

# **The Global Dimension in Schools in Northern Ireland**

A Research Report

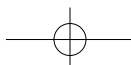
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The views expressed in this report do not necessarily reflect official DFID policies.

Cover photographs feature children from the following schools:  
St Dominic's High School, Belfast  
Elmgrove Primary School, Belfast  
Sullivan Upper School, Holywood



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# The Global Dimension in Schools in Northern Ireland

## INTRODUCTION

The Department for International Development has responsibility for the British Government's overseas development aid and UK development awareness programmes. DFID superseded the Overseas Development Administration (ODA) in 1997 and was granted full cabinet status in the personage of the Secretary of State for International Development. DFID made an immediate impact on the policy-making arena of international development, including development education, with the publication of a White Paper, *Eliminating World Poverty: A Challenge for the 21st Century* (DFID, HMSO, November 1997). The White Paper stated that 'Every child should be educated about development issues, so that they can understand the key global considerations which shape their lives'.

*In implementing the development awareness commitments in the White Paper, DFID established a working group to produce an operational plan for its development education work which was published in April 1999 under the title Building Support for Development: Raising Public Awareness and Understanding of International Development Issues (DFID, HMSO, 1999, available at: [www.dfid.gov.uk](http://www.dfid.gov.uk)). The Department went on to publish a second White Paper on international development called *Eliminating World Poverty: Making Globalisation Work for the Poor* (DFID, HMSO, December 2000) which reflected DFID's policy focus on 'the reduction of poverty and the mobilization of the international system to meet the International Development Targets' (DFID White Paper, 2000, p.7). The International Development Targets, also known as the Millennium Development Goals (MDGs), are eight pledges agreed by members of the United Nations designed to enhance development and eradicate poverty in poor countries by 2015. The MDGs not only inform DFID's work in international development but also underpin its development education programmes, which are designed to engage local audiences with global development issues.*

In 2003, DFID launched a new strategic initiative in the formal education sector called Enabling Effective Support (EES), which is currently being implemented in eight regions in England as well as Scotland, Wales and Northern Ireland. The aim of Enabling Effective Support is to:

"Provide teachers with more effective and sustained support to incorporate a global dimension into their teaching. It supports the development of locally owned strategies to achieve more comprehensive, high quality support to teachers for the delivery of the global dimension. Each strategy will focus on how global perspectives in the curriculum can be effectively delivered and supported, particularly through new partnerships and co-operative ways of working; and also how to access resources that support work in this area".

*Enabling Effective Support: Responding to the challenges of the global society: a strategy of support for the global dimension in education, (DFID, January 2003, p.2).*

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EES encompasses two phases of work: Phase One involves research and consultation on the current provision for development education in the formal sector. This phase will help to determine the needs of teachers in respect to delivering the global dimension in schools. It also involves consultation with key stakeholders in formal education to ensure their support for the EES strategy.

Phase Two of EES involves the development and implementation of a new strategy for the global dimension in schools based on the research findings and consultation with stakeholders. The main aim of the strategy is to build capacity within the education system to prepare young people 'to understand... and shape the globalising and interdependent world they will inherit' (*Enabling Effective Support*, DFID, 2003, p.8).

This report presents the findings of a Phase One research and consultation as part of the Enabling Effective Support (EES) initiative in Northern Ireland. The research was conducted by St. Mary's University College Belfast and commissioned by the Coalition of Aid & Development Agencies (CADA) in Northern Ireland on behalf of DFID. The aim of the Phase One research was to determine the current provisions and opportunities which support the delivery of the global dimension in education and examine the needs of the formal education sector in incorporating the global dimension into teaching. The research findings will inform a strategy and action plans for Phase Two of EES in Northern Ireland.

Similar research has been carried out in England, Wales and Scotland on EES which has incorporated different research methods for gathering data. The Phase One research carried out in the other parts of the UK relied on consultation forums, interviews or questionnaires as means of collecting information from relevant stakeholders. These relevant stakeholders included: teachers, principals or pupils from schools; Local Education Authorities (LEAs) and Professional Development Centres (PDCs); Higher Education Institutions (HEIs) offering initial teacher education; Non-Government Organisations (NGOs) and Development Education Centres (DECs); Government departments; and others. The main findings and recommendations from these other Phase One research studies are summarised in the appendix to this report.

The key stakeholders consulted for the purpose of this Northern Ireland Phase One research include primary and post-primary schools (principals, teachers and pupils); HEIs that offer courses in initial teacher education (Bachelor of Education or Postgraduate Certificate in Education); NGOs involved in, for example, development, environmental and human rights education; and Government officers from the Department of Education (DE), Education and Library Boards (ELBs) and the Council for the Curriculum Examinations and Assessment (CCEA).

The findings will provide a picture of the current support on offer to the formal education sector in relation to incorporating a global dimension to teaching. They will also identify the needs of schools and HEIs and the initiatives planned or already in action from Government departments and NGOs in supporting teachers and lecturers.

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## EXECUTIVE SUMMARY

The report is based on research commissioned by the Coalition of Aid & Development Agencies in Northern Ireland in relation to a Phase One consultation and research exercise on Enabling Effective Support for the Global Dimension in Education. The aim of the research and consultation phase was to determine current provisions, needs and opportunities in support of the delivery of the global dimension in formal sector education in Northern Ireland. The objectives included: surveying non-government organisations involved in development, environmental, human rights and related education programmes that apply a global perspective in schools and surveying Higher Education Institutions that offer courses in initial teacher education; surveying the current support for a global dimension in education available to schools and Higher Education Institutions; collating research findings, strategies and action plans resulting from Enabling Effective Support Phase One consultations in England, Scotland and Wales; consulting with representatives from Education and Library Boards, the Council for Curriculum Examinations and Assessment, and the Department of Education on the global dimension in the formal education sector; and conducting focus groups with pupils on the global dimension in education.

A questionnaire was designed and administered to all the non-government organisations in Northern Ireland and covered areas which determined: their understanding of the global dimension; the current support offered to schools and Higher Education Institutions; the monitoring, evaluation and promotion of support; the types of requests made; how awareness of support is raised; the levels of input from teachers and lecturers to developing teaching materials; methods of determining the professional development needs of teachers and lecturers; current involvement in initiatives with the formal education sector; and difficulties faced regarding potential collaboration with the formal education sector.

A second questionnaire was designed and administered to a one in three sample of all primary and post-primary controlled and maintained schools, stratified by Education and Library Board in Northern Ireland. The questionnaire covered areas similar to those above, but also included questions that determined: curricular and extra-curricular areas where the global dimension was incorporated; the role of non-government organisations; how sufficient, effective and accessible the support on offer was to schools; the types of teaching and learning resources available; courses/events attended; and issues faced by teachers regarding the global dimension in teaching. This second questionnaire was revised to suit Higher Education Institutions and was administered to representatives from those that offered courses on initial teacher education.

A literature review of Enabling Effective Support Phase One reports in other parts of the UK was conducted and helped with designing the questions used in the surveys, interviews and focus groups. Semi-structured interviews were also conducted with representatives from statutory agencies covering areas on in-service training and current policies and practices regarding the global dimension in education.

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Focus groups were also carried out with pupils at key stages 2, 3 and 4 in a random sample of six schools to obtain qualitative data on their views of the global dimension in schools. The areas that informed the focus groups included the extent to which pupils gain information during their schooling on: other cultures/lifestyles in other localities and other countries; aid to developing countries; environmental issues; human rights; and the way our behaviour and lifestyle can affect others. Other areas included: the extent to which pupils are involved in projects or debates regarding the above areas; the extent to which pupils enjoy learning about these areas; the resources they have used in learning about these issues; and the importance attached to learning about the global dimension in education.

The research occurred between January and June 2004, and the main findings of the research include the following:

- There is a lack of knowledge among 1 in 3 primary school teachers/principals regarding their understanding of the global dimension in teaching;
- An uneven balance exists between incorporating the global dimension into the curriculum/subject study and into extra-curricular activities;
- Limited use is made of the support on offer from non-government organisations; schools are not being made fully aware of the role of non-government organisations;
- The majority of teachers and principals who contributed to the study feel the support on offer for incorporating the global dimension is not sufficient and effective in meeting their needs;
- The majority of teachers and principals who contributed to the study consider that resources to promote teaching and learning on the global dimension are limited;
- The research showed that recent courses and events associated with the global dimension have not been regularly attended by school staff, but many suggestions were made by questionnaire respondents as to the types of courses/events they would like to see being offered;
- The research indicated that there is a need for more input and partnership between schools and non-government organisations when developing examples of good practice on the global dimension;
- Limited time, knowledge, training, resources and up-to-date information were all cited by the majority of schools as issues when trying to incorporate a global dimension in their teaching;
- Support from non-government organisations via in-service training and seminars/conferences on the global dimension for teachers is not as evident as other forms of support;

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- The research showed that there was a desire on the part of non-government organisations to form closer collaborative partnerships with the formal education sector.
- The majority of the pupils who participated in the study thought that learning about the global dimension was enjoyable and relevant to their education.

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### BACKGROUND TO THE RESEARCH

#### The Global Dimension

There are many working definitions of the term 'global dimension in education', sometimes referred to as development education. The term itself encompasses a number of related elements including Citizenship, multi-cultural education, education for sustainable development, human rights, as well as anti-racist education. The National Committee for Development Education in the Republic of Ireland (now known as Development Education Unit) defined it, in its annual report 1994-96 as

“an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live... It seeks to engage people in analysis, reflection and action for local and Global Citizenship... It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect their lives at personal, community, national and international levels”.

