case as useful for ordering pizzas). The languages mentioned usually reflected a family connection or a particular holiday.

When we went to Spain, my dad didn't know much French and he went into a Café to get us some dinner and he said to the Spanish man, 'Can I have Pizza?' and the Spanish man didn't understand him, so you have to learn their languages to communicate with them and know what they mean so they know what you mean (Y4).

There was also considerable religious curiosity:

I'd also like to learn which countries have which religions and what they worship, because then I could probably understand more about the way that they live and they act (Y4).

I'd quite like to learn about which countries believe in different gods, because come countries might, I'd like to compare and differ with the gods that other countries believe in (Y4).

I suppose RE could be even better, so we do a set of religions, say take Buddhism, and we look at, then we have discussions saying why do you think this is this, how is it different from any other religion. You

might do it like that, rather than say, these are the teachings, this is what you have got to do, like that (Y9).

c) Inequality and difference

Students also expressed an interest in learning about how people live and survive in other countries and cultures – particularly those seen as less fortunate. They would like to learn about:

How would people live… how would they survive if they didn't have any… if they had like droughts and that, and their food stopped growing, yet we couldn't send them any food, how would they survive, especially if their animals couldn't eat either (Y6).

Child labour, because we'd like to know how they treat children in other countries, are they encouraged, are they criticised… (Y5/6).

Why are things so expensive in England and cheaper in other countries where there's less money? (Y5/6)

In big countries like India and that, why doesn't the government try and improve the little villages and that? (Y5/6)

Sometimes the interest is sparked by a particular link:

… people live in Ghana and Africa, because we have a link with a school over there, so I am very involved with that, so I like to learn a bit more about that as well (Y9).

But the lives of other children was also of particular interest, 'how much work they have to do compared to us' (Y5/6).

Poverty was also a common issue for the students and there was a concern that there wasn't enough in their schools on developing countries:

I just want to learn about poor people and stuff, like the poor people in different countries…it's just interesting isn't it? (Y8)

Like we see the little things on the telly about 'Africa, please help', but you don't really know anything about them, all you know is that they've got a lot of people that are sick and that are starving and that haven't got enough money, but you don't really learn anything about the background… why have they got to that stage and what happened? You just learn about Britain, the Kings, the Queens and all that… (Y10).

How poor people live, we know that they're quite poor and don't live in good places, but we don't know what's properly going on, what they eat and how they can get good food and clean water to drink (Y5/6).

d) Global issues

Disasters like drought and famine were of interest, as was disease:

> *Well, many people in South Africa are dying of AIDS and like not many people are helping them and I'm just wondering why we can't learn how to help them and why we can't teach them as well about how to not get AIDS (Y9).*

> *Have you heard of a disease called SARS. Yeah, I want to learn more about that because I watched a TV programme and I've got a bit interested (Y6).*

And environmental issues like global warming and pollution and the ozone layer:

> *Global warming, yeah I really think, if we don't stop global warming we're really going to… like give other people opportunity to see the land and how good the land is like rainforests, which will soon be burnt down if nothing's done (Y10).*

> *I think it's important that we know what's happening at the present, so we can look out for the next generation, because with pollution in two generations everything will be over, I mean at the rate, they're cutting down trees and everything (Y10).*

> *I said I wanted to learn about pollution and what's being done about it to stop it, because lots of animals are getting killed by the rubbish and pollution (Y6).*

Young people often have strong sense of fairness and justice and this was also a motivating factor for an interest in global matters:

> *I was also going to say I don't think we're informed enough about what consequences, I suppose as a country and as the West really, what consequences we have on other countries and on other places, so like I've got this… I've got a Nike cap in my locker and it's synthetic material and it's quite interesting, but I don't think people know that to make it you make some of the most dangerous gases and poisons in the world which are disposed in LEDC kind of countries [Less Economically Developed Countries], I don't think enough people know enough about that (Y9).*

As was a corresponding concern with human rights, including those at school:

> *Just like… like we was doing in class like torture in different countries and that and how they've been treated (Y9).*

> *That children should have the right to know what the government are planning to do for schools and things like that…yeah children should get to vote what they want to do really in school times. You should get to vote which lessons you want and things like that (Y6).*

e) Political literacy and current events
Linked to this was a need for greater political knowledge and understanding:

> *Politics, 'cause I don't understand them. I do not understand them. I don't understand why they go and there and they just argue about a load of things and they don't solve anything but doing that, and they've got that man, 'order, order' (Y10).*

> *You sort of want to know what's behind it, I mean we know the Government but just how they work and what they do and stuff like that… (Y10).*

> *Different types of government in different countries and how they gained …came to power. Like in voting…but in other countries you can't because they're bullying people, and like controlling peoples' views and like house arresting people (Y10).*

> *You don't learn anything about recent history, like you learn way back history, but when it comes to recent history you don't learn a lot about that, so when you see things on the news you don't understand (Y10).*

> *We'd like to know what's going in the world now, because like they're doing the past and it's quite interesting, but we're like 'oh that happened' and we're like oh yeah that was like yesterday. So we'd like to know what's happening now (Y4).*

f) An international outlook
All of the above concerns linked with some criticism of the national curriculum for being insufficiently international in outlook:

> *I think especially if you come from another place, that you're parents weren't born here, I think the education system can be selfish because you're learning about this country because you're in this country, but if you originate from somewhere else you don't know a thing and sometimes your parents will tell you things… (Y10).*

> *I'd like the history you need for the understanding of where you're background's from… (Y10).*

> *When we did about India in history it was about India, telling us about how the British Empire changed India (Y10).*

> *I understand why they teach us about though, because you are actually here and it's important that you know about where you are, but at the same time, for people who were actually born here it's good to learn about other places (Y10).*

> *Well what's like going on in the world, 'cos like sometimes you only, like hear, say if you live in the Western world, you only hear stuff mainly from a Western point of view. So you don't really get to hear stuff that's happening. And the other that would be good, like the war in Iraq, you only get to really hear from the media what happened*

with the people in Iraq who are glad that the US came to free them, the people who are against it, you don't get to hear their views (Y9).

Again there was a perceived need to do more work on countries with a relevant background to the families of the students:

So here we've got historical backgrounds in India, in Africa to certain extent, the Caribbean generally, but you've never actually studied these areas (Y10).

From all these quotations we can see that the global impact of pollution had also obviously been discussed, as had international trade and world religions, the different physical parts of the world through geography and some international history – particularly the ancient Egyptians and the first and second world wars - but there was a definite feeling that there was a need for school to provide a better understanding of contemporary global social and political events and issues. Learning about ancient Egypt was favoured by some primary students, yet they said they have not learnt about contemporary Egypt and would like to know certain things are still happening or not:

Everyone wants to know what's happening in the present and what's happening in our future, and how to help them… I mean things that we can stop from happening like global warming and the Ozone layer and all that (Y10).

Yeah we've learnt it in school, but most of the things I learnt that are political and global and stuff is on the news…It's never here, we've done a couple of lessons on citizenship … but I've learnt more at home like, watching the news, and not many kids watch the news (Y10).

Summary of 4.5

Students were interested in the wider world and learning about other countries and saw languages as a good way of learning about such countries and cultures, including specifically global religions. A range of potential curriculum issues sparked the interest of the students – poverty, drought, famine, disease and environmental issues worried the students while wildlife, ceremonies and sport aroused their curiosity. There was a concern with human rights and a corresponding expressed need for greater political knowledge and understanding. The National Curriculum was criticised for being insufficiently international in outlook.

4.6 Favourite Lessons

Students were asked whether they could think of their favourite lessons in terms of learning about global issues. There are many examples mentioned, for instance lessons on rainforests (primary school students), 'remembering names of capitals' since a teacher presented it like a quiz (Y4/6), and 'learning about heroes and heroines like Pankhurst' (Y4/6). Yet there were common themes which went across primary and secondary. Here we look at favourite lessons under two main headings: favoured learning contents and favoured teaching and learning styles.

4.6.1 Favoured learning contents

a) War

Leaning about wars (both past and present) was seen one of the most favoured lessons they had, even though sometimes the teaching methods used itself were not seen satisfactory. Students thought at least 'it expands your knowledge of what's going on, and it is quite interesting' (Y11):

> *I liked history because it reminded me of the past, I mean like we did Hiroshima and Nagasaki, it reminded me of them and the dangers of what might happen in the next generation (Y10).*

> *In history now we're doing stuff about World War II and Adolf Hitler and stuff, and our history teacher is quite good because he does compare Adolf Hitler to you know Saddam Hussein and he does blend in what's happening now and you have to compare the things that have happened, because he actually tells you the full side of it, he gives you homework on it, and I think that's so good (Y9).*

A group of Y11 students watched a video dealing with the issue of September 11th:

> *A: We've been learning September 11th and why that happened and the consequences of it. That's what we've been doing at the moment.*
> *B: Watch a video. Although I think you shouldn't have to watch that. It was all about September 11th and the families…*
> *C: I think you should have watched that, 'cause it informs you, doesn't it?*
> *D: At least you know what they're feeling then, you know what's going on.*
> *C: And if it affects people then it'll make a difference, won't it?*

A primary school took students to a war museum, and students remembered the experience they had had very vividly as it changed the way they saw the war news. They had to pretend they were in air raid, with the sound effects:

> *Interviewer: You did the museum and had the experience of what war would be like, what did you feel?*
> *C: It was scary.*
> *A: Yeah it was quite scary, actually.*

D: You're really frightened when you're there.
A: Then they showed us all the gas masks.
D: I felt really scared… because at the gas mask bit you had to put it on and hold your breath, because there was no more stuff for you then.
Interviewer: When you hear the news or somebody talking about weapons and so on, do you think of that [experience] now?
All: Yeah.
B: Like in Iraq and like with the Twin Towers…
E: Yeah like when the airplane crashed in there…
F: It went into New York.
E: Yeah like everybody's crying.
D: It makes you feel like what a tragedy it is… (Y4).

b) Religion

Religious studies were mentioned as their favourite by most students interviewed at two different secondary schools. However, this seemed to be more because there was a lot of discussion and the opportunity to share their own opinions rather than based solely on religious content. It seemed that the teaching methods used by these teachers contributed to students' liking for the subject:

A: You have never got a wrong answer, because, RE is like your opinion, and you learn about other people's religions and everything, and then its your opinion about that religion, or your opinion about different things.
B: I think RE, RE and drama, but RE is the only lesson that you are actually, our views are taken into consideration and knowing what we actually think makes a difference, not to the whole world, but to our little class.
A: Do more stuff on religion, because I don't particularly enjoy doing much about the religion side of stuff, but I actually found this year pretty interesting. With Buddhism we like focus that much on the, I don't know how to put it, on the religion things we focus more on teachings, and then with the poverty bit, that doesn't have that more to do with religion, I think we should just do more of that sort of stuff, rather than, to me religion isn't that important, compared to what we are doing now (Y9).

At another secondary school, students favoured the fact that teachers encourage them to think about 'why' questions deeply, and the teacher also seemed to have influenced a class ethos:

There was this one girl last year who never talked at all, never ever I mean she wouldn't even, she would never ask a question and in the lesson she was like making jokes and taking the mickey out of everybody and it was just really funny. He [RE teacher] talks about serious issues but can make them into something that everybody can relate to. It's like… say in history we'll be taught… we'll do classes, but people will say there's two options, one person can say it's because they want to make the world a better place and the other will say it's because of oil, but in RE we'll talk about why this certain person

wants to make it a better place or why it would be about oil and he gets the whole class involved (Y9).

c) Human rights
Some students mentioned they liked doing something to do with human rights issues:

We've done work on child labour (Y5/6).

A: We did about Amnesty International. And communist countries and how they've imprisoned people…
B: People who don't even know them write letters to them… I think that's really sad. You have a lot of respect for people who write letters to someone they don't even know to keep them, help them, in prison (Y11).

d) Music
A group of secondary students saw music as their favourite global lesson, and the reasons seem to be more to do with in-depth background information they got each time they learnt a new piece of world music:

A: We should get to discover musical cultures of like different countries, instead of just ones in Britain and America, we could get, we did a project on music in Bali, and how their music is played. We got to learn a bit more about their cultures, which I thought was good, and like, I play steel pans, and there was this like worksheet that we did on it where it showed how it routed from Jamaica at the end of the World War.
B: Playing the pans, steel pans, we found like what different music was meant to be played on. You had got normal songs, and you had got songs which are completely different.
A: So we were learning about, because at the moment we are doing Blues in music, and instead of just him showing a Blues piece and he tells us to go off and make our own, he's more talking about where Blues music originated from, which is African slaves from America, and they were expressing themselves and everything, to actually learn about things in the past, and before we do music and music is very much cultured as well (Y9).

4. 6.2 Favourite teaching and learning styles

a) Hands-on activities
Hands-on work e.g. 'making models of Antarctica' (Y5/6, Primary) was remembered well as a favourite lesson. One school encouraged students to walk to school to understand how pollution and traffic is affecting their lives:

Just about pollution in the world and what causes it, and we tried to get people to walk to school, and we tried to get safe, because the roads are very unsafe (Y5).

b) Debates
Debates were a popular way of learning among students:

Debates. This school's like multi-cultural there's loads of people with different views, so it's interesting to see what they say… express their opinions sort of thing (Y10).

We were talking about different countries as well, how different people are treated in different countries [in relation to human rights], and we were saying why should we go to war with Iraq if lots of other countries have problems like that as well (Y9).

Especially about poverty, that's the main thing that we are doing at the moment, we are doing a project on it (Y9).

c) Research and dissemination

They had asked our school to do a project on the computers about China, to show at the NEC, and four people from our class showed our presentation, so we made a website up … they went to show our website (Y4).

It seemed students enjoyed the freedom to explore information for a piece of research or a presentation. One group of students remembered one project particularly because it was led by themselves:

A: When we in Year 4 we were learning about different places, like Buddism, Sikh, Islamic.
B: Oh yeah! We had to do a presentation to the class, 'cos we were in little groups and we had to do a presentation to the class, cause there was like this news person watching us, and then we had to do it to the whole school, ah it was wicked.
C: How to wash your hands and arms and everything.
B: We were learning it in a fun way and it wasn't the teachers learning it, we taught it to the class, so we learnt it ourselves and then we taught the rest of the class (Y5/6).

d) Pen pals, school links

Links were seen as useful, as in this secondary school with links with Ghana:

Because we learn from teachers who have gone over there and come back and tell us stories, and people from Ghana have come over from Ghana to England and done the same…Its like when, like the Ghanaians, I thought anywhere they would be learning more off us, because we are rich and better, well not better, but you know what I mean, a richer country. But we actually learnt a lot from them as well (Y9).

'Cause their [a linked] school is going to be completely different to our school 'cause they won't have computers and everything that we've got so it's good to know what they've got and compare it to what we've got (Y5/6).

Some students expressed interest in a range of different teaching methods, including those with direct contact or experience:

.. like a lesson where you could write to somebody else in a different country and find them on the internet, and then start writing then, really like a pen pal (Y6).

...again, you could find somebody over the internet and talk to them, in a different country through the guiding association we find a pen pal there, I think it was somewhere like India (Y6).

e) Charitable work

When asked what were favourite lessons, some students mentioned charitable work they did. Some of these included learning about fair trade, recycling to raise money, at the same time there were 'traditional' ways of sending actual materials to people in other countries:

We donated money for different people for Comic Relief, and we sent also collecting money for the Walkers, which is with Comic Relief, and we're also collecting money for the Africans, Africans or Indians, either ones, that are having a drought and they need food (Y6).

Do you remember when we had this box and we had to put things it in for the Afghanistan kids, and we sent it to a Quick Fix place...(All students: Oh Yeah, all toys...) Yeah all toys and pencils and stuff (Y5/6).

f) Visitors and visits

Having a visitor (e.g. 'she taught us about the animals in the rainforest' Y5/6, Primary) or visiting places outside of the school (e.g. war museums) were well remembered as their favourite lessons on global issues:

We had everyone from Christian Aid coming in talking about the cocoa bean trade, and about fair trade and things (Y5/6).

The same students were aware of the need to see issues from a range of viewpoints:

For example if the paper says this is this, some people would read that everything on the paper is true, but you're saying that's not true, because you will see through different theories and different points of view, how do you think, how have you learnt this way of seeing things... Well someone told me to keep an open mind, and I think when you're always trying to understand a view, always look at the other side (Y10).

g) A voice in what they are learning

Children were asked whether they had a say in what they learnt in citizenship education, and the reply was mainly negative:

We don't really have a choice about what we study in classes, it's just given to us and we do it basically (Y9).

Sort of, they ask us but it doesn't really matter. It's like the lesson plan is to ask us, just to see what we think, but they don't really... It's like in

history we have to learn about… we have to learn about the Romans… (Y9).

Clearly, citizenship education is no different to any other part of the curriculum. In circle time, students might be asked 'so what do you want to change in the school today?'. But even then students thought this did not happen very often. They certainly did not appear to be asked what they wanted to change in curriculum or teaching methods. One thought it was because the teachers thought they needed to protect them from some of the information until they were mature enough, but generally students wanted more control, particularly so they could make informed decisions about voting when the time came.

One student made a clear link between consultation and knowledge:

This is just my view, it might not be anybody else's, but we are only kids and people might not think that we have views on it, so we are just left out. So if we were brought in, we might know more (Y9).

4. 6. 2 Lessons they were disappointed in

Alongside their favourite lessons, students discussed what kinds of lessons they have had which disappointed them. The elements of disappointment seemed to be categorised in the following areas: shallowness of the topic they were learning about, teaching methods, authoritarian teachers and curriculum systems which prevent students from choosing topics freely. 'We can cut down on more like pointless lessons' (Y9).

a) Not in depth

Many students felt frustrated at not being offered chances to learn issues in depth. 'We just did a little bit [about rainforests], but we kept moving on to other things…' (Y4/6).

A: Having a shortened [lesson which deals with global issues and], not enough to learn it all as well.

B: Yeah we have that [citizenship] day, we're going to have that tomorrow, […] we just have one day each half term dedicated to citizenship and that's it (Y9).

A: Well it [contents of citizenship classes] changes, it changes like every term.

B: We rarely have a full term, so we don't really get to learn much (Y10).

A: In geography last year, we did a project on Brazil. But when we did it we just looked at a big city…I thought that when we did Brazil, that we would look at the rainforests and the animals that live there and the population, and how people live there, like culture things. But we didn't! That was a bit disappointing.

B: Whereas it would have been good if they had taken one family, and seen how they lived and how they had to survive, and what their actual lifestyle is like, and so on. Or taken several families and seen how they all interact with each other, because we didn't really know much about that, if you get what I mean.

C: They showed us about how they exploited the workers, like exploited people who didn't have much money, and forced them into low paid jobs, and I would have liked to look at that a bit more, instead we, we kind of touched on it but didn't really go far into it (Y9).

When students had discussed the war in school they often felt that they were skating over the topic, and there was a regular refrain that they weren't getting the full story:

> *It's just basic stuff, like headlines and things like that…Yeah we're not really getting into the full story or anything it's like, we only want to know the facts and the facts aren't being shown…I want to know the statistics, like how many people think the war should happen, how many people shouldn't, and what the Prime Minister and all them are deciding, and the diplomats and what they think (Y10).*
>
> *I know we'd agreed to go to war with him, but I don't know the real reasons and what's properly going on with that (interviewer: So you'd like to learn…) More in depth (Y11).*

As with any lesson, students did not like having no fun activities, copying out of books, reading lots of photocopies, and even constantly downloading from the computer. Even in global citizenship, worksheets were turned into a comprehension exercise:

A: I think it was about two weeks ago we had about six different paragraphs and it was each person's story, a person from Iraq, and you had to answer questions about what they said, but it was more like stating quotes from the paragraph more than us thinking what we thought about it. It was more like…the questions were sort of 'where did they grow up?' and 'what year was it?' and things like that.

Interviewer: Ah, so you read the text and find out the answer?

A: It didn't really seem to be very relevant, like knowing how old someone was.

Interviewer: So you wanted to go into more how people think?

B: Yeah how people in our class feel about it and what they think, because we see so many protesters saying 'we don't want war' and other people saying that we have to, but we want to know, the people around us, what they think, the people that we socialise with (Y9).

b) Not being presented with different views and aspects of stories

Some students expressed frustration and confusion when they seemed not to be getting a full picture of what was happening in the world:

A: I think from your parents it's passed down… you hear things, but from school from what your parents would tell you it's something completely different from what you learn in school.

B: When you hear about Jamaica you hear about the guns and that, but when you ask your grandparents who actually lived there, they tell you it's not like that, it depends what kind of people you go around and stuff, and in school they'll tell you what they want you to know (Y10).

When we're in school and we're learning things like AIDS, we're never told the full side of both stories, we're told about the… you know that there's like one person dying every 30 seconds from AIDS or has been infected by HIV and we learnt that Britain isn't helping, America isn't as much as it could be, but we don't learn the full side of that, we're just told that quite briefly, we're not doing balanced courses on the fact of that yeah there's a lot of people being affected by AIDS, but there could be a lot more done by much more well-off countries to help people, I mean I just don't feel that we're given balanced opinions (Y9).

When discussing issues of war, some students agreed that they had some scepticism towards teachers who were not presenting the whole picture:

It seems as if we're told that Hitler would put people into concentration camps, which is really wrong, but he wouldn't tell us about if Britain would… he wouldn't say if Britain didn't do this or didn't do that, Britain didn't put people into concentration camps or didn't treat people really badly, we don't know, do you know what I mean? Because it feels again that you're kinda being taught by somebody who's not giving a balanced answer, you never see a German person in a British concentration camp or I don't know, but you see a lot of people in a German concentration camp, I'm not saying that, not at all, that the German were right to put people in but it just doesn't seem like it's fair, it doesn't seem like we're showed both sides of the story (Y9).

I reckon, I'm not saying I support war or anything, but then Saddam Hussein has done good things for his country and Bush is like throwing all his badness on to you, saying that he is bad and that 'you have to support me in this war in Iraq' and well you haven't seen the good side of him, or whether there's a good side, or what he has done for his country (Y9).

These kinds of doubts and frustrations could make a negative contribution to trust between teachers and learners.

c) Authoritarian teaching styles

Students suggested some teachers were not ready to have much communication with students, and that teachers preferred authoritarian teaching styles.

Teachers can't stop talking…, going on about the same thing (Y10).

It depends what teacher you have as well, because some teachers are open to discussion and others like put a video on, video off, write stuff on the board and you have got to copy it off and there is no discussion really. So you don't really have a chance to [find out what other people in the class think about a particular issue] (Y9).

At school, teachers often seemed to have had the power to decide what students were going to learn, and sometimes promises were broken:

Yeah, like on Monday they [teachers] say 'we're gonna do Afghanistan', then the rest of the week we [actually] do about Ireland or something. But I like Afghanistan 'cause they've got a good football team (Y4/5).

d) Not being taught contemporary issues

There were strong feelings about wanting to learn more about contemporary issues at school both among many primary and secondary students. Some said they liked learning history, but mainly to understand the reasons of current affairs:

A: I thought there was a bit too much about the past and not enough about what's happening now, because we did a lot about the Gulf War but that's ...
B: In fifty years...
A: But we want to concentrate on now, we want to know what's going on, when it's now.
B: Because I know that it'll be important in fifty years for us to know as well, but we need to know the details now.
A: Yeah, how to tell people fifty years later. If you don't know what's happening now then you won't know how to tell people fifty years later (Y9).

I don't think that we're informed about other issues in the world like the Palestinian - Israeli conflict, I don't think we're informed about things like that and if we are it's brief and it's not... you don't get into any depths about it, we're just told...(Y9).

e) School curriculum organisation

A group of Year 11 students discussed how everyone could learn global issues at school, since at the moment, teaching practices and curriculum arrangements were very patchy at their school:

A: It really depends on what lessons you actually do, I think, because as you reach a certain year, like in our year at the start, we had to pick what lessons we wanted to do, and so I don't do history, so I don't really know anything about the war, but I do geography, so I know stuff about people moving.
B: I think if they did it in a lesson which everyone did such as English then I think a lot of people would be more understanding, would understand it a lot more what's going on in the world.
C: I think it's a good idea, I think it should be done in PSHE, because in English we're doing our core coursework and stuff

for our exams, so a lot of attention is focused on doing that and doing well. So PSHE, we're learning like stuff about drugs and all like, maybe it should be taught in that as a separate section.

D: I think different people have got different views, I mean I personally would take citizenship as a time to understand what's going on and to discuss and to see peoples views…But it depends what time in the week you have it, if you have it last thing on a Friday, then that might get in the way (Y11).

A Year 9 student at the same school thought global studies should be part of the core curriculum:

Like in the National Curriculum you should have global studies instead of religious, because if you did global you'd be putting religious in it as well, because you mix them up and you have different views on each religion and how people feel about it, so instead of just plain RE you'd have global studies (Y9).

At the same time, when global issues might be taught though PSHE, another group of secondary school students recognized that not every teacher is happy about teaching such issues:

PSHE, your form tutor only teaches you. In GCSE there's something like 5 teachers that are trained to teach you in that region (Y10).

I think there's too many teachers [for PSHE], and there's others that find it quite hard to [teach global issues] (Y10).

It is interesting to see that students have clear ideas of what is going on in the school in terms of curriculum organisation and have many ideas for improvement. This kind of discussion shows that students have the capacity to make a positive contribution to teaching and leaning at school, if they are consulted. They are aware of difficult issues such as assessment. Some secondary students wanted to have qualifications in learning global issues and citizenship issues at school.

A: I think what's disappointing is that you don't get a qualification at the end of it. 'Cause you don't get anything out of it. And it's quite interesting and it's something that could be helpful in getting a job, which is pretty bad.

B: Yeah, you've got no proof that you've actually gained something from the lessons.

Interviewer: I understand the government is thinking about that as well. So that would be very helpful do you think?

All: Yeah (General agreements from students) (Y11).

Summary of 4.6

Looking at both favourite and disappointing lessons, students did not talk much about what kinds of materials and resources they used; resources were not seen as so important as teachers perceived. Students seemed to judge lessons mainly by teaching styles and teachers' attitudes towards them; how information was presented from different perspectives, how much space was allowed for students to ask questions and discuss issues, how deeply teachers explored issues together, how much teachers valued students' opinions and opportunities for students to hear the opinions of their peers. Students wanted a variety of teaching approaches, including links and the web and seemed to particularly enjoy lessons in which they actually participated. There was a strongly expressed need for contemporary global political and social issues to be dealt with in more depth and to have more background provided, particularly in relation to issues concerning war and peace and the environment. At the moment, students do not seem to have much say in what is learnt, which seems contrary to the notion of education for democratic citizenship.

4.7. Perceptions of teachers' thoughts

Students discussed how teachers were thinking about what students might feel or think. This proved very instructive.

a) **Not making children scared**

A: The only thing we've got to do that is, like, newspapers, kids' newspapers, and there's only, like, half a page, not much.
B: It's only they're [teachers] hiding the fact that there's war, because they think we'll get scared of something, but we need to know that too.
C: We already do, we already do know about…
B Yeah, now we do!
C: We knew before.
D: I was watching the news… (Y5/6)

This was an interesting discussion, since many primary teachers said they did not feel comfortable teaching about war, since it might scare children, even though even younger children (Y4) also said they would like to know about wars and why wars happen (see Section 4.8).

b) Not creating conflict in the classroom

There was the realisation that teachers might suddenly change a lesson in case it offended sensibilities:

> *I think it's because, in this school, really, we have so many different languages and religions that people take the mick out of them. So if, say we did about, if there was a Chinese person here and we were doing about China, if there was any things that would embarrass them they would take the mick out of the people there who were at this school… So I think they say it makes us all happy, and then they don't*

do it to make us all sad. Well, not exactly that but it's a bit like that (Y4/5).

Other students agreed that there was much teasing going on, especially after learning about particular countries. They thought maybe that is why teachers sometimes try to teach about the world, but sometimes hesitate to do so:

Interviewer: You said if you do something about the country and some people will take the mick out of the person who comes from there. Do you therefore think it's better not to learn about these things in the world, then? Or is it better to do more?

A: It's really both.

B: English people don't actually [know how it's like, so once they've experienced it] and they'll probably understand.

C: But what I think should happen, if we do about India and they've done embarrassing things, and they start to take the mick out of somebody else, they should find out what religion that person was and do about that. So they can learn their lesson, really. And see what it's like.

B: If I said I started to take the mick out of Bosnia because they were poor, then like, I'm English so they could do about England and then people could take the mick out of me (Y4/5).

In the end, student B with English nationality, suggested the school do something on England so that some of those students who had taken the micky out of 'other' countries could be teased in return. The general consensus was though, that practising global citizenship education and learning about other countries would be better for everyone so that gradually, many students would understand the different background of each student, even though that might enable 'some stupid people' to have the chance to tease others.

c) Not wanting to say their opinions

The majority of teachers interviewed said that they always tried to 'be neutral' and not give their own opinions on issues (see Section 5.11.b). Yet one group of students felt they would like to hear what teachers thought on certain issues. Their discussion led them to consider a different scenario and whether it was a really good idea for them to know teachers' opinions or not:

A: We don't get opinions from other people around the world, it's just like we get it straight from Tony Blair on TV or some of the teachers they just tell you plain facts without any opinions and how they feel about.

Interviewer: Do teachers say how they feel about it, do you say?

A: Only if you ask them, but they don't really put anything in it.

Interviewer: Do you think it would be good for you to know the teacher's opinion?

B: Yeah I think it's really good, I've got a teacher, I won't mention her name and she's like really good, she has an opinion that there shouldn't be any war and she's really anti-war like myself and I get along with her and it's nice to know that there's somebody.

Interviewer: Do you… even though sometimes teachers have a different point of you than you do, do you think it's a good idea for teachers to say, 'this is my opinion but', rather than not saying it?

C: I'm not going to say any names, but some teachers they tell you their point of view and tell you why it's good, they don't tell you about the other points they just get their point to make and discuss the other options… they just kind of 'this is what I think, and like this is what should happen' and don't go back to other points. They just go on to their point and talk about studying stuff and so they've got essays on why your point's bad and they don't let you speak.

B: But I was going to say, I think it might be hard sometimes for a teacher to do that because say you have a really really good geography teacher say, and you do really well and he teaches really well and you have a good relationship and then he tells you he's a National Front member or something, so he can really kind of just break up the whole relationship and it will start affecting your work and I mean sometimes teachers aren't… they're there to teach you and give you an education, they're supposed to give you their opinions, I think that comes second, if you know what I mean.

Interviewer: So education is a first?

B: I wouldn't say a first, I mean em, I think in their point of view it would be wrong to… because, it's hard to say… I think it would be hard for a teacher to say that something that he knew would be extremely controversial because then he knew it would affect a lot of people's opinions of him and his teaching (Y9).

Summary of 4.7

Students had a keen appreciation that teachers might try to protect them from fear or classroom conflict, were aware that teachers might be required not to give their own political opinions. Yet they very much wanted these opinions. There is a difference between 'indoctrination' and teachers sharing their thoughts, but the above points enable us to think about whether a teacher being 'neutral' is possible and whether neutrality is the best way to teach global issues which try to deal with students' own opinions and judgements.

4. 8. The need to learn about war

The most frequently mentioned item in terms of what students wanted to know about was war, and thus we are discussing this as a separate section. At the time of the research, this was clearly in the context of the Iraq war and the extensive coverage in the media. This concern continued all the way through the research period, right up until March 2004, even though the war had officially come to an end. Students of all ages and both sexes wanted to understand what was happening, the reasons for the war, the reasons for hate and the reasons for UK involvement:

The past behind Iraq, and why it hates like America and stuff so much. The conflict in the Middle East I suppose, what's it all due to… I think North Korea and why it hates America, the past behind the wars and stuff, like World War I and World War II, that's it really, just the past behind it (Y9).

Granddad told me that Iraq had surrendered in the Gulf War and I was wondering how much and what had really happened and what they'd done to make America attack Iraq (Y9).

Get to know what the government's going to decide next, about certain issues or Iraq and stuff (Y10).

In Afghanistan and other places where there was war, what happened to them? (Y5/6).

Common phrases were 'we don't really know what's happening'; 'how it starts'; 'more of the facts, really'; 'what's going to be decided'. There was mention of our relationship with the US, 'because we're related to the country, sort of'. Young people of all ages felt they were being sold short in terms of information and understanding:

Sometimes it's harder to understand what's really going on because people don't explain in proper detail to us (Y9).

Children in one primary school said how they had done a 'little bit' about World War II, but next to nothing on the current war. For some, it was learning about wars 'in the olden days', but for the vast majority it was much more immediate:

But it's us learning what's going on now, that's what we want to learn about (Y10).

You know with the Iraq War, because that's what's happening now, so we're in the Iraq War now (Y9).

Together with the basic understanding of why it happened and is happening now, comes the need for specific knowledge: 'what the country's actually doing to the people'; 'what other people are doing about it to save it'; 'why they're torturing them'; 'people who get to make decisions about the war'; 'why some countries fight and not others'; 'why do they want the oil in Iraq?'; 'why did they ever invent guns?':

I'd like to learn about countries that might be threatened by wars and about how their lifestyle is and what things they have that we don't have and their lifestyle (Y4).

I watched a programme on the news about Russia last night, and it was all about these homeless children and how they'd been at war and lost their families and everything (Y4).

