

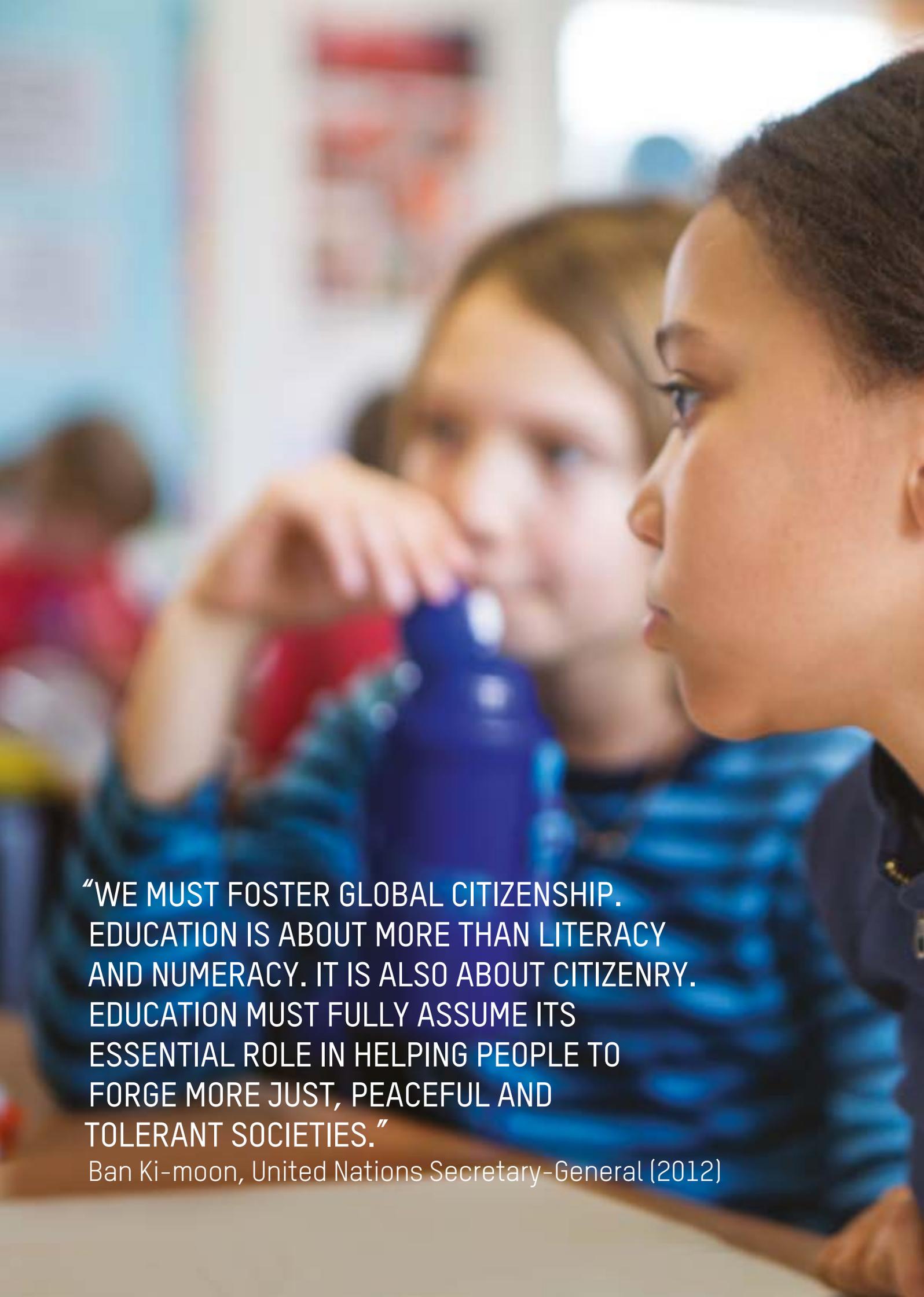


# EDUCATION FOR GLOBAL CITIZENSHIP

A guide for schools



OXFAM



**"WE MUST FOSTER GLOBAL CITIZENSHIP.  
EDUCATION IS ABOUT MORE THAN LITERACY  
AND NUMERACY. IT IS ALSO ABOUT CITIZENRY.  
EDUCATION MUST FULLY ASSUME ITS  
ESSENTIAL ROLE IN HELPING PEOPLE TO  
FORGE MORE JUST, PEACEFUL AND  
TOLERANT SOCIETIES."**

Ban Ki-moon, United Nations Secretary-General (2012)



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## PREFACE

Whether you are an experienced headteacher or just starting out on your teaching career, this guide can help you develop your school’s curriculum in inspiring new ways. It draws on more than 50 years of Oxfam’s work with educators, ongoing feedback from teachers and school leaders, and Oxfam’s core beliefs and values.

Mindful of how much the world has changed since Oxfam’s Curriculum for Global Citizenship was first published in 1997, Oxfam has worked with educators to review and update our guidance. In a continually shifting global context, our interpretation of what it means to educate for global citizenship is not set in stone. Furthermore, while Oxfam’s Curriculum for Global Citizenship has resonated with educators around the world, it has been developed within the context of formal education in the United Kingdom, and we make no claims for it to be definitive in this or any other context. This guide is therefore meant not to prescribe but to inspire and inform further thinking, discussion and curriculum development. If it succeeds in doing so, it will have fulfilled its purpose.

For practical guidance on classroom practice, we recommend that this guide is used alongside its sister Oxfam publication, *Global Citizenship in the Classroom: A guide for teachers*.



Photo: John McLaverty

## ACKNOWLEDGEMENTS

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## EDUCATION FOR GLOBAL CITIZENSHIP: OXFAM'S DEFINITION

### A transformative vision of education

Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited.

### Learning, thinking and acting

Oxfam believes that young people's learning, thinking and actions – both now and in their adult lives – are integral to the achievement of that more just, secure and sustainable global future. Therefore, alongside a rigorous development of global understanding and multiple perspectives, an education for global citizenship should also include opportunities for young people to develop their skills as agents of change and to reflect critically on this role.

This guide – containing Oxfam's Curriculum for Global Citizenship (set out on pages 16–21) – gives further definition to this vision of education.

### Some views from learners in Oxfam's World Shaper schools:

"Being a global citizen means you can empathise and put yourself in other people's shoes, and have similar dreams and want everyone to be equal."