For the purpose of this Phase One research on the EES initiative, the global dimension in education was defined as: students learning about the interconnectedness and interdependence of our world – socially, economically, politically and environmentally; teaching being informed by international and global matters, and by the links between local and global issues; the examination of personal values and attitudes, with similarities and differences of experiences being discussed; and the active participation in changing society, based on knowledge, understanding, skills and applying human rights.

The Department for International Development (DFID) produced a report in 2003 entitled *Enabling Effective Support*. This report provided details on EES initiatives throughout the UK and resulted in strategies being developed to promote and support the global dimension in education. The report stressed the importance of incorporating global perspectives and development issues into formal sector education, supported by teachers and other educators. However, DFID noted that schools found it difficult to access support, resources and teaching materials, even though there was a range of organisations promoting the global dimension in education. Suggestions for overcoming difficulties in accessing support and improving knowledge of relevant resources were cited in the report. These revolved around the need: “for a strategic approach to support provision; to work through and build upon existing structures and networks”; and “to develop stronger relationships between support organisations such as Development Education Centres and education authorities, boards and schools” (DFID, 2003, p.3).

The Department for Education and Employment (now Department for Education and Skills) issued a report in September 2000 entitled *Developing a Global Dimension in the School Curriculum*. In this report guidelines and examples of classroom practice were given to demonstrate how the global dimension could be incorporated into the curriculum and school life in general. In this way it could be ensured that schools would

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take account appropriately of international and global issues, thus enabling young people to become global citizens. The key concepts informing the notion of the global dimension referred to in the report included the following: Citizenship; sustainable development; social justice; diversity; values and perceptions; interdependence; conflict resolution; and human rights.

In November 2003 CCEA launched two new teaching packs entitled *Primary Values and Local and Global Citizenship*. These resources assist teachers in incorporating a global dimension into their teaching by providing practical teaching materials to help develop in pupils the ability to consider major challenges that face society at local and global levels. Primary Values is a literacy-based resource designed specifically to support the new programme *Personal Development*, which is part of the proposed revised Primary Curriculum in Northern Ireland. From it pupils learn to respect and value themselves and others, enabling them to recognise and acknowledge cultural diversity through stories. Activities include worksheets, creative writing, artwork, games, drama, talking and listening. Local and Global Citizenship, designed for key stage 3 pupils, focuses on key themes of Citizenship from local to global levels. These include diversity and inclusion, equality and social justice, democracy and active participation, and human rights and social responsibility.

Development Cooperation Ireland published a recent research report in 2003 on *The Extent and Effectiveness of Development Education at Primary and Second Level*, commissioned by the National Committee for Development Education in the Republic of Ireland (now known as Development Education Unit). The main findings of the research, which was conducted with principals, teachers and pupils in primary and post-primary schools throughout Ireland, show that pupils have knowledge of and perceptions concerning issues such as inequality, cultural diversity and interdependence among others. It was also found that pupils had more negative than positive images of countries in the Third World. The findings showed that many pupils feel motivated to learn about and become active in the promotion of social justice. It was also found that development education was incorporated across a range of curricular and extra-curricular activities and that it has a positive impact on pupils. Problems incorporating development education into the schools were identified by the research. These included the pressures of teaching the curriculum, being unfamiliar with issues associated with development education and not having enough time.

A report published on behalf of St. Mary's University College and Trócaire in 1997 entitled *Sharing Our World – integrating development education into the curriculum*, provided information and guidelines on how development education could be integrated within the various areas of study of the Northern Ireland curriculum across all key stages. It outlined the various skills and knowledge that development education seeks to promote across the formal and informal curriculum. It also gave suggestions and strategies regarding policies and action plans to integrate development education into school life. Details of development education initiatives in Northern Ireland schools were also provided as case studies and exemplars and a wide range of sources and resources to support development education was listed. This publication was endorsed by CCEA and

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was deemed an important document that highlighted the values which would underpin children's learning. These values had the potential to manifest themselves through respect for other cultures and lifestyles and the disposition to challenge inequality and injustice.

A report, *Education for Sustainable Development in Northern Ireland*, was produced in 2000 by the One World Centre and Environmental Education Forum. This report applied the values, content, knowledge, skills and attitudes of education for sustainable development to the Northern Ireland Curriculum and it became a widely accessed reference point in the area of development education.

The Education and Training Inspectorate (ETI) in Northern Ireland recently produced a report of a survey carried out between September 2001 and June 2003 entitled *Provision in Geography and History in a Sample of Primary Schools in Northern Ireland*. In this report the ETI surveyed 30 primary schools to evaluate the quality of learning and teaching in Geography. From the survey it was found that many common topics and themes were taught across schools. These included studies of European cities and countries and developing countries in Africa and Asia and comparisons of climate from both a national and global perspective. The following is an example of classroom practice cited in the report:

“In a composite year 4/5 class, the children were learning about life in Kenya. The teacher had researched the topic in advance and had made available to the children a range of attractive photographic and diagrammatic resources. The children had been comparing Kenya's climate, rural housing, agricultural produce, occupations and transport with their own locality. The teacher, with experience of living in Africa, was also investigating stereotyping, and challenged the positive and negative views and images which people have about some African countries. The room was decorated with Kenyan artefacts, maps, photographs and samples of the children's written work”.

The ETI survey found that pupils were provided with the opportunity to compare aspects of their locality with places further afield and learned about foreign peoples and places through visiting speakers, e-mail exchanges and exchange visits. Pupils also developed an interest in studying unusual artefacts and learning about other countries and their peoples by linking the items to different countries. It was also noted that links with other children in various countries enriched pupils' learning of culture and lifestyle enabling them, particularly those at key stage 2, to engage maturely with issues of local and global concern.

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## RESEARCH SAMPLE AND METHODOLOGY

### Sample

In accordance with the terms of reference set by CADA, the sample used for the purpose of Phase One of EES in Northern Ireland included representatives from schools, HEIs, NGOs, ELBs, CCEA, DE, as well as school pupils.

In relation to schools, a 1 in 3 sample of primary and post-primary schools, stratified by ELB and management type, was selected. A list of primary and post-primary schools was obtained either directly from each ELB or their corresponding web site. For each ELB, management type was used as a sampling variable, and within each management type the first, fourth, seventh, tenth, etc. school was selected in alphabetical order to be included in the final sample to be surveyed. For primary schools this resulted in a total of 307 schools, and for post-primary it resulted in a total of 91 schools.

In relation to HEIs, the two Universities and the two University Colleges were selected for the sample.

Regarding NGOs, all those organisations on the mailing list of the One World Centre Belfast were selected for the sample, resulting in a total of 43 NGOs.

Each of the five ELBs in Northern Ireland was selected for the sample, as were CCEA and DE.

Finally, two primary schools and four post-primary schools which returned completed questionnaires were randomly selected for focus groups with pupils.

### Methodology

#### *Survey of Schools*

The terms of reference set out by CADA contained the areas which were to inform the survey of schools. A questionnaire was therefore designed by the researchers which encompassed these areas, and also drew upon the Phase One EES reports conducted in England, Scotland and Wales. Due to the voluntary nature of the participation by schools in the research, the researchers felt it appropriate to keep the number of questions and pages for the questionnaire to a minimum, so that respondents would have to spend no more than 10 or 15 minutes completing the questionnaire.

Having produced a first draft of a primary school questionnaire and a post-primary school questionnaire, these were presented by the researchers at a first meeting of the steering group set up by CADA for the project. The questionnaires were reviewed by members of the steering group and feedback was given to the researchers at a second meeting held with the steering group. This feedback led to some amendments being made by the researchers to the first draft of the questionnaires and after further discussion with the steering group, finalised versions of a primary school questionnaire and a post-primary school

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questionnaire were decided and agreed upon by both researchers and steering group members.

Questionnaires were then issued to the principals of the sample of schools by post, accompanied by a letter outlining details of the survey and a freepost envelope in which to return the completed questionnaire. Each principal was asked that a relevant member of staff complete the questionnaire, i.e. the principal or a teacher with responsibility for co-ordinating the global dimension in teaching in the school. Each questionnaire was assigned a personal identification number (PIN), if the need arose to send out a second mailshot. A closing date for return of completed questionnaires was provided and two weeks after that date a second mailshot was organised by the researchers, re-issuing by post the same questionnaire to those schools who had not returned the original questionnaire for whatever reason. This was necessary to receive as high a return rate as possible from schools.

### *Survey of HEIs and NGOs*

The same methodology was employed for the survey of NGOs and HEIs, as with the schools. The only differences were that the NGO questionnaire was sent to the named person on the mailing list received by the researchers from the One World Centre Belfast. In the accompanying letter, the researchers asked either the named person or the most suitable person in the NGO to complete the questionnaire. For the HEIs, four copies of the HEI questionnaire were sent to the head of school, i.e. Education, in the two Universities and the principal in the two University Colleges. Each was asked to pass the questionnaires to the most relevant staff members in the school/faculty for them to complete and return. Again a second mailshot was organised for those NGOs or HEIs that did not return the first questionnaire.

### *Survey of ELBs, CCEA and DE*

Contact was established with the Assistant Senior Education Officers from each of the five ELBs either by telephone or email. They were informed about the project and asked if their ELB would be interested in taking part in an interview. Each officer provided the name of a person who they believed would be in the best position to respond to the interview questions and therefore these particular people were interviewed. They included advisors in areas such as the environment, society, Citizenship, modern languages, international links, etc. The questions were sent either by email or post to the interviewees in advance of the interviews, which were carried out in each of the five ELB headquarters. The interviews generally lasted 45 minutes and were recorded on audio cassette to be transcribed at a later date. There were, however, some interviews which were not recorded at the request of the interviewee and where this was the case, notes were made.