There was genuine puzzlement about how war is possible, why we can't live in peace:

Why can't we just, like, accept other people, like, religion and things like that, and just…they start war about that and things like that… (Y5/6).

Why do we have to make weapons at all… (Y5/6).

When we can blow up the world three times, I mean, what's the point of making that (Y5/6).

It is significant that only one child mentioned safety issues, i.e. learning about masks in case of bomb attacks; all the other comments had a political tone. While teachers of young children had concerns that children would become anxious learning about current wars, the children themselves were clear they wanted information:

It's only they're hiding the fact that there's war, because they think we'll get scared of something, but we need to know that too (Y5/6).

Only one child expressed fears, but the quotation seems to point to the need for more information, not less:

When I heard about Iraq I kept saying, 'if our team helps USA, if there is going to be war, then are they going to bomb us?' And my Dad kept telling me that they haven't got anything that carries bombs that can get close enough to our country and I kept saying 'Dad, I'm dead, I'm dead, we're going to get bombs' (Y4).

Hypocrisy was not missed, even by primary age children:

Yeah how come we're accusing the Iraqis when America has 'weapons of mass destruction'? (All agree) (Y5/6)

With the war, is that, if two kids are fighting or something, a grown-up will always come down, 'stop fighting, talk it over', they all say it to us, but they don't do it themselves, so they're real hypocrites really. Because it's true, because they could talk it over, I know it's hard and difficult, but if they wanted to, they could talk it over with Saddam Hussein, I know he's not being really reasonable, but if they wanted to they could push for it so there wasn't a war (Y10).

They don't care if they bomb some other country, but if something happens to them, it'd be like the end of the world, no offence like, but that's what they think (Y10).

I think it's the Defence Secretary, Donald Rumsfeld from America, it showed a picture of him shaking Saddam Hussein's hand, because when he helped him killing… maybe it was the Kurds I'm not too sure. You just feel you know, this man now, you're saying we've got to destroy this man and ten years ago these two were over here… and it just feels like you're part of a little game really (Y10).

Children's own morality and sense of justice were key:

> *Well firstly because I don't think it's right… I think it's right that they're going into Iraq and searching to see if they've got weapons of mass destruction, but then I think it's wrong that they're giving Iraq an amount of time to either do this or do that when they might not be able to do it in that time, and then Britain are getting involved now with America (Y10).*

It was felt the whole school should be involved in this awareness:

> *….like help problems and sort out world issues, which would help the whole school to understand as well instead of going round, really unsure (Y9).*

For some children, of course, there was an immediate and personal interest:

> *Also I have a relative there, cousin in Iraq. I don't know what they are doing in camp sites and concentration camps (Y10).*
>
> *I want to know what they did to New York… 'cause I've got some family over there… (six former).*
>
> *My own country [Bosnia], I've never known it, I want to think about it (Y8).*
>
> *More about it, because I… when I was a kid I didn't really get much into Bosnia because of the war there, so I don't know anything really (Y8).*

Some students would have a sophisticated awareness that there were different sides to the story. There was realisation that the information or spin they got was 'biased':

> *The war that's about to take place, different people's views on it across the globe. Like what Iraqi people think about it, and what people in this country think about it (Y10).*
>
> *Because it's happening and we only get one point of view (Y11).*
>
> *I think maybe all the goings on in different countries, like around here you just find that you have one sided… like just what our country thinks of things which are happening, I think we should have different, other thoughts on other countries, like views on it, because it's a bit one sided and we don't really know what's actually happening. My dad's got like channels in Iraq and it's totally different what they're saying to what we're saying really (Y10).*

There was awareness that while Saddam Hussein was painted as a monster, there might conceivably be some 'good side' to him – but there was little way of knowing:

And in the newspaper I saw that they were saying that Muslim religious building, it has biological weapons in it, and that's making assumptions which are untrue (Y10).

There was recognition too that while literacy meant at least the possibility of different viewpoints, this was not the case for all people:

Because when you read the papers and it is says something they can't read it because the news and the TV says something different (Y5/6).

They make the impression on other people and influence their opinions, through the newspapers and I think if we had other people's as well, it might make it easier for us to understand the issues (Y10).

I think sometimes they want to be more politically correct… I don't know whether that's the right term, but they often want to make sure that they're not going to be seen as going against our government and what we ought to be all thinking, I think a lot with the war, we're all meant to be thinking that we should definitely going to war and the news is often a lot more biased in that opinion, because the government are pumping it out, and you're going to be under a lot of em, you're going to be under a lot of… you'll get a lot of attention if you suddenly turn around and then say, 'well actually we don't think it's right' and I don't know, I just think that they're forced to in a way… with some things (Y10).

4.8.1 Children on Blair

Here there was apparently no diversity of views at all, nor calls for even-handedness. Young people were unanimously scornful of our leadership:

I was involved in a big march in London saying there should be no war and still the Government goes to war… (Y 5/6).

We can think about another war with other Prime Minister's thinking 'what's the right thing to do?' thinking about the wrong things (Y5/6).

A: He started everything in Iraq, thinking that those bombs and weapons and stuff…
B: Tony Blair, he just wants to get to the…
A: Yeah, he just wants to be boss. (Y5/6)

But the Prime Minister started the war (Y 5/6).

I don't think we should have a prime minister, especially not Tony Blair (Y5/6).

Tony Blair because he's rubbish (Y4/6).

A: They promised to build up the Iraqis' houses again but they didn't. Is that true?
B: He broke another a promise as well, he was meant to have stopped crime by September last year, and he didn't (Y4/6).

…at the moment it's useless if Tony Blair just seems to be doing whatever he wants and he doesn't see anybody and Claire Short's done a really admirable thing, but it doesn't seem like anybody has any influence over him, 'cause you feel like you can have your say and he will have his say, because it seems like everybody does their thing but he doesn't change their mind. It just feels so kind of like… we have no control over what's going to happen at all (Y9).

And what's the point in voting for a person who's not going to listen to us? (Y10)

He goes straight to war instead of thinking of other solutions (Y5/6).

And even after there's been so many people in London at the march (Y5/6).

This despair was linked to the perceived need for consultation:

We've got most of us lives to live, kind of thing, and it's going to affect us more than it will them, so they should really be talking to us, instead of making issues themselves with the UN and stuff. They don't talk to the people, they make the decisions themselves, so what's the point of that? (Y10)

For these young people, the war has a particular impact on issues of race and racial harmony:

There are loads of Muslims yeah and they are going to feel like they're being pushed aside by Bush and Tony Blair and they probably think it's racial and something like that, and they're going to make riots or something like that, you never know (Y10).

Apparently I heard that 20% racial discrimination, that's how much it's increased by, 20%, and I feel that's so wrong, because there's war going on in another country because of oil, everyone's got it against Asian or Muslim People you know? (Y10)

In terms of what the students wanted to learn about, the students felt they needed to know more about the Iraq war that was being fought at the time of the research and more about poverty and its causes – and they needed some more time, background and depth:

We haven't done anything about that [war in the Middle East], because if you take GCSE history, you learn about the USA in the 1920s about the war, but up until our Year we take… we don't really learn about that, you learn about your local history. So it'd be interesting to learn something about world history as well as our local history, it could make it more interesting for us (Y9).

I was just going to say, usually to find all about Iraq and the consequences of war, like you know, there will be millions of refugees and people fleeing their homes, I think you never find anything like

that out at school, you have to find out yourself from libraries or going on marches and things (Y9).

Summary of 4.8

The most often mentioned area that students wanted to know about was war – and in the contemporary context. This was expressed in terms of wanting greater understanding of causes, more information about what was going on, and more discussion of the wider issues of why there was conflict or peace in the world. These demands for a fuller treatment overrode any concerns about the fear or anxiety that might ensue from raising the issues. They were aware that were many sides to issues of war and conflict, and wanted not to be shown a biased or one-sided view. Young people had a keen awareness of hypocrisy and double standards from government attitudes and policy on Iraq and were uniformly condemnatory about Tony Blair and his handling of the war.

4.9 'What would you like to learn in terms of global citizenship?' - Student researchers interviewing their classmates

Six students at 11 schools[2] conducted up to 5 short interviews each with their friends in their class. There was one main question to ask - 'what would you like to learn about the world or world events and why?' (to primary school students), or 'what would you like to learn in terms of global citizenship, and why?' (to secondary school students). (See methodology section for more detail).

The peer interviews were conducted by the students we had already interviewed. Although the opinions of those student researchers were not reflected in this exercise, except for some work done in small schools where some student interviewers ended up asking questions of each other, their views were picked up during the interviews with us and fed back to the previous section.

[2] This research activity, 6 students interviewing other classmates, was not conducted at a special school since members of staff thought it would be difficult for the students to communicate with other students in this way and contribute to the research. Instead, the students carried out the photographic activity of capturing a 'global citizen' at school for the research.

Primary students' results

What would you like to learn about the world or world events?	Number of students mentioning	Examples of reasons why they would like to learn this (Y = Year group)
War	25	• I want to know about why people start wars because I want those people jailed (Y4) • I want to know why people go to war and can't just be friends because it would just be a waste for God for people to go to war and die (Y4) • Why is Tony Blair joining in with America on Iraq? (Y6) • Why are there weapons of mass destruction? People are dying (Y4)
How people live in different countries	19	• Different methods of farming around the world because I am a farmer and I would like to find out how they transport products to other countries or if they just keep it for themselves (Y6) • Learn more about children in different countries my age because I want to see how much work they do, compared to me (Y6) • Celebration (Y4)
Sports, games	12	• Entertainment and games in other countries (Y5)
Environment, global warming, pollution	11	• Where is all the world pollution going to go? (Y6) • Recycling – what the world is doing about it? (Y5)
Wild life, animals	9	• Different animals in the world (Y5)
Child labour	6	• Children have a right to go to school (Y6)
Weather	6	• I want to know about the weather in different countries because I want to see how hot and cold it is (Y5)
Poverty	4	• Why are people dying of poverty? (Y4) • How people live in poverty in the world (Y4)
Racism, Human rights	3	• Racism. I want to know why people do it (Y6)
Art	3	• Dances, How are people so creative? Because I am interested in art (Y6) • All the India's songs (Y5)
Current issues	2	• More talks in class, so we can look into things that are happening in the world in more detail (Y6) • Should start lessons about world problems and see how to stop them (Y6)
Slavery	2	• Slavery - are there still slaves and why? (Y5)
Language	2	• I want to know about different languages (Y4)
Religions	2	• I want to know about why people have different religions (Y4)
History	2	• History of world, world leaders, kings and queens (Y5)
Money	2	• Money - different kinds of money in other counties (Y5)
Specific countries		China (9 students mentioned), Spain (4), Australia (3), U.S.A. (3), New York (2), South America (2), Africa (2),

		Japan (1), Saudi Arabia (1), Brazil (1), Pakistan (1), North Africa (1), Mexico (1), Germany (1), New Zealand (1), Russia (1), France (1), Portugal (1), Europe (1)

Other answers included:
Why do people have different colour of skin? Why don't people look the same? (Y4); Why did God invent different countries because it's interesting (Y3); People who changed the world so I know how people changed the world (Y4); Law in other countries (Y6); How many people are in the world? (Y5) (mentioned by 2 students); I want to know about how telephones work because I've always wondered (Y6); Drugs, why people take them? (Y6); Politics (Y6).

Secondary students' results

What would you like to learn in terms of global citizenship?	Number of students mentioning	Examples of reasons why they would like to learn this (Y = Year group)
War	28	• I want to learn about the causes and origins of war and why they are breaking out. I would also like to learn about the effects of war and how it is affecting ordinary people (Y9) • To delve into the origins of religious conflict (Y9) • How can all countries get on with each other? (Y10)
Current issues, events	11	• Most people go about their daily lives with no knowledge or concern for the rest of the world. If, in schools, children are taught about it from a young age, I believe that countries will be closely linked together and therefore, there will be less arguments and disputes between countries (Y9) • I would want to learn about stuff that's happening in the world today. It would give us more of an insight and allow us to have views on the topic (Y9)
Poverty, developing countries	10	• I would like to learn about the suffering of the Third World countries and how we, as people, can make it better, and learn about how countries work (Y9) • Why we in the MEDC don't help those in the LEDC [Less Economically Developed Countries] because as it stands, the MEDC are very selfish (Y10)
How people live in different countries	10	• I would like to know about different effects that change everybody's daily lives (Y9) • Research on the internet about different origins and countries (Y9)

Politics, political leaders	9	• I would like to know about political leaders, what make them make their decisions (Y9) • I would like to learn politics and why politicians have control of everything (Y9)
'global citizenship'	9	• How we can help global citizenship help us (Y9) • I would like to know what global citizenship is (Y9) (mentioned by 2 students) • Does being a global citizen mean that nation pride is less relevant? How do you become a global citizen and does this mean that migration and asylum seekers should really be welcomed into this country? (Y9) • I think global citizenship is when lots of people join together to discuss topics, like war and stuff. It's when everyone has a say on what should happen (Y9)
Languages	9	• All of the languages. Because you can understand them if they speak to you (Y10) • Learn a different language besides French + German because I find that if everyone is learning French then I would like to learn an individual language (Y10)
Culture	8	• I would like to know about other cultures and the way people live (Y10)
Religions	8	• To treat all colours, races and ethnic backgrounds the same. To learn about different religions in assembly e.g. Hindu teachers on Monday & Sikh teachers on Tuesday (Y9)
Inter-national history (including black history)	6	• International history. We should learn more about the history of other countries (Y10) • I think we do need to be told history about other countries rather than ours, so that we will be aware of the problems and troubles other countries face (Y9)
Human rights, Justice	6	• Learn more about Amnesty International and human rights! And how to help people who need our help such as Iraq (Y10) • To be equal in all countries and to be treated fairly. To learn about all different races and backgrounds (Y9)
Economic issues	3	• What are economics? (Y9)
Sports	3	• I would like to learn about sports around the world because nobody takes interest about sports around the world (Y10)
Our own country	3	• I would like to learn more about our own country we are always doing work on other countries and we never have time to focus on our own country (Y10)
Environment, global warming, pollution	2	• Why are we not sorting out the biggest threat to man almost ever – global warming? (Y10) • Effects of pollution recognise the effects on poor countries (Y10)

Celebration	2	• I would like to learn about celebrations all over the world. I like the colours/like the costumes (Y10)
Food	2	• I would like to taste all the different foods from all over the world (Y10)
How big the world is	2	• I would personally like to know about how big the world is and at least how many people are in the world (Y9)
Exchange students	2	• I would like to have exchange students (Y7)
Law	1	• I would like to learn about other countries. About their strengths, weaknesses, beliefs, laws (Y9)
Dance	1	• Different styles of dance from different countries and all cultures, because I would like to expand my talents further (Y10)

Other answers included:
How we could come together as a whole nation (Y10); I wish to learn how we can help countries become democratic, giving a larger chance of world peace (Y9); I would like to know about different hospitals around the world, what they do and about different medicines (Y9); I would like to learn about how people stand up to others and what happens after (Y9); What happens around the world smaller lesser known countries (Y9); The Russian Revolution and Soviet Russia because I don't know much about it (Y9); Drugs and alcohol and the effects they cause (Y10).

Summary of 4.9

We can see a rich variety of response, but the common base seemed to be linked to students' feelings of justice. Students were eager to learn current issues in the world.

As in the interviews with us, the areas of interest which were commonly mentioned by both primary and secondary students were: war, how people live, poverty and developing countries. War, especially current wars and conflicts and their reasons, were mentioned the most frequently. Issues of environment were not mentioned as often as expected.

There seemed to be particular interest among primary students in sports/games, environment issues, animals/wildlife, China, weather and child labour.

Particular interests among secondary students were: politics/political leaders, economics, international history, language and religion. The concept of global citizenship also caught their interest since the term was used in the question.

4.10 Student researchers taking pictures of 'global citizenship'

At each of the 12 schools, a group of 6 students were given a disposable camera to take pictures of 'members of the world' or things to do with 'global citizenship'. Locations were often limited within the school because of the time constraints and safety issues, except at one primary school where students decided to take the camera home in turn. Often students discussed together, as a group, what they would like to take a picture of and the reason why. Students picked up some images as they walked around their school.

A wide range of photographs was taken and we have separated them into the following categories, although of course there are some overlaps.

	Categories	*Examples of pictures students took*
A	Our common bond	Skeleton (Same under the skin)
B	Things common across the world	Sport, play, trees, currency
C	History and human rights	Genocide, slavery, Ku Klux Klan
D	Global issues	Pollution, recycling, environment, garden, global warming, ecology, health, caring for (things)
E	Language	Posters with many languages
F	Global unity and co-operation	Millennium goals, unity, peace, shaking hands (friendship)
G	Diversity, multi-cultural	Music, art, food (these link also to 'globalisation')
H	Globalisation	Music, industry, computer, McDonalds', Coke
I	Import/ export	Food, power, energy
J	Travel	Cars, visiting, mobility, trips, different people, places, time zone
K	Representation of a country	Flag
L	Links	Ghana
M	World news	TV, newspapers
N	Obvious	Globe

Summary of 4.10

Students' awareness of living in a globalized world
Within a limited amount of time, students found many aspects of 'members of the world' and 'global citizenship' within their schools. As soon as they were given a camera, students would come up with different ideas without any difficulty. Students captured not only the objects which have links across the world, but also some 'qualities' of being global citizens.

This activity showed that students were aware of the globalized world they were living in, and it was easy for them to find those links within their lives. If given the opportunities to explore more outside the school, they would no doubt have come up with more ideas and pictures of global citizenship.

Starting points for teachers to touch on global citizenship education
We could see many different starting points for teachers to use in global citizenship education at school. Especially if one wanted to start from 'where children are', a teacher could start from the above list or his/her class could do this photographic exercise to establish existing awareness.

Examples of pictures taken by students and some of their comments under the theme of 'global citizenship' or 'a member of the world'

A. Our common bond

'If you take skins and stuff off, we are all the same'. (Primary students)

B. Things common across the world

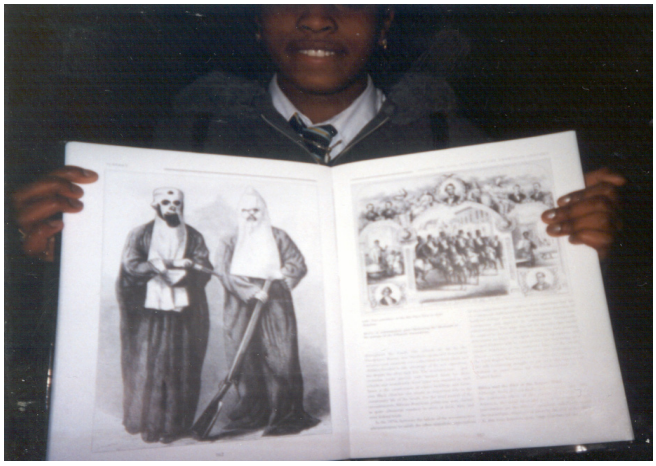
'Football – it's played around the world.' (Primary students)

'*People have different weathers in different countries. This is ours.*' (Primary students)

'*Time'* (Primary students)

C. History and human rights

'*Ku Klux Klan*'
(Secondary students)



D. Global issues

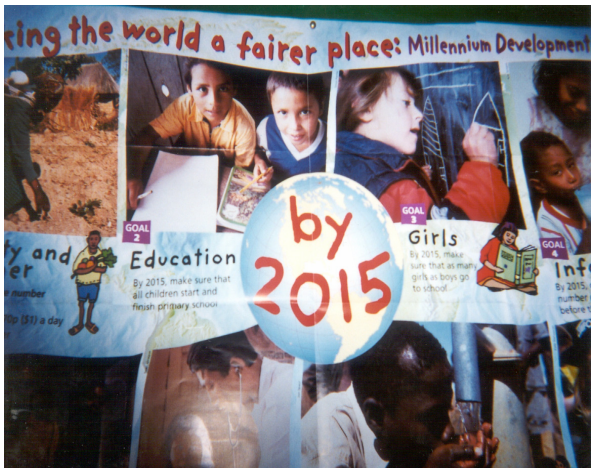
'If they [people] want to live in the rainforest, [they would say] "why don't we cut the trees down" that's why we stood by the tree'. (Primary students)

'*There's a little one, like lower pollution [at our school]'.* (Primary students)

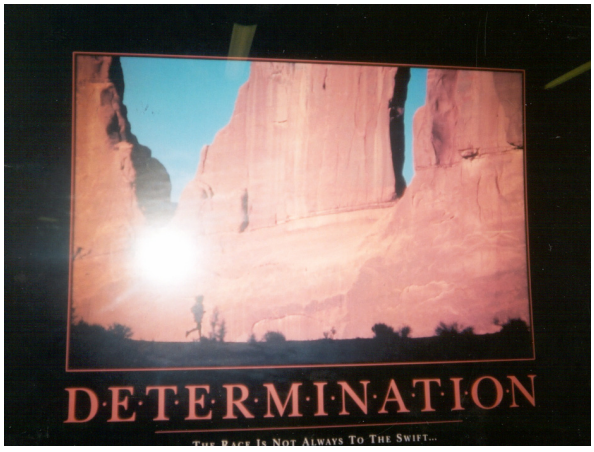
E. Language

'Different languages' (Primary students)

F. Global unity and co-operation



'Co-operation to achieve these things' (Primary students)



'We need determination to achieve things to make the world better.' (Secondary students)

'Picture of a friendship' (Primary students)

G. Diversity, multi-cultural

'We took a photo of different cultural art.' (Secondary students)

H. Globalisation

'McDonald's in our school bin' (Secondary students)

'Internet' (Primary students)

I. Import/export

'Sheep – they can make meat to go around the countries.' (Primary students)

'This car is from France.' (Secondary students)

J. Travel

'These are the countries I've been' (Secondary students)

K. Representation of a country

'A flag represents a country and they also represent different countries.' (Secondary students)

L. Links

'We have a school link with Ghana.' (Secondary students)

M. World news

'Newspaper and TV' (Primary students)

N. Obvious

'Globe - the world' (Primary students)

5. TEACHERS' PERCEPTIONS AND NEEDS – FINDINGS

5.1 Teachers' perceptions of global citizenship and global citizenship education

> *Global citizenship is all about an understanding, a broader understanding of life itself, isn't it? (Head, primary)*

In this first section, we look at what 'global citizenship' and 'global citizenship education' mean to teachers. Originally, we aimed to pose as separate questions the meanings of 'global citizenship' and 'global citizenship education', but we found most teachers talked about global citizenship in terms primarily of the educational aspects to be explored with students – and this is what we report here. Only two teachers were 'not clear' about the concept or found it too 'complicated'. Most already had their own ideas of what global citizenship education was meant to be.

a) Raising awareness of 'difference' and of similarity

'Raising awareness' was one of the most frequent phrases. This was typically to 'make children aware of different cultures and different countries and how different people live', or conversely, 'making the students realise that there are other people out there living similar lives to ourselves':

> *I think it's the bringing together of people around the world to understand each other, I mean our basic problem is that we don't understand each other (Head, primary).*

Teaching of 'differences' is not merely teaching about other cultures and countries, but also choosing countries with which students (or teachers) are not familiar:

> *… a lot of the kids are Muslim, they do know far better than me probably, what's going on in Pakistan or Saudi Arabia, but they haven't of what's going on in some other countries, but often that view is highly filtered (Citizenship co-ordinator, secondary).*

> *It means raising the awareness of children, raising awareness of staff about worldwide issues, about famous people, about inequality and equality, about conflict and resolution worldwide (Teacher, primary).*

In terms of similarity, there was the concern to show 'common humanity':

> *It sounds a bit pretentious, but the fact that we seriously are linked, and that if you strip everything away from people, there's a common humanity, and ultimately there's certain drives and desires that we all have (Citizenship co-ordinator, primary).*

b) Interconnectedness

Part of awareness was seen to be the interconnected nature of the world. To many teachers, global citizenship education meant teaching that 'we are all part of the wider world' or 'looking at the interconnectedness':

> *…that what was happening here can affect what's happening anywhere else and what's happening anywhere else might affect them here (Citizenship co-ordinator, secondary).*

Several teachers mentioned this interconnectedness with examples which are used in development education practice:

> *By the time you have got to the end of breakfast you have related to half the world because the cotton for your jumper comes from the United States, the coffee comes from Brazil (Head, primary).*

> *We're all linked together, that they might not know very much about them, but the person who cut that banana down off the tree is very much similar to yourself, and that's sort of, like, the way that we try to talk to them about it (Citizenship co-ordinator, secondary).*

The Iraq war also made the interconnectedness clear to some teachers:

> *Headline news or next to the headline, it's frightening really, and I think this has been… this is the best time for those who haven't been taken on board in schools to start looking at this curriculum [global citizenship education]. Because what we do affects what another country across the world is doing, and I think that's got to be made very clear to people who just don't even think and in the children now (Head, primary).*

Several teachers mentioned 'common goals' to be recognized through global citizenship education:

> *I've said in assemblies, they have the same dreams, aspirations, values, you know there are some global notions of what it means to be human (Teacher, secondary).*

> *You're looking at the world, and how everybody can actually work together to make a better world basically (Head, primary).*

One of the common goals was sustainable development. The phrase 'we must look after the world' (Primary, teacher) was used to describe this. Recycling was one of the most mentioned educational activities in this area.

c) Widening horizons and countering family views

The perceptions of the needs to raise students' awareness of the wider world seems to be based on the idea that students are living in an 'insular' environment:

> *Most of the children round here, their parents lived here, their grandparents lived here, went to this school, so you've got all those backgrounds, where there's real views on other cultures which are a*

little bit…sometimes a bit blinkered and even quite bigoted at times, you know, definitely (Teacher, primary).

Well, I've taught in lots of schools in Birmingham, I taught for about twenty years in Birmingham. So a lot of the schools I taught at there were lots of, er, different minorities, so obviously they were more aware of the world I think, more than the children here [rural community], because…they just sort of stay here (Teacher, primary).

Even though such comments were heard more in rural schools, many teachers in cities also felt that students' understanding of their environment was very local. They did not travel far, some not even to their city centres. Without saying parents were 'wrong', there was sometimes a need to give another perspective to parents' views.

d) Helping others

Global citizenship education meant 'helping others' for some teachers. This links to PSHE and often to charitable activities at school:

I would view in terms of personal development, the caring, sharing, helping other people on a day-to-day basis, and for the children, taking turns on play equipment (Teacher, secondary).

I quite like the children to think of other people instead of 'me, me, me', think of other people, and I like them to consider other people (Teacher, secondary).

It's my job to make them completely aware of the fact that there are plenty of other people in the world, some of the people worse off, some of the people better off, but all of whom have their own problems and issues, so that's the over-arching philosophy if you like (Citizenship co-ordinator, secondary).

While some teachers related to the range of difference, for some, learning about other countries often meant a key focus on how 'unfortunate' people in some countries were:

I just think that we should recognise that if you have been born into an advantaged situation, and I think the more people see and understand genuinely what it's like to be brought up in a developing country (Citizenship co-ordinator, primary).

The above aims could be achieved through different means, not necessarily by global citizenship education, but one citizenship co-ordinatoridentified a clear link:

I think the reason I got involved in all this in the first place was that I think there is a link between peer support on an incredibly local, individual level and some dinner boxes for refugees, and the link is having just a degree of sympathy and understanding for the person next to you, even if the person next to you is several hundred miles away, just understanding that you're not the focus and the centre of the universe (Citizenship co-ordinator, secondary).

e) Exposing problems
Other teachers had a more politicised view of global citizenship, wanting to examine fundamental injustices in the world:

> *I would say looking at the problems of the world, to us, or to me, for clean water over population, trade, problems like that…those are the things, the issues that we've brought into the school (Citizenship co-ordinator, secondary).*

> *[To] make people aware that the injustice exists and that they should feel that perhaps they do have a voice or perhaps they want to join a pressure group, or just doing something simple like buying a Big Issue can make that little bit of difference (Citizenship co-ordinator, primary).*

> *We did a decision making exercise about how can Antarctica be looked after without being destroyed too much, about getting some people in but not too many, not allowing chemical use and any waste (Head, primary).*

g) Participation
This led into the need for participation and 'getting involved':

> *You're not going to convert every single student into a card-carrying Greenpeace member, that's pie in the sky, but if you can at least rattle a few cages and get them interested, and that's all I can do (Teacher, secondary).*

> *If education in our school is not transforming then it's not education. It's not about, or it's not simply or only passing on acquired knowledge, it's about transforming the students to be agents of change because we need to transform the very paradigms of our society, the very morals that explain it (Teacher, secondary).*

But at the same time, one teacher pointed out that all he could do in the current climate was to shake the students out of their apathy:

> *I think you'd really, not just get them through their exam, but you'd actually make them more of a global citizen, if you like, you'd shake them out of any apathy. I mean lets face it; they're not really participating in their own economy, democracy, never mind the international democracy, are they? (Teacher, secondary)*

Yet 'empowerment' of students was one of the aims which several teachers hoped to achieve through global citizenship education – ways 'they could help to improve':

> *I wouldn't like the children to miss the point that this is all about how they can influence, how they can bring about change, and if they miss this point then all this thing is mainly related to bringing about changes, in their lives, in the lives of other people, and so long as that*

skill and that understanding is covered I'll be happy (Citizenship co-ordinator, primary).

h) Responsibility

Several teachers, interestingly mainly head teachers, said that global citizenship education is to teach about students' responsibilities in the world. Some personal sense of responsibility comes from 'looking after local communities' (then outwards to the world), and some come from 'being in a rich country' and 'acting on things like poverty':

I think they're very well aware of their rights, without a doubt, but I don't think they're aware of their responsibilities (Teacher, secondary).

Making them realise that the place they have in the world and the responsibilities they have as a result of being that global citizen (Head, secondary).

Getting them to see responsibility that goes beyond race, religion or nation, and that's a notion of global responsibility, which comes from all the usual things of breaking down barriers (Head, secondary).

There were notions of being a 'good person' or 'good citizen' among some teachers. Characteristics included 'to think of other people' (Secondary, teacher), or to 'have an empathy with each other' (Secondary, head). One teacher defined 'a holistic person':

I would see that [global/citizenship education] would provide them opportunities of where they can be creative, and see whether they can do something about keeping the streets clean, whether they can do anything about reducing crime, whether they can do anything about reducing drug intake, whether they can do anything about participating more in sport, and making sure that they are fulfilling their obligations to go and acquire education and to hunt after education and seek appropriate employment, because by being such a holistic person then the whole community and the whole locality will then benefit (Citizenship co-ordinator, primary).

i) Identity

A few teachers identified global citizenship education as something to do with looking into students' identity. One primary teacher mentioned how their activity on the issue of asylum seekers was received positively by students with asylum seeking status, who joined in a school presentation. Another teacher thought global citizenship was making the concept of one's identity 'fluid':

Although you need to know where you come from and who you are, I think it's the sense that you transcend that, and there's a kind of fluidity in who you are, and that I think a part of it is having an interest and a desire to find out about how other people live and to take parts of that and integrate it into your own life really (Citizenship co-ordinator, primary).

j) Anti-racism

Linked to identity, education for anti-racism or countering prejudice was a strong base for global citizenship education for many teachers:

> *[We] start [the school link] to really counter racist attitudes initially. Partly because students weren't racist possibly intentionally but they had no idea of where racist comments were coming from, why racism exists (Citizenship co-ordinator, secondary).*

> *There's a lot of racism, there's a lot of antipathy between Somali peoples and Pakistani peoples and Afro-Caribbean peoples (Citizenship co-ordinator, secondary).*

> *We make a big deal about challenging stereotypes…and we challenge their eurocentrism or their self-satisfaction, we try and open up their eyes a bit to global issues (Teacher, secondary).*

k) The success of the school

One secondary teacher said that becoming a global citizen is equally important to being academically successful:

> *We're fairly up front with them, we say to them 'you're here, a) to get a GCSE qualification, but also, we want you to become global citizens, we want you to become educated and aware of these issues' (Teacher, secondary).*

However, three different secondary school heads and a teacher said that engaging in global citizenship education actually led to academic success and therefore the success of the school. They were not alternatives. A head teacher said that the more global perspectives the school has, the more successful the school would be:

> *I mean students are particularly interested in what is most relevant to them, of course. So again, what we would like to do is to make use of our global citizenship education as a tool for raising self esteem of our students, and improving their learning (Head, secondary).*

> *The more we get our students to focus on global issues, the more actually the school itself will run more successfully. For instance our Sikh students and our Muslim students and our White and Black students, see the global picture, the less likely we are to get internal divisions. Again I could be wrong, I have no proof for it, but if I had a vision for the future it would be more of that, and the way… the fact that global citizenship is both looking outward, but it also has an effect back… back on the institution I think (Head, secondary).*

One secondary head said that the school encouraged any commitment to extra-curricular activities, such as community and citizenship work, since it helped students also do better academically. A few teachers said they practice global citizenship education because students enjoy it:

> *The reason why we do that is because they do get a sensory input…it makes them laugh and it makes them smile, and it makes them have a*

good time…If you can pitch an activity at the level in which they are stimulated…if they can learn from it, great! (Secondary, citizenship co-ordinator)

Summary of 5.1

It seems there are many ways in which teachers interpret the words 'global citizenship' and 'global citizenship education'. Some interpretations focus more on global issues and interconnectedness, while others link to more general PHSE goals of morality or sharing and caring. These interpretations would clearly have an impact on what those teachers actually do with students under the name of global citizenship education. Yet there seemed uniform agreement that global citizenship education was a valuable and important area, both for widening students' awareness and for the ethos and success of the school.