"A global citizen is somebody who contributes to the wider world community. They don't just follow the crowd, they are their own person and they want to make a difference but they know they can't do it on their own."

"Being a global citizen means knowing about current issues around the world."

"I think global citizenship is having a special mindset of being optimistic and having the special qualities that makes you think about what's going to happen in the future and how you can change it."

### THE GLOBAL CITIZEN

Oxfam sees 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.
- Is passionately committed to social justice.
- Participates in the community at a range of levels, from the local to the global.
- Works with others to make the world a more equitable and sustainable place.
- Takes responsibility for their actions.

### REFLECT AND DISCUSS

- What do you see as the main purposes of education?
- There is a variety of views about the meaning of global citizenship. So how would you define a 'global citizen'? How do your ideas compare with Oxfam's?

## ESSENTIAL EDUCATION

Around the world there is a growing recognition of the fundamental importance of educating for global citizenship because:

- All learners need a safe space in which to explore complex and controversial global issues they encounter through the media and their own experiences, and school can provide this. Even very young children are already trying to make sense of a world marked by division, conflict, environmental change, inequality and poverty.
- It has a critical role to play in equipping a generation with the vision and means to rise to complex challenges that transcend national borders.
- We live in an increasingly globalised and interconnected world in which the global is part of our everyday lives, and analysis of seemingly local issues benefits from global perspectives.
- Research (for example, by Think Global) and our own work in schools have shown the demand from learners.

**“THE TIES THAT BIND ARE ... CHAINS OF CAUSE AND EFFECT THAT PROMPT OBLIGATIONS OF JUSTICE RATHER THAN SYMPATHY, PITY OR BENEFICENCE.”**

Andrew Dobson, Professor of Political Science, University of Keele

### THE GLOBAL IS LOCAL

We are linked as never before to other people on every continent:

- Socially and culturally through the media, telecommunications, travel and migration.
- Economically through trade.
- Environmentally through sharing one planet.
- Politically through international relations and systems of regulation.



Photo: Nigel Willmott

## EXCELLENT EDUCATION

Teachers and school leaders have recognised that global citizenship education can develop and enhance values and skills they see as integral to their educational aims and school ethos. In short, they see it as synonymous with their understanding of excellent education and integral to a broad and balanced curriculum.

Education for global citizenship can support a wide range of school-improvement priorities and educational outcomes. That is because it involves a wealth of real-life contexts for learning, which can inspire learners and raise their motivation and attainment. It also emphasises developing skills in critical and creative thinking, reasoning and communication. The wide range of participatory teaching and learning methodologies supports learners' acquisition of such skills as well as their understanding of the global context of their lives.

“LEARNERS ARE COMING TO US WITH GLOBAL CAUSES AND CONCEPTS THAT THEY WANT TO EXPLORE AND CHAMPION. THEY ARE SAYING: ‘WE HAVE A RIGHT TO LEARN ABOUT THIS IN OUR SCHOOL; PLEASE CAN YOU TEACH US OR HELP US TO TEACH OURSELVES’, AND THAT’S BEEN DELIGHTFUL.”

Richard Smith, Curriculum and Innovation Director, St John’s Marlborough

Global citizenship involves...	It is not....
✓ asking questions and critical thinking	× telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	× only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	× providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	× focused on charitable fundraising
✓ applying learning to real-world issues and contexts	× abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	× tokenistic inclusion of learners in decision-making
✓ all ages	× too difficult for young children to understand
✓ all areas of the curriculum	× an extra subject
✓ enrichment of everyday teaching and learning	× just a focus for a particular day or week
✓ the whole school environment	× limited to the classroom

“CHILDREN’S VALUES AND ATTITUDES TO LEARNING ARE TRANSFORMED BY THE CONTENT OF WHAT THE GLOBAL CITIZENSHIP CURRICULUM CAN PROVIDE.”

Shane Claridge, Deputy Headteacher, Rhodes Avenue Primary School

“EXAMS FORM ONLY HALF OF THE STORY – WE ALSO WANT TO SEND OUT ROUNDED INDIVIDUALS, AND GLOBAL CITIZENSHIP IS A MASSIVE PART OF THE WAY WE DO THAT.”

Claire Robins, Headteacher, Sir John Lawes School

## AN INTRODUCTION TO OXFAM’S CURRICULUM FOR GLOBAL CITIZENSHIP

The key elements for developing active and responsible global citizenship are identified below as: knowledge and understanding, skills, values and attitudes. The curriculum outline on pages 16-21 explains what Oxfam means by each of these key elements, breaking them down to show progression from early years through to the 16-19 phase. Thus, skills such as cooperation and communication, begun in the early years, should continue to develop throughout a learner’s education.

The curriculum outline offers an inexhaustive and non-prescriptive guide, merely to stimulate to further thinking, discussion and planning.

**REFLECT AND DISCUSS**

- What do you think are the most important values and attitudes, areas of knowledge and understanding, and skills that learners need in the world today and in the future?
- How do your ideas compare with the key elements defined by Oxfam?

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identify and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change



Photo: Caroline Irby

## GLOBAL CITIZENSHIP IN THE CLASSROOM

Education for global citizenship uses a multitude of participatory teaching and learning methodologies, including discussion and debate, role play, ranking exercises, cause and consequence activities, and communities of enquiry. These methods are not unique to education for global citizenship but, used in conjunction with a global perspective, they can advance global understanding while fostering skills such as critical thinking, questioning, communication and cooperation. They also enable learners to explore, develop and express their own values and opinions, while listening respectfully to others' viewpoints. This is an important step towards learners making informed choices about how they engage with global issues. The following case studies highlight how teachers have successfully developed a focus on global citizenship in their curriculum development. They provide insights into how global citizenship can enrich different areas of the curriculum across the age range.

More guidance on how global citizenship relates to all areas of the curriculum appears on pages 12-13, and details of further available support can be found on pages 22-23.

Oxfam's *Global Citizenship in the Classroom: A guide for teachers* contains detailed guidance on how to use a wide range of favourite teaching tools associated with global citizenship education, including:

- Why-why-why chains
- Consequences chains
- Issue trees
- Mysteries
- Opinion continuums
- Diamond nine ranking

The guide also contains a framework to support the planning of individual units of classroom work.



Photo: Georgie Scott/GCE UK

### REFLECT AND DISCUSS

- How can global citizenship deepen learning within and across your school's curriculum?