Contact was made by telephone with the Curriculum Development Manager (4-14) at CCEA who provided the names of two officers who would be in the best position to respond to the interview questions. These officers were contacted by email, informed of the project and were asked if they would be willing to participate in an interview which they agreed to. Interview questions were sent in advance to the participants and the interviews took place at CCEA headquarters. Again, the interviews were recorded on audio cassette

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and were transcribed; each interview lasted approximately 45 minutes.

Contact was also made with DE and, after several communications, an interview was arranged with a member of the Education and Training Inspectorate. Interview questions and further details on the project were sent by email in advance of the interview which took place at St. Mary's University College. The interview lasted 45 minutes and again was recorded on audio cassette for transcription.

### *Focus Groups with Pupils*

The principals of the six schools selected for the sample were sent by post details of the project, along with a request for a focus group to be carried out with eight pupils in each school. Enclosed with the correspondence was a letter indicating that the researcher who was to carry out the focus group had been vetted for the purpose of working with children, a letter for parents/guardians seeking their permission for their child to take part in the focus group, and a list of the areas that would inform the focus group.

This was followed up a week later by telephone calls from the researcher to the principals to ascertain whether the schools would agree to eight pupils participating in a focus group. Once agreement was made, dates were set and the researcher visited the schools to conduct the focus groups. They lasted approximately 45 minutes and were recorded on audio cassette to be transcribed at a later date.

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### RESEARCH FINDINGS

#### Responses to Questionnaires from Schools

Out of the 307 primary schools which were sent questionnaires a total of 107 returned questionnaires, 99 (32%) of which were completed with the remaining 8 not completed due to industrial action in schools at the time of the survey. For post-primary schools 91 questionnaires were sent, resulting in 41 being returned, 40 (44%) of which were completed with the remaining 1 not completed due again to industrial action in schools.

#### *Roles and Responsibilities*

The majority of respondents from primary schools who completed a questionnaire were principals (80%) with the remainder being teachers. For post-primary schools, 30% of respondents were principals and the remainder were teachers. The responsibilities held by the primary school teachers included: vice-principal, subject co-ordinator (e.g. Science, Geography, ICT) or international co-ordinator. The subjects taught by the post-primary teachers were varied, the most frequent being: Geography, History, Science, Languages, Religion and Citizenship. The areas of responsibility held by post-primary teachers were again varied, but most were heads of departments (e.g. Geography, History, Science), vice-principals, Citizenship co-ordinators, or international officers.

#### *Understanding of the Global Dimension*

One-third of primary school respondents and 15% of post-primary school respondents did not have an understanding of the global dimension in teaching. Those primary school respondents who offered a definition of the global dimension in teaching referred to a wide range of relevant issues and examples. Most definitions related to: raising awareness in pupils of global issues that impact on society; comparing societies in developed and under-developed countries; discussing similarities and differences in culture, values, traditions and lifestyles in Europe and the wider world; becoming aware of local, national and international tolerance and respect for the views of others; developing links and exchanges with schools in other countries; exploring roles within our communities; and caring for the environment and realising the responsibility towards it. Examples of some of the responses from primary schools are provided in the box below.

Relating global issues such as pollution, etc to local issues and vice versa. Comparing societies in developed and under developed countries.

Helping children and staff appreciate that there is a part for them to play in matters that affect the whole world and that what they do can affect and influence others without them actually appreciating it.

Within our school we try to broaden children's awareness of the world around them by helping children to become more aware of their place in Europe and the wider world. Awareness of similarities and differences in culture, traditions, environment and lifestyles are considered.

Awareness of one's place in the larger scheme of things – local, national and international tolerance and respect for the views of others.

To be aware of the wider world and our responsibilities and interdependence within it.

Understanding issues that affect every country in the world, e.g. some countries have so little and we have so much.

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The broadening of children's knowledge of the world and the issues involved in learning about different people and countries.

Encouraging pupils to think of what life is like for others in various parts of the world. Increasing their awareness of the effect of pollution, etc. on a global level and their responsibility for the world in general.

Understanding of other people's cultures, differences to ours, similarities to ours, and appreciating that other people are different due to their environment or culture.

Encouraging children to see issues which are affecting them as well as others in faraway countries, for example, global warming – a whole world responsibility to reduce emissions, etc.

To relate, through the curriculum, our place in relation to the world. In this way we can compare and contrast our values and attitudes with others, encouraging an application of human rights.

Taking opportunities to raise awareness of the global issues of poverty and injustice in the world and the way in which decisions/actions in one part of the world can have an impact far away. Also teaching children that a small effort on their part can make a huge difference to children in other countries.

Pupils are encouraged to form opinions about issues such as global warming, interdependence and supporting Third World countries.

A global dimension implies using Internet and related technologies within the classroom and perhaps allowing links with other schools globally. To learn about different cultures and societies and ways of life (comparing and contrasting).

The majority of post-primary respondents outlined their understanding of the global dimension in teaching. Again a diverse range of comments was provided. However, the majority of definitions referred to such matters as: raising students' awareness of the interconnectedness between local, national and international communities; explaining how we are affected by economic, political, environmental and social issues throughout the world; encouraging students to examine the life experiences (culture, history, politics and economy) of people from other countries; helping students to understand how they are responsible for promoting justice and equality and protecting the local and global environment; and raising awareness that global processes have local impacts. Examples of some of the comments are provided below.

A recognition that each person affects and is affected by the economical, political, environmental and social issues of the world.

Enabling students and teachers to make connections with other cultures and systems.

World issues – consequences of our actions regarding other nations, how policies affect the planet.

Pupils are encouraged to examine the life experiences of those outside the UK looking at the culture, history, politics and economy of other countries, examining the similarities and differences between pupils' experience in UK and around the world.

The world as a community which incorporates dependence (interdependence), trade/aid both unilateral and multilateral from governments, world-wide organisations (WTO, UNESCO) and NGOs. Study of relationships (difference between LEDC/MEDC (less/more economically developed countries)). Worldwide issues, e.g. differentiation and effect on our world.

Helping pupils understand that each individual has a responsibility to promote justice and equality for all and to protect our local and global environment.

Our children through the learning experiences provided in and out of the classroom, during and beyond the school day, should come to a fuller understanding of the place as world citizens with a sound responsibility for the well-being of their fellow humans, as well as the planet itself.

Awareness of other cultures, our place in the world, environmental issues, international union, trade issues.

Enabling students to play an effective role in society at local, national and international levels.

Helping students to become informed, thoughtful members of their communities, neighbourhoods and the wider world who are aware of their duties, rights and responsibilities. Encourage respect for different national, religious and ethnic identities.

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### *Incorporation of the Global Dimension*

Approximately one-fifth of primary school respondents do not currently incorporate the global dimension into any area of the curriculum. The four out of five respondents who incorporate it into particular areas of the curriculum, do so mainly in: Geography, Religion, Science, English and History. Examples of how this is done include: linking with schools on other continents, establishing pen friends, student exchanges, writing stories, charity work, and discussion at circle time. One-fifth of primary school respondents incorporate the global dimension within extra-curricular activities. The types of activities specified are: education for mutual understanding, sport, Trócaire Lenten campaigns, performing arts, assemblies, and fundraising efforts.

Only 5% of post-primary school respondents do not currently incorporate the global dimension into any subject areas. The majority of respondents who do incorporate it, do so predominantly in subject areas such as: Geography, History, Religion, Science, Citizenship, and to a lesser degree in Politics, Modern Languages and Business Studies. Half incorporate it through extra-curricular activities, particularly charity events, various clubs/committees, and visits abroad. One-quarter of post-primary respondents incorporate the global dimension through their role as a Year Head, for example by promoting charity work, providing information during assembly and via pastoral programmes.

Only 4% of primary school respondents felt there was no potential for further incorporation of the global dimension in areas of the curriculum. The majority who accepted the potential for development in particular areas of the curriculum specified a wide range of subjects: Geography, Religion, Science, English, History and ICT. Examples of how this could be done included providing literature and discussing it during circle time, encouraging pupils to show concern for others and have a responsibility for others by overcoming the attitude of 'charity begins at home', adopting the approach inherent within CCEA's revised curriculum proposals and using newspapers, the Internet and television programmes more to introduce the global dimension into the curriculum. One-quarter of the primary respondents could see potential for promoting understanding of the global dimension through extra-curricular activities. The areas specified were varied and included among others, education for mutual understanding, performing arts, sport, international projects and clubs & societies.

Only 5% of post-primary respondents saw no potential for further incorporation of the global dimension in subject areas. Those, the majority, who saw potential for involving the global dimension in subject areas, did so mainly in: Geography, Science, Religion, Citizenship, Personal Social and Health Education, and Learning for Life & Work. However, there were many other subject areas that were alluded to by a small number of respondents. Just fewer than half the respondents referred to extra-curricular activities as having the potential to contribute to the global dimension in education. The activities referred to by this proportion of respondents included clubs and societies (for example ICT, environment, justice), assembly, and games. One-third of respondents felt the potential for further incorporation could be realised because of their role as Year Head, through pastoral programmes, assemblies, exchange visits, and fundraising activities for charities.

