

Get Global!

Active global citizenship

Autumn 2003

This paper provides an update on Get Global! and outlines where it goes from here.

A promising future

In its short life-time Get Global! has achieved much success. The project, set up in 2001 to look at ways of facilitating and assessing active global citizenship in secondary schools in England and Wales, seems to have developed a momentum of its own and exceeded all expectations.

My life will be so much better now! I've got to have this (Get Global! resource). It's the buzz thing of the conference. Everyone is talking about it!

Teacher at the PSHE and Citizenship Conference, Manchester, June 2003

The launch of Get Global!

In Spring 2003 a conference was organised in London and a launch event in Cardiff to support the teaching of global citizenship and to promote the newly published Get Global! resource. Speakers, including Stephen Twigg MP (DFES), Jane Davidson AM (Minister for Education and Lifelong Learning, Wales), David Barrs (Chair, Association for Citizenship Teachers), and Anita Roddick OBE (founder of The Body Shop) addressed delegates. Excerpts from a few of these speeches are quoted below.

This is a wonderful, accessible resource... It is particularly valuable as it has been developed in partnership with schools... It will be very helpful in assisting the spread of good practice (on global citizenship) and is especially valuable in helping pupils manage their own learning, an area we are very keen to develop not only in citizenship but also in the whole key stage three strategy for schools...

Stephen Twigg MP, Parliamentary Undersecretary for Schools, DFES

Now more than ever in a world racked by conflict, poverty and inequality, it is essential that young people feel they can make a difference and are able to speak out on the issues that concern them.

Anita Roddick, The Body Shop

Features:

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Year nine students, St James Catholic High School, London
Harriet Logan/Network/ActionAid



Jane Davidson meets students at the launch in Cardiff
Richard G. Jones/Oxfam Cymru



London Conference
Jenny Matthews/Network/ActionAid

Get Global! in action

Bedwas High School, South Wales

Context

Bedwas High School is a co-educational 11-18 high school of 730 students located in the heart of the community – an ex-mining village. Get Global! was used with a mixed ability Year 10 class, studying the AQA Citizenship Short Course, and took place during the Autumn term 2002.

Description

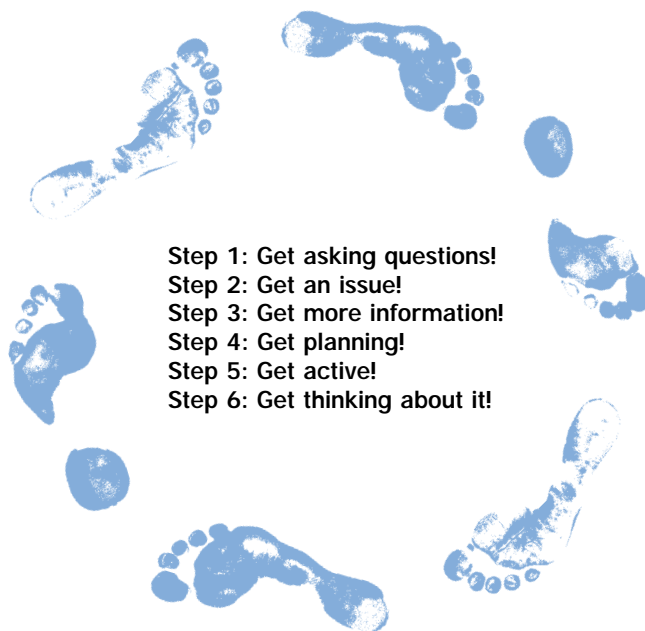
In **step one** students questioned the world around them, and explored issues of power and influence and the characteristics of active global citizens. In **step two** they generated local and global issues important to them. They voted and chose a local issue to work on – a proposal by the local council to locate a waste transfer station near their school.

Students researched the issue from local and global perspectives in **step three** and concluded that the two cannot be separated. All local issues have a global element and vice versa. Studies were undertaken into what a waste transfer station is and into issues about sustainability and Agenda 21. Then local councillors and council officers from both sides of the argument were invited in to school to explain their view points.

In **step four** the students decided on an action to take and planned it. They put their plans into action in **step five** and wrote letters, contacted the press, joined protests led by the local community, attended local council planning meetings, and raised a petition. In **step six** they reflected on what went well, what could have worked better, and what they would do differently next time. There was disappointment that they were unable to stop the waste transfer station being sited near the school but an appreciation of some of the criticisms directed at them, for example that they were NIMBY's (not in my back yard). The process was used by students as the basis of their coursework assignments.



Year 10 students, Bedwas High School, Bedwas, Caerphilly
Richard G. Jones/Oxfam Cymru



- Step 1: Get asking questions!
- Step 2: Get an issue!
- Step 3: Get more information!
- Step 4: Get planning!
- Step 5: Get active!
- Step 6: Get thinking about it!