## CASE STUDY A CROSS-CURRICULAR APPROACH TO SUSTAINABLE DEVELOPMENT



Following staff training from Oxfam and Liverpool World Centre, teachers at Woodlands Primary School in Liverpool, developed new units exploring ideas around sustainable development for infants using Philosophy for Children, local educational visits and books by Michael Foreman. For learners aged four to five, they used Foreman’s ‘One World’ book and a visit to a country park to consider the impact of human actions on the environment. Meanwhile teachers used Foreman’s ‘Dinosaurs and all that rubbish’ and a trip to a recycling centre with 5-7 year olds to explore our world and its provision of the materials, food and water we need and,

how people can make a difference to sustainability issues. In so doing teachers generated cross-curricular links with literacy, science, R.E., geography, dance and computing. In both units, the use of Philosophy for Children to encourage critical thinking around global environmental concerns drew the best out of learners, stunning their teachers in the process:

**“We were very surprised that children so young could discuss, debate and find solutions to problems that are global in significance. They can argue their case effectively, and adults working with very young children should have no pre-conceived ideas about their ability to engage with global issues.”**

Andrew Cowderoy, International Partnerships Coordinator, Woodlands Primary School

## CASE STUDY EXPLORING GENDER INEQUALITIES THROUGH RELIGIOUS EDUCATION

Learners aged 13-14 at Craigie High School in Dundee explored gender inequalities in education as part of their Core Religious and Moral Education. After investigating issues surrounding girls accessing education, examining case studies, and discussing possible solutions, learners produced an ‘issue tree’. They used this to identify the impacts and root causes of gender inequalities in education, and also possible solutions. This unit was developed by Katie Kirk as part of the Teach Global Ambassador programme run by the International Development Education Association of Scotland. Katie reports that the methodologies she learnt through this programme allowed her to develop her learners’ ownership of the issue and their critical thinking skills and empathy.



**“What shone through for me was the pupils’ feeling of injustice. We often assume our pupils are desensitised to many of the global issues, but when given the opportunity to really explore an issue – its root causes, the impact it actually has on people, and possible solutions – the pupils were sharing their opinions, discussing ideas and listening to each other. They knew how much their voice counted.”**

Katie Kirk, Teacher of Religious, Moral and Philosophical Studies, Craigie High School

## CASE STUDY GLOBALISING MATHS

Uffington Primary School in Oxfordshire combined maths and global citizenship for upper primary-age learners using Oxfam's Everyone Counts resource. Closely linked to the maths curricula in England, Scotland and Wales, the resource is based on a longitudinal study of 20,000 children living in Ethiopia, India, Peru and Vietnam from 2000–2015. Using real-life case studies and statistics, learners were able to develop their skills in data handling and telling the time while also engaging with global issues. Uffington teachers used a wide variety of participatory methods to engage their learners, including the use of hoops to create Venn diagrams for comparing different perspectives on the meaning of well-being, and infographics to compare statistics such as the percentage of children attending primary school in each country. The project culminated in learners leading an assembly, based on Everyone Counts, to which parents were invited.



**“It opened up a whole world of things I didn’t know. I thought all India was poor but actually there are rich areas too.”**

Learner from year 3 and 4 class

**“I liked learning not just about our country but about different countries too and I liked the real data.”**

Learner from year 5 and 6 class

**“Dealing with real-life data made maths more purposeful for the children.”**

Carol Turner, Maths Coordinator, Uffington Primary School

## CASE STUDY FOOD TECHNOLOGY, SCHOOL PARTNERSHIPS AND ACTIVE GLOBAL CITIZENSHIP

With the support of Oxfam's World Shapers programme, Deptford Green School in London developed a secondary-level food technology project with their partner schools, St Kizito School in Kampala and Rainbow College in Lagos. The project aimed to develop learners' research skills and deepen their knowledge and understanding of nutrition and the global food system. It also developed learners' skills as advocates and agents for change. Learners from



each school undertook research to track the impact of changes in the price of food on their local communities. They visited local food markets, interviewing traders and customers and noting the prices and nutritional value of the food on sale, and exploring the impacts of price changes on shopping habits and nutrition. Learners then collated the findings of the three schools and reflected on the similarities and differences. Deptford Green School also used the project as an opportunity for learners to meet with their Member of Parliament. They presented their project evidence and asked the MP to hold the UK Government to account for playing its full part in overcoming hunger.

## GLOBAL CITIZENSHIP ACROSS THE CURRICULUM

Global citizenship enriches all areas of the school curriculum, and each subject has an important contribution to make in developing the key elements outlined on page 8. Here are just some of the ways in which subject curricula and global citizenship can be developed in a mutually beneficial manner:

### Art and Design

- explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art
- recognise different perspectives, ideas, beliefs and values
- provide opportunities to learn about, and from, different cultures through handling images and artefacts

### Citizenship

- engage with issues of social justice, human rights, community cohesion and global interdependence
- provide opportunities to challenge injustice, inequalities and discrimination through informed, responsible action
- explore issues of diversity, identity and belonging
- learn about power and governance, and analyse the causes and consequences of unequal power relations

### Design and Technology (including food)

- explore the impacts of design and technology on the world and on quality of life
- address sustainability issues in product design
- consider social, environmental and economic contexts of products, and sustainable technology
- analyse ethical and sustainability issues in food systems, and social, economic, environmental and political factors affecting nutrition

### English, Media Studies and Drama

- develop empathy, communication skills and the ability to argue effectively, considering insights into issues common to the personal and global spheres, such as prejudice and conflict
- provide opportunities to use exploration of global issues as real-life contexts for developing core skills (for example, persuasive writing and spoken language)
- develop media critical literacy, and explore representation of peoples and places and the hegemony of English language and 'western' ways of seeing the world
- explore values, beliefs and experiences of different groups of people, and other ways of seeing and knowing, drawing on texts and thinking from a range of cultures and traditions

### Geography

- question, investigate and critically engage with issues affecting people's lives throughout the world
- develop understanding of global interconnectedness and interdependence, and of sustainable development
- provide engaging real-world issues and data to support core geographical skills
- address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

### History

- explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history
- consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways
- consider significance of individual and collective action and questions of civic and social responsibility
- explore themes such as inequality, prejudice, conflict and oppression and relating historical examples to contemporary events and experiences