5. 2. The positioning of global citizenship education in the school

In this section we look at views on where global citizenship education is situated within the whole school curriculum.

a) National Curriculum

First of all, we need to discuss the context in which a global citizenship curriculum is being introduced. A number of teachers identified the national curriculum and its attendant assessment apparatus as an obstacle to the flexibility that they needed for global citizenship education. We have left these quotations (and there are many more) in some depth, as they portray the strength of feeling about the constraints of having to teach and learn under this rigid framework:

Before the National Curriculum, if a fire engine went past, kids would look and you'd discuss about fire engines, whatever position you are in your lesson, you'd stop and talk about fire engines just for five minutes….but of course nowadays teachers feel oppressed and they have to, like "sorry, John don't look out the window, it's a fire engine, how dare you look!" you know, it's not interesting any more. "This is more interesting, we're talking about…" you know, something totally ridiculous, totally alien from their world, you know, like… (Interviewer: Romans…?) Yeah, Romans, exactly, yeah! (Teacher, primary).

It's the excitement that's the key, the national curriculum can be very boring, and the children who achieve are the children with the least boring teachers, who are stimulating, and that's a fact, isn't it' (Head, Primary).

There is a centralised and prescriptive curriculum, that to me is the biggest block, I don't think that the citizenship curriculum as laid

down by the government is particularly good but I don't think any of the curricula laid down by the DFES are particularly good, my views aren't representative I feel much more strongly about that than many heads, I see curriculum development as something that needs to happen on a local scale, think globally and locally, I think it's the same thing in terms of educational development, so I do find that the prescriptive curriculum laid down by the DFES gets in the way of genuinely interesting and exciting work, but you just have to get around that, do it anyway basically'... it's not stopping us, I just think it's a nuisance. I don't think that it's a particularly significant obstacle providing that you have determined that you are going to do what you think is important (Head, secondary).

In every subject you have a curricular scheme of work, laid down by the DFES that prescribes what you should teach to varying degrees of detail - at it's most ludicrous you get materials, DFES approved trainers trained to teach them that virtually gives scripts for certain lessons and I think that that is an undue level of prescription and I don't think it's a successful recipe for developing citizenship education any more than it's a successful recipe for developing literacy. I think you have to try and teach as well, give people theoretical knowledge, free people to develop exciting ideas and materials and then share them but that whatever the central institutions claim to the country that is not the favoured model (Head, secondary).

I think it's partly because of the way we assess children now from a very early age in this country. I think children tend to associate learning or rote learning as being... the only thing worth learning is something you're going to be tested on, and get a mark for, anything that you're not going to be assessed on, or you're not going to get a mark for, they don't see the point in it, so part of the problem is because citizenship is not formally assessed, they don't necessarily see the importance in it (Citizenship co-ordinator, secondary).

I mean, I think that it is an exciting area and there are so many nice things, it just gets squashed by the demands. You know, the demands are so heavy, and its still so rigid, the English and the Maths, and there is such an emphasis in those core subjects, which are important, they sort of tend to elbow things out (Head, Primary School).

However, despite these constraints, some of the teachers reported that they operated flexibly in order to fit education for global citizenship into a busy timetable:

I think you can bend the rules because I think if something important, if it's good for the children, then that's good for me. So if I feel that the children are going to benefit from a certain topic at a certain time I will bend my rules to fit. I think you have to have flexibility, I think you've got to be flexible in this day and age, 'cause if you're not, you're going to get rigid and you going to go nowhere fast, and the kids just become factory fodder. So I think, yes, the literacy and the numeracy are important, but why not use some of the global texts...as part of your text? And if it is challenging, if it's entertaining, if it's interesting

and it fits the objectives you're trying to achieve in a literacy hour, why not use it? I mean, like, that 'Peter's Place' was perfect for my literacy hour, so there are books out there, it's just getting them into schools and saying "these are available, and these would fit the criteria" (Teacher, primary).

b) Cross-curricular approaches and issues

A key problem is where to fit education for global citizenship, and citizenship in general, into this overcrowded curriculum. For some the answer is through a cross curricular approach, while others would prefer a more integrated curriculum which - as indicated above - is not currently easy under the national curriculum. Teachers talked of 'opportunities cropping up' in different subjects, or 'slotting things in' or 'threading things through':

Yeah I'd like to see that... we're looking at the curriculum and revising it, and I'd like to see it more integrated so that instead of a forty minutes lesson on this and forty minutes lesson on that and forty minutes on that, that it's a bit more integrated, so that we're delivering the National Curriculum, but that it isn't divided up in quite the same way, because the less able students don't understand, they know maybe they've done something on magnets, or something on light or something on farms, but they don't know which one's history or which one's science or which one's geography (Teacher, secondary).

I've looked at what we did in Geography and world trade. I've looked at the scheme of work and I've just linked the scheme of work, what we did in the lesson plans to where I think it comes under citizenship... so I've sort of thought to myself "right, world trade comes under global citizenship" (Citizenship co-ordinator, secondary).

And maths also offers opportunities. One teacher looked at symmetry in Ghanaian prayer stalls, one at Islamic number systems, and another explained:

...in fact they have to do a number of things. The sense of number, you know, a percentage, could that be the number of Iraqi refugees? No it couldn't because it's a percentage, so they're not looking for a pound sign, and what the 'm' means, million. So could it mean metres? So they have to be thinking about the conventions of number, then, as an estimate is involved, they have to make sensible estimates...So they have to then start using some thinking processes to eliminate what won't work. So there's actually a lot in this activity, a lot of numeracy and literacy and citizenship (Citizenship co-ordinator, secondary).

At one school they had conducted a citizenship audit which provided a grid showing where citizenship opportunities occurred across the curriculum. It was recognised by another that there was a need to think imaginatively to create combined objectives across different curricular areas, such as geography and citizenship, to save time.

In other schools the timetable issue was resolved by dedicating a whole day to citizenship issues. For example:

> *We have a PSE day where we suspend the whole timetable… Some schools used to run it, you know, one period a week, never works particularly well, so what we've done is, six days a year, we stop all the timetable and the kids just have a day on a particular topic (Head, secondary).*

However, the problem of teacher specialism was mentioned more than once. For many teachers, citizenship 'would be rather low on their list of priorities', and an effective system of individual teachers monitoring the delivery of citizenship or global issues would not work:

> *You've got a problem in English schools. I think that if I want teachers in other subject areas to start raising global awareness or trying to follow some cross-curricular global citizenship education scheme or structure, they get very nervous because they're not specialists, they don't know what to do. I think it's very hard, I think we're not unique in that, that's very much an English school's kind of thing. So if someone said, 'well really all schools need to be doing global citizenship education' my heads of department wouldn't be queuing up wanting to be part of that, they'd actually be saying 'well that needs to go into PSHE' or something and they'd push it off probably to (name of teacher) or someone, and saying 'oh history and geography, they can do some of that', and in a sense they're the departments that already do. I think we have got a problem there, it's difficult (Head, secondary).*

Ironically, the flood of initiatives around citizenship education was seen by some as a hindrance rather than help. There had been so many directives over the last 25 years over civic attitudes, responsibility and so on, that one head said he 'lost track'. These initiatives were seen as fragmented, overtaken by yet other ones, with no consistency that one could trust. Global citizenship was no exception. A distrust of government (and therefore their websites) was an issue. Some schools got round the problem by simply not doing citizenship much at all; or by hoping that it happened somehow through the 'ethos' of the school:

> *We're interested in children becoming literate and numerate or in society, and that's our aim as a school, you know, that what all our energies have to be focused (on). And hopefully through the ethos and the other things that we do, they become good citizens (Teacher, primary).*

Summary of 5.2

For many heads and teachers, the National Curriculum was a key constraint. Citizenship and global citizenship did not come high on a list of priorities. However, others managed to find a way to subvert the National Curriculum, or use it creatively in order to find a range of cross-curricular approaches.

5.3 Curriculum areas and activities

5.3.1 Global citizenship through particular school subjects

In spite of the concerns about the National Curriculum and about cross-curricular issues, teachers of different curriculum subjects were able to give examples of how their subject contributed to education for global citizenship. Geography and maths have already been mentioned; we give a few other indicative examples here:

> **Science:** *But it's also like a big scientific laboratory, that… by any small change anywhere else in the world, will be magnified in Antarctica because of global warming and the Ozone hole (Head, primary).*
>
> **History:** *Again in Year 10 specific issues of democracy and dictatorship and how things work, I suppose, so although you're bound by the fact that it's 20th century and very European, it doesn't mean…[interviewer: the concepts are global ones.] Yeah that's right (Teacher, secondary).*
>
> **Language and literature:** *I'm really interested in global literature, quite a lot of the things are covered within the literacy, whether they were covered directly, but there's a lot of issues to do with global citizenship plus identity in the texts that have been chosen across, really from Year 3 to Year 6, so we did that as a kind of audit, and from that, [another teacher] and I devised this basic scheme and people add to it, so it's not by any means something people feel they can't choose something else to follow, (Citizenship co-ordinator, primary).*
>
> **ICT:** *…Lockstar or something, some programme where they've looked at farms across the world, compared farming here to global farming, and again, the point of that wasn't citizenship, it was ICT, but it was something that brought in global issues and so on' (Citizenship co-ordinator, primary).*
>
> **Economics:** *I think by Year 5 and 6 they have got quite a built in, sense of what is right and what is fair and what isn't, and when you explain issues, for instance when you look at trade, and they begin to understand who gets a cut of, and you talk about things like supermarkets and the control they have and that the farmers aren't necessarily the ones that are deciding the agenda and how much now things are driven in a global way and often that that's not necessarily advantaging people who want to set up small projects and that sort of thing. I think they can begin to get a sense of that, which I suppose is economics in a small way (Citizenship co-ordinator, primary).*

5.3.2 Specific areas of focus

Teachers also identified specific areas of global citizenship which ought to be tackled in the curriculum.

a) Heritage
Some teachers saw student needs in relation to global citizenship primarily in terms of the students' backgrounds and their needs to explore their own heritage:

> *Her [the interviewee's daughter's] response was that it's a very sort of Eurocentric curriculum and she's seven and she's picking that up, yet because of the fact that we have connections with India and different countries, she's very aware of the connections (Citizenship co-ordinator, secondary).*

> *I think if they had a choice, then they would want to learn more about their own culture and heritage. They're very interested in their country of origin. They're very interested in people that are still living in their country of origin and how they live, they're very motivated and enthusiastic about those sorts of issues. I think from choice that's probably what they would choose (Teacher, primary).*

b) Current events
However, the teachers also stressed the need to be flexible and to use events that were happening in the news to generate discussion. Some used on-line resources to download information (see Section 5.12):

> *...funnily enough that one about 'Peter's Place', the oil tanker, quite ironically that night after we'd done that there was a big oil disaster...that's right, and of course it was perfect timing, if you could ever thank God for a disaster it was perfect timing for my lesson, you know! We were doing about newspaper reports, instantly we had the Internet, we had the graphics, the photographs off the net, you know, instant news reports, they carpet those, they paste them...and they created their own rather lavish and splendid newspaper articles and reports about it, and of course it was perfect timing (Teacher, primary).*

> *If you make the curriculum interesting and exciting for teachers, and they help you make it like that, then you're going to make a success. And now you can't open the newspapers without global issues can you? Headline news or next to the headline, it's frightening really, and I think this has been...this is the best time for those who haven't been taken on board in schools to start looking at this curriculum, because what we do effects what another country across the world is doing, and I think that's got to be made very clear to people who just don't even think, and in the children now (Head, primary).*

c) Development issues
Some teachers consciously tried to include a development angle into their teaching:

In the third year, we have a whole term, 14 weeks, on development, where we actually compare a LEDC to an MEDC, a Less Developed Country, to a More Developed, More Economically Developed Country, and we compare Brazil with Japan…we try and make it very clear to the kids that economic development is only one type of development, and that MEDCs like America can have…can be top of the league table in terms of murder rates, or pollution rates, or whatever, so that we try and make it explicitly clear that development isn't necessarily a good thing (Teacher, secondary).

Other schools used the initially less contentious fundraising and charitable work to raise awareness of development issues:

We have an amazing reputation for aid, for fundraising to support Unicef. I can't remember the total, but in the last three years we have raised £14,000 or something ridiculous, which schools just don't do, yeah. It's having that reputation and building on that reputation. It's very easy for us to say we are global citizens, we owe it to these people to help them how we can (Head, secondary).

We did and the juniors, we did fill the shoe boxes at Christmas for the children abroad, and they got quite heavily involved in that, we all filled a shoe box or two shoe boxes to send to a child. We don't really know whether…it could have gone to Africa or Iraq or you know…' (Teacher, primary).

The problem was raised therefore about charitable giving in terms of knowing the recipients and therefore the students feeling involved. Bigger charities would not welcome being told specific projects to spend the money on:

Yes they'll accept it into that country, but then they take over how it's used. They were reluctant to get into any sort of detailed, 'it's for this particular village, it's for this particular… (Head, primary).

d) Local – Global links

Working from the local (or personal) to the global was an approach favoured by some teachers:

They need to understand what they're about before they can think about what other people are like (Teacher, primary).

One of the first modules that we started with was something called 'you and me' and there were a variety of activities within that unit, so for instance, we looked at things like desert island, which is about, in a sense, getting on with different countries, so on each island for example, there would be certain restrictions, things you can and you cannot do, and you've got to make a decision about whether you want to live on that island and what are the advantages…pros and cons kind of thing, so in a way, I mean we could apply that to our own relationships with other countries etc (Teacher, secondary).

Many examples were given of using issues like recycling, deforestation and pollution to demonstrate the links between local actions such as the use of

paper, or dropping litter, to link to larger questions of world use of energy or polluted environments. Trade was another source, with one teacher taking students down to Safeway to think about where goods they buy come from.

As well as relating playground fights and school racism to larger aggression, the discussion of rights was another way into this:

> *The classic example [of making a link between local and global issues] is imprisonment, and school detention. You know, schools have a detention, well we have one once a week, and they'll always talk about the rights 'oh shouldn't be imprisoned or whatever without just cause' and all the rest of it, and then you say, 'well hold on a minute, what's detention? Because you're kept in a room for an hour on a Friday night.' 'How does that relate?' and I could get my brain in gear to think of some more examples that we use (Teacher, secondary).*

Summary of 5.3

This section has been able to give examples of areas of the curriculum where teachers are developing global citizenship activities, as well as identifying where specific needs are perceived – in thinking about the heritage of children, in broad development issues, in current events and in local-global linkages. Again, this demonstrates the ingenuity of teachers as well as their awareness of the importance of a number of aspects of global citizenship in their teaching.

5.4 Planning and structures

While individual initiatives and opportunistic use of events revealed much creativity among teachers, it was also clear that, as with any curriculum subject, for global citizenship education to be successful, there needed to be planning and structure across the school.

a) Curriculum progression

The importance of listening to the students and of planned progression was commented on by the teachers:

> *The thing is with Year 8, they tend to be very much straight line thinkers, 'this is good, this is bad', and with Year 9, we're getting much more out of them in terms of 'well it might be this, well, but what if this' and again we use the 'Water for a City' [a teaching pack] and you get the kids to argue from points of view at a public meeting about fresh water for Birmingham (Teacher, primary).*

> *What I did was, there was quite a lot of funding available for citizenship, I took my teaching teams off to a hotel and the Year 7 went away for a day and then the Year 8 team, the Year 9, the Year 10, very nice!...I actually said that the approach that I wanted to take was in Year 7, I wanted to look at it from a local angle, Year 8*

national, and Year 9 the global perspective and I was going to have more of a topic based in Year 10, and that was very much because of initiatives that I was involved with…I like the fact that they started for Year 7 with actually looking at the locality and they felt quite comfortable looking at local issues, and then Year 8, you're more onto the national…Year 9 we are focusing on bigger issues, whereas Year 10 they start with a general booklet looking at democracy, Parliament, etc, whereas in Year 8 they look at the women's movement and the right for women to vote etc, and they follow that through from a historical perspective to current (Citizenship co-ordinator, secondary).

At a few schools, the issue of students' 'levels' or 'sets' were discussed, in terms of ability to understand global issues. In a rural school, teachers might have to have a 'mixed age' plan. Elsewhere, some schools organised citizenship education classes according to student 'sets' which had been decided by other subject abilities. Mostly teachers thought 'higher set' students understood the complexity of issues more than 'lower sets'.

I've got a middle-set, so they're very, very active, very alert about what's going on around them, so I would definitely say that they are thinking globally, and it is very apparent in what they come out with within the lessons definitely (Teacher, secondary).

You're developing resources and you're developing ideas, it's kind of useful to develop those ideas with our higher set classes if you like, because those are the students who are most likely to be receptive to new ideas, to broadening horizons, who are generally more receptive to global education issues…It's a little bit more difficult usually to address those issues with lower set classes, so a lot of the materials I've got here I've designed with the interests of my classes in mind, but I've also tried to bear in mind how lower set classes could also use them, so I've tried to develop resources that will challenge the higher ability student but are also accessible to students lower down the ability ladder (Citizenship co-ordinator, secondary).

b) Building on experience and relating to learners

There were discussions on how children's learning would need to be built on their experiences, very 'natural' or 'hands on':

That's how we know children learn, they build on their own experiences of their world and then as they mature, extend it into that other world that they don't know, but they begin to learn about (Citizenship co-ordinator, primary).

This belief of building on experience led teachers to use games and simulations to deal with global issues, or to find everyday objects to relate to:

There's four children in my class that wear glasses, so they understand the need for glasses, they understand that without them it's very difficult to see properly…so they could empathise [with children in Africa who have weak eye sight and don't have glasses] (Teacher, secondary).

Teachers said they would talk about the similarities, and commonalities (e.g. saying "right, you think you're the only person in the world who hates doing homework, actually there's a girl in Australia who…hates doing her homework too") or discussing issues of rural communities at rural schools:

> *That would be much easier to make a similarity so that children have an empathy, so that they will have an empathy far better if it's rural to rural (Citizenship co-ordinator, secondary).*

c) The link to PSHE

One headteacher suggested that teachers found it useful to start from a PSHE framework (see also staffing):

> *I think teachers are too busy to start from scratch, and it is a new subject, and their way of it, they're very good at the moral, local type of PHSE now (Head, primary).*

Yet one teacher who was a trained social science teacher from before the advent of the national curriculum made an important point about the need for education for global citizenship to go beyond the survival needs of the individual to the social and political structures that shape lives and life chances:

> *When you talk to somebody about citizenship it's almost impossible to define it, because everybody defines it in a totally different way…I went to that course and it was…it was like…as far he was concerned it was still PSE and that really annoys me, because he was talking about teaching…he was talking about health education and if I'm talking about health education I'm talking about life chances and the fact that if you're born in a working place, you're seven times more likely to get Rheumatoid Arthritis etc…and we use all these statistics to show youngsters how your life is very different depending on where you're born (Citizenship co-ordinator, secondary).*

d) The need for a whole-school policy

The cross curricular nature of education for global citizenship meant that some teachers and heads recognised the need for a whole school policy:

> *Otherwise, it's a bit of hit-and-miss, because some teachers will do it well, some teachers will do it adequately and some teachers might do very little, even though it's in the ethos of the school, and we're generally a school that encourages children to be active citizens and thoughtful and reflective citizens, it doesn't necessarily mean that they're going to be in depth about world global issues unless there's a structured approach (Teacher, primary).*

> *I know that the head will give you a couple of our international policy and development plans for the last couple of years because the link and global citizenship is very heavily in the school development plan, which is of course the place where you need to be (Teacher, secondary).*

Many respondents mentioned the need for 'structure' or a 'structured approach' to build confidence and to ensure some sort of harmony, avoidance of overlap or, conversely, avoidance of a partial or defensive approach:

> *Everybody you talk to, 'oh we're doing that in all our other lessons, that is what you hear I'm sure time and time again, 'we do all that already.' I can't see how or why, and a lot of it was, one teacher would be in charge, would give a few worksheets to a teacher who half understands them, who will deliver it to a class (Citizenship co-ordinator, secondary).*

> *Now whether we need a policy guideline to help us with that, I don't know, sometimes we're overrun by policies…I think the important thing is to provide, as I said, a balanced viewpoint (Head, secondary).*

Others were happy with different people taking responsibility for different parts – one person doing community initiatives, another the environment. But this would clearly require information:

> *We did a questionnaire for each head of department in those subjects to find out what exactly they are covering in each Year group…So there are 19 different areas which you are supposed to cover with citizenship, and they would write down if they covered it in Years 7, 8 and 9 and what topics they did, and then what detail. So from that we got an overview about the areas where we had gaps, the areas which we weren't looking at and we weren't covering, and…I condensed it into that (Citizenship co-ordinator, secondary).*

Summary of 5.4

As with any curriculum area, thought needed to be given to planning, progression and a structure for learning. There was a debate about whether global citizenship education should emanate from PSHE, or whether a whole-school policy was important to ensure the inclusion of a more political stance.

5.5 Teaching methods

Teachers stressed that they used a variety of teaching methods in education for global citizenship. We briefly summarise these here:

a) Discussion, debate, dialogue

Teachers would use drama; role play (such as fighting over a piece of land, developing their arguments); discussion forums and practice in debates; discussion over an item on the news; and circle time. Despite this stress on discussion, the standard worksheet also featured in education for global citizenship and one teacher also made the following general point which corresponds to some of the comments on teaching controversial issues:

> *One of the problems, certainly that I've identified, is that a lot of teachers are still not comfortable with active participation of their*

students. So we make huge assumptions that all teachers are comfortable with the discussion, we make huge assumptions that teachers are happy to say, actually I don't know the answer to that, I'll go and find out. And they're actually probably the biggest two barriers…we still have lots of teachers who…their security zone is to have total control and to have total knowledge if you like (Teacher, secondary).

b) Visitors

These were seen as a powerful method in education for global citizenship. One can show a video, but a real person 'brings it to life' and can bring in different materials, or share their culture. Teachers would invite cultural dancers or musicians to 'enthuse' the children, as well as making use of visitors from a range of countries. This was seen to change attitudes, with children taking such attitudes home to parents. Having visitors is particularly important in terms of children formulating questions and feeling free to ask things:

I think when [a teacher from Gambia] comes it's wonderful because they really get to know her, she's here for two weeks and she's been the last two years, and they ask her all sorts of things and find out about life in the Gambia…although their lives are quite different, we're actually very similar people, and I think that's good for them, and it's placing questions to them and just letting them discuss their own ideas about what being a good person is. (Teacher, primary).

I mean we always encourage from Birmingham University, when they bring their international students in here. Anything that allows my students to interface…Different people from different places with different perspectives is very, very powerful, we've had Sri Lankan teachers over here, in debates with our kids, we've had links with South Africa and kids in Soweto on the internet, it's about developing those links, because that's how students become global citizens (Head, secondary).

The kids stare initially but they are allowed to stare and if they stare, well, when they stared at [three teachers from Ghana] they come over and sit down and the kids could say what is it like in your country? They could say things like are you all black? Are you all poor? And it's okay to ask those questions and nobody is going to laugh at you, nobody is going to shout at you, no-one is going to be cross with you and they are the questions that our kids need to ask and they are frightened to ask them because there is no place, where in school can you ask those questions without worrying that you are going to look ignorant. Well, if you can't ask those questions you are always going to wonder and then maybe be frightened when someone is different to you, you don't understand (Citizenship co-ordinator, secondary).

c) Visits

Equally powerful was going out of the school on visits:

Probably twice a year we send students out there…to Ireland to conferences, and that's a very powerful thing…it's not just the one bolt

on, it's a regular part now for many of our sixth-formers in terms of their knowledge, and I think for me it's very, very powerful (Head, secondary).

It's an anecdote but it kind of adds something to your early questions, when I was at my previous school, I took, because I'm a history teacher by training, I took some Asian students to Poland to see Auschwitz, a concentration camp (Head, secondary).

It was acknowledged that this was not a directly 'causal relationship' and that students would suddenly become global citizens, but that it was an incremental part of changing the culture of the school, and of changing perceptions. Visits do not need to be overseas, however:

Liverpool…we went to stay there since we saw you, four days in June, and there we tried to give as wide range as we could in those four days. I mean we visited a school, because that's the best way, and the children are best taught by each other (Head, primary).

d) Communicating and the Internet

There was excitement about the potential of the Internet in global citizenship, directly or indirectly. The Lockstar programme was mentioned as an ICT lesson but which brought in issues of global farming. Looking at webcams enabled actually seeing the weather and 'getting a feel' of a place.
One teacher thought:

The internet provides an opportunity to access information to maintain or develop a global perspective in a way that I think students really haven't developed through education over the last, ten, twenty years in Britain (Citizenship co-ordinator, secondary).

Not just information, but the potential for communicating directly with people across the globe had huge potential:

Letter writing is great, it's a great start, but there's a big time lag and it's not like talking face to face with somebody who is fourteen but has spent three hours working before school, preparing for the evening meal, so I think that will be the next most exciting thing if that comes off, and then if we've got video conferencing between the two schools that would be fantastic, and that would bring another culture right into our library (Head, secondary).

e) Links with other countries

This then relates to different types of links with schools in other countries. There was awareness that such links were valuable, but whether this actually promoted global citizenship was less certain:

We do have links…one or two emerging links with Finland…with a sports college in Finland, I've been to America to discuss various sporting issues. But it's not a major plank in our work in terms of global citizenship, it does have a major influence on our work in citizenship (Head, secondary).

It's my gut feeling that generally speaking parents are proud of the fact that the school is involved in this sort of work [school link with Ghana], but I couldn't prove it on the basis of an objective questionnaire, but no, we didn't have any negative comments (Head, secondary).

The question of asymmetries in the relationship cannot be overlooked. In a link with a poorer country, the funding has to be from the UK end, and even asking the link school to send photographs means making sure they have the money to do that. A UK head would be looking for curriculum development and teaching/learning styles; a Gambian head would have an eye on resources and travel:

And the other thing is...that crops up is this debate...what is the purpose of our link, for instance, is it to do with learning from each other on a... we try and create an equal footing, and that's very difficult to do, because it doesn't start on an equal footing... (Head, primary).

I mean, up here I have got some problems, I was in Ghana in this area, and I did an exhibition, and one of the really important things was that the people didn't look at it and say oh God, those poor, poor kids, those poor starving African kids, you know, I don't want them to...So I have tried to choose ones who delight in their life. It's very difficult, particularly, with this link, it is very one sided, but are trying all the time to draw out the things we have in common. Things like football, learning English, having families, and trying to emphasise the things that we have in common. I mean, that's a really good question, because it is hard with such a total lack of balance in terms of the relationship (Head, primary).

There was quite a lot of discussion on funding, having to write bids, and therefore the time involved. One head recounted at length the difficulties of links. They were trying to establish a link with India, but the choosing of the school in India was seen as a very delicate issue, 'which reflects the situation the school is in, because of course, you'll probably be aware of the issues over the Sikh community and the Hindu community, and then the India/Pakistan issue'. Hence the choice was of a new, modern city, without the political connotations of other cities, and it was hoped this would work.

Nonetheless, other schools were completely 'sold' on links, in terms of tackling questions of race (i.e. 'opening the children's eyes') and in providing a sense of empowerment:

I think it [school link with Ghana] has had an impact right across the school at every sort of level. It's made us as a school much more overt about saying we want our students to believe they can do something to change the world, to encourage our kids to believe that they can individually make a difference, it's made us much more international in outlook which is quite significant given the history of this community in the school, when I arrived here they used to talk about the kids having a parochial outlook, very much village kids, which seemed to me ridiculous in the late twentieth century really but this

working international link has blown away any suspicion of parochialism (Head, secondary).

People were being asked to give up their time (and school funds), but the payoff was peoples' excitement about the teaching and the resource projects. A link can provide a specific endpoint for children's activity and enterprise. One school raised money for a school in Malawi through a school concert:

By just sending £130 to the school it's actually increased the numbers of children going to school, because they're getting a school dinner, they didn't have school dinners, these children didn't get food, so because they're now getting more food, they're now getting more children to school. So you've actually got a role-on effect of less starvation and more education, just by a very simple donation really, which apparently will last up to six months. So that's one of the ways I'm trying to get them to recognise that, yes, we are a long way away but you can actually get an effect by doing a simple thing like that (Head, primary).

f) **Headteacher and teacher experience**

Interestingly, there was a view that an important aspect of international experience, links and visits was the education of teachers and headteachers:

I am terrible at geography and then I went and I think that changed my life. And it sounds really cheesy doesn't it? Going to that country and being in that place really changed everything (Citizenship co-ordinator, secondary).

There was an increasing emphasis on leadership management and headteacher training on 'the global dimension' with study visits becoming more common. This was seen by many teachers as 'the single most powerful way of influencing the head':

The easiest way [to get support] would be to get the Head out to another part of the globe to experience another education system, to experience another culture, not always that feasible I guess, I suppose the next best way is to sell it to the Head that it's going to make for a more motivated higher achieving kids… (Head, secondary).

An international visit for a Head teacher is a powerful thing and if you concentrated on that, that's probably the most effective way of ensuring that a global dimension develops in the school (Head, secondary).

Summary of 5. 5

Global citizenship learning is seen to require interactive approaches: not just the interaction of debate and dialogue in the classroom, but also the 'meeting' with a range of people through visitors, visits, and links with schools in developing countries.

5. 6 Perceptions of learners' needs

Teachers were asked 'what do you think students' needs are in terms of global citizenship education?' Several teachers seemed genuinely surprised in that they had not thought about it through the students' eyes before:

> *That's a very good question, and I don't know…you're going to ask them, aren't you? I would be interested to know what you find out (Head, secondary).*

But after a while most teachers who said 'I don't know' did some guesswork (even though a few teachers refused to answer this question in case they gave 'wrong' or misleading answers, knowing we would be asking the students directly).

a) Global issues

Most teachers realised that students were interested in knowing more about global issues. They suggested that students are more aware of what are happening in the world than ever before. There were 'really on the ball' and interested in environmental and political concerns:

> *I think that they're aware quite well about global issues, more so the ones which have become prominent, like deforestation, pollution, debt, famine, starvation, rain…and governments which are not ruling properly or which are not treating the people of their country properly, and things like that, floods, earthquakes, there are these, they will be well aware of this (Citizenship co-ordinator, primary).*

> *I do think they like the global situation, I think also because they see more of it today, I mean they've got so much access to the media and information and so on and I think also, a lot of the time, they can actually see some of the changes in their own area like the recycling boxes and so on (Teacher, secondary).*

> *It's global issues, so Year 6 have done child labour. They decided that, I didn't. (Head, primary)*

b) Justice and fairness

Beliefs about the 'nature of children' seemed to influence how to approach them at school. Because of a sense of justice, students were interested in 'real issues', and it was felt these could be tackled from an early age:

> *However were you to ask kids what they wanted to learn about I would have thought that human rights issues would be quite high up the list, because as I say kids do care quite passionately about what's right and what's wrong with the world (Head, secondary).*

> *I think by Year 5 and 6 they have got quite a built in sense of what is right and what is fair and what isn't, and when you explain issues, for instance when you look at trade, and they begin to understand who gets a cut off… (Citizenship co-ordinator, primary).*

c) Curiosity and asking questions

Some teachers also thought children were curious and would like to explore issues in depth, even at a young age:

> *Children generally are inquisitive, that's part of children isn't it?...So if you can foster that and encourage them to pick up an atlas or to go and find out a little bit more information (Teacher, primary).*

One primary head teacher mentioned that when he taught about issues in another country by using pictures, he would not just describe what people in the pictures were doing (in his words, 'staying at a very surface level'), but would explore in depth the issues in the picture:

> *'Here's some people pounding rice, this is how Gambians pound rice.'[Usually that's the] end of story. You're taking it another step aren't you then? In terms of the sophistication of what you're doing, you start bringing the issues of...this interdependence thing, isn't it? (Head, primary)*

About a third of teachers mentioned that students would need to have a space to ask questions and to voice their opinions:

> *Well I think...the children have got a right to say what they want, and I think you've got to say to them, everybody's got a right to their own point of view, even the children have, haven't they?...hopefully by talking, coming to some solution, which is bringing them round to the right point of view, rather than just ignoring them or saying 'no shut up', I think you've really got to talk through with them...but I think you've got to be quite rational and let them have a say, I mean it's just open debate isn't it (Teacher, primary).*

Some teachers seem to use students' questions for opening up debates and linking up with other subject areas, so that 'going off on a tangent' was quite productive. Teachers thought students often would like to ask political questions too.