We know that what we do at an individual level with waste, use of water etc will have consequences to people in other parts of the world... In line with Agenda 21, we want to look at securing our community today so that future generations living in the area will not have to put up with a planning decision that will be detrimental to the environment.

The Get Global! project has helped me to think about the world around me differently and to plan and organise which will ensure good completion of my coursework. It helped me gain skills and learn to organise my ideas. It made the citizenship course interesting and fun. Everyone I have spoken with say that they have thoroughly enjoyed the course and have made good use of the skills they have picked up.
Ben Williams, Year 10 student, Bedwas High School

The Get Global! process proved very beneficial in assisting pupils through the requirements of coursework. The planning stage helped by clarifying the aims of the project and producing structured and detailed plans of the various stages of the project. It also helped the class identify collective and individual actions to take. It clarified what evidence needed to be collected as a record of the project for their coursework.
Sue Rivers, teacher, Bedwas High School

Question everything – evaluating Get Global!

Young people need to understand global issues so they can make choices about how they want to live their lives.

In 2001 the Department for International Development (DFID) commissioned a MORI poll asking young people to respond to the above statement. 80% agreed with the statement, 33% agreed strongly, and 54% felt powerless to do anything about it. 2001 also marked the beginning of Get Global! – the project about enabling young people to become active global citizens and feel able to make a difference to the world around them. The priority was how to teach and assess global citizenship rather than what to teach.

The first year of Get Global! involved extensive research into the worlds of education, citizenship and development. An action research project with over 30 schools was set up to work with teachers in producing a resource that would make citizenship more active and global. Teachers used draft Get Global! activities in a range of subject areas and with all age groups throughout the Autumn term 2002. They adapted these, discarded some, created new activities, and were actively involved in every stage of resource production.

This research found an overwhelming need for a skills-based approach to facilitate and assess active global citizenship. Schools sometimes felt inundated with material on citizenship and global citizenship, often with competing agendas and demands on their time. There was a need for competency-driven activities to complement and use alongside some of the excellent material schools already had access to.



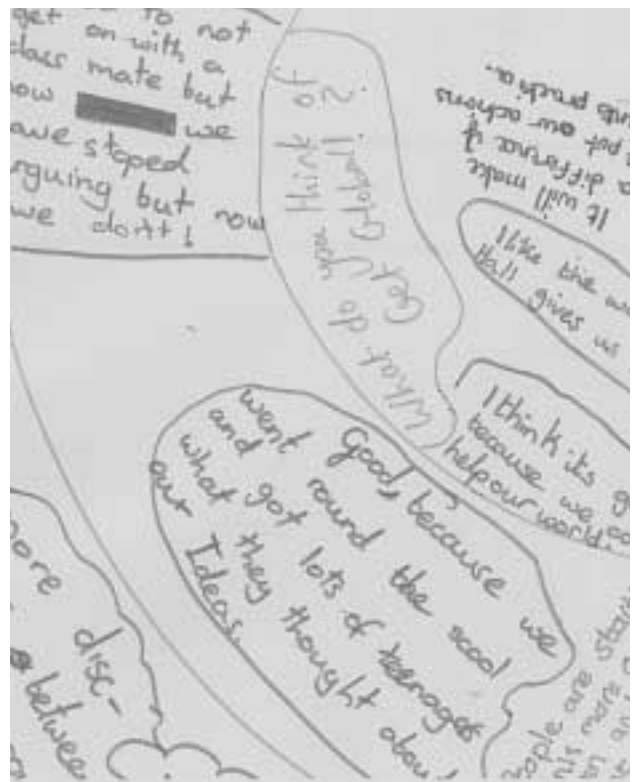
Year Eleven students, Tom Hood School, London
Harriet Logan/Network/ActionAid

The vast majority of people consulted requested a resource that would enable young people to question the world they live in, interrogate the material they come across, have the confidence to develop, justify and challenge their own and other people's opinions, and feel empowered to do something to change situations locally and globally. They wanted relevant and meaningful activities that started with students' own interests and built on these.

As a result, the three core themes that underpin Get Global! are skills-based:

- 1 To provide an experience of being able to make a difference through action.
- 2 To develop skills of enquiry, participation and reflection.
- 3 To develop an understanding of the world as a global community, and to discuss the political, economic and social implications of this.

In an on-going evaluation of Get Global! we constantly return to these themes. Brief extracts from initial findings of student and teacher questionnaires, focus-groups and face-to-face interviews, as well as quotes from key stakeholders, are cited overleaf. However, an in-depth evaluation is planned for 2004/05 so schools have an opportunity to use and re-use the resource before responding.



Making a difference – evaluating Get Global!

96% of students involved in the action research project felt they had made a difference to the world around them. Some students felt they would have liked to have had more of an impact if they had had more time to do the project. The sense of empowerment was commented on by over 80% of teachers.