### Computing and ICT

- develop computational thinking, applications and creativity to understand and solve real-world problems
- use real-world data on global issues for data logging, data handling, data modelling and control
- consider impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (for example, impacts on globalisation, poverty, inequality, democracy, diversity and conflict)
- develop critical thinking and online media literacy

## Mathematics

- provide opportunities to illustrate mathematical concepts and processes by means of global issues and data
- use and apply mathematics to real-world problems and data (for example, international development data)
- provide opportunities to consider the influence of different cultures on mathematics
- develop critical thinking around use, presentation and manipulation of data

## Modern Foreign Languages

- explore issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages
- develop awareness of global interconnectedness in that languages are continually evolving and borrowing from each other
- develop knowledge and appreciation of different cultures and their world views
- provide opportunities to explore global issues while developing reading, writing and spoken language skills
- explore diverse national and regional contexts in which languages are spoken across different continents (for example, French in West Africa and the Caribbean, and Spanish in Latin America)

## Music

- explore how music expresses identity, belonging and feelings in personal life
- consider how music is used to protest at social injustice and promote visions of positive change
- develop appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions

## Modern Studies (Scotland)

- explore the social, political, environmental and economic aspects of local, national and global development issues
- explore the shaping of society, democracy and power relationships, developing understanding of global interconnectedness and interdependence
- make connections between issues of social justice and equality at home and abroad
- develop active participation and critical thinking skills, and informed values and attitudes to social studies

## Personal, Social, Health and Economic Education

- develop knowledge of different types of rights
- engage with issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas
- explore well-being in all senses and key factors in this (both local and global), and causes and consequences of economic inequalities
- consider how use, abuse and inequalities of power from local to global levels can affect the well-being of individuals and communities

## Physical Education

- develop cooperation skills and an appreciation of interdependence through teamwork
- promote a sense of fair play, mutual respect, and the ability to manage emotions and conflict
- provide opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence

## Religious Education

- use different perspectives to explore issues of justice, equality, care for others and for the planet, and peace and conflict
- develop awareness of diversity through exploring different values, attitudes and beliefs
- explore the role of religious beliefs and organisations in global citizenship and global issues
- develop empathy, critical thinking, respect for others and the ability to argue effectively

## Science

- engage with the social, cultural and economic contexts in which scientific enquiry takes place
- explore ethical issues surrounding science and its pursuit and uses
- consider the contribution of science to debates around sustainable development and climate change
- develop appreciation of interdependence within the natural world and between people and planet
- provide opportunities to explore the contributions of different cultures to science

## A WHOLE-SCHOOL APPROACH TO GLOBAL CITIZENSHIP

Oxfam’s experience is that embedding global citizenship across all areas of school life results in the greatest impacts and benefits for learners. As a perspective on the world shared within a school, global citizenship provides purpose, motivation and coherence in teaching and learning while reinforcing key skills and values through learners’ wider experience of school life.

This framework, used by Oxfam World Shaper schools, illustrates how a whole-school approach can be used as a stimulus for whole-school planning.

School ethos	The curriculum	Participation	Staff development	Transition	Community engagement
Ensure that global citizenship is reflected in your school vision, ethos and development plan, with learners playing a key role in decision-making.	Promote global citizenship across the curriculum, with activities delivered across a range of subjects and key stages.	Enable learners to participate in or lead on global citizenship projects through curricular or extra-curricular activities – for example, peer or cross-phase learning.	Develop staff understanding of global citizenship and participatory and critical approaches, and planning time to co-ordinate projects.	Use global citizenship to support primary to secondary transition and explore the place of global citizenship values and skills in further and higher education and the workplace.	Develop ways to engage your local community using global citizenship, and invite community members to related events.

It involves thinking big but starting with small, manageable steps. These are best organised through a plan-do-review process which is supported by senior leadership and linked to existing school priorities where possible. The following case studies demonstrate the positive difference that it can make. Pages 22-23 detail where schools can find support.

### CASE STUDY STUDENT VOICES LEADING THE WAY

As an Oxfam World Shaper School, an ‘expert centre’ in the Global Learning Programme (England) and Eco-School Green Flag award holder, Sir John Lawes School in Harpenden has put voice and leadership at the heart of their approach to global citizenship. The Oxfam Youth Ambassador Group and the Eco-Council in particular play a central role in driving global citizenship across the school and beyond. The Oxfam group speaks up on global issues and helps to shape the school ethos and has met with MPs and visited 10 Downing Street, while a Green Leaders scheme trains sixth-form students to deliver assemblies in primary schools. More widely, all learners have their voices heard within the school via form representatives and the junior leadership team.



Learner-led activities have acted as catalysts for further work, drawing in more teachers. Hence the development of global citizenship across all areas of the curriculum has been an organic process, but with strong support from senior leadership and the headteacher, who emphasises clear links between global citizenship skills and the high academic standards which the school achieves.

**“It’s important that schools promote being confident and being able to put your voice across.”**

Learner at Sir John Lawes School

## CASE STUDY ESTYN EXCELLENCE: GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Heronsbridge School in Bridgend supports learners from the age of three to 19 who have statements of special educational needs for severe, profound or complex learning difficulties. As part of the school's Education for Sustainable Development and Global Citizenship (ESDGC) programme, the school has introduced a series of gardening projects. These enable learners to explore sustainability issues and to develop their understanding of global citizenship while learning gardening skills and cultivating positive attitudes to healthy eating. The school set up a series of linked sustainable food projects with its partner schools in Tanzania and Botswana. For example, each school in the partnership built a keyhole garden (a method of gardening which is based on recycling, composting and conserving water). Heronsbridge school has also developed a recycling project providing on-site work experience and enabling the community of Bridgend to recycle unwanted bikes.



In 2014, Estyn awarded Heronsbridge School a rare 'double excellent rating' and in a separate review of ESDGC in Wales, Estyn also found that, through ESDGC, learners at Heronsbridge had increased their confidence, resilience and achievement. ESDGC had also enabled learners to develop their thinking, organisational, communication and decision-making skills, their global understanding and their sense of global citizenship.