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### *Awareness of Support*

The most common type of support which primary school respondents were aware of for assisting in incorporating the global dimension into their teaching was classroom resources (55%), followed by INSET (in-service training for teachers) courses (26%), and seminars/events/conferences designed to enhance an understanding of development and global issues (14%). For post-primary respondents the most common resource was also classroom resources (68%), followed by seminars/events/conferences (53%), and INSET courses (43%).

The main methods used by primary school respondents to find information on the types of support on offer included: ELBs (37%); flyers (29%); websites (20%); and word of mouth (19%). Other means of finding information about support were cited by 4% of respondents. These included catalogues, courses, reports, and CCEA. The main methods post-primary school respondents used to find information on support were: flyers (43%); ELBs (33%); word of mouth (33%), and websites (28%). Other means of finding information on support available for incorporating the global dimension were reported by 23% of post-primary school respondents. These included media articles, the Citizenship pilot project, contact with members of the Council for Education in World Citizenship, publications, commercial resources and publishers' marketing publicity.

### *Type of Support Used*

Just under half of the primary school respondents, and seven out of ten post-primary school respondents, use support provided by other organisations to help incorporate a global dimension in teaching.

The types of support used by the primary school sector include: teaching materials (31%); publications/articles (21%); leaflets (20%); website (16%); speakers (13%); resource centre (8%); conferences/events (4%); classroom support (3%); in-service training (3%); and other (4%). However, of those 57% of respondents who do not currently use support, the vast majority reported that they would consider using it in the future.

For the post-primary school respondents, the types of support currently used include: publications/articles (45%); teaching materials (40%); speakers (40%); website (33%); leaflets (30%); in-service training (25%); conferences/events (23%); classroom support (10%); resource centre (5%); and other (8%). Of the 32% of post-primary school respondents who reported that they did not currently use support, the vast majority said they would consider using it in the future.

### *Role of Non-Government Organisations*

Just over one-third of primary school respondents and one-fifth of post-primary school respondents either did not respond to the question regarding the role of NGOs in helping schools incorporate a global dimension in teaching or were not aware of their role due to lack of knowledge about the role of NGOs. Those who made comment on the role of NGOs did so in a wide variety of ways. For the primary school respondents, the majority of responses focused on the role of the NGOs as providing resources, teaching materials, literature, speakers, advice, support and expertise to schools on areas associated with the

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global dimension. Associated areas were cited as, for example, injustice, projects on other countries and community group work. Below are some examples of the comments provided by primary schools.

Playing a role in providing child-friendly resources and training.  
 Providing magazines which make children aware of injustices, for example, Trócaire, Bothar, and other relief organisations.  
 Providing guidance and support to schools, the current curriculum is content heavy and as such incorporating new elements into the curriculum will only create extra work for teachers, thus NGOs should come into schools and organise resources and activities to cover the required elements.  
 Introducing the global dimension to the new curriculum.  
 Responsible for informing staff about the global dimension and how it could fit into the curriculum.  
 Providing well-informed members of NGOs for school visits to impart information, and not necessarily to raise funds.  
 Providing information, e.g. posters and information on the Internet and videos.  
 Providing resources and trained personnel to provide talks and workshops for schools to use.  
 NGOs and organisations provide speakers with insight into the problems and conflicts of different areas. Their view is not always reflective of the government, which is useful at times.

Post-primary school respondents commented that the role of NGOs is to give input to classroom work through practical exercises, education packs, talks, ICT resources, and real life stories. The NGOs can provide exciting, stimulating and innovative approaches to issues dealing with, for example, fair trade, Citizenship, and aid. Examples of comments include those outlined below.

Information providers, perhaps an appropriate practical input into classes other than just visits.  
 Raising pupil awareness of issues associated with recognition of a global dimension through resources produced by efforts of NGOs.  
 Producing materials, providing advice, stimulating interest.  
 Supplying up-to-date information on global patterns and specific examples/case studies to illustrate concept of global dimension applicable to a range of subjects and age groups.  
 Providing information and materials which could be incorporated into classroom teaching and for special events.  
 Providing materials and speakers for schools. Also arranging curriculum resources and events and Internet links.  
 Make global issues relevant by way of people's stories.  
 Providing reliable and sustainable opportunities for partnerships which would support what was being taught in the classroom, thus enabling pupils to have a real sense of global links. Real life issues and active involvement must be key elements if the global dimension is to be effective.

### *Sufficient, Effective and Easy to Access Support*

Three-quarters of primary respondents and almost two-thirds of post-primary respondents felt that the support offered in incorporating a global dimension into teaching was not sufficient or effective in meeting the needs of teachers and pupils. The remaining respondents either thought it was sufficient and effective or did not respond to the question. When asked how they thought support could be improved, the responses from primary schools focused on raising the profile of the global dimension in education, offering suggestions as to how it could be embedded into lesson plans and programmes of study, designing specific resources and teaching materials for use within the current curriculum, providing INSET programmes for teachers and establishing contact lists of organisations who specialise and have expertise in specific areas of global dimension

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education. Examples of the variety of responses provided by respondents from the primary school sector are provided below.

It appears to be of low profile. There is a need for more consultation with schools and more information to schools from relevant agencies and local education authorities.  
 By offering information to teachers through INSET. Supplying resources and a programme that could be incorporated into topics teachers already teach.  
 By giving suggestions for actual lessons with resource material provided.  
 Offering exact details of requirements, lesson plans, aims, learning outcomes and resources.  
 Need for clearer outlines within programmes of study.  
 Provide suitable material with specific curriculum links, and ICT material with suitable websites for primary schools.  
 Would be helpful to have a contact list of organisations offering school-based support.  
 A clear definition of what the global dimension is, and to produce effective teaching resources to implement this dimension.  
 Specific materials designed and developed for use within common curriculum in order to facilitate easy incorporation.

The post-primary school respondents who provided suggestions as to how support offered could be made sufficient and effective referred to the need for a co-ordinated and planned approach for the global dimension to be explicitly linked to curriculum requirements. Reference was made to the need to make links to requirements at different key stages and ability levels and to the provision of a programme of INSET and the availability of support officers for incorporating the global dimension into teaching. Examples of comments made are detailed below.

It needs to be co-ordinated and planned. It also needs to meet the demands, intellectual and otherwise, of pupils of different ages and abilities.  
 The provision of support officers with specific responsibility for the global dimension.  
 Relate it to current curriculum requirements, especially focussed on KS3, GCSE and A-level. Structure resources to lesson time available with a teaching plan. Support with video/CD-ROM/Website.  
 Greater co-ordination by NGOs making specific links to the requirements of the curriculum.

Four out of ten primary and three out of ten post-primary school respondents felt that they cannot easily access support which could help incorporate a global dimension into their teaching. Suggestions given by respondents as to how it could be made easily accessible include devising a register that would provide details of organisations offering support, listing their specialist areas and the resources, materials and teaching aids they offer. This information could be promoted and advertised directly to schools and through an Internet website.

### *Types of Teaching and Learning Resources Available*

Nearly half of primary and 40% of post-primary respondents reported that there were no teaching and learning resources available to them to assist in incorporating a global dimension into their teaching. Those primary school respondents who offered examples of the types of resources available to them specified items such as textbooks, Internet websites, teaching packs, magazines/newspapers/leaflets, audiovisual resources, information about organisations, posters, and CD-ROMS. Examples of these include the following.

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A One World Centre resource pack on Northern Ireland and India incorporating pictures and worksheets enabling discussion on communities, water and pollution.  
 Trócaire's 'Team Planet' produced by ELB.  
 Information from charities about the Third World, e.g. WWF, UNICEF, etc.  
 Websites on energy and other service-related topics. 'Alive-O' RE programme and information on human rights.  
 Packs from Government agencies and charities.  
 Internet computer packages dealing with maps and CD-ROM called 'Interlinks'.

The main types of teaching and learning resources available to post-primary school respondents included leaflets/booklets from charities and NGOs, Internet websites, audiovisual resources, textbooks, and teaching packs. Further details of the types of resources are provided below.

Magazines provided by global dimension organisations on development.  
 Use of Internet to provide materials on political interdependence.  
 Textbooks at GCSE and A-level, also flyers produced by charities and information from free trade organisations.  
 Worksheets from Christian Aid on disasters and free trade.

### *Courses/Events on the Global Dimension*

The majority of both primary (91%) and post-primary (68%) school respondents have not attended any courses or events recently with a focus on the global dimension in teaching. Those few primary school respondents who have, referred to attending conferences, engaging in teacher exchanges with Comenius partner schools, attending courses on the international dimension, attending talks focusing on global diversity, and workshops on 'World In Your Shoe' programme for key stage 2. The post-primary respondents who have attended courses and/or events referred to courses on Citizenship, local and Global Citizenship training provided by ELB, conferences on European studies, information days from the One World Centre Belfast and a Peaceful Schools International Forum.

Just under half of primary school and one-fifth of post-primary school respondents either reported that there were no courses or events that they would like to be offered to help them to incorporate a global dimension into their teaching or did not give a response to the question. Those primary school respondents who provided details of the types of courses or events they would like to see being offered made reference to: courses explaining the global dimension in education and how it could be included in areas of the curriculum; courses on resources and teaching materials associated with the global dimension which also outline examples of good practice; events such as road-shows, seminars or workshops which offer ideas for incorporating the global dimension; and specific courses on human rights, prejudice, racial discrimination, Citizenship, conflict resolution and global diversity. Examples of responses from the primary school sector are detailed below.

Guest speakers to relate first-hand conditions in different parts of the world.  
 Half-day seminar defining the global dimension and how to include it in teaching.  
 Examples of good practice and resources. Training days for staff covering content, expectations and management.