> *I mean children, B [a name of a student] was saying over lunch last week, 'can I talk about what I read in the newspaper', so I said 'fine', and she started discussing Iraq and oil, and the war, and Bush, and it was just like she was a teenager talking, but she reads the papers, talks to her dad, and she had her own opinion. I said to her 'we're not supposed to discuss politics', so she said 'you're my friend as well as my head, I want a discussion' (Head, primary).*

Linked to the value of visitors (above) another primary teacher thought it was important to provide the opportunities for children to ask 'why' questions in innocent ways. Her students asked the researcher (who is originally from Japan) questions including 'why are your eyebrows so short?', 'why is your hair so straight?'. The teacher commented:

> *They were asking [you] some quite interesting questions, weren't they? And just purely about the physical...looking at you the physical differences, and if they can ask that in a fairly innocent way...I*

suppose having lots of visitors in from different countries, is really useful because they can ask those questions and have them answered can't they? (Teacher, primary)

d) Bringing something to life

Within global citizenship, teachers recognized that children needed things to be brought to life, 'so that they can actually see children or people in another country and the conditions that they live in' (Teacher, secondary):

> *You can't give these kids a map, because they can't…they don't understand it, you know. You might say "yes, there's Greece", but if you said to them "where's London?" or "where's Britain" on a map, they just would not be able to comprehend it because they're looking at it and they don't know what it is, they don't recognize the shapes like we do…so what we don't want is printed material, we want ideas for actual physical and sensory resources and materials that we can make and ideas (Citizenship co-ordinator, secondary).*

Visual resources were mentioned as the tools to help bring issues to life for students (this will be discussed in the 'RESOURCES' section), as were hands on experiences:

> *So for instance in the Brazil module, probably only a quarter of the lessons are textbook driven, a quarter maybe worksheet driven, a quarter maybe sort of visual stimulus or other things. For instance, one lesson we make a shantytown, we actually make one, a model one. Yeah we make a model shantytown, so that brings it home very clearly as to some of the difficulties for these people. A whole range of strategies (Teacher, secondary).*

Preparing education materials which were relevant to students' backgrounds and which raised students' self-esteem was seen as important by one secondary teacher:

> *So we have some communities here, for example, we have some Mali students, and Yemini students, who, you know, really there is not much of the curriculum which is relevant to their own backgrounds…. So that, if we are talking about, Islam, for example, a lot our students are Muslim so that's very relevant, and you know, you see peoples' ears pricking up. It's good. It's something they are interested in and it raises self esteem (Head, secondary).*

e) Need for clear information

Teachers pointed out that students would like to have 'clear information' on issues and also that 'they do see the double standards that are being presented' (Citizenship co-ordinator, Primary). Primary teachers thought children needed information on how the war will not affect their lives directly:

> *And I think also some children were worried that the war would affect them here, that…will I get hurt, will it affect me and if young children are saying 'I'm worried. Will I be hurt in this war', you have to allay their fears and tell them (Citizenship co-ordinator, primary).*

At the same time, one teacher thought that when she taught issues of war, students would need to understand 'the reasons behind what's going on':

> *I suppose, trying to teach it… I mean obviously if you're talking about weapons you've got to understand the reason why people have weapons and so we're not just talking about war, we're talking about protection as well. Taking the fact that people are trying to avoid war by having the weapons, I mean that's what the Americans claim, isn't it? And the fact that if one country feels it's stronger than another country they may feel that they won't be picked, I mean Korea is in a similar position at the moment, isn't it, where it's developing weapons. I don't know really, I've not really ever thought about it that deeply to be honest, but the children certainly need to understand the reasons behind what's going on (Head, primary).*

g) Agency

The need for a sense of empowerment was mentioned above, for example, in seeing the effects of fund-raising. However, this was not always straightforward. Joining an anti-war demonstration was not one of the options which all schools provided for students. In theory, the teaching of global citizenship ought to encourage having a sense of agency, finding a voice, participating in local and national action; however, this clearly caused problems for some schools:

> *Some of them [students] were very interested to participate in a demonstration, but I think we understood their concerns and their mode of action, that they wanted to do a demonstration, however we said that as a school we will not go along those lines…that was not the action that we were to follow this year, and we explained to them that we will support the people, and we stand for all these things, but then we weren't able to provide them the facility of demonstrative environment (Citizenship co-ordinator, primary).*

h) What students would find difficult

While the majority of teachers thought children could cope with – and enjoy – the issues in global citizenship, there were a few teachers who thought students would find certain aspects of global citizenship difficult. One aspect was what they perceived as 'big concepts':

> *One of the key things about global citizenship, it's very difficult for children to actually grasp anything further than down the road really (Teacher, primary).*

One teacher thought that some students would not understand the concept of 'global' and 'global issues', that 'the kids won't understand a word'. Also in terms of children's developmental stages, some teachers thought that their students were not up to the level at which they would understand 'further afield' because of their ages or their 'ability':

> *Some of our children are only aware of themselves, only just beginning to be aware of themselves, so if you're at the level of a young child beginning to be aware of yourself and your environment*

and the difference between yourself and the environment, it's difficult to think of things further afield (Teacher, secondary).

Others, of course, were deriving strategies to move from local to global or build on awareness, as outlined above.

Summary of 5.6

Teachers appreciated students' desire to have greater global awareness, and that this desire stemmed from their concern with justice and their basic curiosity. Students would however need any abstractions to be brought to life, they would need very clear information and would need a sense of being able to create change.

5.7 Global citizenship: War

During the interviews, war and conflict constituted a recurring theme, even when not asked about directly. This was clearly a very important issue within the area of global citizenship, and one which raised many concerns. As with the students, we are giving this a separate section here. What is apparent is that teaching and learning about war has moved on from the old history curriculum versions of battles, victories and defeats, to a far more sophisticated treatment of conflict and the recognition that even young children both can and need to understand cause and effect of global conflict.

a) Centrality
First of all, there was mostly agreement that war should be discussed, that even young children 'wanted to know about wars, and why'. Eleven year olds were reported to be having very good discussions of Prime Ministerial decisions and whether we should be going to war:

We can't hide it, so we want it discussed (Head, primary).

I don't think you can…you can't protect them, you can't isolate them from what's going on in the world, can you? I don't think… and when September 11th, you know, and America…because they were all seeing it on the television, so it wasn't something that you could isolate them from really, but they are quite aware of all the things that are going on (Teacher, Primary).

There was recognition that there is a 'barrage of news' and children are surrounded by it, so the school cannot ignore contemporary war:

So you kind of have to engage with it really. I think it's important that you don't shy away from answering questions on an individual or small group basis (Head, primary).

Then there was consensus, however, that a complex approach was needed:

> *The key is that war isn't about sides, war isn't about winners and losers…I don't think people need to say, oh 'Saddam Hussein's got to be kicked out' or 'President…' I think the key issue, because there's wars all over the world, they mustn't think this is the only war, I think the key issue is to think why do wars start usually. To be fair they're usually over land, religion or politics of some kind… you have to discuss about, is it the best method, what does war mean? War equals suffering whichever way you look at it, and it isn't necessarily those who are killed, it's the knock-on effect on the economy, and I think they're old enough to understand that (Head, primary).*

Others wanted to look at the alternatives to war, or to present 'both sides' in terms of the merits of going to war and the reasons against. This sounds like a 'rational' way into the discussion; for another teacher it was about understanding emotions:

> *I think the thing that a lot of them missed is they didn't appreciate the passion and the emotion that is involved in the whole issue of conflict in Ireland, I think they were missing that, they couldn't understand why people felt so strongly about it, to them the IRA were just terrorists, they were just completely wrong people who should just be locked up and then throw away the key (Citizenship co-ordinator, secondary).*

Where there was more debate was on how far a teacher would express their own views. One teacher in a Church of England school was adamant that though they taught Christian beliefs and values, they also taught about 'other' beliefs, and said repeatedly that there was never indoctrination. So with regard to war, the stance was:

> *I think we try and ask the children what their opinion is, we do not dictate, we never here dictate to children, we work from what do you think, what do they think and when you get that feeling because there may be a for and an against in anything like that, just to go down the line of the whys. People may feel strongly that there should be a war, they may feel not, it's again justifying the reasons why, but trying to make a middle road of, well 'this is it' (Citizenship co-ordinator, primary).*

Can one take a 'middle road', the compromise position, on something like war and conflict? As one teacher pointed out with regard to dealing with a suggestion that war is 'good':

> *Maybe it might be through they think it's like a play, and I think you'd have to tell them that war means that some people get hurt, it's explaining…how can something that will hurt people, again they don't understand, the older ones may project death, that people will die, that people will be hurt, that cities will be destroyed, how can that be good? (Citizenship co-ordinator, primary)*

Yet the same teacher was clear that it was about consequences:

> *I don't think we as teachers ever say, that's right, that's wrong, we're not here to say that, we're thinking of consequences, and that's what citizenship is about (Citizenship co-ordinator, primary).*

b) Ways into the teaching about war

Ways into war within citizenship education could be through 'law and order' or religion. Some teachers gave examples of how they found approaches into teaching about issues of conflict through stories, history and writing diaries, that is, trying to see conflict from another's point of view (with the example of Zlata's diary, a child caught up in the conflict in Kosovo). Many referred to the students' own experience. It was felt students could empathise with the suffering, with the fear and with the hurt; also that conflict could be related to their own playground experience:

> *...because it's the same as their arguments, if you link it to them, they fight in the playground, 'what are you fighting over?', it's usually over property, or someone who's been attacked in some way, or hurt verbally or feels something is unfair, or they're jealous and if you use all those and make it bigger, it's the same really, it's the same intrinsic issue isn't it? Or people who are spiteful to each other, whether it's racist taunts or calling people thick or whatever it's the same essential reason to start being aggressive (Head, primary).*

> *I would probably take a totally humanitarian point of view and say that it's very sad that people have to continue to argue and fight, and its not a good example for us. How we stop fighting in the playground, I'd put it at their level really... (Teacher, primary).*

It was recognized that students may have relatives personally involved in the war and therefore, knew it was real:

> *Some of the children they knew people who were affected by it, because they were soldiers who were going abroad, so we did actually touch on that, we did talk about it (Teacher, primary).*

Teachers were having to deal with all sorts of misconceptions and confusions with young children (that the war was happening in America, for example). They were also having to deal with strong views:

> *A lot of them have very strong feelings about, for example, they feel that Saddam Hussein should be murdered, he should be killed, executed, that's a lot of them that is, cut and dry, that is one way of solving this whole thing, and so you're dealing quite often with quite strong opinions (Citizenship co-ordinator, secondary).*

One school was particularly aware of the immediacy of the issue and of the need to involve every student in the school in something so important, and to give them an 'outlet' for questions and emotions:

> *I did 6 assemblies, with the 6 Year groups, in a day. Which was quite something to manage, but it had to be done. And we put out a memo*

to staff to say this is what we are going to do in tutor time about it, we have got a war out there on which are these cards, each student in the school has a card on which to write any comment or any feeling, or any question about the war. We realised we couldn't have a discussion involving 1400 students, but we could have a kind of open display discussion by doing that, so that was a case of providing an outlet (Head, secondary).

There were clearly very many innovative and thought through ways into enabling understanding of conflict. One teacher used a video of the Bloody Sunday march in Northern Ireland:

It was pretty hard hitting stuff, and it's pretty graphic, but I selected clips from it to try and get across to the students just where this type of feeling comes from and trying to get the students to appreciate, if you're there on a peaceful march, watching your brother or your best friend be killed by a soldier you've never seen or never met before, then how is that going to make you feel, and once we did that, a lot of them responded a lot more positively to appreciating why there is the depth of feeling in Ireland that there is (Teacher, secondary).

For young children, there was some concern that they would get 'upset' by discussion of violence, but there was agreement on the importance of children being able to express their views. Clearly there was the requirement for respect for others, with staff needing to monitor this, but it was felt that children needed to 'let off steam' and 'open their valves and say what they want to say'. Everyone shared the value of discussion and debate, with some saying how the children had 'intelligent' opinions about how it should be dealt with, others being concerned about the highly negative and sometimes racist views of students. One teacher talked about the involvement of children in the class with direct experience of conflict:

You might say something that is not too threatening, you know, say 'some of you have been in wars haven't you, would you like to put your hands up.' You might just do that without saying, tell us about it, so it's much less threatening for them to indicate in a situation like this, or however you might express it (Head, primary).

c) The Context of the School

The context of the school itself was of much significance, and the composition of the student body. Teachers talked about whether they had children from the Middle East region and how that needed to be dealt with sensitively or neutrally in some way. One recounted:

So for instance in the last war, in the Middle East, a Sikh student said to me, I would go and fight, meaning that he would go and fight for the Americans, because he's anti-Muslim, where as in other schools in the city, we had Muslim kids who had completely the opposite view. So the context of the school is very important, I'm not sure how much you can do this at a very general level, I mean you can, but they're quite subtle issues to deal with aren't they, it's not like you can just read a quick fact sheet on how to deal with these (Head, secondary).

This recognition that 'you can't just read a fact sheet' was common to all teachers. Yet the student and community composition was vital to decisions on how to tackle issues:

> *I'd like to do something like that on something more controversial but it would be very difficult to manage, you know, this Jewish teacher has said he would happily come in, but I don't think he'd have any idea of the hostility that would face him and it would be not impossible to manage but it would certainly…you'd have to work very hard to keep the lid on things (Teacher, secondary).*

> *You know, for us with such a large percentage of our students being Muslims, we have had some difficult times to deal with in the last couple of years…the most recent, the Iraq war, could have been quite difficult for us…Whenever we get an issue to do with, like the India Pakistan thing, global events can impact seriously on the school, because our communities can be easily wound up against each other (Head, secondary).*

d) Teacher comfort and confidence

Some teachers were clearly uneasy or lacked confidence in dealing with the issues:

> *Well we haven't really talked to any great extent to be honest, about it, because I don't know much about it myself (Head, primary).*

> *The children did mention the horrific images some of them had seen of September 11th, and I think as staff, we didn't know quite how to deal with it. I mean, because none of us are old enough to remember the war, we hadn't had anything like that happen in our lives, so how were we supposed to cope with it…. So we would just keep to the routine, rather push it to the side I am afraid, in order to help the children settle, because that is what this school needs (Teacher, primary).*

> *But then yes there are some difficult issues that you need to talk about, and 'why are people doing this?' coming back to the similar things that you'd discussed with them, that people just don't understand each other, and they don't understand what each other are about, I'd probably approach it from that angle, not get too deeply involved with anything political. Talking about people and how people, well, will hopefully live more harmoniously (Teacher, primary).*

The value of Assembly was therefore noted in helping staff to tackle the issues. Members of staff were seen to have 'strong feelings', therefore school assemblies could 'take the responsibility':

> *…Global citizenship and international things that are going on in the international scene, it is easier for the Head teacher to talk about it in an assembly, maybe to bring out one or two children who want to contribute and to sort of tease out the issue a little bit with everybody*

there, because its quite hard for individual teachers to deal with that (Head, primary).

Yet it is equally clear that not all teachers have difficulties in dealing with the issues and for all the teachers who express anxieties there would be others who revel in it and seize on the opportunity to incorporate it into their teaching:

I mean after September 11th, I was obviously standing up in staff meetings and saying 'you must let people talk if you're comfortable and just let them talk, you don't have to condone or condemn one particular course of action or whatever' and some do. For the history teachers who love a real serious dialogue and discussion in the class, it was a gift to them to talk… and there are so many things in common with all the things they're teaching about all the time, and of course they're trying to educate not just to teach what happened in the past. So there was huge discussion around there, and I'm quite sure other people just said 'right, we're just going to do our subject today' because they're not comfortable, and that's true with sex education and everything else isn't it? Some teachers are comfortable and others are very uncomfortable, and you just have to let them play to their strengths, but lots of people on this staff would have been happy to have the conversation I had, certainly half of them I would say (Head, secondary).

e) Learners feeling relaxed and safe

Creating an environment where students feel relaxed and safe was recognised as an important aspect of teachers' work by several teachers. 'Reassuring' them of their safety before discussing issues of war was often mentioned:

I think a lot of the big issues teachers find hard are war, famine, you know, disease, and I think as well it needs a little bit more guidance and child-friendly really, so that people can talk about it without frightening them. I think that's the line isn't it? (Head, primary)

Some of the children, so much so that somebody asked me the other day, 'oh they're going to attack a particular mosque in our area' (Citizenship co-ordinator, primary).

We have children here who have been attacked in their own countries, or seen their family, other members of their family for instance, the war is very real (Head, primary).

f) Responsibility for deciding the stance on teaching

This diversity among teachers about how to tackle war leads to some possible anxiety from the school management: one headteacher took a quite directive stance on teaching:

I can't have staff saying to students, 'I'm opposed to this war, and this is why', because we mustn't indoctrinate students with our own political views, or whatever, that would be quite wrong. So I have to issue guidance to staff to say these are the things that it's acceptable

to say, and these are the things that you shouldn't say (Head, secondary).

In another secondary school with a very diverse community, there was more emphasis on raising the awareness of both students and staff about global issues, inequality and equality, conflict and resolution world-wide. This would imply a much more focussed staff development programme than simply guidance on what to say and what not to say. In yet another school, it was left up to individual teachers:

We talked about it in a staff meeting. In a sense I can't quite remember what the conclusion was. It was basically that people should deal with issues as they arose. I don't think we felt that it was something that we could, because it was so controversial, you know, there wasn't one way through the situation, other than expressing sympathy and regret and those sorts of emotions, you know (Head, primary).

It was felt that in some ways it was no different from other sensitive issues:

I think that's part of being a teacher really. Understanding your children and going along with the right moment to go with it. I don't think that's specific to global citizenship because there are lot of issues that are maybe difficult. Within RE as well. RE is another issue where, you know, we are talking about somebody's religion which may be very deeply held for them, so we have to get an atmosphere which is respectful of that, and appropriate (Head, primary).

g) Student participation and protest

One issue which came up at the time of the research related to the various demonstrations about Britain's participation in the Iraq war, and whether students should be allowed/encouraged to participate. There was a degree of ambivalence:

They had done a demonstration in Birmingham, and some of our students did escape and go on the march, not very many, but a hundred and seventy out of 1400 did go, so over 10%. So we talked about that and how productive it had been, because it didn't really raise the war, raise the war as an issue, it raised youth bad behaviour as an issue, you know, so we spoke about that and the fact that those on the march would have to make up the time they had missed in detentions…Then I talked about the fact that the war had already started, that it wasn't any point in demonstrating against it anymore, that prayer would be more useful…You know, people had gone out without permission, there had been lesson time missed, they have to make up the lesson time (Head, secondary).

I mean hopefully the situation will never arise again, but we might provide opportunity for the people to demonstrate or to show their opposition in someway within school. But we certainly, I mean, I could never give students permission to go out without any control, because we are in charge of the students, and when we have got them, we have to behave as if we were their parents, so I could never give

students permission to walk out of school, if they are under 16 (Head, secondary).

Some students at these schools mentioned to the interviewee that going on the march was worthwhile thing to do and they could not understand why they were not allowed to 'do something' when they were taught to 'do something' through citizenship classes.

Some teachers talked about the need for safety and supervision; one teacher on the other hand saw the need for direct involvement:

> *Why do I take them [my own children] on the march in London? Why do we chat through about what's happening in Iraq? Because I want them to perceive and understand what is going on. I have friends in Iraq, a friend in mine who lives in Baghdad, who's divorced, so for my own children, they've wrote the emails from him (Head, secondary).*

One school had allowed some expression of protest in the school:

> *You have to draw a line somewhere. On the other hand there was some very, very strong anti war statements there, and that's fine. You know. We let the students put those up there. To the extent that some of, one or two visitors have found them a bit offensive. But you know, as I said…. We let our student community represent their views on the wall, and that's that (Head, secondary).*

Summary of 5.7

In talking of learning about war, it is possible to identify many needs here: dealing with controversial issues and events, knowledge of war, dealing with possible hurt, trauma or racism, raising teacher confidence in student participation and possibly developing suitable materials for all this. But it is clearly a vital area for inclusion.

5. 8 Assessment of global citizenship

When issues of assessment were discussed during interviews, most teachers expressed uncertainty or concern, although some had thought through specific assessment ideas. Their views were as follows:

a) Uniqueness of global citizenship education

What was clear was that global citizenship education could not be assessed in a conventional way. There was reluctance to think about any form of grading:

> *It's very difficult to assess, I don't know how you'd go about assessing it. I suppose…I don't know, it's very difficult, I suppose it would be attitudes more than knowledge with children that you'd have to*

assess. It would have to be their attitude…oh, it's very difficult, I don't know whether you could assess it, really (Teacher, primary).

If your view of citizenship is you want some chart, like English, Maths and Science, that you want to tick off that kids have hit a certain level, well you're missing the point. There will always be a random element to it…you'll have some kids develop, some won't, but you have to think of the overall cultural effect (Head, secondary).

It's very hard to judge someone on whether they're a good citizen. It's very hard to give, like on other subjects it's hard to give a level on where they are. I don't think you would assess (Teacher, primary).

b) OFSTED

Several teachers therefore had concerns about OFSTED criteria and the implications for assessing citizenship education. One teacher thought he would like to have advice on whether he was doing OK or not before OFSTED came into his school, as 'obviously we all want to do it correctly'. But at the same time, there were some sceptical views towards OFSTED and its 'black and white' assessment. 'Why should you have to prove these things?'

Whether we're doing it for the benefit of the students or whether we're doing it for the benefit of an outside agency is a debatable point (Secondary, curriculum co-ordinator).

Well in reality, I can't see this current government doing anything other than one and a half hour tests and league tables and all that malarkey (Secondary, teacher).

c) The need for good research

A few teachers said that they would like to have a piece of research done in their schools about how global citizenship education, or school linking, were having a positive effect:

There is no real research, there is no research which shows whether or not this does have an impact, which is obviously something that I am interested in doing but it's time once again (Teacher, secondary).

I would love to have students, their perceptions tested, on a good research instrument for pre-testing students…it would have to be longitudinal as we said…it'd be looking at the attitudes, their reactions to things…I want something which shows that element of what they're doing and what they believe in, and I would love to have a test, and if the university can do it, I'd invite them in tomorrow (Head, secondary).

d) Current assessment practice

In spite of the reservations, some teachers were able to give examples of different types of assessment or evaluation they used, whether for citizenship or global citizenship. Some were assessing or diagnosing the student, others the whole programme. Briefly summarised, these were:

- Speaking-listening (children's response and sensitivity, their interest in ideas and what they have heard)
- An entry in their Record of Achievement file for activity
- A portfolio for each child, building up various activities or sorts of work
- Using Leicester University's oral assessment scheme and peer assessment
- Through observation of behaviour and interaction with each other, their motivation, enjoyment or enthusiasm
- Through a feedback sheet from the students
- Through a citizenship review, including observations and interviews with staff and students
- Through end of topic tests
- Through informal conversation about or at the end of a lesson
- Student self-assessment
- Entries and articles in a student newspaper about global issues

e) Issues

Many points raised in thinking about future possibilities revealed the complexity of global citizenship assessment – what is being assessed; the status of the subject; how to prepare for a questioning task:

> *I think this is something we've got to ...use some kind of assessment process of what their understanding actually is. Is their understanding just "we're having a fun day" or is their understanding "we're having a fun day for people who mainly aren't having such a fun time", and that's my only worry about these days, these activity days, because although there is a serious side to it, the kids generally cue in to the fun side of the things (Citizenship co-ordinator, secondary).*
>
> *In a perfect world you would, if you had the time and the resources, you'd have much more varied types of assessment regimes, but at the end of the day the most important assessment is how bothered they are, and whether they do anything with it when they leave school, and you can't measure that, you can't put a number on that when they leave (Teacher, secondary).*
>
> *I suppose more stimulus-response type ... because they will have an exam for the political education side of it, and that's because we have an exam week, but I actually think it would give the subject status (Citizenship co-ordinator, secondary).*
>
> *I would say the only way you could do it is ask definite questions and write out answers that they could come up with. (Interviewer: What kind of questions?) I mean it depends what year you're talking about, if you say to a Year 6 child...'what do you understand by the word sustainability?'...With the less able you'd obviously have to not use such words and make it a bit clearer, and just see what they came up with basically. And then general open ended questions, 'what can we do to help others in the world' and 'how will that benefit them?' or 'how will that hinder them?' (Head, primary)*

I mean, attainment targets specify very clearly the kind of thinking skills you require. But the problem with me is, I mean I carry the thinking skills to a model that's already given, and the model that's already given actually distorts and limits the thinking skills you can use (Teacher, secondary).

Some teachers were concerned about students with learning difficulties, and how fairly assessment could be done with them:

I think, at the end of it…is actually to ask them questions about what their comprehension is of what we've just done…The problem with that is many of our kids won't understand that language…we can say to them "did you enjoy it?" and they'll say "yes", but if you ask them "what do you think about the problems of the kids that we've sent the money to, it's…it's very difficult for them to answer and it's very difficult to assess (Citizenship co-ordinator, secondary).

Summary of 5.8

It was clear that most teachers did not feel comfortable nor confident regarding arrangements for assessment of global citizenship education. Some thought that assessment itself, or at least traditional assessment of individual students, should not be introduced into this area of teaching and learning. Clarifications and more discussion of what a government body (e.g. OFSTED) means by assessment in this area would help to ease the anxieties of teachers. Teachers had various ideas about future assessment techniques, even though they were not necessarily convinced of their merit.

5. 9 Staffing, control and management of the global citizenship teaching and curriculum

Critical to the 'delivery' of global citizenship are two deeply interlinked areas: staffing and decision-making or management. The need for a whole school policy was mentioned above.

a) The role of the head or senior management

Clearly, the management issue varies from strong control by the head or a 'hierarchy' to everything being left to the citizenship teacher:

It all comes back to, like, the hierarchy, who's telling us what to do, when we're doing it, how we're doing it and then we'll deliver it, with what? (Teacher, primary)

Many teachers mentioned the role of the head. This could be in terms of 'the leadership' being 'extremely supportive'; being 'committed' or 'freeing up the curriculum more':

He [the head] was very interested in making it much more prescriptive in terms of devising a scheme and also giving it a slot in the curriculum timetable so he actually did that before it became statutory to do that (Citizenship co-ordinator, primary).

The head teacher is completely passionate about this link and understands and has seen what it has done to this school (Citizenship co-ordinator, secondary).

For this, the head needs to have a global perspective. One head was reported to start 'to think globally rather than nationally in assemblies' so that the children were more aware; another head recounted being shocked when starting at a particular school that every face was white, and missing diversity, was keen to find some way to get greater awareness of other cultures into the school.

In contrast, teachers would talk of having to educate the head to do this (as we saw earlier in teachers talking about the need for the head to have global experience) or to recognise the importance in a 'white' school:

Make-up in the school was predominantly white children, sort of, from working class backgrounds, and that doesn't mean that we shouldn't have been making them aware of global issues, but the Head in that school didn't see it as such an issue or such a priority (Teacher, primary).

b) Who teaches global citizenship?

Huge complications arose around who was to teach citizenship and global citizenship – who was 'the global citizenship bod'? History, geography and RE teachers were seen as the 'liberal' teachers who would have the right political persuasion or background; or the PSHE teacher:

The point is I was appointed PSHE, citizenship has been added on, and that'll be the way it's worked in many schools (Citizenship co-ordinator, secondary).

Because what you'll find in most schools, like for myself, I was the PSHE co-ordinator, some idiot has linked it so closely to PSHE, that you've been given the job of citizenship co-ordinator, with no extra time (Citizenship co-ordinator, secondary).

It was not clear who 'some idiot' was (the government or the school), but this respondent – as were others - was clearly unhappy to be landed with this.

Elsewhere the link is to RE or to a person perceived as knowledgeable about global issues:

I would in the first instance as a literacy co-ordinator and as a non-Muslim go to Mr A who's…a Muslim himself and ask his advice, and I think all staff do that in the first instance (Teacher, primary).

The hesitation about taking full ownership was interesting – one teacher talked of being '*sort of' in charge of citizenship*.' Or there were frequently doubts about expertise or lacking specialist knowledge:

> *The advice is go and speak to me, and I sometimes feel like, people introduce me as an expert when I go and speak, well I think, expert? I've only been doing it for two years and I'm classed as an expert, and people are saying it to me because there is nobody else, there is no expert if you like (Citizenship co-ordinator, secondary).*

Nonetheless, others felt happy to be the specialist and saw themselves as such, revelling in the opportunity: 'I'm the specialist'; 'having that expertise behind me'; 'for history teachers who love a real serious dialogue and discussion in class, it was a gift to them to talk…'.

Schools felt fortunate if they had a trained social scientist to teach citizenship, and bemoaned the 1988 Education Act which removed social science from teacher training colleges. One issue was how far teachers of other subjects saw citizenship as automatically part of what they do. An interesting comment related to a history teacher:

> *What concerns me most is history. We always do the citizenship… and then he [a teacher] says, 'the head's coming to see my lesson, I'm doing the English Civil War' and I say 'Brilliant', but he says 'it's not a citizenship lesson, it's a history lesson' and then I start to think 'what is he going on about'? (Citizenship co-ordinator, secondary)*

c) Motivation of teachers

Heads talked of needing to motivate staff, and to show them that teaching global citizenship is within their remit, that they are 'much more broadly educated than they realise'. You have to 'spark ideas' with key words or strong images:

> *You've just got to excite them about it, they've got to be excited about it, otherwise they won't want to do it, will they? They've got to want to do it, and I think it makes school more fun (Head, primary).*

This was not just about individual motivation, but the whole culture and stimulation of the school being enhanced by global awareness:

> *I've no evidence for this, but I do believe in doing that, it does, in some sort of incremental way slightly shift the culture of the school, and that's a general culture of the school, in which all students and all staff are members. So I try… at the moment we're trying to send three of our teachers abroad, to Houston in America, to look at the education of Black boys, although we're struggling with that at the moment (Head, secondary).*

d) Resistance and constraints

There were clearly many barriers to the introduction of global citizenship, which created a management issue. The national curriculum, the overwhelming emphasis on numeracy and literacy, and the need to get through the exam syllabus were drawn attention to earlier:

I think all you can do is to influence, unless the government puts an order in and says 'we are going to do this', well I can try in my school, and they would turn around and say 'we're busy enough trying to get through the exam syllabuses', unfortunately that's what people do say nowadays (Head, secondary).

Prescription elsewhere on the curriculum had generated a problem of responsibility and initiative:

I think there's probably a lack of knowledge among teachers about, specifically, what their responsibility is, in terms of this area. Because it's not rigidly set down, like, we're so used to now a literacy strategy that says 'we teach this, this, this, this and this in this term, and this, this, this, this and this…' and it's down to interpretations of schools and leaders, managers and things like that (Teacher, primary).

Other resistances came from the perception that is was not someone's curriculum area; or that they would need a lot of training or advice before beginning – otherwise 'it's starting to run before you can walk'. Sometimes there was fear of repercussions of opening up controversial issues, which means that the management task was to make global citizenship 'normal' and routine:

If you make it the norm, like in my last school when we did the slave trade, and it was 'oh you can't do the slave trade, you'll start riots'. You just do it, and you show… the quality of the work and the research of the work shows that people need to know, and when they see the children raising their own standards of their learning, nobody objects (Head, primary).

The time and responsibility question means difficulty in getting 'volunteers':

Apart from that nobody has volunteered to come and speak to me, so now the reminders are going out, so they all take responsibility for a little bit…(Citizenship co-ordinator, secondary).

It is not just time for the co-ordinator, but for other staff to go to meetings and discuss what can be done within citizenship and global citizenship, to go through materials produced externally and by the co-ordinator. There were clearly swings and roundabouts concerning the size of the school. In a primary school where teachers teach everything and multitask, there are few 'free periods' and there seems to be less time to sit down and have a proper planning meeting – 'a lot of the time we're standing and talking in the classroom'.

e) Teams

Some staff talked of the isolation of being the only person doing it, and needing ideas from others. They spoke of 'making it up as they went along', there being no one else to turn to when they made a mistake or when things did not go the way they hoped. Because of this isolation, and the constraints, lack of expertise, time or confidence mentioned above, the building of a team

to cover citizenship was seen as crucial. Individual teachers often named their team, and talked of how they 'influence each other' and give support:

> *Having a strong, I think strong team of RE, history and geography people, who in my view come from a good liberal global perspective, actually really puts me in a very nice position, so I have a lot of that kind of support in school without me doing anything (Head, secondary).*

> *I mean the social science people tend to be the core, but then we've got history people, and various others, I think there's even PE teacher's in there. I mean it's not just, it's not just unplanned, I mean part of it's to try and get a mix of teachers teaching it (Head, secondary).*

The team can plan projects and perhaps get some extra money from the school for a new unit of work with a global emphasis. In a large school, cross-departmental committees can be established (for example for an international link) who can 'sit and strategically plan what we are going to do'. Otherwise there is the issue of the single ownership or expertise – if they are sick then no-one else can take responsibility. Collaboration, delegation and turn-taking become very important, especially not to keep 'reinventing the wheel':

> *We go out looking, we go out sifting, and everyone's doing it, we're all out there looking for the next bit of information, looking for the next book. But if people came in and said 'here, here's one we made earlier!' ...anything to 'relieve the stress'...from the job and allow teachers to do their teaching, that's got to be a plus, 'cos at the end of the day we're professionals in delivering the curriculum (Teacher, primary).*

> *So I then used a couple of newspapers plus my own observations and then select stories and then on a Saturday or a Sunday sit down and put it all together and then type it up. But as I say, it is very time consuming. It's a good idea. Ideally it is something that I'd like to delegate to somebody, you know, to take it in turns, and that's probably what we'll end up doing (Teacher, secondary).*

These teams were not just of staff, and could usefully involve others:

> *We're about to set up a group of students, and I want to set up a group of parents to help us with developing our race equality policies and I think some of that work is positive in terms of actually establishing a climate where tricky issues in terms of global citizenship can be dealt with properly (Head, secondary).*

f) Within School democracy

Many schools talked about School Councils, but mostly in terms of very local action about the conditions of the school. Only one mentioned it directly in terms of global citizenship:

> *We're in the process of setting up a school council, and I think that will be a useful tool for evaluating how the children view global citizenship issues (Teacher, primary).*

The overall problem of absence of local democracy, let alone global democracy, was highlighted:

> *I think you'd really, not just get them through their exam, but you'd actually make them more of a global citizen, if you like, you'd shake them out of any apathy. I mean lets face it, they're not really participating in their own economy… democracy, never mind the international democracy are they?...It's the feeling that they can't make a difference so why bother? And if they can't make a difference in [our city] or the UK, what difference do they feel they can make globally? (Teacher, secondary)*

Summary of 5.9

Some very clear issues emerge. The role and support of the headteacher is crucial in what can be a strange or marginal area for some staff. Team-building is also vital in avoiding isolation of the single expert and in creating ideas and mutual support. While diversifying activities among such a team, there was agreement that a structure was needed for global citizenship, so that there were not unnecessary overlaps (or all teachers delivering the materials that the sole co-ordinator had made) and on the other hand that there were not gaps. Such a structure helped in building the necessary confidence which was clearly lacking in some staff.