## CASE STUDY FROM THE CORE CURRICULUM TO THE COMMUNITY: RIGHTS, PARTICIPATION AND VOICE

The leadership team at Torriano Junior School in London sees their whole-school approach to global citizenship as being fundamental to the high achievement across the school. The school's curriculum combines global topics and themes with National Curriculum content and core literacy and numeracy skills, while the UN Convention on the Rights of the Child lies at the heart of the school's ethos. The combination of global citizenship and the UNICEF Rights Respecting School programme has contributed to the transformative effect of Torriano's curriculum, improving quality of teaching and learning, parental and community engagement, and learner motivation. It encourages learners to connect their learning to the world around them, to respect people and value diversity, and to care and advocate for others. Parents and families are encouraged to attend 'Speak Out' events which enable learners to share their learning with the community, survey attitudes about global development issues and take their views to their local MP and other opinion-formers. These opportunities for learners to have their voices heard prove to be invaluable in improving confidence and self-esteem and providing an excellent grounding for secondary school.



**"We want children to be confident, we want them to be curious, we want them to have all the knowledge and skills that they need. But we also want them to understand the changing world and to be part of a discussion of how they can promote equality, and know that they are the citizens of now."**

Susan Bush, Curriculum Development Leader, Torriano Junior School

## OXFAM'S CURRICULUM FOR GLOBAL CITIZENSHIP KNOWLEDGE AND UNDERSTANDING

	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14	Ages 14 – 16	Ages 16 – 19
<b>Social justice and equity</b>	<ul style="list-style-type: none"> <li>• what is fair and unfair</li> <li>• importance of caring and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• what fairness means</li> <li>• examples of what it can mean to be rich or poor in local and other contexts</li> </ul>	<ul style="list-style-type: none"> <li>• how fairness may not always mean equal treatment</li> <li>• some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> </ul>	<ul style="list-style-type: none"> <li>• ways of defining and measuring poverty (relative and absolute) and inequality</li> <li>• inequalities within and between societies and how these change</li> <li>• wider causes and effects of poverty, inequality and exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• underlying causes of poverty and inequality and relationship to policies, power and systems</li> <li>• differing views on how poverty, inequality and inequity can be reduced</li> <li>• national and international initiatives to tackle poverty and inequality</li> </ul>	<ul style="list-style-type: none"> <li>• challenges and dilemmas associated with social justice and equity</li> <li>• differing perspectives on social justice and ways of achieving it</li> </ul>
<b>Identity and diversity</b>	<ul style="list-style-type: none"> <li>• uniqueness and value of every person</li> <li>• similarities and differences between self and others</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences between peoples in local setting and also in wider contexts</li> <li>• what contributes to self-identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• diversity of cultures and societies within and beyond own experience</li> <li>• contributions of different cultures to our lives</li> <li>• nature of prejudice, racism and sexism and ways to combat these</li> </ul>	<ul style="list-style-type: none"> <li>• benefits and challenges of diversity</li> <li>• impacts of stereotyping, prejudice and discrimination and how to challenge these</li> <li>• importance of language, beliefs and values in cultural identities</li> </ul>	<ul style="list-style-type: none"> <li>• role of language in prejudice, discrimination and exclusion</li> <li>• impacts of historical processes (e.g. slavery and colonisation) on people's identities, cultures, and power today</li> </ul>	<ul style="list-style-type: none"> <li>• the multi-faceted and flexible nature of identity</li> <li>• tendencies of dominant cultures to promote certain ways of seeing and understanding the world and to subordinate others</li> </ul>
<b>Globalisation and inter-dependence</b>	<ul style="list-style-type: none"> <li>• immediate and local environment</li> <li>• simple links with other places (e.g. through food)</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences between places in various parts of the world, including own setting</li> <li>• links between local community and wider world</li> </ul>	<ul style="list-style-type: none"> <li>• global connections between peoples and countries (e.g. through trade and communications)</li> <li>• how local actions affect the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• connections and interdependencies between global and local issues</li> <li>• changing global forces and effects on people's lives</li> <li>• impacts of decisions made at local, national or global levels on people and the environment across national boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• complexity of globalisation and global issues</li> <li>• imbalances in power relations between rich and poor countries and the impacts of these</li> <li>• global economic and political systems</li> </ul>	<ul style="list-style-type: none"> <li>• impacts of globalisation on wealth and inequality at different scales</li> <li>• critiques of different approaches to trade, financial flows, movement of people and global governance</li> <li>• challenges and opportunities of globalisation for governments and communities</li> </ul>
<b>Sustainable development</b>	<ul style="list-style-type: none"> <li>• living things and their needs</li> <li>• how to take care of immediate environment</li> <li>• possibility of change in the future</li> </ul>	<ul style="list-style-type: none"> <li>• positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>• how people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>• people's dependencies on the environment</li> <li>• basics of climate change (causes and effects)</li> <li>• environmentally-responsible living and global inequalities in ecological footprints</li> </ul>	<ul style="list-style-type: none"> <li>• differing views about development and quality of life and their measurement</li> <li>• UN Sustainable Development Goals and progress against them</li> <li>• importance of biodiversity</li> <li>• wider causes and implications of climate change</li> </ul>	<ul style="list-style-type: none"> <li>• dilemmas in development and sustainability</li> <li>• moral, ethical, social, economic and environmental implications of scientific discoveries and technological developments</li> <li>• role of governments, businesses, NGOs and citizens in sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• development theories and their critiques</li> <li>• contested nature of the concept of sustainable development</li> <li>• role of participation and empowerment of individuals and communities in development</li> </ul>

