



GO FASTER ON EDUCATION FOR GLOBAL CITIZENSHIP

'If we are serious about bringing learning to life, we must set it within a global context'

QCA Secondary Curriculum Review 2007

WE LIVE IN A WORLD of accelerating global change. Education needs to keep pace.

Global Citizenship teaching has a key part to play in this, because it's now more important than ever for education to have a global context. But while the UK government has repeatedly pledged to increase Education for Global Citizenship, the majority of young people are still missing out. Gordon Brown and Ed Balls, Secretary of State for Children, Schools and Families, must take action to change this.

Oxfam cares about the quality and equality of education. Everyone, everywhere has a right to good quality learning – and that means right here in the UK as well. If we want a sustainable and just world, we have to change our own education system so it fosters the skills and attributes people need to make change happen.

WHY SHOULD EDUCATION TACKLE GLOBAL CITIZENSHIP?

In the 21st century, it's vital that we all have the ability to make a distinct and positive impact on the economy, society, politics and the environment. We call the collective impact of decisions and actions that affect these things the 'educational footprint'.

Global Citizenship education helps to show the importance of the educational footprint across society at large. It also ensures that young people have the knowledge, skills and values they will need to succeed, and enables them to play an active part in their own learning. Participative methods help to develop essential skills such as confidence, self-esteem, co-operation, critical thinking, communication and conflict resolution.

It's an increasing priority for all schools. But while recent curriculum changes are welcome, alone they are not enough, and the government and its agencies must also establish a national expectation that Education for Global Citizenship will be implemented. With government support, DCSF, Ofsted, TDA, the QCA, and the National College for School Leadership can help children to overcome the challenges – and thrive on the opportunities – of our globalised and interdependent world.

Oxfam Education is working to increase the number of teachers in England who can teach Education for Global Citizenship, but we need greater support from government. NGOs and Development Education Centres only have the capacity to support a small number of teachers. More support and greater funding is needed from the DCSF if the rhetoric is going to become reality.

THE KEY ELEMENTS FOR RESPONSIBLE GLOBAL CITIZENSHIP

KNOWLEDGE AND UNDERSTANDING

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

SKILLS

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and equalities
- Respect for people and things
- Co-operation and conflict resolution

VALUES AND ATTITUDES

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

WHAT NEEDS TO HAPPEN?

The 2007 Secondary Curriculum Review opens up new opportunities for schools to teach Global Citizenship. However, for the recommended curriculum changes to be

delivered, Gordon Brown and Ed Balls must make changes to inspection and assessment regimes, and provide more funding for teachers to access appropriate training.

Training can help teachers to develop the understanding, skills and values that will enable young people to thrive. It can also help to ensure that pupils leave school

able to make decisions and take action that results in a positive 'educational footprint'.

Education plays a vital role in helping students to become global citizens. It is a major step towards securing a just and sustainable world. Let's meet the challenge our young people are setting for us, and build an education system that allows them to build a world they want to live in.

IMPLEMENTING EDUCATION FOR GLOBAL CITIZENSHIP

TEACHER TRAINING TO

- Explore the global context
- Use active and collaborative learning methods
- Handle controversial issues in the classroom with care, confidence and competence
- Keep up with political developments
- Support teachers to reflect on what they are doing and why

ASSESSMENT THAT

- Maximises personal development and sense of self worth
- Combines self, peer, teacher and external assessment
- Uses methods that work for learners as well as teachers, parents and schools
- Values breadth of achievement and collaboration
- Promotes a broad and engaging curriculum and informs teaching

INSPECTION

- Sets a clear national expectation that the global context is fundamental to learning
- Provides opportunities in the SEF to address how schools' provision is relevant to pupils' needs in the 21st century
- Encourages teachers to reflect on their practice and training needs
- Uses feedback from young people as to whether their school experience is relevant and engaging

NINETY-NINE PER CENT OF TEACHERS THINK EDUCATION FOR GLOBAL CITIZENSHIP IS IMPORTANT, BUT CONFIDENCE IN TEACHING THE SUBJECT IS LOW. ONLY EIGHT PER CENT SAY THEY HAVE ACCESSED CONTINUING PROFESSIONAL DEVELOPMENT (CPD) ON GLOBAL CITIZENSHIP. Oxfam 2007 survey of teachers



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Oxfam is actively shaping the global debate about education. We will publish a Policy Report in early 2008, to develop the issues and recommendations addressed here. For further reading, see the transcript of the Inaugural Oxfam Education Lecture www.oxfam.org.uk/education/policy/

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