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More information about global dimension in teaching and how it would be relevant to primary school children.  
INSET or visit to school introducing ideas for incorporating the global dimension as well as showing some resources.  
Anything that makes issues on global dimension clear and gives realistic and practical guidance to schools.

Respondents from the post-primary school sector would like to see courses/events being offered which: demonstrate how to incorporate the global dimension into specific subject areas and into cross-curricular activity; offer examples of good practice and teaching strategies; show how resources could be used in association with information from organisations that offer support; and concentrate on specific areas such as world history, Citizenship, developing countries, and globalisation. Examples of comments from respondents follow.

More INSET or cluster group meetings to share/improve resources and teaching strategies.  
One that treats the global dimension as a cross-curricular activity.  
Training specifically related to my subject [Geography] and current curricular requirements to introduce and explain how resources could be used.  
Examples of good practice and management of global dimension in schools.  
Subject based training with clear links to global dimension.  
Awareness-raising for teachers. Database of support agencies and some details of their particular expertise. Visiting speakers.

Very few primary school (4%) and post-primary school (5%) respondents reported that their schools surveyed teachers in order to determine their professional development needs regarding incorporating a global dimension into their teaching. Comments from the respondents referred to a need for professional development specifically geared to the requirements of small schools. Reference was also made to the fact that teachers have not identified a need for INSET on the global dimension.

### *Types of Requests Sent for Support*

Very few primary school respondents (7%) have sent requests to other organisations for support relating to incorporating the global dimension in teaching. Those that have been sent include requests for resources, for example posters from Trócaire, and for supplies of brochures and leaflets to help pupils research topics. Regarding post-primary schools, 40% of respondents have sent requests in the past. These included requests for: statistics and information relating to the global dimension; information packs on awards and establishing links with schools in other countries; publications, catalogues of resources, and teaching materials; and requests for visiting speakers and leaflets detailing the support that organisations have to offer.

### *Organisations That Have Provided Support*

Approximately half the primary and post-primary school respondents provided details about the organisations that have provided them with support in relation to incorporating a global dimension into teaching during the past five years. For primary schools, support came from a wide range of organisations, the most popular being Trócaire, ELBs, Comenius, One World Centre Belfast and Christian Aid. However, there was scope for

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support from twenty-seven other organisations, mainly charity organisations. For post-primary schools, the support organisations were again varied. The main sources of support were: ELBs, the British Red Cross, the European Union, One World Centre Belfast, Trócaire, and the British Council. Fifteen other organisations were mentioned by individual teachers and these were generally charities.

Only three primary school and three post-primary school respondents have been asked to give advice or provide input to organisations when developing examples of good practice for incorporating a global dimension in teaching. These respondents had been asked to do one of the following: to give a talk at a conference; to provide advice to organisations on simple and easy-to-use lesson plans which are structured and sequenced; to share resources on the global dimension with colleagues in other schools; and to provide advice on an element of a Citizenship course.

### *Issues Faced by Schools*

Schools were asked about issues they face when trying to incorporate a global dimension into teaching. For the primary school sector the main issue was not having a depth of knowledge of the global dimension (74%). The following issues were also identified: not having enough time (71%); not having relevant training (70%); not having useful resources (62%); and not having up-to-date information (58%). One in ten respondents provided details of other issues which included: too many other initiatives occurring in the school; lack of commitment from teachers; an over-crowded curriculum; and the fact that the global dimension is not compulsory or strongly advocated.

The post-primary schools differed in their responses from the primary schools in relation to the issues they face when attempting to incorporate the global dimension in education. The main issue for them was not having enough time (88%). Other issues included: not having relevant training (65%); not having up-to-date information (53%); not having useful resources (50%); and not having a depth of knowledge of the global dimension (48%). Again one in ten respondents gave examples of other issues that schools face, such as the global dimension not being seen as part of the statutory requirements of the curriculum, limited or no communication between schools and charities, the difficulty managing the vast range of information available on the global dimension, and the problems of breaking down barriers and prejudices.

### *Current Initiatives in Schools Incorporating the Global Dimension*

Approximately one-third of primary school and half of post-primary school respondents are aware of current initiatives in their schools that are aimed at incorporating a global dimension in teaching. Examples of these initiatives for primary schools include the following:

Currently working with a Presbyterian Mission School in Malawi on the topic of discrimination. Dissolving Boundaries Initiative (cross-border).  
 School is giving support to a school from Ethiopia via Tear Fund. There was a recent assembly item by a P7 class about this.  
 Link with History topic on 'Irish Famine and Emigration', incorporating work on famine today and causes.  
 Education for Sustainable Development and Third World Development.

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Health Promotion.

EMU and ECO club.

The study of animal species, incorporating African music, the world map, and information from the BBC and WWF websites. Blue Peter charity drive – fresh water. Deforestation.

Zambia appeal.

World War II – beliefs of Jews, Germans, Japanese, Americans, French, Australians.

Link with El Salvador.

Young Enterprise Business Programme.

Link with school in USA.

Link with school in Kerry. Supporting missionary family in Malawi.

Trócaire Lenten Campaign.

Comenius programme involving ourselves and schools from Slovenia, Norway, Catalonia and Brittany.

This involves teacher visits and regular contact between teachers and pupils. Video-conferencing with pupils in USA.

Hopefully we will take part in ICTU/Save The Children Week of Action in May. This will be the start of introducing the global dimension in our teaching.

The examples provided by post-primary schools include:

Company engaged with e-pal business activity that will involve a teacher visiting the USA.

A time-tabled (2 periods per week) lesson for all Year 8 students to study local and Global Citizenship.

Horizon – links with South African school.

Citizenship training for staff members and Citizenship will be introduced to Year 8 from Sept 2004.

School Aid Romanian Project.

Health Promoting School Initiative.

School exchanges and EMU ventures – locally, nationally and internationally.

ELB local and Global Citizenship – a programme of five workshops for teachers.

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### Responses to Questionnaires from Non-Government Organisations (NGOs)

The total number of NGOs who were sent questionnaires was forty-three; the list of names and addresses was supplied by the One World Centre Belfast. Seventeen questionnaires were completed and returned, i.e. 40% and the findings that follow are based on their responses.

#### *Roles of Respondents to Questionnaire*

There was a range of respondents from NGOs who completed the questionnaire: 30% were directors/heads of operations, 25% were co-ordinators of development education or other related areas, 18% were education/youth officers and the remainder were one of the following: campaigner; volunteer; treasurer; solicitor; or human rights educator.

#### *Understanding of the Global Dimension*

All the NGO respondents offered their understanding of the global dimension in education. They referred to the curriculum that incorporated the global dimension into teaching as one through which pupils learn about local and global issues associated with: sustainable development; social justice; interdependence; human rights; respect towards others; inequality; and diversity. Incorporating the global dimension into teaching was seen as helping make pupils aware of their values relating to, and their appreciation of, global matters. It was also claimed that it would extend pupils' knowledge of links between developed and developing countries, hopefully thereby promoting responsibility, positive action and change. Examples of the responses provided are detailed below.

This means that the content of what is taught is informed by international and global matters, so preparing pupils to live their lives in a global society. It means addressing issues such as sustainable development, interdependence and social justice at both the local and global level. It builds knowledge and understanding as well as developing key skills and attitudes.

Ensure that pupils understand they are part of the world, its people and environment, and that they have a role to play in ensuring fairness and responsibility towards other people and to the environment that sustains us all.

Its aim is to increase awareness of international development issues through education and encourage individuals to take action that will affect positive change, locally and globally.

The promotion of an understanding and respect for people of different races, religions and cultures. An understanding of the interdependence between nations. The promotion and protection of human rights.

To give education a world view through exploring links between the developed and developing countries, social, political, economic and environmental. The interdependence the world has on each other and to widen knowledge.

Awareness raising and education on issues of sustainability, recycling, resource distribution. On a wider level, a focus on linkages between consumption, resource use and inequality, challenging the value system underpinning and promoting positive action.

#### *Supporting the Formal Education Sector*

NGOs were asked about the ways in which they currently offer support to the formal education sector to help schools incorporate the global dimension in teaching. The most common ways in which support is given are through providing teaching materials (82%), classroom resources (71%) and speakers (71%). Support is also offered through: classroom

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support (53%); websites (47%); conferences/events (47%); leaflets (47%); publications/articles (47%); in-service training (41%); contribution to training courses (41%); seminars on development issues (29%); a resource centre (24%); and other methods (29%) such as sharing experience of working overseas with pupils and providing programmes and workshops for young people on the global dimension.

### *Monitoring and Evaluating Support Offered*

Most of the NGOs (71%) who responded monitor and evaluate the support offered to the formal education sector in relation to incorporating a global dimension in education. This is conducted through the use of questionnaires, evaluation forms, or face-to-face feedback from participants after workshops, programmes, conferences or training courses. Some NGOs also have advisory groups or panels which evaluate project work. Some examples of how monitoring and evaluation are carried out are provided below.

Much of our work is delivered through projects that are externally monitored by advisory groups. We evaluate workshops through written questionnaires and oral feedback from teachers and pupils. We evaluate all of our training and conferences through evaluation forms completed by delegates. Informal feedback from staff and young people. We also send evaluation forms to teachers and also write up our own evaluations. We evaluate the effectiveness of our projects in relation to development education through the provision of teacher and pupil evaluation forms and take action resulting from these questionnaires. Advice is also sought from our advisory panel, incorporating teachers.