	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14	Ages 14 – 16	Ages 16 – 19
<b>Peace and conflict</b>	<ul style="list-style-type: none"> <li>• how own actions have consequences</li> <li>• some basic ways to avoid, manage and resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• causes of disagreement and conflict at personal, classroom and household levels</li> <li>• some ways of avoiding, managing and resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>• some causes and effects of conflict at all levels from personal to global</li> <li>• strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions</li> <li>• examples of conflicts past and present in own society and others</li> </ul>	<ul style="list-style-type: none"> <li>• wider causes and effects of conflict at all levels</li> <li>• importance of resolving conflict fairly</li> <li>• role of non-violent protest in social and political change</li> </ul>	<ul style="list-style-type: none"> <li>• links between justice and peace, and conditions for lasting peace</li> <li>• creative and positive outcomes of conflict</li> <li>• just war theory and its critiques</li> </ul>	<ul style="list-style-type: none"> <li>• complexity of conflicts and why some are more difficult to resolve than others</li> <li>• role of conflict in creating conditions for change at national and global levels</li> </ul>
<b>Human rights</b>	<ul style="list-style-type: none"> <li>• basic needs for human life</li> </ul>	<ul style="list-style-type: none"> <li>• rights in class and school</li> <li>• the need to respect the rights of others</li> <li>• basic human rights and how some people have these denied</li> </ul>	<ul style="list-style-type: none"> <li>• UN Convention on the Rights of the Child</li> <li>• reasons why some people have their rights denied</li> <li>• those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights</li> <li>• importance of citizens, societies and governments respecting and defending people’s human rights</li> <li>• current and historical human rights issues and movements in own country and elsewhere</li> </ul>	<ul style="list-style-type: none"> <li>• underlying causes of human rights violations and the political, legal, socio-cultural, religious and economic factors that support or undermine human rights in particular contexts</li> <li>• state obligations on human rights</li> </ul>	<ul style="list-style-type: none"> <li>• history and philosophy of human rights</li> <li>• contested nature of human rights and ideas relating to their universality, indivisibility and interdependence</li> <li>• challenges to human rights and dilemmas facing governments</li> </ul>
<b>Power and governance</b>	<ul style="list-style-type: none"> <li>• rules in class and school</li> <li>• how rules can help us</li> </ul>	<ul style="list-style-type: none"> <li>• how to take part in making and changing rules in own class / school</li> <li>• uneven sharing of power and how some people are excluded from decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• the need for rules in own school and wider society and how people can take part in making and changing them</li> <li>• basics of how own country and region is governed</li> </ul>	<ul style="list-style-type: none"> <li>• basic national, regional (e.g. EU) and global governance structures and systems, and differences between countries</li> <li>• how a lack of power and representation can result in discrimination and exclusion</li> <li>• the power of collective action and role of social movements and governments in tackling injustice</li> </ul>	<ul style="list-style-type: none"> <li>• global governance structures and processes</li> <li>• international collaboration on global challenges</li> <li>• how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved</li> </ul>	<ul style="list-style-type: none"> <li>• how individuals and groups, and public and private sectors, engage in global governance</li> <li>• how unequal power relations between nation states affect global issues</li> <li>• factors hindering citizenship and civic engagement at global, national and local levels</li> </ul>

<b>OXFAM'S CURRICULUM FOR GLOBAL CITIZENSHIP SKILLS</b>						
	<b>Ages 3 – 5</b>	<b>Ages 5 – 7</b>	<b>Ages 7 – 11</b>	<b>Ages 11 – 14</b>	<b>Ages 14 – 16</b>	<b>Ages 16 – 19</b>
<b>Critical and creative thinking</b>	<ul style="list-style-type: none"> <li>ask questions</li> <li>suggest a way to solve a problem</li> <li>wonder about ideas</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>consider merits of different viewpoints</li> <li>use different approaches to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>begin to identify bias and opinion</li> <li>give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>evaluate media and other sources for bias, stereotypes and range of voices and a perspectives</li> <li>analyse own and others' assumptions about people and issues</li> <li>keep mind open to new ideas</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and synthesise a range of perspectives, arguments and evidence about issues and begin to analyse use of statistics</li> <li>identify implicit values and assumptions</li> <li>make connections between ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>evaluate different approaches to tackling global challenges</li> <li>assess how power affects views, voice, decision-making, governance and construction of knowledge</li> <li>synthesise ideas and engage in development of new solutions to local and global issues</li> </ul>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>show sensitivity to people's feelings and needs</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of, and concern for, people's feelings</li> <li>show interest in, and concern for, others outside immediate circle and in contexts different to own</li> </ul>	<ul style="list-style-type: none"> <li>adapt behaviour to take into account feelings of others</li> <li>empathise with people in local and more distant contexts</li> <li>understand impacts of prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>discern how people are feeling through their words, body language, gestures and tone</li> <li>recognise how different backgrounds, beliefs and personalities affect behaviour and world views</li> </ul>	<ul style="list-style-type: none"> <li>listen empathically to others</li> <li>view the world and local-global issues from a wide range of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>understand how people's social and economic circumstances can shape the way they view situations and make choices</li> <li>understand complexity of motivations of a wide range of actors in given situations</li> </ul>
<b>Self-awareness and reflection</b>	<ul style="list-style-type: none"> <li>recognise, name and deal with feelings in a positive way</li> <li>notice some effects of own actions on others</li> <li>identify how people are feeling (e.g. happy, sad, worried)</li> </ul>	<ul style="list-style-type: none"> <li>recognise effects of own behaviour on others and use this to help make choices</li> <li>identify matters that are important to self and others</li> <li>learn from mistakes and use feedback</li> </ul>	<ul style="list-style-type: none"> <li>identify connections between personal decisions and issues affecting people locally and globally</li> <li>explore reasons for negative feelings towards others and in new or difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>recognise personal strengths and weaknesses</li> <li>evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of cultural lenses through which one views the world and recognise the limitations of own perspective</li> <li>evaluate experiences, learning and feedback and use it to inform future learning, thinking and action</li> </ul>	<ul style="list-style-type: none"> <li>analyse, clarify and challenge own values and how they influence choices and lifestyle</li> <li>analyse how our minds are conditioned by social, cultural and historical contexts and how this affects our thinking about issues</li> <li>articulate a personal understanding of what it means to be a global citizen</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>listen to others</li> <li>take turns to express a view</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussions about issues that affect self, others and the wider world</li> <li>state opinions and start to give reasons for these</li> <li>listen carefully to others</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively, question and respond to others</li> <li>express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>give reasons, evidence and examples in support of an opinion</li> </ul>	<ul style="list-style-type: none"> <li>communicate effectively through a range of media about issues to suit subject, audience and purpose</li> <li>use active listening skills</li> <li>adapt behaviour to new cultural environments</li> </ul>	<ul style="list-style-type: none"> <li>argue rationally and persuasively about global issues</li> <li>analyse impact of manner, medium and content of communications on different groups</li> </ul>	<ul style="list-style-type: none"> <li>listen to, reflect on and evaluate another person's point of view and respond appropriately</li> <li>identify and address challenges of intercultural communication</li> </ul>