5.10 School context, composition and value base

In this section, we report on how teachers talked about the surrounding context of the school as an influence or constraint on global citizenship education. This has been mentioned already in the context of teaching about war, but context clearly impinges on a range of aspects of approaching teaching in this area.

a) Liberalism and religion

While for some schools a liberal approach is central, or taken for granted, elsewhere a tension is seen around liberalism and the challenge to orthodoxy which is implied by global citizenship. This is seen within the school as well as in relationships outside:

> *There are issues sometimes involving members of staff here, who are very very religious and go to the Gudwara a lot and find that some of the ways that, I suppose, a liberal regime here works isn't quite to their taste, and they have issues round that. Same as we have issues round the almost fundamentalist way that some members of staff are looking at their religion (Teacher, secondary).*

I mean children definitely count themselves as Indian, or whatever the media might say, British, they do specify their heritage, their ethnicity, and I think that's because of current politics, and also the mosque…because they don't believe the children should be singing, and they don't believe that boys should wear red, and they don't believe that… basically the national curriculum is the national curriculum. They don't believe in any out of hours learning (Head, primary).

Yet other heads saw the parents as less divided and with a common concern for happiness and success:

Not for all parents, but the vast majority of our parents want the same for their kids at school, and I don't think it matters whether you are Hindu, Muslim, Sikh, White, Black, I don't really think it matters, in my experience, some may disagree. But the vast majority of parents that I met, want for their kids exactly what I want for my kids, which is they want their kids to be happy at school, absolutely importantly, and they want them to do well academically (Head, secondary).

Or they saw religious background as helping in global citizenship:

I don't think it would hinder, in fact for most of the children at this school, their religion will actually encourage them to participate in issues, which today are prominent on a global level, because some of those issues are already… the teachings in…tackling them or in terms of preventing them, the teachings are existing in these particular religions (Citizenship co-ordinator, primary).

b) Parental attitudes

Teachers were aware of the need to step carefully with parents or governors in their teaching of global citizenship. Some admitted not tackling this:

The extent to which we discuss these issues with parents about our global citizenship agenda is very limited. Now it's probably our fault as well, and I'm not saying we don't discuss it individually, the governors… the majority of the governors are Black and Asian, they're quite reflective of the school community, but we don't discuss a great deal of international citizenship (Head, secondary).

Others saw parents as more 'isolated' than the school:

I also think sometimes that their parental backgrounds may not be willing to open their eyes up to discuss these things, this isn't all, but it can be reality in many. So you're building on something that for them is non-existent, that wider world, they don't have the mix of different children, they certainly don't meet children with many different beliefs, religious beliefs or different cultures, and so there's a nil starting point (Citizenship co-ordinator, primary).

This emerged in the question of assessment – that there should be assessment of attitudes, but that this could conflict with parents, as it was a 'delicate' area, where:

> *Most of their attitudes are formed outside of school and many of them are supported by their parents. And who are we to say that their attitudes are right or wrong? (Teacher, primary)*

The issue of parental views on refugees and asylum seekers was raised more than once, and parents were seen to have contradictory views:

> *They'll have very strong feelings about refugees and a lot of those feelings and a lot of those views will essentially be quite, quite right-wing in a kind of…in the sense that they're pro-war, because they want revenge for terrorist attacks, they're pro-war against Afghanistan and so on, but they're anti-immigration, so innocent people in these countries that are going to suffer the fallout and consequences of potential war, are not welcome in their country (Citizenship co-ordinator, secondary).*

Yet in some ways, a global approach can be useful in dealing with issues sensitive to parents:

> *It's difficult, I think, it's very, very difficult, but I think we're all very aware of it…but I think we all try to say to children 'this is what…not everybody believes this, or not everybody is in this situation, but there are people, there are places where… just to expose… (Teacher, primary).*

Conversely, involving parents in a local issue would indirectly help in global citizenship, as we saw earlier with the plan to involve parents in a race equality policy.

c) The composition of the school

Teachers saw a multicultural composition as a distinct advantage, asking children to find out about their parents' or grandparents' country and capitalising on discussions about similarities and differences. Many children travelled far more widely than the teachers, or than some other children who never ventured further than Birmingham:

> *I think that that's just an asset, I don't see that as a problem at all. I think that's just an asset for global citizenship because, many of the children have actually got experiences of abroad. They talk about 'in my homeland this happened, or that happened', and some of them relate very well. So it's amazing, we'll be talking about something and then somebody will put their hand up and come in with a personal experience of somewhere in another country which is really valuable (Head, primary).*

Others were more cautious. One felt that while the school was multicultural, and that therefore there was good awareness of cultural difference, it did not necessarily help in understanding the difference between the developed and

developing world. Another felt the dual identity of many students was not exactly internationalism:

> *Where I think there's a hindrance, and I think it's the same hindrances in most schools, is you can characterise, for instance my Sikh students, they know Birmingham, they know London, they might know Leicester, and they know the Punjab… they may have travelled more than many students, but they've travelled almost exclusively to India, so it's not internationalism, you'd almost say it's bi-nationalism almost… (Head, secondary).*

Rural schools bemoaned the lack of a mix of cultures or religions in their area:

> *I was born and bred in London…the cross-culture is fantastic, you know, you've got every single culture in a very short space and area, but [here] you really haven't, so it is a problem. I would like to have taken the kids to a Hindu temple, but there isn't one, there's isn't one… (Citizenship co-ordinator, primary).*

One interesting view nevertheless was that the locality of the school might make the children have strong views on some local issue, and that that passion could then be transferred to more global issues:

> *Because it's small school and a it's a country area, there are a lot of children who know about fox hunting, for example, which I know is not sort of… but an issue like that they've got strong views on, but I think perhaps overall in the global point of view, I mean thinking about…pollution, and how we look after the earth (Teacher, primary).*

d) Race and racism

Many teachers talked about problems of racism in the community or prejudice against asylum seekers, and talked of their strategies to deal with it. For example, they had to deal with distinctions people made between the way Black or West Indians had settled and Asians had settled, and how this view had to be surfaced and tackled through debate. One school had a special week for Year 9 focussing on asylum seekers and refugees, and had to tackle the way that the press interchanged the words asylum seeker, refugee and immigrant. This impacted on community attitudes and was ' where an awful lot of racism and exclusion rise, they shouldn't be in our country, they're coming and stealing our jobs, there's a war out there, what about us?'

One teacher used personal narrative:

> *I think it can be quite tricky, I've always just taken the stance where I will listen to their viewpoints, I will talk about my own experiences in growing up within this country, and the racism that I faced. I think then a lot of them are shocked and horrified at what somebody coming from a different country goes… well somebody who is not White may go though, in a country or in a school that is predominately White.*

Summary of 5.10

Planning global citizenship education cannot be done without considering the context of the school. The impact of religion, of parental attitudes, of whether the community is divided all had to be considered and tackled with sensitivity. The cultural or ethnic composition of the school was variously seen as a problem or a resource, but multiculturalism was mostly seen as a resource.

5.11 Training of teachers

Where much of the above discussion leads is into the question of training and preparation for teaching global citizenship. While, as we saw, for some teachers this is a natural progression from their normal approaches or subject disciplines, for others it presented a range of problems, and the need for new skills:

> *It [global citizenship education] is the opposite to what a lot of teachers spend most of their time doing, which is dominating the control and feeding information, so you're asking for the opposite skill sometimes (Citizenship co-ordinator, secondary)*

There was in fact quite a lot of training happening. People talked of 'going off on courses' and some who had gone on courses disseminating their learning to others. There was seen to be a burden if you tried to do it 'in house', in terms of organisation, particularly for a small number of people. The Development Education Centre was mentioned by a number of teachers as a valuable resource for training in education for global citizenship. But, as with the constraints of curriculum mentioned above, training has to be seen as a priority, or it may not happen - or be seen as peripheral to more pressing concerns of literacy and numeracy:

> *I don't think there's a training problem…there are so many courses on citizenship at the moment, it's absolutely ridiculous, it is…honestly, it is ridiculous, I mean everybody's got on the bandwagon and I just find it really amusing when I get these things through my door every day (Citizenship co-ordinator, secondary).*

Yet there was more agreement about the need to extend and deepen training, particularly at initial teacher training level, in order to sustain the initiative nationally. The teachers pointed out that initial teacher education had not by and large prepared teachers for citizenship education. Because of the 1988 Education Act, there was not the provision in the colleges to train social scientists, and this had left a huge gap. One school felt 'privileged' because they had a social scientist teaching citizenship, but recognized this was probably unusual, and there were 'not the new teachers coming out'.

In relation to in-service education, time and costs were raised as issues by teachers:

I mean we have very limited time really, so they need a day really where they go away. If you do it in the afternoon session, at a staff meeting, people are tired, and they don't really, you know say, oh we're going to do this. So really, and particularly now, they have reduced funding for school courses, so there is lack of funding to say we'll send staff out on an appropriate course (Head, primary).

Interestingly, one teacher made a distinction between university and LEA based training, preferring the former, but acknowledging this view might not be shared:

I do genuinely think that, because I think that .. quite often universities talk about the philosophy behind something so that your understanding grows, whereas LEAs, do much more, 'this is practically how to deliver it' and I think when you're actually discussing philosophy, you can take away ideas and think about the delivery yourself, although you do want some practical... that's me personally (Teacher, secondary).

Three major issues emerged in terms of the content of training for global citizenship. These were lack of confidence; teaching political or controversial issues; and the need for information.

a) Lack of confidence

One clear theme was teachers' lack of confidence in teaching issues of global citizenship. Some of this was simply because of the change of label, that 'it frightens you because you don't know what it is', and 'you don't want to be seen a failure':

I mean, it's a new thing, global citizenship, isn't it, it's a new thing, citizenship. It's something we've always probably been aware of, but now they've put a label on it, and because they've put a fancy label on in people are scared! (Teacher, primary)

It was seen as resembling going to a conference, where no-one puts their hand up to ask a question in case that question had been answered five minutes before ' so you don't want to make yourself look like a fool. So it's all about education, again it's educating the educators'. The materials did not always help, and simplicity was preferred by some:

I think we need some kind of simple guidance on what we can and what we can't do, or what we're supposed to do (Teacher, secondary).

I tell you, all I've got is this great big booklet from this organisation, this private organisation that teaches and runs all this, the Westminster Education Consultants and it says 'induction handbook' and it's very nice and all gold covered, and there all sorts of things that frighten me to death in there (Teacher, secondary).

The lack of the habit of keeping up with current events, or of generally 'being aware' was admitted by more than one teacher:

I mean first of all, again, being totally honest with you, although I'm a social scientist and although I teach social sciences, and although I had an up-to-date knowledge on a lot of things, I am not somebody who will sit down and watch the news of an evening, I don't always follow news events in detail, I think, if I'm honest, I think I'm pretty typical of a lot of teachers, particularly teachers my age, in that our detailed in depth appreciation is not brilliant to be honest (Citizenship co-ordinator, secondary).

Personally, I'm not very skilled in it at all, and I often have to go and read up about things or people before I present it to the children because I'm not that sort of…you know, I haven't got that knowledge stored in my brain and I'm not aware myself, so there's definitely a need for awareness (Head, primary).

Teachers particularly wanted guidance on how to tackle global issues in the multicultural school and classroom:

I just feel that ultimately if citizenship is going to be able as it should to deal with contemporary issues on a global basis, issues such as racism and immigration that will inevitably come up in the classroom, people have to be trained and told and given strategies (Citizenship co-ordinator, secondary).

b) Not being political

Part of this fear stems from the politically controversial nature of the issues to be discussed in the classroom:

But I think because, again it's 'cos of heavy political issues, you see, involved and it brings out the politics and I don't want to try and engross the kids in politics, and also I have to take into consideration that some kids are scared about these sort of things (Teacher, primary).

While in previous sections many teachers who ignored the notion that 'we are not supposed to teach political issues' in order to engage in wide-ranging debates, other teachers and headteachers feared the risk of 'indoctrination' and were unsure how to handle their personal views in the classroom:

You've got to be aware that you don't force your own political view. If kids pick up on certain slants, that's great, and then you can open up an avenue for debate but it's…I wouldn't feel comfortable doing it'… I mean, yes, I could teach about the basics of why famine and perhaps drought occur…but I would want to probably steer clear of too much political views, which is not always easy to do' (Teacher, primary).

'Why drought?', 'why famine?', because it's not just to do with the weather, you know, it's to do with the economic situation of the country and also about politics and stuff like that. Politics and I don't really get on anyway, I don't do politics, you know, so you've got to be motivated yourself, and then, of course, the person who is motivated in that field is a fine line with indoctrination, a fine line with, you

know, making kids think a certain way, and I think that's wrong, you know? (Teacher, primary)

Other teachers had made decisions about their own classroom strategies:

I mean obviously as a head I don't tell them I went on the anti-war march, because I think students have got to make their own decision (Head, secondary).

If you shy away from the discussion, you don't make any change at all, so sometimes, feeding in my own opinions but making it clear of my opinions, which…you know, there are dangers there, but then if you get the atmosphere right (Teacher, secondary).

A key tension for some was between a pluralism or tolerance of views and what was seen as morally right. Teachers, however, felt that not all viewpoints were equally acceptable:

I felt it was very important that they got to voice their views, and voice their opinions, and some of their opinions on something like war, are obviously very extreme, and I think as long as within certain parameters, for example, I will not allow students to be at all racist within the class room, but as long as they are respectful of other views, I'll pretty much allow them to say what they actually think (Teacher, secondary).

At the end of the day, certain viewpoints [racist viewpoints] are just unacceptable, do you know what I mean? (Teacher, secondary)

Overall, it was recognised that the aim should be to help students to make up their own minds. Teachers should not 'dictate', but look at the 'whys':

I'm not really supposed to give my opinions to children in that respect, they've got to make up their own minds, so you've got to try and give a balanced view so they can make up their own mind, but the trouble is we don't get a full picture ourselves on the news as to what is going on (Teacher, primary).

Personally my aim with the students was that by the end of it they would all have an informed opinion, so they would all have opinions, the opinions would differ, but what mattered to me was their opinions would be informed and they would actually know what they're talking about (Teacher, secondary).

We don't do indoctrination in anything here, we are a Church of England school, so we teach Christian values and beliefs within that wider thing of the differences and other beliefs that people have, so it's all through discussion and opinions and not indoctrination and I know none of the teachers will express their own… we never express our own opinions, it would be more of a discussion, never indoctrination (Teacher, primary).

c) Information

The teachers also felt that they needed more training on what they should be covering in education for global citizenship but that, as well as teaching controversial issues, there was a problem with knowledge content:

> *I do think it's knowledge first, it's got to be knowledge first, and once the knowledge is there, then all the other teaching strategies would be useful, but I think you need the knowledge base first. If you haven't got the knowledge base you can't do anything (Teacher, primary).*

> *It's only beginning to occur to me how much we need to educate people about why people are coming here, and that's an issue. And then of course, I've got to find out all about the history of Somalis, and what's been going on there, haven't I? (Citizenship co-ordinator, secondary)*

> *I need information. I could do with a few lesson plans basically, because you know, OK, I know a lot about certain things, but other things I don't know anything about at all, I mean like the weapons thing, to actually know proper names, proper terms, you know, terminology is extremely important, so that it actually shows the children you do have a little bit of knowledge on this, rather than just being fairly broad and general, which is what most people would be, so you'd need facts, you need actually facts, so that you can actually give the viewpoints (Head, primary).*

Other teachers stressed the usefulness of training sessions in providing information about resources:

> *I would want to make sure that people were aware the materials that were out there (Head, secondary).*

> *There should always be something concrete that they can go away with and that they can use, and sometimes for example the government with citizenship education, sometimes they like throw loads of material out (Teacher, Secondary School).*

Mention was also made of the usefulness of visits as a form of in-service education, sometimes more important than resources:

> *I think the most powerful experience that teachers can have is to actually visit, experience a different culture and I think they need the opportunity to do that and then they are going to develop the ideas and materials that they need themselves I certainly don't think they need resource packs and so forth developing for them, the most important significant thing is personal experience, meeting with other practitioners, talking ideas through, teaching is a very personal business, it's driven by heart as well as head, it's driven by your values, it's driven by your emotions (Head, secondary).*

> *You visit another culture and you experience it, and obviously to research some particular aspect of your subject that you are teaching, and then when you come back that informs your teaching that's*

written into the scheme of work, you share that with other members of your department and that's the model I think should work (Head, secondary).

Summary of 5.11

While there was a range of training for citizenship available, this was not always a high priority. For global citizenship, the training needs stemmed from a lack of confidence which related to the need for more information/knowledge, to uncertainty about how political to be in the classroom and to the need for guidance on how to tackle controversial issues.

5.12 Resources

Many teachers interviewed mentioned 'resources' as one of their significant needs. This need in education has been recognised in previous studies by educational organisations and researchers (using questionnaires), yet often the simple statistics did not show the layers of differentiated need for resources. Here we will distinguish three different categories: the nature of preferred resources, specific styles (presentation) of preferred resources, and perceived obstacles to getting resources.

5.12.1 Nature of preferred resources

a) Up to date or immediate information
Some teachers mentioned that 'up to date information' on issues would be needed, and were aware of how quickly some information and some text books went out of date. For some teachers, searching for up-to-date information by looking at the news and newspapers was time consuming. A secondary teacher said he wanted up-to-date information 'without having to go through stacks of media'.

The need for an instant response to news came up more than once:

> *I suppose also there might be room for an emergency email action … I got something at nine o'clock in the morning which said 'there was an earthquake yesterday'…Students will come to me and say 'I was watching the news last night, this is awful! What can we do?' but I don't know what to do, and I rarely know who to contact to find out, and say 'we want to do something concrete, we want to do something helpful, what can we do?' (Citizenship co-ordinator, secondary).*

One secondary citizenship co-ordinatorfound it useful to find out what other people have done, 'tagging along to other people's campaigns…or at least using the same ideas of how another group has raised awareness about illness or the latest suffering country, for example'. This raises the issue of whether there needs to be more networking among global citizenship teachers, not just in sharing existing resources but in being able to draw on a pool of ideas, particularly in response to a crisis in the world.

b) Accessibility and structure
Some citizenship co-ordinators identified 'accessibility' of the resources to introduce global citizenship education to teachers who perhaps had not delivered it before. They might also need guidance on timings, for example to spend 15 minutes on a topic, in order to give them initial confidence in the approach. It might also have to fit the National Curriculum, especially when the school has arranged a cross-curricular approach which incorporates aspects of global citizenship.

c) Child-friendly
Some teachers used the word 'child-friendly,' when they tried to describe the nature of resources they would like, even though the meaning of the word appeared to differ from teacher to teacher:

> *I think a lot of the big issues teachers find hard [to teach] are war, famine, you know, disease, and I think as well it needs a little bit more guidance and child-friendly [resources] really, so that people can talk about it without frightening them (Head, primary).*

> *When I say 'child-friendly', I mean the use of fiction. It has to based on a story, there has to be a story where the children can read the story, they can assimilate with the characters... have a warmth towards them, then the issue that the author's trying to put through has got to be interwoven within the story all the time, so all the time we can draw it back to looking at ourselves and saying 'well, yeah, that character's like me, I've done that, I've dropped that bit of litter before, I've..', you know, they've got to be able to realise that their actions are accountable, at the end of the story (Teacher, primary).*

d) Mixed age, mixed abilities, mixed context
Two schools (one rural and one inner-city) identified the need for materials which suit mixed age classes. This means differentiated resources and worksheets, both for ability and age. One school had a class where Year 3 - 6 students work together. Even though teachers said that they were used to multi-grade teaching, 'you just need much simpler resources [for Year 3 students], much simpler ideas to work with them, compared to the older children'.

In terms of different abilities, some teachers (at both special and non-special schools) were looking for resources which are aimed at students with learning difficulties. One teacher had some draft material of citizenship education for young people with special needs, but he had not found anything else. This teacher had therefore been adapting some of the materials for primary schools which have more visual and sensory approaches.

One primary teacher mentioned she would like to have materials which covered both rural and urban life of a country. Another, in a rural school, said that students would relate more if a resource introduced the rural life of a different country, rather than urban life.

5.12.2 Specific styles of preferred resources

Here we briefly indicate what kinds or styles of resource teachers would like to obtain to teach global issues in schools.

a) Story books and people's lives
Especially among primary school teachers, story books which are related to global citizenship were mentioned as a clear need. It was sometimes difficult to just start with a global topic, but with a story book, 'we could start with and then branch out from there to get the children's interest':

> *You know we have to do our literacy every day…and through our literacy we usually do shared reading with Big Books…if publishers started to come to realise the importance of global citizenship and started producing Big Books on things, people, environmental issues and those type of things, then we could link it easier with our literacy lesson and tackle it like that (Teacher, primary).*

As the teacher pointed out, the publishers produced Big Books on the Fire of London, Henry VIII, famous authors and their lives, but had not 'caught on' to global issues.

The other suggestion for content was, *'stories of real people, their lives, what's it's like for them in different countries in different situations so that they can empathise, there isn't enough of that.*' One head asked for:

> *Good honest literature about people's lives. OK you can get a lot of literature for adults…like Nelson Mandela and whatever, but you've got to look very carefully to find the few books that children can read, not only juniors, but lower down than junior age (Head, primary).*

One primary teacher made the interesting suggestion of having a syllabus which looked at and heard from another child's point of view in different countries, 'because from an adult point of view it is slightly different isn't it?'. To do this she would like to have some information on places but through children's eyes.

b) Maps
A few teachers mentioned they would like to have more information about other countries, including maps. However, as mentioned earlier, teachers were unsure whether all children understood maps. This was true for very young children. When the researcher was working with Year 1 students, looking at the globe, one boy said, 'People say that people live on the ball [globe], but I don't believe it'. So in this sense teachers might have to be aware that there is the possibility some students might not grasp the concept of distance or place on maps when used in lessons, although for some students maps would be helpful.

c) Internet
There were different types of needs in terms of internet as a resource. Many teachers thought the internet was a useful tool for children, whether in school

or finding information at home. Teachers are also using internet, including the BBC News website for themselves to pull out and develop their resources.

> *We pay £100 a year for an online resource where, each month they [Textbook publisher] put resources on about a contemporary issue, so we can download information about… say like Asylum, refugees, we can download information about that particular issue as it's in the news (Citizenship co-ordinator, secondary).*

> *Absolutely central to this whole thing [teaching about the Iraq war] for me was the BBC News website (Teacher, secondary).*

But not every teacher found the internet useful. Some teachers admitted a need for advice (or skills) on using it efficiently. Also it was perceived difficult to find 'ready-made' resources on the internet quickly:

> *I know a lot of teachers after school spent lots of time [on the net] you know, because their resources and the information just isn't readily available (Teacher, primary).*

> *Researching the issues on there you have to go through so much stuff to get what you actually need (Teacher, secondary).*

Also the access to the internet for students is seen as an issue, and a researcher also saw this problem when she was at some schools.

d) Worksheets

Two primary teachers mentioned that they would like to have worksheets or a workbook on global citizenship education. However, another two primary teachers saw worksheets as '*trite*' and someone who uses worksheets as not a specialist. It seems there is a hierarchy of resources used in global citizenship education.

> *I think quite often things that are produced are quite trite really, things that are just like 'fill in a worksheet' (Citizenship co-ordinator, primary).*

> *I don't like worksheets, I mean I use worksheets, because that's the easier way of getting it done. But I like to prepare my own to be honest, but I like global citizenship, I like everything to do with that sort of thing and decision making because I'm a specialist (Head, primary).*

We saw students too being wary of what is termed '*death by worksheet*'.

e) Statistics or 'facts'

Some teachers wanted to have a booklet of statistics or facts to use in lessons. This was to use creatively, and often in terms of evidence for arguments:

> *I want statistics, they're always useful. I would like to be able to…'you tell me that we're being flooded with asylum seekers in this country, actually the genuine figure is … and of those, twenty percent came*

from Zimbabwe, ten percent came from Iraq…', that's always useful, because it proves a point (Citizenship co-ordinator, secondary).

f) Project packs

A project pack was one of the styles of resource which teachers would like to have more of, such as those from Oxfam, with stimulating visual material. But not all project packs seem to suit their needs:

> *Very few packs are well developed in our thinking, to support our thinking, they're too far behind us, what is produced now. You may have heard of TIDE… they do a lot of good stuff (Head, primary).*

g) Posters and cartoons

Visual materials such as posters were identified as what teachers would like to have – not the predictable ones about poverty, but those that stimulate thinking, for example about similarities and differences across the world.

One of the interesting usages of posters mentioned was for staff training. A secondary head teacher said that he used posters to provoke the thinking of teachers, so that they can develop this thinking in their own classes. Rather than a 'big folder' to do with the cross-curricular strategy for global citizenship, he appreciated 'images or just a few chosen words'.

Cartoons, too, were popular with children, and enabled them to 'think of the messages and questions what's around them'.

One teacher mentioned a useful calendar which he had once had which showed that almost every day 'was a day of something'. This might well have been a UNESCO calendar; it was indicative that the teacher had not had one since, which may say something about UK membership of UNESCO and that their wealth of valuable materials are not reaching schools here.

h) Games

A few teachers mentioned games (such as the fair trade game) as highly useful resources. This was because students have to 'think for themselves' and they are 'actually experiencing what other people in real life experience':

> *They experience the frustration, OK only on a small scale, but they don't forget that, and I always remember at the end of the year I would always go through, what have you liked about this year's geography, what have you not liked, and things like the games, always the things they said 'we learnt most from games' (Head, primary).*

I) Sensory resources

Teachers who work with young students and students with learning difficulties said they would like to have something which students could actually touch or feel. Artefacts and other touchable resources (e.g. real clothes from different places) or resources which have smells could be introduced more easily since they do not depend on reading and writing activities which some students might find difficult:

Now within RE, we do Hinduism…with Hinduism it's a lot easier because we can get them dressed up, we could do the sari, we could do the henna on the hands and things like that, so I think a lot of it is actual physical resources, not written resources…if we're going to do some kind of global thing, it's got to be stimulus based, it's got to be, you know, big pictures (Citizenship co-ordinator, secondary).

This teacher also went to a Caribbean shop with students and bought different kinds of bananas before introducing the idea of global trade and bananas. Another used textures, those that children liked and those they disliked, as an entry point.

j) Video, TV and CD Rom

Videos were cited as 'catching students' imagination' when teachers deal with global issues. For some teachers, those made by experts who understood the educational value of studying a place were sometimes better than general TV programmes. One teacher said however he used to show a useful 15 minute children's 'Newsround' which was very useful, but had stopped. It dealt with three or four current issues, whereby the replacement 'Citizen Power' was less immediate and was more focussed on a concept such as democracy. The interactive whiteboard had enabled one primary head to make good use of CD Roms.

5.12.3 Perceived obstacles in getting resources

When teachers say they would like to have more resources, it does not mean that there are no resources available in the market. It was a question of knowing what was out there, and how they could make use of them. The usual questions were raised as with all resources – the need to plan ahead, who has the 'power' to order resources, the need to consult and the time to look through resources and see what fits in with the proposed approach. Yet there were particular obstacles to do with global citizenship materials, as follows:

a) Financial implications

The cost of materials was a key constraint. One primary teacher said that global citizenship education materials were often expensive, 'because they tend to be photo-packs'. Lesson time structures across large schools made it difficult to obtain adequate resources, in that if tutorial time was used to teach global citizenship education, along an agreed progression, then multiple copies of a particular video or reading material would ideally be required for all eight classes in a Year group:

A particular difficulty which this school had was linked to the fact that all citizenship classes were done at the same time across the school… When they have only one video resource for example, you keep swapping the videos around…and you just haven't got the time to do that. Same thing was said for leaflets sent to the school, Every time they send us ten leaflets, but that's no good because you have got 250 kids. So what's the point?! (Citizenship co-ordinator, secondary)

One suggestion was that if organisations or publishers could send one free copy or flyer to school and ask how many more the school wanted, this would be very helpful.

b) The school environment

One teacher explained her situation in terms of choosing 'appropriate' resources for students:

> *There are difficult issues here because we're predominantly Muslim, and I think that as teachers we have to be very aware of the type of people we choose, and that goes through the whole of school, like I'm the literacy co-ordinator and it affects the type of books we buy and the kind of things we put in our school library because we're very aware that we wouldn't want to cause offence to the local community. On the other hand, we're also very aware that we want to expose the children to all the sorts of things that are in their world, and it's a very difficult situation so as teachers we sort of balance on a very thin thread (Teacher, primary).*

This teacher said the way forward usually is to talk to other colleagues to decide which ones to buy, but it would also be useful for these teachers to have someone external to discuss this concern with.

c) Someone to tell us where things are

To have someone who can guide teachers to 'good' resources was thus seen as a key need. Such support is not only looking for something new, but also selecting appropriate resources among many, and rescuing teachers who are 'bombarded from all different directions'. Ironically, there was almost too much. People 'got tired of hunting for things', there was 'so much information to wade through coming out of citizenship education'. It was pointed out that:

> *Nobody's collecting it ['appropriate' resources] and letting us know really, you have to go looking for it. I think that's the biggest problem, but I think if they can pitch it right there's a real need…maybe to have a central bank of those resources (Head, primary).*

The LEA was identified as a possible provider of such a service:

> *If there was an LEA citizenship co-ordinator, it could be their role to get round information to schools that, you know, 'have you considered this' or 'this is a really good resource', maybe in the form of a brief newsletter that came out every month or whatever that was updating citizenship co-ordinator in schools, what's available (Teacher, secondary).*

Yet as one teacher pointed out, for an LEA to recommend particular resources to schools may not be possible:

> *The [LEA] resource centre they can just say these are what we have got, you've got to decide whether you think its good or bad…They are not allowed to recommend videos, because I think the people who sell videos give them to them for free, and if they are getting all these*

resources through, they don't want to sort of say, this isn't very good anyway, and ending up not getting any videos (Citizenship co-ordinator, secondary).

Someone actually coming into school to talk teachers through materials was welcomed, even though some teachers were aware there was 'lots of lousy marketing that goes on in education' (Teacher, primary):

Any external agency that has a vested interest in selling their book…'this is perfect for that, it also introduces the issue of this, that and the other, globally, can you build it in, into your planning'…You've got to get your foot in the door and I think the best way of selling something is to come in to the school (Teacher, primary).

A good suggestion was for a directory of people whom schools could ask for help in terms of both teaching students directly or providing in-service training:

So anyone that's willing to come into a school and talk about global situations, if we could have a central booklet if they could talk about the areas they are willing to come to…Something like that would be brilliant, and make things a lot easier (Citizenship co-ordinator, Secondary).

d) Sources of information

Information coming through the post was described as 'never going anywhere' (Teacher, primary). Some teachers said some of them 'go straight in the bin' as soon as they saw the postmark. This is because of the big volume of printed information around. Again, there is a paradox of teachers saying they would like to have more resources, but when information on materials comes through the post, they have little time to read it. It was very obvious in each school that the citizenship co-ordinator was the one to receive the most material, often too much to deal with, and teachers tended to receive only 'filtered through' information from their co-ordinators.

Some teachers therefore showed interest in more human contacts in terms of getting to know of resources. A few teachers had been to the Education Show in Birmingham, and were able to talk with the people at the display, and find out about organisations dealing with global citizenship.

Summary of 5.12

A lack of suitable resources covering mixed age and mixed abilities are identified, as well as lack of resources for students with learning difficulties or special needs, which do not rely too much on reading and writing exercises. Problems included having no authority to purchase resources, insufficient budgets, either not receiving enough or receiving too much information about resources and not knowing whom to ask for recommendations or to come to the school.

6. LOCAL EDUCATIONAL AUTHORITIES - FINDINGS

16 officers at 13 LEAs in the West Midlands were asked to share their perceptions on teachers' needs in their constituencies. Most interviews were individual interviews, except three interviews with two LEA personnel together.