### *Promotion of Support Offered*

The NGOs promote the support they offer to the formal education sector in a variety of ways. Most frequently they use their websites, personal links with schools, word-of-mouth, education forums, mailing lists, flyers and resource catalogues. To a lesser extent NGOs also use in-service training, organisations' newsletters, project competitions, posters and postcards to advertise the support they have on offer. Examples of some of the methods of promotion are outlined below.

Through networking with key personnel, sending flyers about new resources, working directly with our fundraising department to extend relationship with schools. Catalogues to promote resources and website to promote general activities. We also send an e-bulletin to users of our centre, including teachers. Other tools include flyers, posters, postcards and web links. Newsletter articles, flyers to all schools, direct contact and a network of volunteers who distribute resources. Annual catalogue, website, online newsletter, variety of publications, participation at exhibitions, training days, face-to-face contact. Promotion of the organisation and its programme is carried out through its website, INSET days and mailings.

The methods of promotion are judged to be effective by the NGOs through an increase in the sale of educational resources for the global dimension, increased demands from schools for support in facilitating workshops and learning programmes and by positive feedback from schools.

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### *Requests Made Of and By NGOs*

Nearly 90% of NGO respondents stated that their organisation receives requests from the formal education sector for support relating to incorporating the global dimension in education. The types of requests made include requests for workshops and resources, for speakers to give talks to pupils during assembly and in class, for information and advice on the global dimension and for in-service training, lectures or seminars. Examples of requests made of NGOs are outlined below.

Requests for resources, particularly on child labour. Also requests for speakers, especially for school assemblies.  
 Requests for workshops in relation to religious studies, Geography and Citizenship. Also requests for resources, e.g. famine, slavery, globalisation, etc.  
 INSET from the ELBs. Workshops and talks in schools and colleges. Access to resources through our website and library. Lectures and seminars to ITE courses.  
 Development of schemes of work and recommending resources.  
 Human rights training.  
 Requests from schools seeking places for their pupils in Active Global Citizenship Programmes, where the pupils actively explore global situations using ICT, drama & art and workshop discussions.

71% of the NGO respondents stated that their organisations request advice or input from the formal education sector when developing programmes aimed at incorporating a global dimension in education. Teachers, the ELBs, the Department of Education, curriculum authorities and subject specialists have been consulted in the past by NGOs when writing and developing teaching materials and schemes of work and piloting new resources in schools. Some of the NGOs have advisory panels or groups that are comprised of teachers. These teachers are also consulted on new programmes and initiatives. Examples of requests made by NGOs are provided below.

We consult with our member schools and have started a process of consultation with ELBs.  
 Large formal sector programmes are informed by the establishment of advisory groups comprising practitioners. We develop resources in partnership with teachers and pilot new materials in schools.  
 Wide ranging consultations with curriculum authorities, subject advisors and practitioners. It is ideal that resources meet clearly specific needs.  
 All of our materials for training were endorsed by the Department of Education, with the help of ETI inspectors.  
 We seek advice from ELB personnel and from schools when designing a new element of the programme to ensure that it satisfies the needs of a global dimension in education. All new ideas and initiatives must also satisfy our advisory panel.

### *Determining the Professional Development Needs of Educators*

Just over half the NGOs who returned completed questionnaires carry out a needs analysis of formal sector educators when planning programmes of work or projects related to the global dimension in education. Examples of how this is done include: having a consultation process with schools at an annual evaluation and planning day, feasibility studies, consultations or surveys and interviews to determine needs of teachers.

### *Current Involvement in Initiatives*

Three-quarters of the NGOs surveyed are currently involved in initiatives with the formal education sector that promote the incorporation of a global dimension in education. These

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include competitions, projects, linking schools, in-service training, teaching programmes, and websites, giving talks and developing resources. Examples of initiatives are below.

Debate competition. Citizenship Action Project. Lift Off Primary Project. Youth Action Groups. Children linked to Ukraine, Nepal, Japan and Belarus. Environmental Project in US, S. Africa, Nepal, Belarus, N.I.

In partnership with Amnesty International working on a programme of Citizenship action projects in nine schools, encouraging schools to incorporate global dimension in these projects.

We fund a project with DCU in Dublin. Through small grants system we fund projects in the formal sector. Trocaire are currently piloting a school linkage programme involving 12 schools in Ireland to 12 schools in Kenya – the Pamoja Project.

Trocaire delivers numerous workshops, and it's staff participated in a recent global dimension day for PGCE students at UU.

Websites for Global Citizenship at primary and post-primary level. Requests have been received to give 'talks' in schools from research development workers who have worked overseas. Also presentation given on the participatory methods appropriate for inclusion education initiatives.

Global Citizenship in PGCE course.

Through The Eyes of a Child – linking schools in N.I. with those on Mozambique through Art.

Development of History and Geography resources and Citizenship.

Currently running an Active Citizenship Programme for post-primary pupils.

### *Difficulties Experienced Regarding Potential Collaboration with Formal Education Sector*

Most of the NGO respondents to the questionnaire provided details of difficulties experienced regarding potential collaboration. Some of these included: lack of importance attached to the global dimension within the curriculum; lack of time for teachers to incorporate the global dimension in their teaching; lack of support from the Government regarding funding for and policy relating to the global dimension; the need to have more sustained partnership with the formal education sector; and the need for a partnership body to lobby for the incorporation of the global dimension. Examples of comments made by NGOs are provided below.

Too many agencies approaching education sector at one time with different agendas. One strong partnership body would be more effective lobbying for incorporation of the global dimension. Collaboration with formal sector still seems to be on a one-off event basis. Would like to have a more sustained and focused partnership. Feel there is some duplication in system and also areas left untouched.

It's difficult to get a workshop slot at INSET days for some subjects, e.g. Citizenship, but not for others, e.g. Religion.

If teachers and schools are to be persuaded of the value of incorporating a global dimension, it needs to be given importance within the curriculum, it needs to be included in school inspections. Teachers need to be given support and schools funded to visit centres where programmes with a global dimension are already on offer. As regards our ability to collaborate with schools, that's one of the things we are best at.

Time! Difficulty in incorporating the global dimension into a prescriptive, content-laden curriculum. Danger of global dimension being 'bolted on' to some subjects (and so loses relevance to pupils). We need to have a whole-school approach to the whole issue of sustainability and to encourage pupils to take positive action.

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Lack of support from the Department of Education in respect to funding and policy. The Department appears to lack a policy framework for the global dimension or a process for establishing one.  
 Time for teachers who have worked overseas to reflect upon this experience and explore ways to incorporate it into their teaching.  
 Relevant field officers/advisors not always open to contribution from or discussion with NGOs.  
 Global dimension is not evident enough in some programmes of study.  
 Time shortage from teachers and lack of interest of some schools. A lack of understanding of the curriculum and how what we do feeds into it. A lack of training to work within the formal sector.

### Responses to Questionnaires from Higher Education Institutions (HEIs) in Northern Ireland

The two Universities and two University Colleges in Northern Ireland were sent questionnaires for the purpose of the survey. Four questionnaires were posted to each to be completed by the most relevant members of academic staff. Five questionnaires were completed and returned by academic staff representing three of the four HEIs. The findings below represent their responses.

#### *Roles of Respondents to Questionnaire*

The respondents to the HEI questionnaires were all lecturers/senior lecturers specialising in subjects such as Science, History, Religious Studies and Education. Some had other responsibilities such as head of department or co-ordinator.

#### *Understanding of the Global Dimension in Education*

All five respondents stated their interpretation of a global dimension in education. They referred to: instilling in students a conscious responsibility towards the environment, values education and having concerns for the world outside of their own locality. Included in this was learning about interdependence, human rights, Citizenship, education for sustainable development, conflict resolution, social justice and the interconnectedness of the world.

#### *Incorporation of the Global Dimension*

Respondents currently see the global dimension being incorporated in initial teacher education (Bachelor of Education or Postgraduate Certificate in Education) through certain topics in curriculum studies, education studies, Personal Development or as a theme linked to particular subject areas such as Geography, Religious Studies, Business Studies, Science and History. The scope for further incorporation of the global dimension was seen as a possibility particularly in the subjects mentioned above and in curriculum areas or projects such as 'the world around us', 'Personal Development' and 'Citizenship'. It was also suggested that more time should be dedicated to explaining cross-curricular links for the global dimension.

#### *Awareness of Support*

All the respondents stated that they felt their faculty or school was aware of the support on offer in relation to incorporating a global dimension in education. The most popular ways in which support is accessed include websites (60%), word of mouth (60%) and flyers

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(40%). Other means (60%) included the following: personal contacts with NGOs, development education organisations and inter-agency networks. ELBs were not referred to as a means they employed to find information about the support on offer.

### *Types of Support*

Again all the respondents reported that they believed their faculty or school used support provided by other organisations to incorporate a global dimension in education. The most popular types of support used included publication and articles (100%), teaching materials (100%) and resource centre (100%). Speakers (60%), websites (60%), leaflets (60%), conference or events (40%) and in-service training (20%) were also used. Neither classroom support nor other types of support were referred to as being used.

### *Role of NGOs*

Respondents generally felt the role of NGOs to be one which: raised awareness of the global dimension in education through networking; offered expertise on particular issues; provided relevant resources (publications, etc.) to teachers and lecturers; and trained staff on the global dimension. One respondent believed that NGOs are crucial to the development of the global dimension in education and should be utilised more than at present in teacher education.