Student quotes from seven schools involved in focus-group interviews

Get Global! made me more aware of things. It made me want to have an effect on things.

It gave us a voice, a chance to give our view.

A good way of getting people our age to think about what happens in the world.

I feel I've helped.

We can work together to solve a problem and debate.

We can help our world.

We can choose our issues rather than the teacher – the teacher observes – our opinion counts.

Worked more as a team.

We had freedom.

At the end of the action research project students were asked to respond to the following:

What issue did you choose to work on?

The majority of students chose to focus on issues relating to poverty and inequality, homelessness, and sexual health including teenage pregnancy, safer sex, under-age sex and HIV/AIDS. Other popular issues included terrorism, animal cruelty, recycling, globalisation, school toilets and crime.

What action or event did you do?

Actions varied widely from poster and letter campaigns and fundraising (a third of responses) to creating chat-rooms on issues, contributing to radio shows, petitioning people with power and influence, and inviting speakers into school.

How did you feel you made a difference?

Over two thirds of students felt they made a difference by raising awareness of issues, and participating in actions. Only 11% felt that fundraising itself is what made a difference.



A solutions tree
Harriet Logan/Network/ActionAid



Skills of enquiry, participation and reflection – evaluating Get Global!

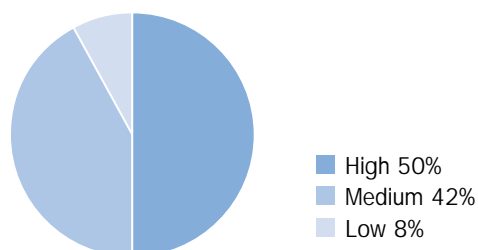
Students from seven schools took part in a number of focus-group sessions. The grid below charts their responses from skills-dartboards completed at the end of the project.

Skill	Never	Sometimes	Usually	Very often
I take part in class discussion	3	7	8	17
I take part in group discussion	0	4	17	14
I ask a lot of questions	5	15	4	11
I listen & respect other opinions	1	2	12	20
I challenge other people's ideas	1	8	21	10
I'm happy to have my ideas challenged	1	6	16	17
I take time to reflect	3	20	11	6

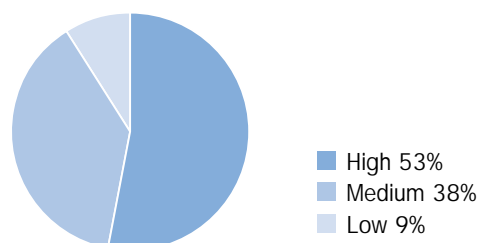
Although some of the teachers on the action research project have experience of participatory learning and teaching styles, to almost half, it was a new experience. Teachers commented that they had learnt new skills in *open questioning* and *learning to let go and trust the kids*. The emphasis on students managing their own learning was seen by many as a *radical change*, which had *definitely raised achievement and motivation*.

At the end of the action research project students from 30 schools indicated where they felt they were on a skills-continuum. Three responses are highlighted here:

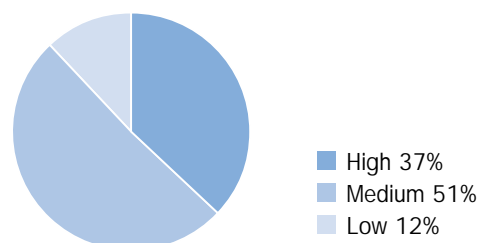
How involved were you in discussions and decisions made?



How much responsibility did you take for organising and managing your work?



How much time did you spend thinking about and reflecting upon your work?



I really enjoyed the project. It gave me quite a few chances to express my opinion and challenge other people's.
Student

Excellent contribution to key skills.
Teacher

Understanding the world as a global community – evaluating Get Global!

69% of students involved in the action research project believed Get Global! helped them understand more about the way people in the world are connected. 47% of these students added that Get Global! had raised their *awareness* and *understanding of global issues*, and 17% said they learnt most about *global inequalities* and *unfairness*.

Out of the seven schools involved in focus-group discussions, there were mixed responses to questions regarding the influence people in the UK have over people living in poorer parts of the world, and vice versa. The students were interviewed before and after they used Get Global! Guilt dominated discussions before the project. A high percentage of students said they felt sympathy and guilt, and the desire to help when they were asked to think about life in poorer parts of the world. Some students still felt this at the end of the project, but issues of trade, drugs and terrorism featured most prominently in these discussions.

Linking local and global perspectives of the issues students raised themselves was the biggest challenge. The benefits, however, were huge – see the Bedwas High School case study on page two. Here, a local concern brought the whole issue of international governance to life.

In step one the pupils found it easier to focus on personal and local issues, but by step three they were thinking more globally. This happened organically and I didn't have to prompt them as much as I expected to.