6.1 Where they operate: their constituencies

The West Midlands is a region with diverse ethnic, religious, environmental and economic backgrounds. Many LEA personnel perceived diversities even within one LEA, for example having both rural and inner-city settings. Some of communities in the West Midlands were described as 'rural and insular' which imply the need to 'understand what it is to live in a multi-cultural society and world'. However, some of these communities already have global and international links, in the case perhaps of asylum seekers or travellers' children. Issues of racism and discrimination within the region were also identified.

LEAs which have rural schools pointed out difficulties of travel for teachers to get to training or seminars, in that some teachers in the West Midlands would have to travel around 40 miles to get to their training centre. Yet this geographical issue was starting to be tackled by LEAs visiting rural areas, perhaps with a head who would organise a consortium of three or four schools to 'attract' the LEA out to them.

6.2 Perceived teachers' needs

a) Understanding of the importance of global citizenship education
Understanding of the importance of global citizenship education was one of teachers' needs mentioned by many LEA key personnel. This was not highlighted as a need directly by the teachers, but, as we saw, their definitions of it and the attention they tried to give it in the curriculum demonstrated significant understanding of importance by many teachers – although admittedly by no means all. In-service training on such importance was seen as a need and some LEA personnel thought leadership from the government would be necessary here:

> *One thing is that they could do with some sort of leadership from government about how important it is, you know, so the status of it ought to be raised inside schools because a lot of schools probably aren't taking it as seriously as perhaps they should do.*

> *I think there is a need to understand why they need to do it. First of all, there needs to be a clear statement of purpose about why it's important. There then needs to be practical ways of how do you do it. And I think there has been guidance in the past but it may be that this is a good time to update guidance.*

Also one LEA respondent pointed out that the way in which global citizenship education is taught in PSHE could sometimes become a problem since the PSHE teacher might say:

> *"I'm a PSHE teacher and I teach citizenship, as part of PHSE I teach all these other things, so citizenship is one thing on a long agenda of things that I'm going to teach, I need to teach about sex, alcohol awareness, drug awareness, you know so I might have a training need there as well".*

This LEA officer argued therefore that teachers would need to know 'why should that be more important than any of the other aspects of this thing that I'm teaching'. At the same time, a few LEA personnel pointed out how the whole national curriculum culture is influencing how teachers respond to global citizenship education, as well as to other initiatives:

> *I do think teachers are above all looking for the manageability, and how to incorporate any request and extend their practice and extend their thinking in any way, extend their curriculum anyway.... all those requests are tested on the same sounding board, which is 'will it mean I have to spend more time?' If it fails on that sounding board, it won't get done. There are variety of reasons, probably more than 10 years that there are feelings of the curriculum being over prescribed, and therefore imposed, and therefore it creates resistance.*

Underlining the importance could however in their view be tackled through international exchanges, making international involvement a 'right of teachers and an expectation of teachers'. This should be part of professional development and career development, to make it more central, 'not just to do with a thing called citizenship'. Ensuring awareness of what other schools are doing would also normalise global citizenship education - 'it's been done somewhere else helps teachers'.

b) **Training**

This notion of an entitlement and expectation for teachers leads into the question of training. The 'huge' training need was confirmed strongly across all LEA personnel. Yet they also said that providing training in the area of global citizenship education was getting more and more difficult:

> *I do deliver training for teachers in these types of areas – but I've often had to cancel the courses because of lack of numbers and when I've phoned up the schools it's basically because they are only allowed to go on one or two courses in the year because of financial restrictions. And it's usually the ones that they have to do like the literacy hour, the numeracy hour, you know, the big ones.*
>
> *The problem is school's ability to actually have the time to access that training, because again there are a range of priorities within the school.*
>
> *Unless there's funding to release them, then I think we will carry on getting the same response. And even then, when you have the money*

to release them, the next issue is 'do they actually want to be released from their classes?' They've got targets to reach all the time. And they don't want to be away and giving it to a supply teacher or other colleague.

c) Teaching controversial issues

Within the training, the skill of teaching controversial issues was identified as a clear need:

From our point of view, the specific skills which you want from teachers have to handle controversial topics and again that's just down to training teachers so that both teachers and students avoid things like emotive language, that they try to broaden experience and don't just rely on anecdotal evidence and being aware of those sorts of failings when it comes to analysing information. It's just too difficult otherwise, you know, how to listen to people effectively.

In releasing the control you also can gain their [students'] interest but releasing your control is slightly unnerving. So it's about giving more teachers confidence in what these strategies might look like and how children can respond to them. And they're relatively new in term of thinking skills and stuff like that which increasingly teachers are aware of but you need to sort of, more practice at making sure that they go more fluently in the classroom. So techniques like training teachers to become active facilitators, you know and having the courage to use things like circle seating.

When teaching global citizenship education, especially those parts which have controversial aspects, some LEA personnel thought that knowing how to respond to race and racial tension would be very important:

I think there's an issue around the training in British schools to be able to recognise and respond to racial incidents, and I admit you have to some encouragement in that.

I think my view is that you need multi-cultural education, which is part of the wider appreciation of the world that you live in, if you want to tackle discrimination and provide equality of opportunities such that any student whatever their background can achieve their potential, then there are lots of other things that we'll need to be doing that are more systematic at an organisational level and some of that is looking at the way our processes operate and that's where I think the more anti-racist approach comes in.

Some LEA personnel thought particular subject teachers would be more confident in teaching controversial issues as well as global issues. Geography and history teachers were cited in this regard, as they were developing concepts of globalisation and 'the global' already; they were seen to be teaching controversial issues and having more confidence. So there was a concern about who is allocated to teach global citizenship:

There's those schools where you have simply created a separate subject called citizenship, that's as good as the teachers who are

teaching it, and that works sometimes, it's a straight-forward solution for the school to deal with citizenship. But its success depends on the ability of the teacher, and then the one that probably only one or two schools adopt is where citizenship is put inside or connected to other subjects, so history and geography together create the course for citizenship. I think that tends to work very well, because concepts like the global and globalisation are very much part of what teachers in the humanities are aware of and teach about.

One LEA officer argued that most teachers would need more political awareness and political literacy:

> *The aspect that most of our teachers are struggling with is political awareness and understanding because so many of them have limited understanding of the political systems of this country…how do you engage children and young people into wanting to be active citizens in terms of discussing political and social issues and how those can be resolved and the systems to do that.*

d) Resources

Time to plan for research into global citizenship education practice was highlighted by most of the LEA personnel. Time is therefore a resource as well as the actual material resources, which were identified by several:

> *Resources, but not all are paper oriented, particularly worksheet orientated, because if it becomes more worksheet orientated, that becomes an activity and not developing the concepts, but ideas which might be supported by worksheet resources.*

> *Researching and looking for resources take time, so I link with Tide, DEC in Birmingham and I found them really really good. We also got involved in developing resources together.*

> *Unfortunately teachers need to see exactly where in the national curriculum it fits in.*

6. 3 Perceived students' needs

> *It's no good saying we meet the statutory/non-statutory requirements, if what you are doing has no relevance for the young people within that school at all.*

Many LEA personnel perceived 'being listened to' as the strongest need of students:

> *I find that with a lot of young people, given the opportunity to express themselves and to explore things they are not shallow at all, there are lots of things that are relevant to them and they are quite passionate about certain things.*

> *The general advice you give to schools would be that you've got to respond to the child. The child has to be listened to. And if you have*

children, of whatever ability, but particularly if they're able, and they have an area of interest that they want to pursue – it may be about citizenship, it may be about global citizenship or the wider world – then that's something which they can be invited to explore, either on their own or with a team of other people which have similar interests. And so that their learning is much more tailored to their particular needs and interest – that would be the idea behind it.

One officer gave a practical suggestion, relating to teachers' fear of silence:

You want the child to make an evaluative response, the temptation then is to ask the question and then you're left with a bit of silence while the kid thinks about this. Well, most classroom teachers are alarmed at a silence that lasts more than one and a half seconds. 1 ½ seconds, that's a long embarrassing time in a classroom, you know? And really, the kid doesn't need 1 ½ seconds, he wants 2/3 minutes. So you're building deliberate thinking time into a classroom and those sorts of strategies need to become much more familiar parts of the classroom teacher's armoury.

Other particular students' needs mentioned by LEA personnel were learning about current events, environmental issues and issues of identity. Young people in secondary schools were seen to have a 'growing interest' in the news. The problem was to find a context in the school to discuss topical or controversial global issues, and it was recognized that there were 'few areas of the curriculum where children can actually talk about those things':

I mean for example in September the 11th there wouldn't have been an actual part in which the school can respond to that, this event with its global implications can only be understood in a global context, but there's nowhere you can talk about it. Individual teachers can talk about it and did, but there isn't a natural home in the curriculum in which issues like that can actively be discussed.

I mean some students these days, particularly in areas like environment, are much more sort of clued in on what the issues are and what the problems are, and that they have got some sort of responsibility about doing something positive about it.

I also think there's issues about identity that need to be explored, whether it's something that the children themselves identify or not, I don't know, but there's the need to have a context to talk about identity and as identity is globally influenced and created there's a need to talk about that. I mean people increasingly live in a world in which their clothing comes from different parts of the world, the sub-cultures that they belong to come from different parts of the world, their food comes from different parts of the world, there's a need to understand the processes that are going on.

Global citizenship education was therefore seen as a 'natural home' for such discussions, underlining again the need to make it more central in schools.

6.4 The needs of LEA personnel

In a similar way to the demands on teachers, LEA staff felt under pressure from government, in that 'governments are trying to move us toward what they consider the priorities are'. This related to a frequently mentioned need for more time, in order to meet the needs of teachers and learners that they perceived:

> *Time, I don't have capacity to do training with schools, training is offered through our personal leaning centre, we bring people in to do the training, I don't have time to do training.*

> *Time – I think I feel fairly committed toward it but I do have limited time because it's certainly not a priority within my job description… what I haven't got time to do is to facilitate group work and facilitate development.*

> *And the number of teachers that are interested [in joining global citizenship initiatives] varies from year to year…and my problem is time to follow up, to monitor, to support within this, 'cos my time has to be elsewhere and I'm the only one for that.*

When we looked at the job description and responsibilities that LEA officers have, each of them covers a very wide area of responsibility, for example;

> 'General inspector; secondary school improvement role. Additionally I lead on the 14-19 curriculum and on the induction, and assessment of newly qualified teachers. I co-ordinate advanced skills teachers programme and citizenship education for both primary and secondary.'

> 'PSHE, and citizenship from both primary and secondary, plus 11 school overall development of the school–staff training of all sorts.'

> 'Race equality officer, working with 254 schools'

One officer pointed out that his role to promote sustainable development and global citizenship development was only funded for half a day per week in the year 2004.

> *It was a day a week last year. In an ideal world I'd like to do that full time, because that's where my heart lies.*

Some personnel used phrases such as '*I'm not considered operational in schools*', '*my role is considered a strategic role*', and '*I'm not actually operational in schools*'. It is understandable that the role becomes a purely 'strategic one' since LEA staff have so much in their job descriptions, yet whether these strategic roles are actually meeting the needs of schools and teachers is yet unknown. Meeting training needs, introducing resources to schools and visiting individual schools when requested seems to be becoming more difficult for LEA officers:

> *In some areas, things like drugs education for example, we could still sometimes provide a free sort of consultancy service for schools in*

those sorts of areas, but I'm a bit worried, because there are noises from the government at the moment as that standards fund might drop, a year or so from now, so we are not quite sure what the implications of that will be.

One officer suggested instigating some action research on how a dedicated officer for global citizenship education could bring about some changes in their constituency:

The best case scenario would be an LEA, not necessarily this one, but somewhere in the country, who was appointed as an advisor for global citizenship, and that was all their job description, to be an advisor for global citizenship. Now, if that's all they had to do in terms of their job, they could really get schools moving, I think, much more effectively in these areas…It could be a project to see whether it made a big difference or not to the quality of global citizenship in that authority, compared to other authorities. Someone was given that responsibility for two years, it could be monitored and evaluated to see whether it had made any significant difference or not. It would be interesting, wouldn't it?

It would seem from all the above comments that it would not just be interesting but vital to the effective working of LEA personnel in what can otherwise be a marginalized activity.

Summary of 6

LEA personnel perceived several teachers' and students' needs in global citizenship education. One was simply a need to understand its importance. Others related to lack of confidence in teaching controversial issues, which confirms the teachers' own concerns mentioned in the previous section. There were many ideas which LEA personnel wanted to pursue in order to support teachers such as training and visiting schools, yet their (and the schools') perceived lack of allocated time and sustained funding for global citizenship education, seemed to prevent them from consistently pursuing those ideas.

7. INITIAL TEACHER TRAINING INSTITUTIONS - FINDINGS

> *I would like to know more about the issues of global citizenship education, and within the PGCE package of citizenship more emphasis should be put on global citizenship. Obviously quite interesting, certainly from political point of view. Imagine with Key Stage 4, lessons would be extremely interesting. We need more training on issues (student teacher).*

Initial teacher trainers and their students at three teacher training institutions in the West Midlands were interviewed to share their perceptions of needs in teaching global citizenship education in schools.

7.1 The needs of student teachers

A total of twenty student teachers were interviewed on their current needs in teaching global citizenship education at their assigned schools and perceived needs for future teaching. Group interviews were conducted with two to five student teachers at a time. Fifteen of them were taking citizenship as their main PGCE subject and five of them were doing PGCE geography. Some of those who opted for citizenship as a main PGCE subject had law, politics or sociology backgrounds.

Most of the needs which student teachers identified were very similar to those mentioned by the teachers at the researched schools, such as lack of 'suitable resources', lack of time to look through resources, and not enough space for global citizenship in the curriculum. We will not repeat those here. But there were certain aspects which student teachers particularly or uniquely highlighted, as follows.

a) Experiential opportunities

One of the needs expressed by many student teachers but not by school teachers was the opportunity to act out activities in their training:

> *The best thing is that [our tutor] loves giving us activities and making us do them, as that's really good, 'cos we know what children would feel like.*

One student added, 'At the end of the day you could argue training [would be needed to teach global issues] but at the same time when you are in front of the class, the class are very individual'. Therefore, for her, experiencing some of the activities for herself, and feeling how students might feel, would help her to guess in the future whether certain activities or teaching styles would be suitable for particular classes she might be teaching.

b) Lack of interest and understanding among senior colleagues

Lack of understanding by teachers was regarded as one of the main difficulties student teachers faced at their practice schools. Some students saw the 'status' of citizenship and global citizenship as not being high at their schools:

They'd [teachers would] probably look down on it, like a status thing, like Maths and Physics and the top subjects and you've got English and Social Science and Citizenship at the bottom.

I don't think the government, have necessarily promoted it as well as they could have done, because a lot of teachers within the schools don't care about it or see it as a waste of time.

I would say as far as they all want to see you fail, really, because then it would be like, 'all right, the subject is written off then'. They are almost looking at it as a threat really.

This 'death wish' for citizenship education is particularly concerning. Even when the subject of citizenship was regarded as important within a school, whether those citizenship classes included aspects of global issues was another matter. Since they were student teachers, it seemed that they often did not have much say in terms of what they would teach in lessons.

We do have some freedom, but we still have a person in charge, who pretty much sets it, and it's my experience that that person sets the work and gives it to the teachers and they teach it.

If citizenship co-ordinators did not see global citizenship as an important aspect of teaching, student teachers would not be able to change the curriculum content as easily as they would like.

c) Pressure to be perfect

We saw some teachers lacking confidence about teaching global citizenship, but this is compounded for student teachers because of the need to demonstrate their competence. Among student teachers, there were anxieties about engaging in global citizenship education at school, even though there was much enthusiasm among them.

It's so huge that how can we be expected to do this?

There was one student teacher who said she would be feeling especially uncomfortable about not knowing everything when she was teaching.

The worst thing in the world is to stand in front of the class and only know what you're teaching…I need to find out more about, I'd want to know about all of them because all we need is one child to put up their hand and ask a question that would just throw you off on a tangent, and you're completely lost. (Interviewer: Do you have to know everything?) You had to in your teaching practice. Your first job as an NQT, you're kind of conscious that you're being judged by the students, staff and parents no matter how friendly or caring the school, and it's an insecurity almost, isn't it? It's your first job and you're trying to…a professional job for me for the first time. So I'm very conscious of the fact that if I make a mistake once I start working…it's not like a teaching practice where I'm there for a few months then I'm off somewhere else and I leave the mistake behind – it stays with me.

Here, the discussion turned into whether you needed to know everything when you were teaching. A male student teacher said:

> That's interesting because I don't think you do have to know everything. I had a Year 10 pupil asking me a question the other day that I didn't know the answer, and I said "I don't know" and he said "Well teachers are supposed to know everything" and I said "Teachers don't know everything, history teachers don't know everything" and he was really pleased! (laughter from other student teachers) "A teacher's never said that before". It's even better if they know something that you don't, or that they can find out something that you don't know and tell you of this opportunity.

This student made the important distinction: 'it's two different things, knowing everything and confidence. I think you've got to have confidence, but you don't have to know everything'. Yet even though in this group interview other students also thought 'knowing everything is not necessary', this did not necessarily translate into confidence once in school. Global citizenship education seems to require at least a certain minimum knowledge base for these students to feel comfortable. The feeling of 'knowing everything' about a global issue is often particularly difficult since so many issues are interrelated with each other.

d) Perceptions of their courses in terms of meeting their needs

Student teachers were generally happy with the courses and training which they had and they said there were chances for them to explore global issues. Teaching styles were mainly a mixture of lectures, discussions, and experiential activities. They said what they had learnt was mostly skills-based, rather than issues-based:

> *You cannot fit all the issues [into the course], but what we've done is been very skills-based.*

> *We've covered the skills of teaching haven't we? How to go into a class and teach it, and everything else, we've had to go off our own back, 'cos the course is so intense, it eats up all your time, so it's sort of sink or swim, get on with it.*

Most students thought that since their course was relatively short, it was understandable that they could not touch on different global issues as much as they wanted. Yet, generally student teachers thought it would have been nice if they had had a chance to learn about a few global issues and how to put those across in their lessons. Some 'practical experience' of teaching a global issue would be helpful, such as planning a lesson together:

> *Which we've actually just recently been doing, is to actually make us, with their help as 'the experts', put lesson plans together… I think that is a much more practical way of doing it, you gain experience with your peers, and God are these people important to you!*

One student teacher suggested:

> *I think it would be good if the college had its own portfolio of the subjects [issues] that we have to cover and the resources that can be used, that would help us out a lot.*

One teacher trainer was putting each student's produced resources onto a CD-rom annually. Then student teachers would have about 20 different issue databases, links, defining concepts and lesson plans on citizenship and global citizenship education. Even though this CD does not contain all the student teachers' work in the past, it was welcomed and perceived as very useful by student teachers.

7.2 Initial teacher trainers' perceptions of student teachers' needs

Three initial teacher trainers in citizenship were interviewed and they saw their students as 'very enthusiastic because they've opted to do a very new subject'. Apart from similar needs which were expressed by school teachers, such as resources, teacher trainers identified some of the particular needs of their student teachers. These mostly related to students' backgrounds, whether culturally or academically:

> *The first thing about them is that ethnically they're not very diverse. They're very white, middle class, British which means that they haven't got the links with the rest of the world that the school I used to work in had, which is a predominantly Muslim school with most of them with their relative in Pakistan, Bangladesh, or Kashmir. So they hadn't got those links.*

Also lack of awareness of economics was pointed out:

> *They're all quite aware of international politics and what's going on so they're quite open to picking ideas and developing ideas there. But I think that one of the problems comes over things like economic awareness. I think it's very difficult to understand a lot of global events without understanding the economics. It's like, people do things that are nasty or bad, not because they're bad people but because they have an economic situation on their hands. So someone who makes a decision to source their trainers in Vietnam now, isn't doing that because they particularly wish to exploit the people there but they're doing it because of economic reasons. And I think one of the things that will hold back global citizenship awareness is going to be a lack of understanding of economics.*

Economic aspects of global citizenship were therefore explored by the initial teacher trainer at this institution.

Apart from these, initial teacher trainers said that there were different needs according to student teachers' subject backgrounds. They said students with a

law, politics, geography or history background tended to find it easier to deal with global issues than students with other subject backgrounds.

> *You can't generalise here, but some of my students with humanities backgrounds who come across with those with hard social science backgrounds, are politically less knowledgeable.*

> *The interesting thing is a number of the people with a law background who have come and done this course, often they've also had a social ethics element in their studies and that seems to really work very well indeed. Very often the lawyers seem to be the people who really get to the heart of the issues and help to crystallize the issues for some of the people with different backgrounds. The geographers can help us enormously and do.*

Initial teacher trainers thought that it was important to make sure there were spaces where those students with and without the above backgrounds could share their thoughts and ideas together. To cover some of the lack of experience among student teachers in dealing with global issues, an initial teacher trainer said:

> *Basically, I spent a lot of time getting the trainee teachers to focus on a whole range of concepts. So whether we're talking about rule of law, rights and responsibilities, aspects of morality, concepts like justice…*

This is an interesting focus, as it points to the complexity of the link between knowledge, conceptual understanding and the practical skills of 'delivery' of curriculum. It would seem that the justification for this approach is that conceptual exploration of the deep underlying issues would give greater confidence in parallel explorations in the school classroom.

One teacher educator said he usually suggested that student teachers look at the schools' policy before teaching:

> *I mean every school is supposed to have a controversial issues policy and most of them don't. And I kept on saying to my trainees that they had to find out what the controversial issues policy was in their school.*

This was hoped to inform student teachers what they 'mustn't breach' but at the same time, by checking it, it would give student teachers clear ideas of what they could discuss with students.

Initial teacher trainers were also concerned about the school climate within which students might have to be working. They were aware that citizenship education may have low status or that there were contradictions in school ethos and the hidden curriculum:

> *The first time we start hearing about schools being in special measures because they're not taking citizenship seriously, I think that will suddenly concentrate their minds greatly.*

One of the things which bothers my student teachers is working at a school which promotes the notion of social justice and democracy, there are gaps between the lived experiences of students which are not democratic, and some schools only do lip service to school councils and so on.

It was recognized that the teachers in the schools also avoided complex issues in their teaching:

Politics [and political literacy] is probably where teachers tend to shy away a little bit, it could be a generalisation there – that the international aspect is a little more complex.

Finally, initial teacher trainers discussed what would be the needs of students at primary and secondary schools. They thought teachers would need to understand that global citizenship education is about engagement and empowerment, and 'making young people walk tall'.

It's got to be so that pupils have the space in which to develop their own ideas. The space to express them and to discuss them. Because unless you can express and discuss ideas you cannot be an active citizen, be it local, national or even global level. So the actual lessons have got to encourage participation by the pupils. Otherwise it's like learning to swim without getting into the water, isn't it?

Summary of 7

There were particular needs of student teachers which were identified through interviewing student teachers and initial teacher trainers. Being seen as 'new' or 'practice' teachers could put them in a more difficult position in promoting global citizenship education at school, especially in decision making about curriculum content and practice. Initial teacher training was often more skill based, which was valued highly by students, yet training did not allow much time for student teachers to explore some of the actual global issues for themselves. Students without a strong social science background found this particularly difficult. Confidence could be enhanced by encouraging collaboration about lesson planning among student teachers, as well as providing a clear conceptual base for global issues. Contradictions in the schools with regard to school ethos and to the reaching of controversial issues were also recognised.

8 CONCLUSION

8.1 Understandings of global citizenship and its importance

The vast majority of students, teachers, teacher educators, teacher trainees and LEA personnel that we interviewed saw global citizenship education as of high importance. For the educators this is predictable, in that we were mostly interviewing citizenship co-ordinators in schools or LEAs, and, in the teacher education colleges, those staff and students involved in preparation to teach citizenship. Yet it is significant that this is confirmed by the students of all ages and levels. Whether this curiosity derives from the schools or the media, there is a genuine concern to learn about the wider world and global issues and to understand what is happening. This research – in these schools anyway - has countered the idea that students are insular or egocentric in outlook, or have little interest in politics. In contrast, they are puzzled by world events, and feel short-changed by schools if these are not given attention in depth.

Students had a sophisticated understanding of the 'global citizen', with a varied array of associated behaviours. These included valuing and respecting everybody, co-operating across the globe, awareness of the interconnectedness of people across the world, and creating change. In this sense, their overall feeling was that we are all global citizens, although there were two interesting kinds of debates. Firstly there is the question of whether people have to 'qualify' to be global citizens by being sufficiently caring about others or the environment; and secondly there was the issue of whether only adults or famous leaders were the real global citizens, as young people did not have a voice. There was a complex understanding of issues of citizen identity or belonging, linked to region or country of origin, together with concerns about racism, prejudice, stereotyping and discrimination.

Schools recognized a number of benefits of global citizenship education – predictably focussing on responsibility, but also on respect for others and a caring attitude, as mentioned by students. In this respect, it could be argued that global citizenship education was seen as yet another means of social control; however most of the teachers we talked to did also had a wide concern about global and development issues and the importance of instilling a challenging rather than docile or conformist approach in students. Some schools made a connection between global citizenship education and overall student achievement, in that the skills and orientations generated by global explorations transferred both to other forms of learning and to the school ethos in general.

8.2 Curriculum emphases

Students and teachers shared many views on what sort of areas should be in a global citizenship curriculum. This is understandable, as the students' views will be filtered through what they have already experienced, and through the messages about global citizenship which they have had from teachers.

Various parts of the literature review have highlighted the triumvirate of knowledge, skills and values in global citizenship education; we found these were not differentiated much in talking to either students or teachers. As we discuss later, political skills at the global level are more problematic, and it is understandable that the emphasis appears to be on knowledge and understanding. However, if we look at the preferred learning areas, it is always possible to translate these into skills – particularly critical thinking skills and skills of argument.

Learning about 'others': Firstly, in different ways, both students and teachers talked about the need or desire to learn about other cultures and religions, although only for the teachers was this need seen to derive from the problem of insularity of some students and communities; for the students it was more simple curiosity. Yet both talked about difference and similarity, to appreciate where we are all humans with identical attributes and where we need to understand how peoples' lives and values may be very different from our own. Questions of identity were recognized as important by both students and teachers as needing to be talked about, particularly in order to tackle racism.

Global injustice: This leads to the second joint need, to explore and understand the big political issues of injustice and variations in wealth and poverty, as well as environmental degradation. This confirms the proposed importance of social justice as a global citizenship concern which was suggested in the Literature Review by a number of writers and agencies. Students wanted to understand how such injustice was possible and still continuing; teachers saw it as important that broad understandings of development issues were laid down as a bedrock for future work and action. Teachers in particular mentioned preparation for 'participation' as part of global citizenship education. Students wanted more political literacy, in the sense of understanding why things do or do not change as a result of political argument, thus how government actually works. They were frustrated by their lack of comprehension of this.

War and conflict: In turn, this leads to the third – and in some ways most outstanding need – which was the need to know more about war and conflict. Admittedly, this was in the context of the Iraq war and the continuing and huge exposure on the media; but it raised the important and continuing issue of learning about current and controversial events generally. Students of all ages and both sexes wanted to understand the reasons for war, for hate, for hypocrisy – and wanted to know about it in the current, real time context, not just in the safe area of history. Teachers generally realised this need in students, and felt that contemporary conflict could not be ignored and should be surfaced and discussed. Both teachers and students wanted both sides of a question to be exposed, and the complexities underlying conflict to be explored. Where teachers had a concern was in not inducing anxiety in students (interestingly this hesitation was recognized by students, although mostly dismissed as unnecessary). The presence of refugee children in the school posed particular concerns about how to tackle possible trauma. A key issue at the time

was whether students should be forbidden, allowed or encouraged to go on anti-war demonstrations. The school preference was mostly to forbid it on all sorts of grounds such as health and safety; for students and some teachers this stance was counter to global citizenship ideals of agency, getting involved and 'acting locally, thinking globally'.

8.3 Teaching approaches

In the context of lessons which they enjoyed or which disappointed them within global citizenship, students were able to identify a number of areas which tackled the above learning needs: as well as those directly on war, there was the work on rights or the environment. The appreciation of rights education supports the arguments in the literature review that this is a valuable way to generate a framework for debate.

It was sometimes difficult to distinguish whether it was the content or the approach which made a lesson popular: students mentioned religion, but this was in the context of appreciating the debates and discussions; world music was enjoyed both for the practical experience and for learning about cultures behind the music. There was mostly agreement across students and teachers about what sorts of learning were appropriate for global citizenship. This included:

Debates and discussion (sometimes generated from role plays or simulations). It was pointed out however that not all teachers were actually comfortable with discussion, as the outcome was unpredictable (in fact a feature of good global citizenship education mentioned in the literature review). A particular concern of students was 'having a say' and being able to express their views.

Experiential learning, or bringing something to life. All agreed that learning needed to be related to immediate knowledge or concerns; for teachers this was the concern to start from where the learner is and broaden out, or conversely to ensure that global issues can be related to the personal or to some activity which finds a practical relevance. Teacher trainees talked about needing to actually experience work on global issues before feeling confident to teach it themselves.

Visits and visitors Everyone mentioned international visitors to the school as interesting and informative. This allowed students to ask questions with confidence and to encourage such a questioning stance, as well as simply broadening exposure. Similarly, those schools with international links found them hugely valuable. Problematic issues were raised about equity between the partners, and the choice of a link school, but in general the links were highlighted by both students and teachers as mind-broadening and enjoyable. There was a revealing view by some teachers that their headteachers should make visits overseas, to widen their worldview; similarly, LEA personnel would like international experience to be both an entitlement and an expectation for all teachers as part of professional development.

Research and information: Teachers recognized the need of students to have clear information; students mentioned this in the context of war. Students particularly drew attention to doing their own research, perhaps using the internet, and to enjoying making presentations about global citizenship issues and disseminating their findings. Again, this might be unpredictable for teachers, but students liked the feeling of 'leading learning' and learning from each other.

8.4 Key constraints and gaps

If there is a fair consensus about the importance of global citizenship education, and the sorts of contents and approaches that should be there, what prevents it happening fully in some schools or classrooms? We outline four major problems which have emerged from this research. They confirm but also extend the findings from the DFID (2003) study on teachers' needs, in that they include the views of other key stakeholders, such as LEA personnel and students.

a) National Curriculum

The National Curriculum was seen almost uniformly as an actual or potential barrier to any decent global citizenship programme. This was in terms of:

1. *focus* – that the National Curriculum was too Eurocentric and did not cater for the full heritage of young people in English schools.
2. *time* – that little space was left to tackle more exciting or less boring issues, or that particular timings of examinations or SATS meant everything had to be planned around those. Students complained particularly that they never did anything in depth, and that they were constantly moving on.
3. *mindset* – that teachers who became used to a prescriptive approach to teaching literacy and numeracy were uneasy with the more free-floating or unpredictable nature of global citizenship education; they thought 'students just wanted examination answers'.
4. *resources* – that the bulk of finance went into core areas of National Curriculum activities
5. *assessment* – that continuous testing and the league tables meant a need to focus on 'core' activities; and that therefore if something was not tested it had low status.

As we discuss below, some teachers and schools did manage to use the National Curriculum productively, or at least to get round it; but for many schools, it became a legitimator not to venture too much down untried or apparently less valued paths.

b) Fear of indoctrination

Global citizenship education by definition means tackling political issues. Some teachers are constrained by the interpretation of guidance that they should not 'impose' their political views or 'indoctrinate' their students. This is interesting, given that some of the respondents taught in Church of England schools where it would seem inevitable that Christian values would be

imparted directly or indirectly as part of the ethos of the school – even with the attempt to introduce 'other' value systems. Some teachers admitted not having political views at all, so perhaps that is not a problem; but for those that did, there is the question of how, when or whether to reveal those to students. Interestingly, students very much wanted to know what teachers thought personally about global issues or conflict situations, and were frustrated if teachers refused to tell them. Students recognized the constraints, and indeed did not want to be indoctrinated, but felt they were able to tell the difference between a teacher expressing their own political leanings (as with any moral stance) and actively prescribing those views for others. Our conclusion from this is that it is a sign of respect for the students if a teacher is honest about where they stand; it makes for better and more trusting relationships, and it provides a role modelling – not of the actual view, but that teachers do have principled positions and are willing to express these. This conclusion does however imply particular training needs for some teachers in how to be honest with students while acting as 'devil's advocate' to generate alternative positions.

c) Lack of confidence to teach current controversial issues

Such a need is closely linked to how to approach controversial issues. This was raised by teachers, teacher trainees and LEA personnel. Such teaching has been a long-term concern in any moral education programme or religious education, but global citizenship education highlights or extends it in a number of ways. There is the linkage of global issues or events to the multicultural composition of the classroom or community, which requires extreme sensitivity. There is the fact that much global citizenship education will arise from current events and happenings, which are unpredictable, and for which there is no 'script'. There is the reality that many current global issues are about disaster or conflict and have disturbing images, which means teachers possibly having to deal with a range of emotions from students. There is the perceived need for a strong personal information base about global issues in order to deal with student questions and challenges, which in contrast to, say, sex education, not all teachers feel they can produce. This combination means a reluctance for some teachers to engage in the debates; for trainees, there was the additional concern about their 'performance' and how that would be judged.

d) Fear of agency

The rhetoric of participation in global citizenship issues was apparent, and this was indeed a reality for some schools. Charitable activity was popular and did give a sense of empowerment to students if they could see the precise outcome of their work. However, political participation was more problematic. As we saw, there were contradictory positions or policies on students joining demonstrations, with punitive measures sometimes for students who were categorised as truanting or leaving school without permission. It is not our job to say that students should or should not be allowed to demonstrate, and we recognize the dilemmas involved; however it would seem that there needs to be a larger policy discussion of where students do make decisions and where students can exercise agency, and that this needs linking into discussions of student rights as well as responsibilities. Otherwise alienation will occur and students will see global citizenship as yet another theoretical subject. All the literature reviewed talks of the importance of preparation for *active* citizenship; whereas for national citizenship

education there can be useful local voluntary activity, for global citizenship education this is more difficult, and (as well as charity) has to include some sort of active response to global issues. If OXFAM's 'outrage' at social injustice is to have any meaning and outlet for students, this means some forward planning, consultation with students and parents, and a degree of coherence.