	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14	Ages 14 – 16	Ages 16 – 19
<b>Cooperation and conflict resolution</b>	<ul style="list-style-type: none"> <li>participate in group activities</li> <li>take turns and share</li> <li>manage disputes peacefully</li> </ul>	<ul style="list-style-type: none"> <li>play and work cooperatively</li> <li>help to ensure that everyone in own group is included</li> <li>begin to show tact and diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>work cooperatively to solve problems or achieve goals</li> <li>use strategies to manage anger, frustration and aggressive feelings</li> <li>use knowledge of others' viewpoints to resolve problems and compromise</li> </ul>	<ul style="list-style-type: none"> <li>take on different roles in group work</li> <li>employ effective strategies for repairing damaged relationships</li> </ul>	<ul style="list-style-type: none"> <li>reflect on the roles played in group situations, including leadership</li> <li>identify win/win solutions for resolving some conflict situations</li> <li>show sensitivity to diverse perspectives and cultural norms when managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>negotiate effectively in relationships with peers and adults</li> <li>mediate disputes</li> <li>use a range of strategies to resolve or manage conflict</li> </ul>
<b>Ability to manage complexity and uncertainty</b>	<ul style="list-style-type: none"> <li>ask for help if unsure what to do</li> </ul>	<ul style="list-style-type: none"> <li>describe feelings about changes in own life and locality</li> </ul>	<ul style="list-style-type: none"> <li>describe feelings about changes and events in own setting and the wider world</li> <li>use strategies to cope with challenging times</li> <li>recognise when there may be no single right or wrong answer</li> </ul>	<ul style="list-style-type: none"> <li>adapt to new situations and explore new ways of seeing local and global issues</li> <li>explore multiple perspectives and alternative visions of the future</li> </ul>	<ul style="list-style-type: none"> <li>integrate new or revised perspectives into own learning, thinking and acting on global issues</li> <li>break goals into achievable steps and anticipate and overcome obstacles</li> </ul>	<ul style="list-style-type: none"> <li>take responsibility for own life and make wise choices</li> <li>deal with changing demands and relationships in a positive way</li> </ul>
<b>Informed and reflective action</b>	<ul style="list-style-type: none"> <li>support others in group or class</li> </ul>	<ul style="list-style-type: none"> <li>contribute actively and constructively to the life of own class and school</li> <li>take action when something is unfair</li> </ul>	<ul style="list-style-type: none"> <li>participate in decision-making in school</li> <li>contribute to the well-being of the wider community</li> <li>share opinions and evidence on issues with others including decision-makers and elected representatives</li> </ul>	<ul style="list-style-type: none"> <li>identify and plan appropriate action(s) and opportunities to make own voice heard</li> <li>challenge viewpoints which perpetuate inequality and injustice</li> <li>reflect on learning from taking action</li> </ul>	<ul style="list-style-type: none"> <li>understand need to critically examine own attitudes, assumptions and behaviours</li> <li>understand roles of elected decision-makers and how to influence them</li> <li>select appropriate goals and plan a course of action to achieve them</li> </ul>	<ul style="list-style-type: none"> <li>analyse impacts of various actors on global issues and how they can be influenced</li> <li>participate in relevant political processes</li> <li>lead others in exploring global issues and taking reflective action</li> </ul>

## OXFAM'S CURRICULUM FOR GLOBAL CITIZENSHIP VALUES AND ATTITUDES

	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14	Ages 14 – 16	Ages 16 – 19
<b>Sense of identity and self-esteem</b>	<ul style="list-style-type: none"> <li>• awareness of self and own uniqueness</li> <li>• sense of self-worth and worth of others</li> </ul>	<ul style="list-style-type: none"> <li>• sense of belonging and valuing of relationships with others</li> <li>• awareness of, and pride in, own individuality</li> </ul>	<ul style="list-style-type: none"> <li>• positivity about the ways in which one is both similar to others and uniquely different</li> <li>• value what contributes to own identity</li> </ul>	<ul style="list-style-type: none"> <li>• valuing of own and others' individuality</li> <li>• openness to new ideas and perspectives which challenge own</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of human interconnectedness and interdependency at local and global levels</li> <li>• sense of belonging to local and global communities</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of multi-faceted and flexible nature of personal identity</li> </ul>
<b>Commitment to social justice and equity</b>	<ul style="list-style-type: none"> <li>• sense of fair play</li> <li>• willingness to take turns and share</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to stand up and speak up for others</li> <li>• fairness in dealings with others</li> </ul>	<ul style="list-style-type: none"> <li>• offence at unfair treatment of others locally and globally</li> <li>• sense of justice</li> <li>• growing interest in world events and global issues</li> </ul>	<ul style="list-style-type: none"> <li>• active concern at injustice, exploitation and denial of human rights</li> <li>• willingness to take action against injustice and inequity</li> </ul>	<ul style="list-style-type: none"> <li>• sense of personal and collective responsibility towards local and global issues</li> <li>• willingness to get involved in activities promoting social justice and equity locally, nationally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• commitment to principles of democracy, social justice, equity, and the eradication of poverty</li> </ul>
<b>Respect for people and human rights</b>	<ul style="list-style-type: none"> <li>• starting to think of others</li> </ul>	<ul style="list-style-type: none"> <li>• respect for other people's feelings and ideas</li> <li>• respect for the rights of others</li> <li>• belief that everyone has equal rights</li> </ul>	<ul style="list-style-type: none"> <li>• readiness to think through consequences of words, actions and choices on others</li> <li>• belief that it is everyone's responsibility to challenge prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• sense of solidarity with those suffering human rights violations, injustice and discrimination</li> <li>• commitment to hold duty-bearers to account for upholding equal rights for all</li> </ul>	<ul style="list-style-type: none"> <li>• recognition of the needs and rights of future as well as current generations</li> </ul>	<ul style="list-style-type: none"> <li>• commitment to safeguarding human rights</li> </ul>
<b>Value diversity</b>	<ul style="list-style-type: none"> <li>• positive attitude towards difference and diversity</li> <li>• willingness to listen to the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>• valuing others as equal and different</li> <li>• willingness to listen respectfully to the ideas and views of others even when one disagrees</li> <li>• willingness to learn from the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>• valuing difference</li> <li>• recognising the benefits of listening to a range of different perspectives and viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• respect for the rights of all to have a point of view</li> <li>• willingness to challenge prejudiced and discriminatory views</li> <li>• recognition of diverse perspectives on any issue, and that the majority view is not always right</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation that people can learn much from others' diverse backgrounds and perspectives</li> <li>• desire to deepen understanding and interaction with different cultures both locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• awareness of own prejudices and biases, and commitment to overcoming these</li> <li>• appreciation of the value of working with people with different backgrounds</li> </ul>