Teacher

The pack has loads of suggestions without being prescriptive or globally based. It can definitely be used with different subject areas and gives non-specialist teachers like me more confidence. The students liked working in groups and owning it – they steered the content.

Teacher



Year nine student, Houghton Keppier School, Tyne and Wear
Laurence Watts/ActionAid

Get commenting! prize draw

We're very pleased to announce that Ceri Blease, the Global Links Co-ordinator from West End Primary School in Lancashire has won £50 of WH Smith vouchers!

Thank you to everyone who completed the Get commenting! evaluation forms. We found the feedback very useful. Many forms were returned from primary schools and non-formal education centres around the world, despite Get Global! being aimed at key stages three and four in England and Wales. We found this encouraging as the activities are designed to be used and adapted in as many different contexts as possible. So, thank you for sharing your different experiences with us.

Further support for Get Global! teachers

The following organisations have a range of Get Global! services to offer.

act:onaid

Contact name: Jo Price
T: 0207 7561 7561
E: jprice@actionaid.org.uk
W: www.actionaid.org click on schools and youth

INSET sessions based on Get Global! and other ActionAid citizenship resources – tailored to your needs.

Teacher visits to schools. Topics include the work of ActionAid as an International Non-Governmental Organisation (Citizenship Programme of Study – 1f)

Global links – a new interactive website to be launched in March 2004. Will provide help for teachers linking local and global issues and direct links with young people's active citizenship projects in ActionAid country programmes. Currently recruiting pilot schools – please get in touch if you would like to take part.

Catalogue of resources to support citizenship teachers.



CAFOD produce a termly resource for teachers looking for current ideas and themes to integrate the global dimension into their curriculum. Materials are developed to deliver the global citizenship agenda through the schemes of work of other subjects. Resources show the sections both of the citizenship SOW and the other subject SOW which can be delivered through the activity. This is available as a free resource to practicing teachers.

Email: schools@cafod.org.uk with your name, address and school stating whether Primary or Secondary.
All our publications follow the participative approach outlined in the Get Global! guide.

CAFOD regional offices are able to provide further support at a local level. Visit our website: www.cafod.org.uk click on the "Where We Work" and select England and Wales to find your nearest Regional Office.



Get Global! will form an integral part of many of Christian Aid's INSET sessions and workshops. These are available free of charge to LEAs, SACREs and ITE institutions.

Please contact Daniel Sinclair
at dsinclair@christian-aid.org for more information.

Get Global! will also be promoted widely within Christian Aid particularly amongst those working with young people and students. It will also inform Christian Aid's planning of future publications.

The Education Co-ordinator in Wales can be contacted on 029 2061 4435.



Get Global! Contact for all of GB: Is Allen 01865 31 3185. Is will forward enquiries to national teams where appropriate. We have Development Education Curriculum Adviser staff based in Cardiff and London who will be supporting taking Get Global! forward in a variety of ways in Wales and England as part of their work.

Get Global! materials can be accessed on our website for teachers and children:
www.oxfam.org.uk/CoolPlanet

You can order print copies of Get Global! now, in Welsh and in English and an accompanying video from The Oxfam Catalogue for schools, on-line, which includes both DE material produced by Oxfam and a selection of Development Education publications produced by others (www.oxfam.org.uk). This item will also be in our printed Catalogue from January 2004.



Speaking Out network
 Save the Children has a network of trained speakers who bring to life the issues and real-life stories of children from our programmes, using activities from Get Global! The Speaking Out service is available to schools and other organisations.

Website
Get Global! is advertised on the Save the Children web pages: www.savethechildren.org.uk/education

INSET sessions
 Save the Children will be running in-service training sessions for teachers and youth workers on Get Global! Email education@scfuk.org.uk indicating the nature of your request.

To keep in touch with organisations offering further support, please fill in the slip below:

Tick boxes if you **wish** to receive further information from any of these organisations:

ActionAid CAFOD Christian Aid Oxfam Save the Children

FAX THIS TO EDUCATION DISTRIBUTION SERVICE ON 01795 437988 OR POST IT TO THE FOLLOWING ADDRESS:

Education Distribution Service, Education House, Castle Road, Sittingbourne, Kent ME10 3RL

To order more copies of the pack, please fill in the form below:

The Get Global! teachers' guide (118 pages including worksheets and assessment sheets) comes with an 18-minute-long free video.

Get Global! can be downloaded free of charge from:

www.actionaid.org/schoolsand youth
www.christianaid.org.uk/learn
www.savethechildren.org.uk/education

www.cafod.org.uk/schools/teachersresources
www.oxfam.org.uk/coolplanet

Get Global! guide costs:

1–9 copies £15 + £2 p&p (video free) **Total £17.00 per copy**
10+ copies 35% discount plus free p&p **Total £9.75 per copy**

Please send me

[] copies of Get Global! in English
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