8.5 Enablers

The study has nonetheless revealed a number of 'enablers' or prerequisites which can start to tackle the above constraints and can provide a meaningful global citizenship programme in the schools to meet identified needs.

Creativity: As we saw in looking at what is happening in curriculum, and in finding examples of 'good practice' (Appendix 1), teachers can and do exhibit a range of creative practices and lateral thinking in order to ensure that global citizenship education does take place. We saw many cross-curricular initiatives, with examples in a range of curriculum subjects from the expected history and geography to the less expected maths and music. One has to do literacy, but one can choose exciting, internationally relevant texts or stories to base this on. One has to do a module on Brazil, but one can make a model of a shanty town and talk about poverty. The multicultural classroom is not seen as a constraint but as an opportunity to draw on the wealth of experience of the students and their families. Children with special needs may have problems with maps, but an entry point is texture or smell as a stimulus to think about difference. We have many more examples than there is room for here, but the point is an obvious one: teachers are not necessarily any more indoctrinated by the National Curriculum than are students, and resistance and ingenuity can be alive and well. This does not however detract from the point that other teachers are going to need support and legitimation for such creativity.

Management : Part of this support would be a supportive management structure and style of the school. Teachers can work individually, but it is tiring and sometimes thankless. The research confirmed the second obvious point that global citizenship education is better when it is part of a whole school policy and has the backing of an informed headteacher. This then enables a proper curriculum progression, allocation of suitable time, and a sense of co-ownership. As with all citizenship education, there is the danger that everything is left to the PSHE teacher, or seen as a PSHE 'topic'. Instead, teachers preferred working in teams to divide up work, search and share resources or lesson plans and support each other when controversial events occurred. A viable international link with another school clearly requires a whole school commitment and some flexibility in allocation of time and people for activities and exchanges. Students' concern about never doing anything in depth can be addressed by finding a way to block time or allocate whole days to citizenship work, as was done by some schools in the study. In wider management terms, useful support and development work was being achieved by a consortium of schools whereby ideas and training were shared, NGOs invited, and progression from primary to secondary school was discussed in terms of children's global citizenship experiences.

Resources: A third obvious enabler comprises suitable resources for global citizenship. We provide a list of those which teachers have found particularly useful in Appendix 2. Previous literature pointed to a need for more global citizenship education materials, but at the time of this study the volume of this had increased considerably. Comments at this point would relate to the need to network within and across schools or NGOs to find and share resources, so that individual teachers or co-ordinators are not reinventing the wheel every time, nor overwhelmed, ironically, by too much information (or blatant advertising) coming in to the school about possible materials or packs. LEA advisors would be highly important here. In global citizenship, teachers still see a need for good video and visual material, but also guidance on teaching approaches. Students did not mention resources much, but were doubtful about anything that smacked of the worksheet in another form. They were aware that even a video can be used for a comprehension exercise rather than discussion. While naturally students liked good stimulus material, as well as visits, it would seem that for students a very good resource is still the teacher who can provide a range of alternative viewpoints (including their own), generate discussion and listen carefully to students.

8.6 Implications and recommendations

The implications from all the above can be summarised relatively simply:

- **Making it core:** Global citizenship education is not just an interesting add-on to a crowded curriculum, but should be a central part of the learning experience for all students (and teachers). Students will otherwise leave school ill equipped to make reasoned judgements on global events, less likely to be concerned about global problems and more likely to be subject to indoctrination or fundamentalism from other sources.

- **Training** of teachers (pre- and in-service) is crucial to enable this global citizenship programme to have depth and breadth. Paradoxically, it may be that this is not actually a 'component' labelled global citizenship at initial or in-service levels, but a solid grounding in five things:
    1. teaching controversial issues;
    2. how to keep up with contemporary political happenings;
    3. feeling comfortable with unpredictability in the classroom (for example, tackling today's events, or using students as researchers);
    4. how to listen to young people and enable their voices to be heard; and
    5. how to devise suitable assessment and feedback for what are currently unconventional curriculum areas.

  These would be prerequisites for global citizenship teaching.

- **Networking**: There should be structured and regular opportunities for teachers to work more creatively, share their work and thoughts with others and debate the complexity of the issues, as part of their continuing professional development (e.g. The network provided by TIDE in the West Midlands).

- Some sort of **international experience** should be both an entitlement and an expectation for students, teachers and headteachers. This could be the obvious formal link or exchange, but also the more opportunistic use of visitors or of student travel or family experience. The internet will become increasingly more valuable in networking and in students being involved in international research projects. Becoming a UNESCO 'Associated School' is a possibility now that we have rejoined.

- **OFSTED** are increasingly looking at citizenship in schools, but it will be important for the above activities not to become routinised or a tick in a box to please the inspector. Instead, an important role for OFSTED would be to join LEAs and schools in arguing for a freeing up of the National Curriculum and its assessment apparatus, and in explicitly looking for and rewarding teacher creativity and willingness to experiment with more political issues.

- **LEA support** should be continued, but may need to have a larger part of an LEA officer's role or job description to have more impact. Even then, schools may not have the time nor finance to utilise LEA training or support fully. A key current role therefore might be in supporting the networking of teachers in order to share existing ideas and in reviewing global citizenship materials to save teachers time.

- **Research** is needed on short-term and long-term impact of global citizenship education and programmes. This study has simply identified needs (and en route, some practices and obstacles). Students' responses to existing curriculum have emerged as a result of asking about wants and needs, and that is a form of impact analysis; but it is very small and does not tackle how students will feel and behave after leaving school. Similarly, teachers' needs have been identified, but we have little information on the longer term impact of training or LEA support. A particular research area identified by this study is how effective learning about war and conflict occurs, and how this impacts on students' attitudes to each other and to other cultures.

"There is a limit to how controversial you can be in schools and how political but these are very important issues and kids are entitled to explore them. Why would kids feel a sense of responsibility in the globe unless they had the opportunity to explore these issues? (Head, primary)"

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APPENDICES

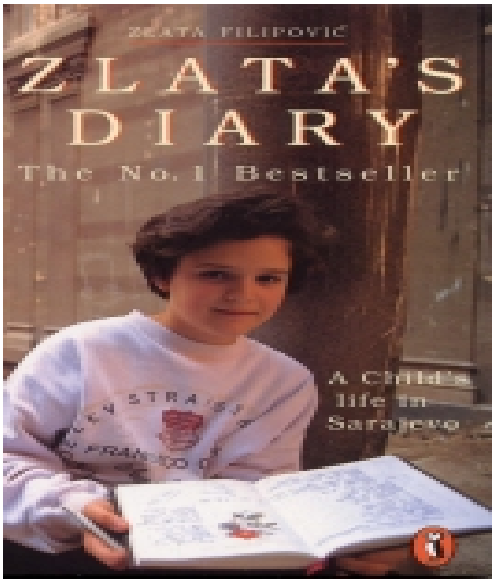
Good practice in Global Citizenship Education

Albert Bradbeer Junior School, Longbridge, Birmingham

[Practice through circle time and story books]
This school has dealt with issues of conflict and war through circle time and school assemblies. A teacher said 'we can't hide it, so we want it discussed'. There are wars all over the world, they mustn't think this [the Iraq war] is the only war. I think the key issue is to think why wars usually start. You have to discuss about is it with the best methods, and ask - what does war mean?' In an observed lesson, fears that students were feeling anxious because of the Iraq war were explored fully at the beginning. Then teachers asked why students think wars happened and explored the links with their day-to-day conflicts in the playground. This was an important initial activity, especially when children were hearing about the war all the time at home and on the TV.

The school also used 'Zlata's diary', which is a diary of a child who was caught up in the Balkan conflict. It is an account of a girl with no hatred, who does not understand why her best friend suddenly died. Children could relate to Zlata and get the idea that children, not only soldiers, could also suffer in a war.

[Other good practice]
School policy states clearly that citizenship and global citizenship are important aspects of learning. Resources from different supporting agencies were also seen in the staff common room.



Zlata's diary. Published by Puffin

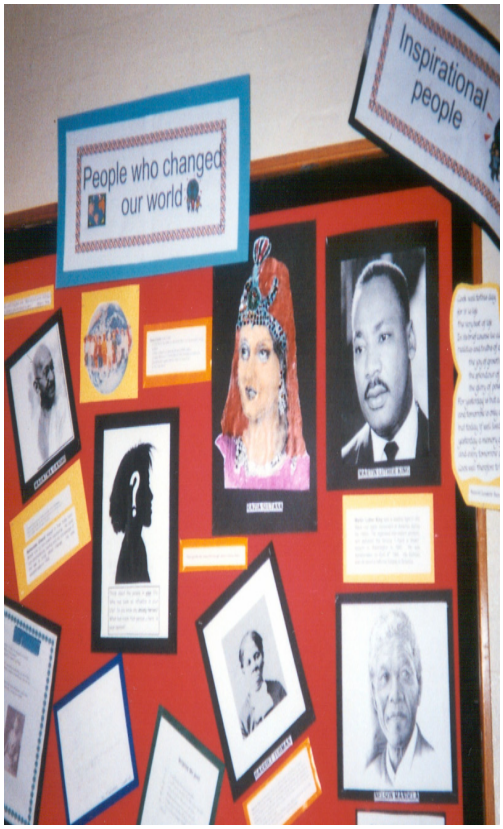
(a picture from the school prospectus)

Birchfield Community School, Aston, Birmingham

[Local consortium of teacher training and collaboration]
This school actively gets involved in a long standing local consortium of primary and secondary schools. During the year 2003 – 2004, the consortium took the theme of citizenship education and global citizenship education. The meeting involved not only teachers but also some organisations which work in the area of education. At the meetings, participants discussed how to teach citizenship and global citizenship issues which are linked to very local issues. Also the consortium makes sharing of information or practice sharing among staff across the schools easier. Secondary school teachers can also get to know the activities which their prospective students are experiencing in their primary schools.

[Global citizenship through using people]
Values such as human rights and anti-discrimination were dealt with by looking at particular 'heroes' and 'heroines' in the past who have challenged injustice. These people include: Nelson Mandela, Emmeline Pankhurst, Mahatma Gandhi. Each child chose his/her hero/heroine to research, and then made a small booklet about him/her. The school ensured a certain length of time was spent for this project so that children could look into their struggles and had time to think about their contributions.

[Other good practice]
Displays on global issues such as pollution and child labour were seen in the school. Since the school site is also used as a community school for adults, the displays were also seen by adults in the communities.



Students' work on 'heros' and 'heroines' who changed the world

Hagley Primary School, Hagley, Stourbridge

[School Linking]
This mainly white suburban school is committed to a School Link with a primary school in The Gambia. Both schools have had teacher exchanges over the years. One of the unique aspects of the link is that teachers at both schools (UK, The Gambia) are trying to find common educational ground as a basis for co-operation. One of the main initiatives was curriculum resource development.

A literacy project in both schools has resulted in the development of large posters for use as shared reading materials for whole class teaching. Joint staff training was conducted also as a result of this project. Currently this school has completed developing a curriculum resource of 'A day in the life' of a boy and girl in The Gambia. Pictures were all taken when teachers from this school went to the Gambian linked school. There is a plan for making 'a day of the life of' a boy and girl in the UK to be used in The Gambia.

This school provides many visual stimuli about different places in the world, for students. The school has a beautiful Egyptian palace entrance and a 'The Gambia' themed area. In this area, alongside artefacts, there is a big wall painting of the linked school's vegetable garden. The painting includes primary students smiling and walking in the garden or to the school, and it creates an atmosphere that 'transports' the viewer to The Gambia with those primary students.

[Other good practice]
The teachers at this school have set up a 'The Gambia' committee and have started to create a network of schools in their area which are interested in school linking. This allows regional teachers to discuss issues to do with school linking, and to share visitors to ensure that students have the best possible opportunities to meet people from The Gambia or other countries.

The Gambia themed area

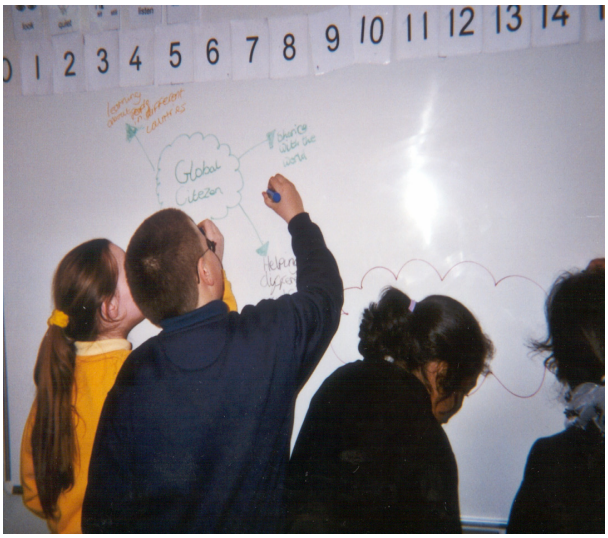
Egyptian reception

Southfields Primary School, Coventry

[Linking the school's cultural diversity to global citizenship education practice]
This is a multi-cultural school, which has children speaking 27 different languages within a school. The school tries to use this rich diversity of students' backgrounds as a strength. Books in the library and the entrance hall, and other resources clearly reflect the cultural diversity within the school, and teachers are trying to relate to this cultural diversity in their day-to- day teaching. The school also created a song which includes "hello" in all the languages spoken at the school.

The school also became involved in Coventry Peace Month activities. Some refugee children had traumatic experiences in the past, and teachers are trying to find how to cover those issues in effective and relevant ways for all children. The school also works closely with the local English as a Second Language department.

[African Week]
This African Week evolved from the strong links and personal experience of the acting head teacher, within Ghana. All the classes from Year 1 to 6 get mixed up and divided into groups. Each group goes around to different learning areas: African art, games, food tasting, and songs. The school hopes to provide a safe environment where students can learn of their own (parents') or other cultures at school.



Students thinking about 'who is a global citizen'

African week

The Hello Song

Hello, Hello (repeat each hello like an echo)
Bonjour (French)
Hola (Spanish)
Val Nu Da (Swedish)
Shalom (Hebrew)
Guten Tag (German)
Konnichiwa (Japanese)
Ni Ho ma (Chinese)

Chorus
Round the world in every land
When we bow or shake a hand
Wear a smile on your face
Say hello to the human race

Hello
Buon Giorno (Italian)
Zdravo (Bosnian)
Jambo (East African)
Yassos (Greek)
Yo No Pot (Hungarian)
Zdras Tvoy Tia (Russian)
Namaste (Hindi)
Chorus

Hello
Koko Si (Croatian)
Ahoy (Czech)
Merhaba (Turkish/Arabic)
Ciao (Italian)
Rooge Barsh (Kurdish)
Salaam (Farsi)
Bore Da (Welsh)
Chorus
Hello
Aloha (Hawaiian)
Hello

St Mildred's CofE(A) Primary School, Stoke-on-Trent

[Effective involvement of visitors]
This rural small school invites its visitors to share their experiences and teach about global issues. Children remembered very well a lesson when a worker at the Antarctica camp came to talk about the South Pole and the changes of climate there. The school also invites parents and people in the local communities to work on art about and from other countries, for example making models of a shanty town in Brazil. Other day-to-day teaching involves many hands-on or visual resources, such as pictures, stories and electric white boards. These are seen as effective teaching methods, since each of the two classes of this small school contain mixed aged students.

[Collaboration with a nearby school]
The school conducted joint geography lessons with a primary school nearby. This kind of collaboration creates different dynamics among students and teachers, especially when students are having a discussion on challenging issues.

Students at St Mildred's identified and took photographs of various global links in their lives.

'Us playing. Because children all over the world play in their playgrounds.'

'Supermarket'

'Pets. 'cause some countries have tigers and some countries have dogs.'

'Water – In different countries, you put different stuff in, different chemicals.'

Worthen CofE Primary School, Shropshire

[Practice shared with people in other parts of the world]
The school has been a part of the 'Globe' project for about 5 years. 'Globe' is an international organisation, which was originally collecting weather statistics by linking with thousands of schools in the world, and now provides more opportunities for schools to practise education for sustainable development. This school checks the 'greenup' and 'greendown' (changes of the colours of leaves) of certain trees with students, regularly during science lessons, to report the data back to the 'Globe' to contribute to the students' discussion and information on global warming. This is an interesting project to show students a wider context of a global environmental issue.

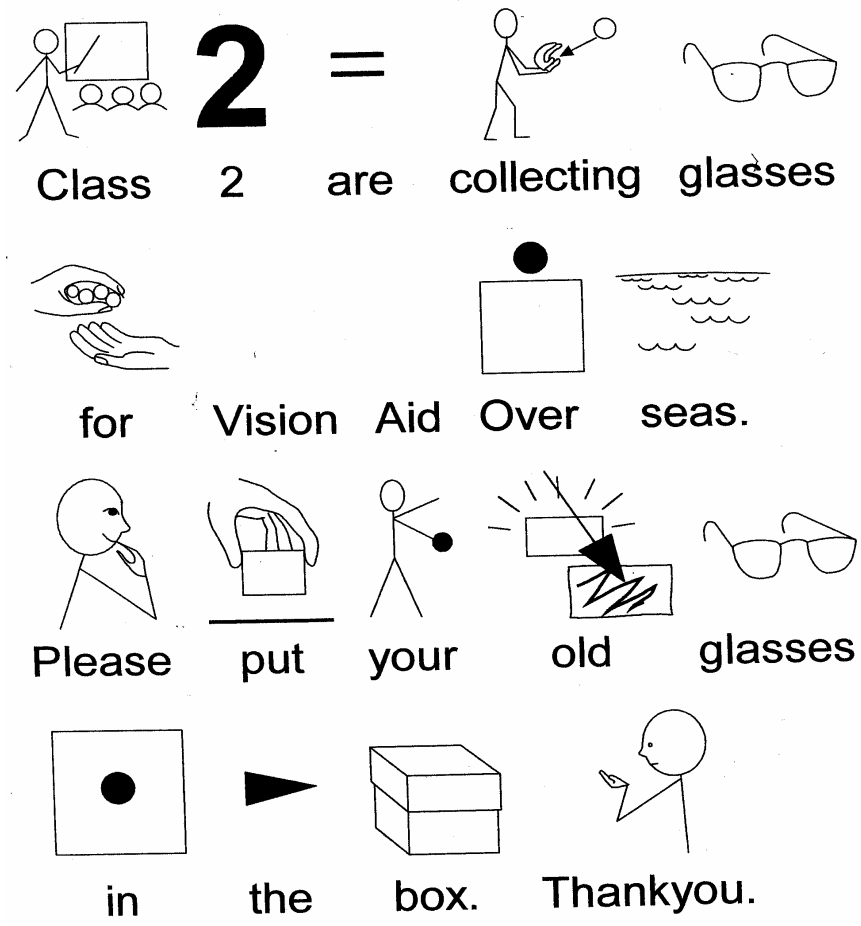
[Working with different external agencies]
This school works with different agencies with different initiatives, such as 'Globe', Eco School, Teachers in Development Education, and the Shropshire Wildlife Trust. It seems that the school is good at finding common ground within each initiative, and sharing practice together, so each aspect of learning is supported and encouraged by different organisations as necessary. The school also has a Willow Maze, Shady Glade and a pond, which are all created by working with external agencies.

Researching leaf colours to report back to the Globe project

Barrs Court School, Hereford, Herefordshire

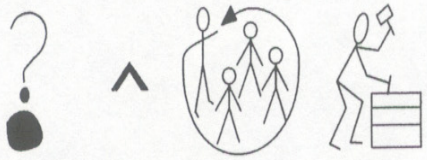
[Practices that children can relate to]
This special school has tried to introduce issues about other parts of the world by linking these with students' direct experiences. One of the activities was 'collecting old glasses' for the charity *Vision Aid*. A class explored how hard the life would be with no spectacles. There were four students in the class who were using glasses constantly. They shared their experiences with/without glasses with other students. Then the teacher introduced ideas about people with weak sight who do not have glasses, throughout the world, and the work of *Vision Aid*. Students and teachers put letters together to parents and people in their community to ask them to donate old glasses. Students collected 22 pairs of glasses and sent them to the charity. Similar projects included a 'Walk for Meningitis', UNICEF, and RedNose day.

[Whole school curricula]
Global citizenship is clearly mentioned in the whole school curricula in this school, and practices were implemented in many different ways. During the schools' European week, each class focussed on one country. Students learnt songs, dances, and about the food and language of their countries, and went to the supermarket nearby to identify the food from their assigned country and other parts of the world.

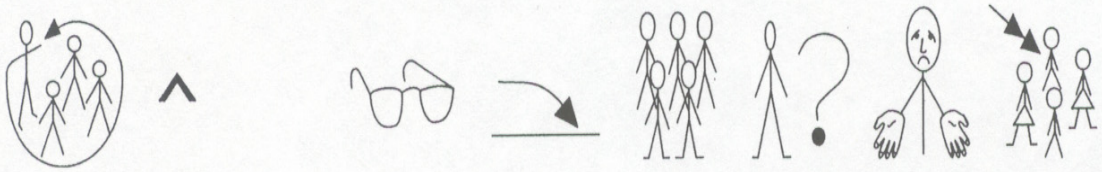


Vision Aid Overseas

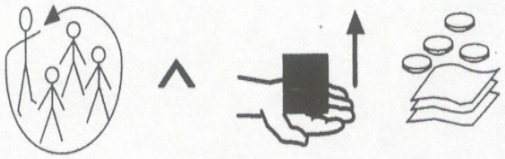
Helping the world to see



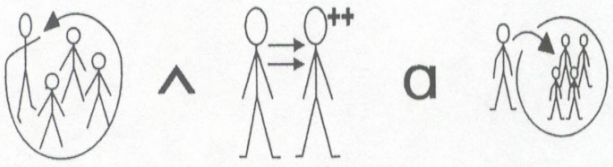
What can we do?



We can send glasses to people who need them.



We can raise money.

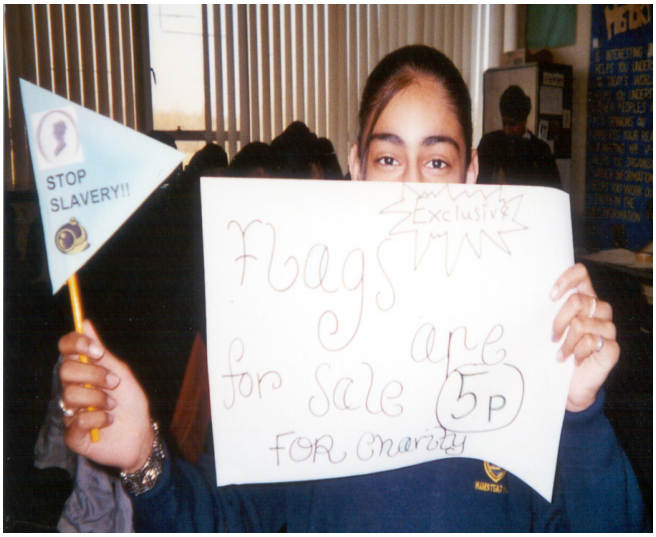


We can become a member.

Hamstead Hall School, Handsworth Wood, Birmingham

[History and citizenship education]
This school has made a strong link between history teaching and global citizenship education. The issues which were dealt with include different forms of discrimination (e.g. Holocaust, women), and wars in different eras. An observed lesson explored the life of a woman who fought for an anti-slavery campaign. Before the class leaned how she carried out the campaign, each group planned how they would plan the campaign if they were her. Available means, contexts, and being a woman in the past were also discussed. History gave a unique dimension to learning and thinking about contributing to overcoming human rights abuses. Other current world issues could be brought closer to the UK by making a link with UK history.

[Individual assessment of presentation]
Geography classes assessed the quality of their discussion and the arguments about assigned topics by using a list of 'speaking assessment points'. Students get a 'level description' based on their arguments, and the result goes towards their SAT levels. This helps teachers to recognise the abilities of students who are good at discussions and presentations.



History and citizenship education

An example of the presentation assessment form

NATIONAL PARKS SPEAKING ASSESSMENT

NAME: _____ **GROUP:** 9_____

Use of voice

	Check	Details	Comments
1	Loudness	Can you hear what is being said? If you were sitting further away would you still be able to hear?	
2	Clarity	Are the words mumbled? Can you hear the words clearly?	
3	Tone	Is the voice interesting to listen to? Does the voice rise and fall?	
4	Pace	Is the speaker talking too quickly or slowly?	
5	Pauses	Is the speaker making use of pauses?	

Presentation

	Check	Details	Comments
1	Looking at audience	Is the speaker looking at everyone listening? Check that the speaker is not staring at the ceiling, floor or one person.	
2	Not fidgeting	Is the speaker standing still? Is the speaker fidgeting with notes, hair, etc?	
3	Calm	Does the speaker seem flustered or rushed?	
4	Use of notes	Is the speaker using notes properly?	

Use of Voice and Presentation:

Ex = Excellent

VG = Very Good

G = Good

P = Poor

Content

Presents ideas for their role clearly	
Presents the disadvantages of their land use in a positive way	
Explains the benefits of their land use to the local people and area	
Takes into account the other roles and shows where different groups could work together	
Criticises other possible users of the land in a balanced manner	

Total / 50

Level 3 4 5 6 7

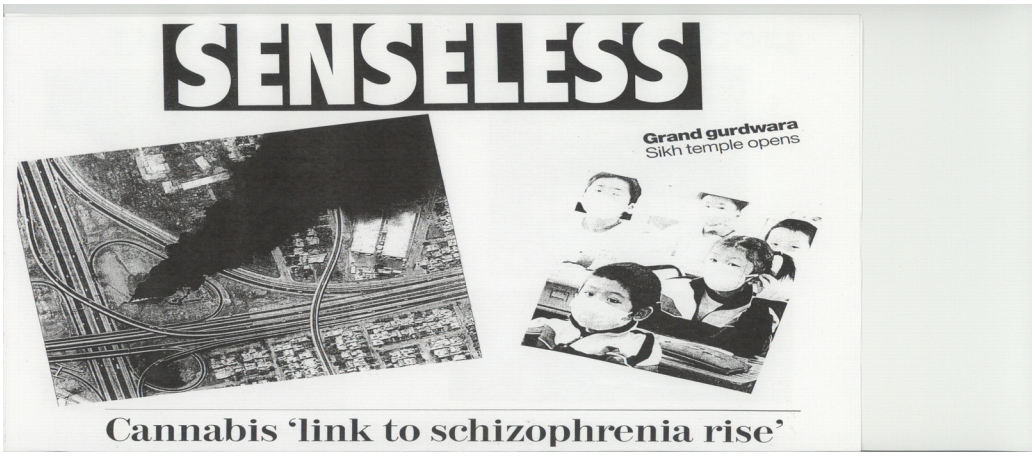
Moseley School, Moseley, Birmingham

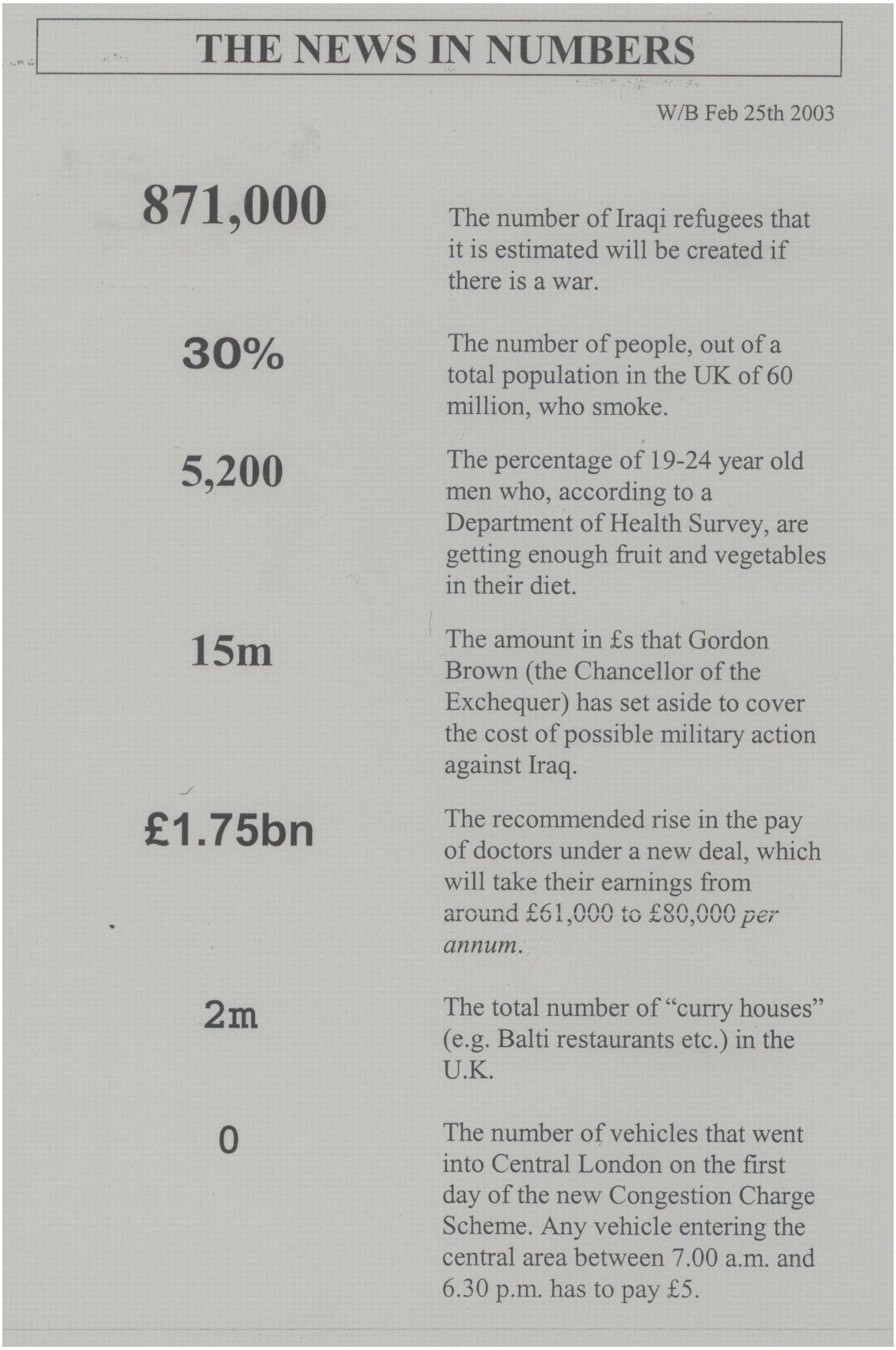
['The News in Numbers', and 'The News in Pictures']
A citizenship teacher created weekly 'The News in Numbers' and 'The News in Pictures' to be used during tutorial time in the morning. 'The News in Numbers' has a list of numbers and descriptions about numbers from newspapers and students matched the numbers with the right descriptions. 'The News in Pictures' has several pictures and headlines from newspapers and students thought about what the pictures were about. All materials were taken from the most recent newspapers.

This is a unique practice in terms of introducing current issues to students and using the timetable gap to practise global citizenship education. Not every class took it on board so the current practice is patchy across the school, yet the materials are available to all tutors who want to make their fifteen minutes tutorial time in the morning more productive. The number matching requires some estimation and understanding of numerous signs, teachers said that the activities also contributed to literacy and numeracy.

[A whole school discussion]
For this big multi-cultural school, the issue of the Iraq war was a strong discussion point among the students. The school created a war bulletin board for students to write down their opinions on a card and they could stick it onto the board to share with other friends and staff.

The News in Pictures





THE NEWS IN NUMBERS

W/B Feb 25th 2003

871,000 — The number of Iraqi refugees that it is estimated will be created if there is a war.

30% — The number of people, out of a total population in the UK of 60 million, who smoke.

5,200 — The percentage of 19-24 year old men who, according to a Department of Health Survey, are getting enough fruit and vegetables in their diet.

15m — The amount in £s that Gordon Brown (the Chancellor of the Exchequer) has set aside to cover the cost of possible military action against Iraq.

£1.75bn — The recommended rise in the pay of doctors under a new deal, which will take their earnings from around £61,000 to £80,000 *per annum*.

2m — The total number of "curry houses" (e.g. Balti restaurants etc.) in the U.K.