### *Sufficient, Effective and Easy Access to Support*

Two of the five respondents felt that the support offered to their faculty or school in relation to incorporating a global dimension in education is sufficient and effective in meeting the needs of lecturers and students. The three who did not feel this to be true referred to ways in which it could be made sufficient and effective. These included a need for: the global dimension to have a higher profile in education in general; the formal education sector to have a greater readiness to seek out the support on offer with a recognition of its importance; and more effective communication and co-ordination between NGOs and HEIs offering initial teacher education courses with staff development required in this area.

Three of the five respondents believed that lecturers have easy access to the support on offer to faculties or schools of education to help incorporate a global dimension in education. The two, who did not believe this to be true, suggested ways in which it could be made easily accessible. The first suggestion was that there should be a more pro-active promotion of services through for example NGOs, CCEA and ELBs. The second suggestion was that there should be better communication and liaison between HEIs and NGOs, with the NGOs outlining the available resources.

### *Teaching and Learning Resources*

One of the HEI respondents felt that there were no teaching and learning resources available to their faculty or school to assist lecturers in incorporating a global dimension in education, while another gave no response to the question. The remaining three respondents referred to teaching materials from the One World Centre Belfast, Christian Aid, Trócaire, Oxfam and Save The Children which suited students' needs for primary education. These materials included books, resource packs and videos. The expert help on offer was also cited.

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### *Courses/Events on the Global Dimension*

Two of the respondents stated that they had not attended any recent courses or events, nor would like to be offered any, which focused on the global dimension in education. The three who had attended courses or events referred to conferences/seminars on themes such as international and inter-faith/inter-ethnic relations, human rights, holocaust remembrance and Citizenship. Reference was also made to courses exploring values and examining perspectives on the global dimension, to meetings with speakers involved with the global dimension and to a teacher education conference on the global dimension. These same three respondents would like to be offered courses/events which are focused more on: raising all initial teacher education lecturers' awareness of the potential of the global dimension within the broad curriculum; how the global dimension can be integrated into the existing structure and content of initial teacher education courses; involving speakers from NGOs; and establishing partnerships between HEIs in Northern Ireland and the developing world.

None of the respondents were ever surveyed by their faculty or school in order to determine their professional development needs relating to incorporating a global dimension in education.

### *Requests or Advice to Other Organisations*

Two out of the five respondents have sent requests to other organisations for support in relation to incorporating a global dimension in education. These included requesting resources catalogues, advice on how incorporation into existing ITE courses could be carried out, and information on the global dimension to support teaching.

Only one of the respondents has provided advice to organisations, such as the One World Centre Belfast, when developing examples of good practice for incorporating the global dimension in education and this was through events held on Citizenship, inter-faith and human rights. One other respondent felt this to be important and would be willing to pursue it in the near future.

### *Issues Faced by Lecturers*

The most reported issues faced by lecturers when trying to incorporate a global dimension in education were: not having enough time (100%) and not having proper knowledge of the area (100%). In addition respondents felt they did not have up-to-date information (60%), relevant training (40%) or useful resources (40%). Another issue (40%) mentioned was a lack of priority given by many to the global dimension in the Northern Ireland Curriculum.

### *Current Initiatives Incorporating the Global Dimension*

Three of the five HEI respondents referred to current initiatives related to incorporating a global dimension in which their faculty or school was involved. These include a project integrating the global dimension into initial teacher education, the incorporation of elements of the global dimension in a Personal Development course and in a diversity and mutual understanding programme, and a revised curriculum studies module which will include a Global Citizenship dimension.

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### *Additional Support*

Again three of the five respondents provided a response to the question on the type of additional support they would like to see being offered to their faculty or school by other organisations to assist in incorporating a global dimension in education. They referred to a need for the global dimension to be firmly embedded into the statutory Northern Ireland Curriculum and for more interactive engagement between HEIs and NGOs that offer support relating to the development of the global dimension.

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### Responses to Interviews from Education and Library Boards

This section of the report focuses on the interviews that were carried out with representatives from each of the five Education and Library Boards in Northern Ireland. The purpose of these interviews was to help inform the research about each of the ELB's in-service training and current policies in relation to the global dimension in education. A number of different perspectives were obtained as the interviewees were employed in a range of different roles: Citizenship Officers, Advisors for Environment and Society, Advisors for Modern Languages and International Links and in the Curriculum Advisory Support Services (CASS).

#### *The Global Dimension Incorporated in Teacher Support*

The first question explored the extent to which the global dimension was incorporated into the teacher support offered. It was found that the provision of support varied depending upon the subject area and/or focus of the training. One of the ELBs in particular related the fact that a significant amount of their resources have been put into the development of the international dimension because they have recognised it as a priority, with the resources committed having doubled over the last two years. Each of the ELB's provision of teacher support to incorporate the global dimension was significant in terms of the local and Global Citizenship training programme and the resources produced for it. This is a three-year training programme which is gradually being rolled out to include every school in Northern Ireland. The global dimension is at the core of the Citizenship training as it is based around four themes: Diversity and Inclusion; Equality and Social Justice; Democracy and Active Participation; and Human Rights & Social Responsibility. The training and resources initially provide teachers with a general understanding of each of these areas in both local and global contexts.

Each year you can have five teachers from up to ten schools trained and they get five days training in their first year and then another day the following year and another the following year. This training is the highest amount of training that we have given to anything.

Even with the ELBs' commitment to Citizenship training and the support offered to help incorporate it into teachers' daily teaching agenda, there are still some issues to be addressed.

Our struggle is to stop teachers from only doing global stuff. It is interesting because in England they are having the opposite problem in their Citizenship programme, teachers don't want to go beyond England and they are finding it hard to get teachers to step out and define themselves as global citizens ... There is a balance to be struck.

Outside of the main training programme, separate training days are also run by various officers, such as the Citizenship Officer, or Advisor for Environment and Society, on topics which incorporate the global dimension and which teachers feel they need specific training on.

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The day on diversity and inclusion - specific training around that, half a day local, half a day global. There is a global input at every stage. Tomorrow I am involved in doing a training exercise using a trading game to show the social injustice between the rich nations and the poorer nations.

The global dimension is also supported overtly through subjects such as Geography. This support is run at both local and inter-board level for Geography teachers, as traditionally this seems to be the subject area with which the global dimension is associated.

Globalisation is an integral part of the Geography curriculum and therefore is incorporated into all support for Geography as appropriate and as requested by individual departments and teachers.

### *Support Offered to Teachers*

The nature of the support offered to teachers by individual ELBs in order to enhance the capacity of teachers to incorporate the global dimension in their practice varied. However, many of the resources that are used are produced on an ELB-wide basis. For example the inter-board Citizenship Officers have put together a core resource pack on Citizenship which incorporates a global dimension. This pack is being published by CCEA.

In induction and early professional development, beginning teachers are supported in incorporating the global dimension through sample lesson plans. ELBs however, generally favour in-school support rather than running in-service training days and as a result provide one-to-one consultation for teachers in this area when the need arises.

We would also do in-school support where the officers would go into the school and would provide a session to the teachers within the school. So a lot of the work that we would do involves training teachers to bring them up-to-speed with the global issues themselves, through methodologies that they could use with their children and then helping them understand how they can take some very complex ideas and bring them down to children's level.

Information days, usually in the form of conferences for teachers, are another means of support. Teachers are also provided with in-school and out-of-school support in the use of ICT to enhance teaching and learning in the global dimension. In addition, courses are provided on the use of the Internet, web site development, electronic mail, on-line discussion forums, video-conferencing and communication technology which are viewed as an integral part of the support offered to enable globalisation in the classroom. Additionally each ELB uses their own web site to provide access to resources and advice for teachers, for example the provision of examples of lesson plans and activities. ELBs also actively encourage and assist schools to develop their own web sites as a link to the wider community.

Through development of materials, lesson plans, we also have a web site for Geography, History and Citizenship teachers and so on, and there we would alert them to any developments or any events or anything we thought was relevant for example, any competition.

Programmes such as Socrates and Comenius enable teachers to incorporate a global dimension into their teaching. The Comenius project, for example, gives teachers the

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opportunity to involve the children in their class with school children from other countries. This can involve liaising with a number of different countries. Through the Comenius project, arrangements can be made for teachers to visit other countries. In the last school year the opportunity arose for a teacher to take part in an international Citizenship project and as a result a teacher visited South Africa.

In order for the global dimension in education to be successfully embedded and developed in a school, ELBs recognise that training teachers alone is not sufficient. Principals and senior management also require training in the school or in an outreach centre. The success of this strategy was demonstrated two years ago in one ELB when a school successfully obtained an international school award.

### *The Current Curriculum*

A number of current curriculum subjects/thematic areas were cited as most strongly supporting the global dimension in school. However, the most frequently cited areas were the Citizenship programme and Geography.

Citizenship is a natural home for looking at the global dimension. Citizenship coming into the curriculum has suddenly become the carrier for everything.

There is a tendency that once you throw environmental issues into Citizenship that that is easy for schools to deal with, so your action projects become school litter.

We would actually advise teachers to avoid food, trade and water because that is the remit of Geography. Geography is better placed to look at development issues.

Other subjects mentioned were Modern Languages and European Studies, Religious Education, History, Environment and Society, Economics and Business Studies and less frequently, Dance and Physical Education.

Sometimes schools are very engaged in the international dimension and they would be twinned with schools in many, many parts of the world and not just Europe and we would support those, for example, schools in US, Australia, even south Africa and this would allow the global theme to develop.

### *The Revised Northern Ireland Curriculum*

When asked which areas of the revised curriculum would be most likely to enhance the global dimension in schools, the areas of Citizenship and ICT were most frequently cited.

We are trying to get the idea of action woven into other areas of the curriculum as well, rather than just sitting in Citizenship.