	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	Ages 11 – 14	Ages 14 – 16	Ages 16 – 19
<b>Concern for the environment and commitment to sustainable development</b>	<ul style="list-style-type: none"> <li>• appreciation of, and care for, living things and own environment</li> <li>• sense of wonder and curiosity about the world</li> <li>• starting to value resources</li> </ul>	<ul style="list-style-type: none"> <li>• concern about the local environment and willingness to care for it</li> <li>• taking care of resources and not wasting them</li> </ul>	<ul style="list-style-type: none"> <li>• sense of responsibility for the environment and the use of resources</li> <li>• commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of interdependence between people and planet</li> <li>• concern about the effects of lifestyles and consumer choices on people and the planet</li> </ul>	<ul style="list-style-type: none"> <li>• concern for the future of the planet and future generations</li> <li>• willingness to take personal responsibility for changing lifestyle</li> <li>• willingness to engage decision-makers and campaign</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to both lead and support others in promoting sustainable development</li> </ul>
<b>Commitment to participation and inclusion</b>	<ul style="list-style-type: none"> <li>• willingness to play fairly and inclusively with others</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to participate in activities both inside and outside of the classroom</li> <li>• belief that that everyone should be included and able to participate</li> </ul>	<ul style="list-style-type: none"> <li>• active participation in school-based decision-making</li> <li>• proactive inclusion of other people, especially those who may face barriers to participating fully</li> </ul>	<ul style="list-style-type: none"> <li>• supporting and encouraging others to participate</li> <li>• willingness to reach agreement through compromise</li> </ul>	<ul style="list-style-type: none"> <li>• commitment to supporting democratic processes and learning more about own role in these</li> </ul>	<ul style="list-style-type: none"> <li>• commitment to principles of inclusion and active support for involvement of others in decision-making</li> </ul>
<b>Belief that people can bring about change</b>	<ul style="list-style-type: none"> <li>• belief that everyone can do things to improve surroundings and support others</li> </ul>	<ul style="list-style-type: none"> <li>• belief that people can make a difference, both on their own and when they work together</li> </ul>	<ul style="list-style-type: none"> <li>• belief that individuals and groups can improve situations</li> <li>• willingness to cooperate with others to change things for the better</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to take an informed stand on global issues</li> <li>• belief that people can often make a greater difference when they take action collectively</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to continually examine own attitudes, assumptions and behaviours</li> <li>• readiness to work towards a more equitable and sustainable global future</li> </ul>	<ul style="list-style-type: none"> <li>• willingness to work with others to bring about change locally, nationally and globally</li> </ul>

## FURTHER RESOURCES AND SUPPORT

### [oxfam.org.uk/education](https://oxfam.org.uk/education)

**Resources:** The Oxfam Education website features curriculum-linked resources on a variety of global issues. We have toolkits for active global citizenship, classroom resources and online tools. Many of our resources are available in Welsh.

**Teacher guides and professional development:** The website also contains details of Oxfam’s continuing professional development programmes for teachers, and free teacher guides such as:

- *Global Citizenship in the Classroom: A guide for teachers*
- *Maths and Global Citizenship*
- *English and Global Citizenship*
- *Building Successful School Partnerships*
- *Teaching Controversial Issues*

**World Shapers (England):** This offers schools in England bespoke, in-school support for embedding global citizenship.

**Youth Ambassadors:** This scheme provides opportunities for learners to lead their peers in learning, thinking and acting on global issues.

Youth Ambassador Group resources are specific to the England educational and political contexts. While we can accept registrations from groups in Scotland and Wales who wish to adapt these resources for use in their contexts, Oxfam only has capacity to provide remote support from our England offices.

For further enquiries about Oxfam’s work in education, telephone 0300 200 1300 or email [education@oxfam.org.uk](mailto:education@oxfam.org.uk).



Photo: John McLaverty

## Global Learning Programme

The Global Learning Programme provides free support for whole-school approaches to global citizenship and professional development for teachers.

- England: [globaldimension.org.uk/glp](http://globaldimension.org.uk/glp)
- Northern Ireland: [centreforglobaleducation.com/global-learning-programme](http://centreforglobaleducation.com/global-learning-programme)
- Scotland: [ideas-forum.org.uk/glps](http://ideas-forum.org.uk/glps)
- Wales: [globaldimension.org.uk/glpwales](http://globaldimension.org.uk/glpwales)

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

The Global Dimension website provides a searchable guide of over 1,000 reviewed books, films, posters and web resources which support global learning across all age groups and subjects.

## [hwb.wales.gov.uk](http://hwb.wales.gov.uk)

Hwb is an all-Wales virtual learning environment which hosts a range of bilingual digital learning tools and resources, including resources which support education for sustainable development and global citizenship.

## [ideas-forum.org.uk](http://ideas-forum.org.uk)

IDEAS (International Development Education Association of Scotland) is a network of organisations and individuals involved in educating for global citizenship across Scotland. The IDEAS website contains details of projects and programmes for schools and teachers, a regular magazine featuring articles on global issues, practical classroom activities and useful resources, as well as news from schools and IDEAS members.

## [britishcouncil.org/connectingclassrooms](http://britishcouncil.org/connectingclassrooms)

Connecting Classrooms supports schools in developing global citizenship through international school partnerships.

## [globalclassrooms.org.uk](http://globalclassrooms.org.uk)

The Consortium of Development Education Centres consists of members across England, each an independent, local-based, not-for-profit organisation whose core work includes the support and delivery of global learning to schools.

## Philosophy for Children – [sapere.org.uk](http://sapere.org.uk)

An excellent methodology for encouraging learners to explore a wide range of viewpoints, and one that can be used with all ages.

## Open Spaces for Dialogue and Enquiry – [osdemethodology.org.uk](http://osdemethodology.org.uk)

A set of procedures and resources to help structure safe spaces for dialogue and enquiry about global issues, and promote critical literacy.

## UCL Institute of Education – [ioe.ac.uk/derc](http://ioe.ac.uk/derc)

The UCL Institute of Education's Development Education Research Centre publishes research papers on global learning practice in schools.

## Non-Governmental Organisations (NGOs)

Apart from Oxfam Education, several other NGOs support global citizenship education. See, for example, the websites of ActionAid, Amnesty International UK, British Red Cross, Christian Aid, CAFOD, Fairtrade Foundation, Islamic Relief, MADE in Europe, Practical Action and Tzedek, to name but a few.

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