0 — The number of vehicles that went into Central London on the first day of the new Congestion Charge Scheme. Any vehicle entering the central area between 7.00 a.m. and 6.30 p.m. has to pay £5.

The News in Numbers

(Answers: 871,000 = Congestion charge; 30% = Doctor's pay; 5,200 = Baltis; 15m = Smokers; £1.75bn = Cost of military action; 2m = Refugees; 0= Healthy eaters 19-24)

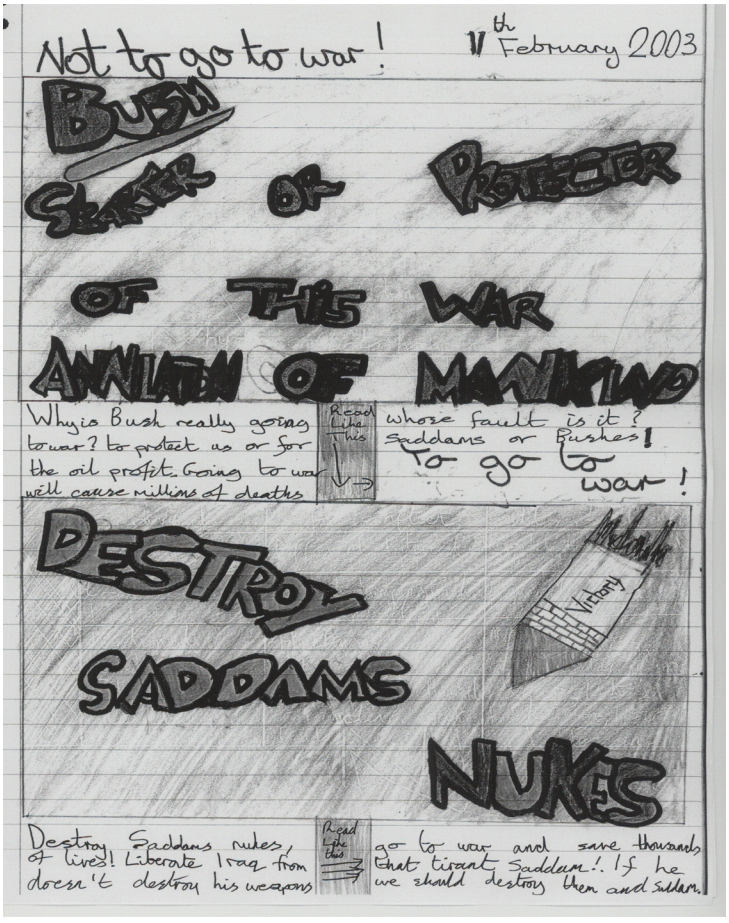
Park Hall School, Castle Bromwich, Birmingham

[Good practice on dealing with sensitive issues directly]
The Year 9 citizenship teachers at this predominantly white school used Iraq as a case study when they were teaching citizenship education following the QCA Scheme of Work 'Unit 11: Why is it so difficult to keep the peace in the World today?' for 7 weeks. After learning about the Iraq war, some classes pursued related issues of asylum seekers in Britain too.

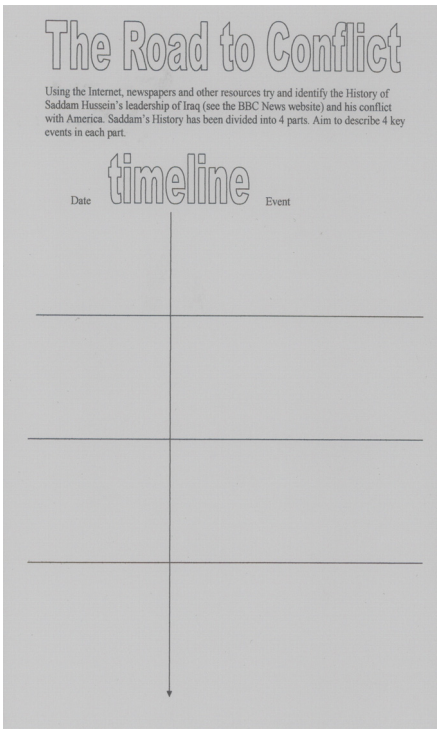
Well-thought curriculum and information put together by the team of citizenship education teachers allowed classroom teachers to deal with a sensitive topic. All the examples of work and information were put together by this team, and other teachers could come and ask any further questions about the materials. The support structure also allowed teachers to feel more confident about dealing with global issues which have sensitive aspects. The team have regular meetings to discuss difficulties which they and their colleagues have or might have faced. All citizenship education materials are available on the school Internet network, and teachers have access to them anytime they like.

[Research materials for students]
Alongside classroom discussions, small pieces of research which are related to the issues of war were given to students. Students thought that they learnt something by working on these pieces.

[Other good practice]
After attending conferences or training sessions, teachers filled in a note saying what they felt they had learnt and whether they would recommend a particular meeting to other members of staff. This might be a little scary for training providers but it could be a good sharing point for teachers.



Posters for and against the war in Iraq (students' work)

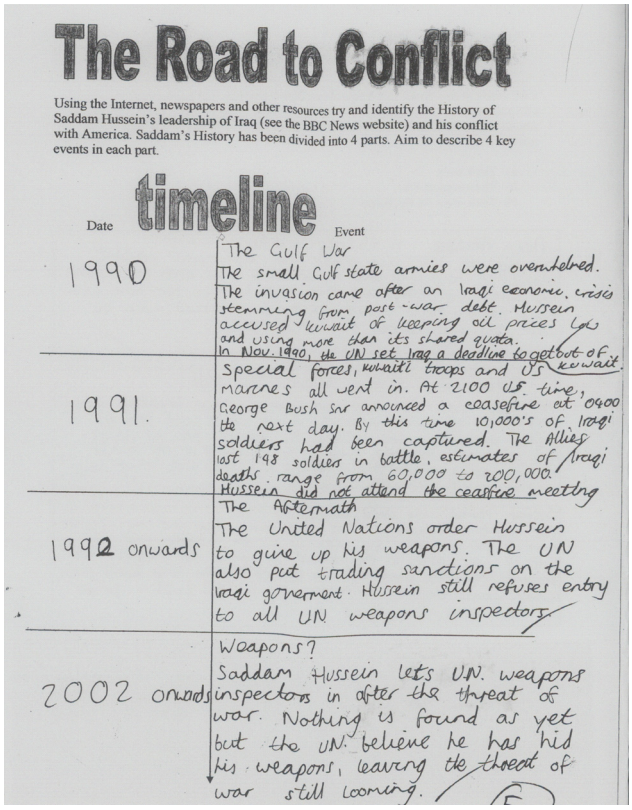


The Road to Conflict

Using the Internet, newspapers and other resources try and identify the History of Saddam Hussein's leadership of Iraq (see the BBC News website) and his conflict with America. Saddam's History has been divided into 4 parts. Aim to describe 4 key events in each part.

timeline

Date | Event



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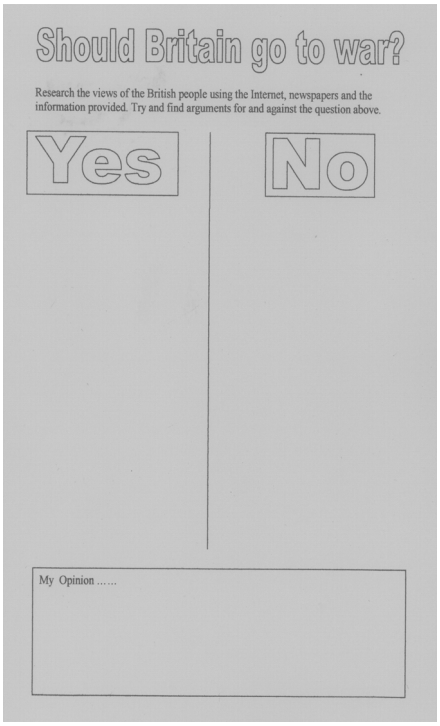
timeline

Date	Event
1990	The Gulf War The small Gulf state armies were overwhelmed. The invasion came after an Iraqi economic crisis stemming from post-war debt. Hussein accused Kuwait of lowering oil prices (as and using more than its shared quota. In Nov. 1990, the UN set Iraq a deadline to get out of Kuwait
1991	Special forces, Kuwaiti troops and US marines all went in. At 2100 US time, George Bush snr announced a ceasefire at 0400 the next day. By this time 10,000's of Iraqi soldiers had been captured. The Allies lost 148 soldiers in battle, estimates of Iraqi deaths range from 60,000 to 200,000. Hussein did not attend the ceasfire meeting
1992 onwards	The Aftermath The United Nations order Hussein to give up his weapons. The UN also put trading sanctions on the Iraqi goverment. Hussein still refuses entry to all UN weapons inspectors.
2002 onwards	Weapons? Saddam Hussein lets UN. weapons inspectors in after the threat of war. Nothing is found as yet but the UN. believe he has hid his weapons, leaving the threat of war still looming.

Students research work

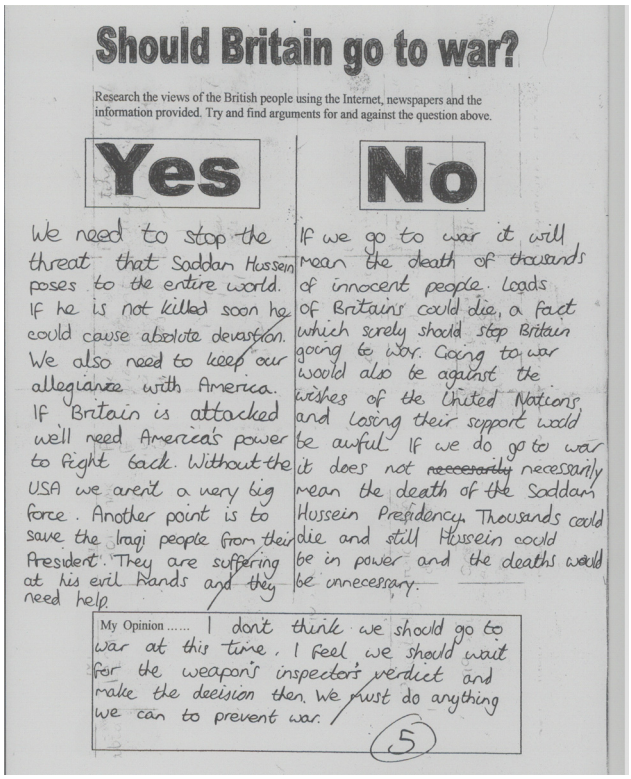


Should Britain go to war?

Research the views of the British people using the Internet, newspapers and the information provided. Try and find arguments for and against the question above.

Yes | No

My Opinion .....



Should Britain go to war?

Research the views of the British people using the Internet, newspapers and the information provided. Try and find arguments for and against the question above.

Yes	No
We need to stop the threat that Saddam Hussein poses to the entire world. If he is not killed soon he could cause absolute devastion. We also need to keep our allegiance with America. If Britain is attacked we'll need America's power to fight back. Without the USA we aren't a very big force. Another point is to save the Iraqi people from their President. They are suffering at his evil hands and they need help	If we go to war it will mean the death of thousands of innocent people. Loads of Britains could die, a fact which surely should stop Britain going to war. Going to war would also be against the wishes of the United Nations and losing their support would be awful. If we do go to war it does not ~~neccesarily~~ necessarily mean the death of the Saddam Hussein Presidency. Thousands could die and still Hussein could be in power and the deaths would be unnecessary.

My Opinion ..... I don't think we should go to war at this time, I feel we should wait for the weapon's inspector's verdict and make the decision then. We must do anything we can to prevent war.

5

Polesworth High School, Tamworth, Staffordshire

[School linking]
This predominantly white school is committed to School Linking with Ghana, the link contributes significantly to Polesworth's staff development programme. As well as supporting a cross-curricular working group allowing for planning across subject disciplines, the school has exchange visits between twice and three times a year (in both directions). When external funding is not available, the school funds the exchanges as part of their 'staff development'. The school is working towards being able to give this opportunity to every teacher who wishes to visit Ghana.

Every teacher is sent out to Ghana or visits England with their own project to complete during their stay, which is linked to their particular subject or a planned and/or current teaching unit, to be implemented on their return. Whilst in their host country, staff work with their parallels to develop ideas and collect resources. In this way, the school aims to introduce global dimensions within every subject area, which are based on teachers' own experiences and research. Collected resources for schemes of work include: history, religious education, sociology, drama, food technology, psychology, English, maths, science, geography, textiles technology, art, football coaching techniques, personal and social education and drumming techniques.

On-going exchanges allow teachers to develop the link fully, and every visit report ends with action points identified for the next visit. In July 2005, a group of 26 students are planning to visit Ghana, and this expedition is being organised by the students themselves.

[Development Education Co-ordinator]
This school has a 'Development Education Co-ordinator', as well as a Citizenship Co-ordinator. She is responsible for maintaining the link programme both through the curriculum (managing joint projects) and through exchanges; applying for funding and supporting staff and students in planning and disseminating their study visits. She also contributes to international aspects of citizenship education and global citizenship education, and works closely with the Citizenship Co-ordinator. In this way, the school can make sure that there are global dimensions included in citizenship teaching. This school aims 'to challenge myths and stereotypes and counter racism', and citizenship lessons include human rights issues across the world.

The Aims of The Link

- To make long lasting friendships
- To develop an understanding of each other's culture
- To engage in joint curriculum projects that meet the National Curriculum needs of both schools
- To raise awareness of sustainable development, thinking globally and acting locally
- To change myths and stereotypes and counter racism
- To foster awareness and participation in global citizenship
- To contribute to the spiritual growth of students from both schools

Wolverhampton Grammar School, Wolverhampton

[Theology & Philosophy]
Religion, theology and philosophy are taught at this secondary school, from Year 7. These classes were noted particularly for enhancing students' 'critical and reflective thinking' and for providing opportunities for students to explore and discuss philosophical concepts which would be a base for global citizenship education. These concepts included, 'what is fair?', 'what is equal?' and 'what makes a right action right?'. During a lesson observed, a teacher was constantly asking 'why?' questions to allow students to think deeply about a certain concepts.

Religious education touches the nature of belief (e.g. 'what is belief?', 'Is belief different from knowing?'), not only the factual matters to do with religious practices. That leads students to concepts of truth and human rights. The discussion included: '*Are we born with human rights, do they come from God or are human rights things that society invents? If society invents them, does that mean we can un-invent them? Are they culturally conditioned? So does that mean that some rights that we in the west consider to be vital to all civilization are enshrined in our Declaration of Human Rights? Does that mean that we have to insist on them in Saudi Arabia or North Korea? Or are there codes about right and honour in other cultures which are equally valid?'(A theology and philosophy teacher)*

During a lesson, what was happening in the world was also constantly brought in. Some students called these classes 'global studies'.

[Students' participation]
This school also has a history of an active School Council, and a student magazine, WGS-EXPRESS, provides a space for students to explore their concerns and interests. Some issues have touched upon the issue of Iraq war with comments from students. Some members of staff also conducted a small piece pf research on students' views of exams, pressure and life. Students have expressed their opinions and government suggestions for teaching styles and methods in the school.

[Other areas of practice]
Other practices included a clear focus on development and sustainable development issues in Geography modules, PSHE lessons which deal with human rights and discrimination issues, and other opportunities for students to pursue community involvement.

Recommended existing resources on Global Citizenship Education

The following resources were recommended by teachers, teacher trainees and LEA personnel in '*Global Citizenship Education: The Needs of Teachers and Learners*' project (2002-2004). Please visit the websites of publishers and organisations to get up-to-date information on their other publications.

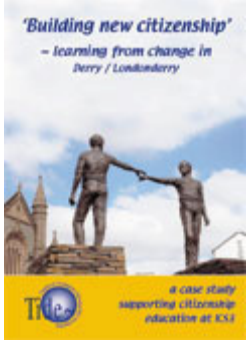
Resources from TIDE/ Birmingham Development Education Centre

TIDE (Teachers in Development Education) is a network of teachers who are interested in development and global citizenship education. The TIDE Resource Centre is based at the Millennium point.
Tide – Centre, G04 Millennium Point, Curzon Street, Birmingham B4 7XG, Tel: 0121 202 3290, Email: info@tidec.org, Website: http://www.tidec.org

> *"The DEC's already produced some very good stuff on how you look at global issues (Head, Secondary)".*
>
> *"I try to keep up with the DEC materials…A lot of the materials which come out of the DEC are very different, they're very much about active learning approaches (LEA personnel)"*
>
> *I think a lot of Tide stuff is clearly pitched for West Midlands…More main-streamy 'this is how you do it' teacher guides over there I think are very good but some of them, you've got to tailor it to your audience. You couldn't have a book that is useful for a class on the West coast of Cumbria and over there in Moseley. (LEA personnel)*

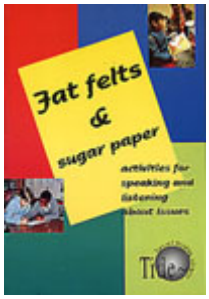
A citizenship co-ordinatorin a secondary school recommended:
'Building new citizenship' ~ Learning from change in Derry / Londonderry: a case study supporting citizenship education at Key Stage 3

This pack offers a variety of stimulus material sharing insight into the 'building of new citizenship' in the Derry. The activities encourage investigation into key issues of identity, democracy and participation and are applicable to localities anywhere. Inter-woven throughout the materials are links to useful websites, essential for providing up to date information and local perspectives as a support to students' investigations.(from Tide website)



Key Stage 3 citizenship, history, geography, RE, English, PSHE. 26 colour A5 photographs plus additional colour stimulus material [2001] £20.00 & £2.00 VAT, ISBN: 0 948838 74 4

Primary and secondary citizenship co-ordinators recommended:
Fat felts and sugar paper: activities for speaking and listening about issues

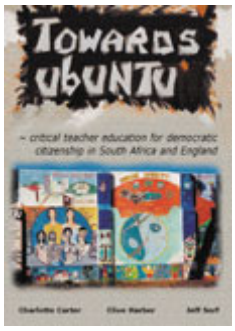


The book is grounded in the experience of a group of Key Stage 2 teachers and that of the children they work with. It includes core activities, practical strategies for developing a classroom climate of co-operation and participation, examples of children's work. (from Tide website)

Key Stage 2, English, History, Geography, RE and Science. [Ideas adaptable for all ages]

[1998] £6.00, ISBN: 0 948838 52 3

Teacher trainees recommended:
Towards Ubuntu: critical teacher education for democratic citizenship in South Africa and England



This book explores themes related to education for democratic citizenship, using South Africa as a case study both in its own right and as a basis for comparison with England. It is written primarily for students and teachers on initial and in-service teacher education courses who will contribute to teaching citizenship in schools (from Tide website).

ITE teachers and students, Citizenship, Geography, History

[2003] £12.00, ISBN 0 948838 85 X

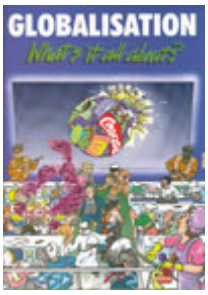
Primary citizenship co-ordinatorrecommended:
Lessons in sustainability

This resource shares ideas from West Midlands teachers for teaching about sustainable development issues, in response to the Johannesburg World Summit. It profiles a range of practical activities, and is supported by a wealth of photocopiable stimulus sheets and useful internet links. It also offers suggestions for starting points, planning, methodology and differentiation and for other resources which support such work. (from Tide website).

Key Stage 2/3 Geography, Science, Citizenship [2003] £7.50, ISBN 0 948838 87 6

> *"We use one of the resources that the DEC produce, which is a draft document which was leading up to the Johannesburg Summit and also a document that we produced, well a booklet that we produced with a group of teachers here and a group of teachers in the Gambia…we've used Cadbury's as a starting point, for fair-trade and on fair-trade (Citizenship co-ordinator, Primary)".*

A teacher trainee recommended:
Globalisation - what's it all about?



"Tide's actually got a book that's out about globalization and I actually found that very useful because methods and games are really useful because one of the hardest concepts to get across to children, not especially in Birmingham but certainly those I'm teaching in Birmingham, is globalization. How the hell do you put that concept to a child who has got absolutely no idea that there are other countries outside of ours. (teacher trainee)"

Key Stage 3 geography and citizenship. [2001] £6.50, ISBN 0 948838 69 8

What is development?
~ teaching about development issues at Key Stage 3
Supporting QCA geography guidance Unit 16

It contains a wide range of up-to-date materials which will help teachers take a fresh look at development and how it is taught. It includes four full colour world map posters, specially commissioned cartoons, a website poster, web-cards giving further information and colour photographs taken from different parts of the world to raise the debate ~ what is development? (from Tide website)

Key Stage 3, Geography, Citizenship, Teacher's handbook, 4 map posters, website poster, 20 A5 colour photographs, [2003] £22.00 + £2.20 VAT, ISBN 0 948838 86 8

"I love the stuff that Tide have used. That is just absolutely wonderful. It's clear, it's simple. It's accessible and it's fun. (LEA personnel)"

"Very few packs are well developed in our thinking, to support our thinking, they're too far behind us, what is produced now. You may have heard of TIDE... they do a lot of good stuff (Head, Primary)".

"I borrowed [classroom activities] off the DEC, which works very very well, you put the pictures down of various parts of the world and you then have the stickers and then they talk about what they can see, what connects us up, what keeps us apart in all those circumstances (Citizenship co-ordinator, Secondary)".

Resources from Oxfam

Oxfam's Catalogue for Schools

Oxfam's catalogue contains a wide range of materials published by Oxfam and others. Over 400 books, videos, posters and simulation games – all supporting a global approach to teaching and learning.
http://www.oxfam.org.uk/coolplanet/teachers/catalogue.htm

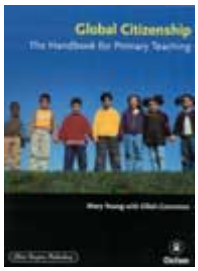
Wake up, World, by Beatrice Hollyer

Following children from eight countries, from the beginning to the end of the day. The reader meets their friends and family, sees their schools and homes, and sees how they help at home and what they do for fun. This shows the differences and similarities of children's lives around the world. (from Oxfam website)

Primary, Published in 1999, ISBN: 180019, £ 5.99

Wake up world interactive website
http://www.oxfam.org.uk/coolplanet/kidsweb/wakeup/

Global citizenship: the Handbook for Primary Teaching



This handbook explains the term "global citizenship" and develops its guiding principles into clear, practical pointers for use in school. By discussing the issues, ideas, and approaches in this handbook, users will be able to explore and develop their own understanding of global citizenship and bring its concepts into all their educational practice, through every subject area, into assemblies and across the whole school.(from Oxfam website)

Professional and practitioners, Published in 2001, ISBN 164941

The Paper bag game

"Games are extremely useful. I haven't used it here, but in a previous school we used one of the fair-trade games, to get over the idea of trade (Head, Primary)".

Get global
This material is downloadable from:
http://www.oxfam.org.uk/coolplanet/teachers/getglobal/index.htm

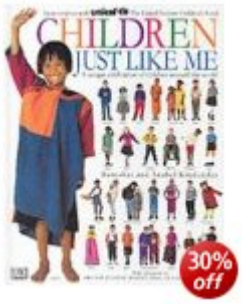
Also available with video.

"I've got quite a few resources from Oxfam, they do a really good package, in which you can sort of take whatever you want to (Citizenship co-ordinator, Secondary)".

"Oxfam produces very good curriculum materials, on global citizenship. I think Oxfam is one of the first organisations to try and actually put together a curriculum in terms of what the national curriculum is talking about. And that is important because it showed teachers that as well as them satisfying national curriculum requirements, they could also be trying to sort of move things forward in terms of global citizenship agenda. (LEA personnel)"

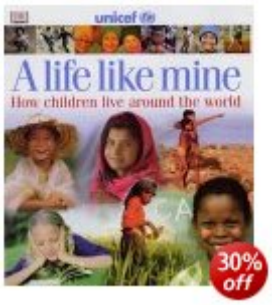
Resources from other organisations

"I think [my favourites are] Dorling Kindersley books about children in different countries, how they go to school and lead a similar life but there are differences, how they spend their free time, different hobbies (Citizenship co-ordinator, Primary)".



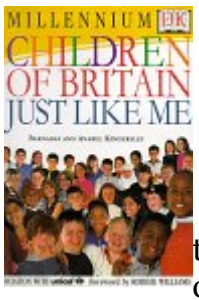
Children Just Like Me
Susan Elizabeth Copsey (Editor)
£10.99
Hardcove: 79 pages (October 24, 1995)
Publisher: Dorling Kindersley
ISBN: 0751353272

The children describe their dreams and beliefs, hopes and fears as well as the day-to-day events of their lives. In "Children Just Like Me", each child speaks only for him or herself but the conversations, accompanied by photographs, convey a sense of their community and particular way of life. "Children Just Like Me" records the remarkable diversity and yet extraordinary similarity of children from today's global village. (from Amazon.co.uk)



A Life Like Mine (Children Just Like Me Series)
£ 14.99
Hardcover: 128 pages (July 15, 2004)
Publisher: Dorling Kindersley
ISBN: 0751339822

All over the world children are leading their lives in completely different ways. Faced with many challenges, they all have one thing in common - a passion for life. Guided by the promises of the UN Convention on the Rights of the Child, the book has been divided into universal themes covering food, water, shelter, education, family and health. (from Amazon.co.uk)



(This book is currently out of stock)
Millennium Children of Britain Just Like me
Anabel Kindersley & Barnabas Kindersley
Paperback: 64 pages (September 30, 1999)
Publisher: Dorling Kindersley, ISBN: 0751371025

(For the best part of a year, Barnabas and Anabel Kindersley travelled around Britain to compile a portrait of British children on the eve of the new millennium. They asked the children questions about what they think and feel about their lives, their homes, their friends and their families, and about their hopes and dreams for the future (from Amazon.co.uk).

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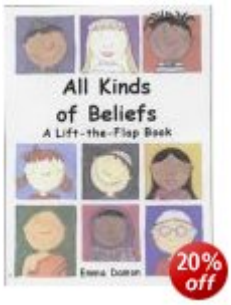
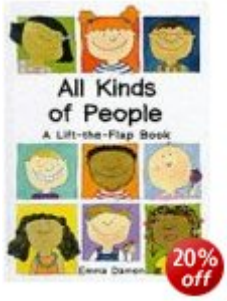


All Kinds of Beliefs: A Lift-the-flap-book , By Emma Damon

Pop-Up 16 pages (November 6, 2000)
Publisher: Tango Books
ISBN: 1857075056
£8.99



All Kinds of People: A Lift-the-flap Book, By Emma Damon
£8.99
Pop-Up 20 pages (May 8, 1995)
Publisher: Tango Books
ISBN: 1857070674

Activate! Published by Nelson Thornes

"They cover, like this is the Year 7 book, which is local, the Year 8 book is national and the Year 9 book is international and that links it well with what I wanted to do, but also we pay £100 a year…for an online resource where, each month they put resources on about a contemporary issue, so we can download information about… say like Asylum, refugees, we can download information about that particular issue as it's in the news (Citizenship co-ordinator, Secondary)".

- Activate! Teacher Starter File
- Activate! Year 7 Students' Book 1 – Enquiries into Local Citizenship
- Activate! Year 8 Students' Book 2 – Enquiries into National Citizenship
- Activate! Year 9 Students' Book 3 – Enquiries into Global Citizenship
- Activate online case studies

Published by **Nelson Thornes** (Tel: 01242 267 279)

Citizenship Education for Young People with Special Educational Needs, by Institute for Citizenship

"Some of the ideas in here are very good (Citizenship co-ordinator, Secondary)".

This material is downloadable:
http://www.citizen.org.uk/education/senresources.html

Learning to Teach Citizenship in the Secondary School, By Liam Gearon

"I like Learning to Teach Citizenship in the Second School by Liam Gearon. I like that. I'm quite fond of that one (LEA personnel)."

Paperback: 304 pages (October 2002)
Publisher: RoutledgeFalmer
ISBN: 0415276748

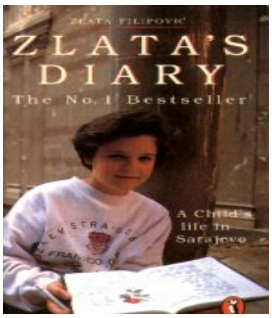
Persona Dolls

"We have a very, very strong global citizenship input into nursery education. So they have a range of persona dolls. And I think it's then just continuing that at different stages and I think schools make their own decisions how they do that...But we have at times promoted multi-cultural understanding and the global citizenship issue is quite an important one because this is a very static society by and large. (LEA personnel)"
For more information, http://www.persona-doll-training.org/

Bringing the international dimension to life',
by Warwickshire LEA
A booklet of Case Studies for schools to run a European / International Day.

This material is downloadable:
http://www.warwickshire.gov.uk/Web/corporate/pages.nsf/Links/CFAFD4F4D210F1FD80256C1B0053DABB

Story books



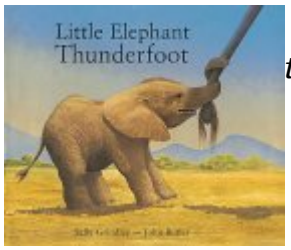
Zlata's Diary (Puffin Non-fiction)

Price: £5.99
"It is an account of a girl with no hatred, who does not understand why her best friend suddenly died. Children could relate to Zlata and get the idea that children, not only soldiers, could also suffer in a war. (Headteacher, Primary)"

The Old Iron Woman, by Raymond Briggs

"It's called the Tinpot Foreign General and the Old Iron Woman, and it's basically… it's a satire of the Falklands War, it's a cartoon book and it probably would be banned, it's by Raymond Briggs. Excellent, Excellent. (Citizenship co-ordinator, Primary)"

Little Elephant Thunderfoot, By Sally Grindley and John Butler



"One little book that we shared with the whole class and then another class (Teacher, Primary)"

Paperback: 32 pages (August 13, 1998)
Publisher: Orchard Books
ISBN: 1860396623, £ 4.99

This sensitively written story tells of Little Elephant's young life from the moment he takes his first steps, through blissful days exploring his environment with other young elephants, to the day his beloved grandmother is killed by poachers.(from Amazon.co.uk)

TV Program

"There was a program on **television** that we used to make use of but it's now stopped, it was called **'First Edition'** and it was a fifteen minute…'First Edition', done by Samuel Thorpe…and it was sort of a kids 'Newsround' that was done every week where they'd pick on three or four issues but they've now got rid of that and replaced it with something called 'Citizen Power', which is OK but not as good (Teacher, Secondary school)."

Citizen Power Website
http://www.channel4.com/learning/microsites/C/citizenpower/index2.htm

VIDEO

From Montgomery to Memphis, by Concord Film and Video Council
Biography of Martin Luther King (http://www.imdb.com/title/tt0065944)
http://www.concordvideo.co.uk/in80m140.html

"It costs over a hundred pounds, it's something like a sixty minute video and the school has got a copy (Teacher, Secondary)."

Sunday, Sunday, Bloody Sunday, by BBC

"They didn't quite understand where the ***real heat of the emotion*** *came from, and in the end the only way I could get that across to them was to show them a quite lengthy extract of a drama that was shown on the BBC last year, which was called 'Sunday, Sunday, Bloody Sunday' (Teacher, Secondary)".*
(Movie: **Bloody Sunday** is available on DVD, £7.99, released in June 2003)

Cairo: four children & their city, by Oxfam

"There was a good video on four children in Cairo, that was produced by Oxfam, and that was very, very good. I mean, it showed the similarities between the children (Head, Primary)".

Through the eyes, words and activities of four Egyptian children, students are introduced to issues such as Islamic culture, conflicts over space in a city, the role gender plays in defining life styles, and the impact of traffic and model in a city.(from a website) Key Stage 2/3 Oxfam £27.50 Video pack

Posters

"I think they [certain posters] may well have come **from Oxfam**, *certainly using theirs when we have our Harvest festival, because we do raise money (Teacher, Primary)".*

"We have a support service called **the Minority Group Support Service**, *and they actually produce a lot of resources, so this is the pack that they have for King day, all about Martin Luther King including overhead projector sheets for the story about Rosa Parks (Head, Primary)".*

*"***The Black Environment Network** *produces some lovely posters, I've got one up on the wall outside about the world in colour, beautiful posters (Head, Primary)".* http://www.ben-network.org.uk

WEBSITE

Global Express (by Manchester Development Education Project)
http://www.dep.org.uk/globalexpress/index.htm

The rapid response information series for schools on world events in the news Global Express is an up-to-the-minute magazine resource for teachers of 8-14 year olds on world events and global issues in the news.

Cool Planet (by Oxfam)
http://www.oxfam.org.uk/coolplanet/

"I think it is essential for teachers to be made aware of that website because that can lead to you into lots of aspects of global citizenship (LEA personnel)."

Iraq: War and Peace page (in Cool Planet)
http://www.oxfam.org.uk/coolplanet/teachers/iraq/index.htm

BBC3 World Music website for children
http://www.bbc.co.uk/radio3/world/onyourstreet/thestreet/index.shtml

A very colourful and interactive website. You can listen to music clips from five different countries.

The BBC News online
http://news.bbc.co.uk/

"That was a really good introductory resource (Teacher, Secondary)".

CBBC News round
http://news.bbc.co.uk/cbbcnews/default.stm