Citizenship was meant to be looking at gaps in the curriculum regarding globalisation as opposed to bringing globalisation in.

The virtual learning environment in particular was seen as of central importance in the future. Children have safe access to the Internet in schools and they can be involved, for example, in a project with children from another country.

In the continued and developing use of ICT in its widest definition across all school phases and across all subject areas for example, video conferencing with other schools not just in N. Ireland or the UK but also in America. There is also a contact with NASA. This is one aspect of ICT that can be developed more.

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Other areas considered as having the potential to be developed were school links, teacher exchanges, music, art, drama, English, languages in primary school and Geography. ELBs have a policy of promoting a culture for mutual understanding and interviewees viewed the revised curriculum as having an important role to play in this because it encourages the development of languages in primary school, music, art, drama, and so forth.

School looking at their English curriculum and in weaving the global human rights issues through their English curriculum ... this school is involved in this action project and their action is to get young people to develop a scheme of work to look at child labour, getting different types of literature, newspaper articles etc. about child labour. The children are actually going to be developing a unit of work that can be used in the English department about that. Currently a number of primary schools have a person coming into school and teaching Spanish, German or French. A few of the schools have this person coming in on a weekly basis and some have done it through the dissemination of a good practice programme.

### *Education and Library Boards' In-Service Training Delivery*

The next question explored which aspects of each ELB's in-service training delivery provide the best opportunity for enhancing teaching skills and development in the global dimension. A range of training opportunities was discussed but the most frequently cited were Citizenship training and ICT training courses. Training in ICT for teaching and personal use helped to enhance teachers' skills and competences in information management, use of the Internet, development of information skills, development of on-line discussions with fellow professionals and the development of collaborative projects between schools across national and international divides.

To a lesser extent, teacher exchanges and conferences were also mentioned as providing opportunities for enhancing teaching skills in the global dimension.

In our conferences we would normally have speakers who would cover themes to do with environmental issues that would certainly have a global dimension.

Training is provided in a range of strategies to help teachers incorporate the global dimension in their teaching.

Training on active methodologies to use, more interesting ways to teach, show them how to use photographs in the classroom, how to use cartoons.

### *Use of Outside Agencies*

When asked if outside agencies such as NGOs are used by each ELB in their support of teachers in delivering the global dimension in schools, it was found that none of the interviewees referred to their ELB actually using outside agencies for training. They may on occasion work with them in partnership, for example to develop e-learning. Alternatively outside agencies may be asked for resources to help prepare the ELBs' own training sessions. ELBs also may invite NGOs along to conferences to brief teachers on their remit and on the resources that they can provide.

I am actually working with Save The Children and Amnesty at the minute on a pilot project called Citizenship Action Projects. In the UK there are funds that schools can apply to, to get money to do the global action projects to form a human rights perspective and Amnesty and Save The Children

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administer that. They are trying to make a case for that in Northern Ireland. No we don't use them for the actual training, but normally in the Citizenship programme we have a half-day allocated where we invite the NGOs to put up a display and they can speak to the group for 5-10 minutes. So we invite a number of different NGOs that have something to do with development. So they have a chance to speak to the teachers to show them the resources that they have and to offer their services. They (NGOs) are also invited to the Geography conference. Conference was arranged in April which inter-board officers and CCEA arranged for NGOs to come to. The purpose of the conference was to inform NGOs what schools need and to explore how the NGOs remit would best match that.

The range of NGOs used varied widely. Examples of NGOs used were, the One World Centre Belfast, Amnesty, Save The Children, Trócaire, Oxfam, University of Ulster, Unicef, Simon Community, Shelter, Herriott-Watt/Interactive University, Council for World Citizenship, British Council and Conservation Volunteers. Although interviewees felt that NGOs were in themselves an excellent resource and believed that in some cases awareness should be raised regarding the profile of different NGOs, it was felt that schools can be inundated with requests from NGOs.

There is an army of NGOs out there and the schools are overloaded, so the schools have to be careful who they choose and there can be too many projects. In September this year we had the beginning teachers of Geography out and I give them all a pack from the One World Centre, explaining to them that it was an excellent resource centre. Some of them were aware of it and some of them had never heard of it. Teachers are not familiar with the NGOs as a resource themselves and what they do and the issues that they deal with.

However some of the ELBs in fact facilitate the access of NGOs to schools.

We have an arrangement that if they have particular events coming up we would deliver notices through our Board mail. We will support in that way, we will not charge postage. Plus we have links to all the main web sites through our web site. We encourage NGOs to supply us with their web addresses so that they can be incorporated in an easy form for the teachers to find. We have it written into the statement of entitlement so that young people have to have an understanding and know something about the work of NGOs ... that necessitates bringing in NGOs and their work, governmental and intergovernmental organisations and all that. We have suggested to schools that it is a good thing to have a visiting NGO speaker who can give you a different perspective on whatever theme that you are covering.

### *Financial Support to Outside Agencies*

None of the ELBs provide financial support to outside agencies although the ELBs and NGOs sometimes work jointly.

No, because we have been given the remit for the training we feel that is our responsibility so we don't feel it is appropriate to have an NGO provide that training. We don't, we can't, and we aren't able to. We work in partnership at times, but no we are not in the financial position to do so.

### *Main Reference Point for Teachers*

When asked who was the main reference point with regard to providing advice, support or guidance to teachers in regard to the global dimension in schools a number of sources was suggested. The first point of contact suggested was the subject advisor or, depending upon

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the nature of the query, it could be the Advisor for Environment and Society, the Citizenship Officer, the Geography Officer or the International Officer, as no one person covers the global dimension per se.

One of the problems with the ELB is that it is so disparate it is hard to have some kind of joined up approach to it.

### *Phase Two Steering Group*

The majority of the interviewees felt their ELBs would be interested in being represented on the Phase Two steering group. However that would be subject to the remit of the group and the commitment involved, as time would be an issue. It was suggested that maybe an ELB representative from an appropriate Inter-Board Group should be involved in the steering group and that would negate the necessity of every ELB needing representation on the group. When asked if a representative could be nominated, a number of initial contact people were suggested by the interviewees. These individuals would be in the best position to decide who would be suited to sit on the steering group. They include: the Senior Advisor for CASS at the WELB; the Assistant Senior Education Officer for CASS at the SEELB; the Assistant Senior Education Officer (School Support Service Office) at the BELB; the Assistant Senior Education Officer (Learning, Advisory and Support Services) at the SELB; and the Assistant Senior Education Officer for CASS at the NEELB.

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### **Responses to Interviews from the Council for the Curriculum Examinations and Assessment**

This section of the report focuses on interviews carried out with CCEA regarding the changing Northern Ireland Curriculum and the role of the global dimension in education. Two officers involved in curriculum development and Citizenship were interviewed.

#### *Current Curriculum*

The first question explored the subjects/thematic areas of the Northern Ireland Curriculum that currently have the global dimension as a statutory component at primary and post-primary levels. It was found that it is embedded as a statutory component in key stages 1 and 2 Geography through, for example, the study of homes and buildings in the local and wider world, weather in other places, interdependence of local and global environments, the work of global NGOs and agencies, where people live and what people do, and the effects of the global environment. In post-primary schools it is embedded as a statutory component in key stage 3 Geography through studying for example, the impact of human activity on an environment at a local and global scale, population distribution/structure in a developed and developing country, and comparing settlement and levels of development between developed and developing countries. It is also apparent in History through the study of a significant social development, event, person or organisation. Other subjects that incorporate the global dimension are physical education, through the study of popular dances of different countries and traditions, as well as art and design, music and modern languages. In addition to these subjects, specific references to the global dimension can be found in some of the cross-curricular themes especially Education for Understanding and Cultural Heritage.

#### *The Revised Northern Ireland Curriculum*

The next question related to the subjects/thematic areas of the revised curriculum in which the global dimension is likely to be embedded as a statutory component at primary and post-primary levels. It is proposed in the revised curriculum that the global dimension is embedded as a statutory component in key stage 2 within Personal Development as well as the area of local and mutual understanding in the local and global community. This is a departure from the present curriculum.

In post-primary schools the global dimension is incorporated in Learning for Life and Work of which Local and Global Citizenship and Employability are the statutory core. The cross-curricular themes in the current curriculum will be replaced by these key elements and the key elements are statutory in every subject. One of the key elements is Citizenship; another is Sustainable Development and Environmental Responsibility and every subject has to carry these key elements. There will be a gradual phasing into the curriculum from 2005 onwards. At the moment there is already two year' work on Local and Global Citizenship, Employability and Personal Development, so Learning for Life and Work is already filtering into the system.

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### *Supporting Schools*

CCEA currently supports schools to incorporate a global dimension into education in both direct and indirect ways. At post-primary level, direct support is provided through the Local and Global Citizenship Programme and in the primary school curriculum it is provided through the Primary Values Programme. CCEA has produced step-by-step training courses and packs in order to guide teachers through the programmes. Local and Global Citizenship is also supported by a training budget that has been allocated by the Department of Education. This allows for up to five teachers in each school to have access to seven days training over a three-year period. The pattern of this training is typically five days training in the first year, and one day over the following two years. CCEA works very closely with the ELBs and the resources that CCEA produces are devised in partnership with the ELBs.

When the revised proposals to the curriculum were made public, CCEA answered many telephone enquiries and also visited schools to conduct information and training days on the proposals. CCEA's core business is giving advice to the Department of Education on how the curriculum should be devised and what training is necessary for teachers. However, CCEA is also involved in new curriculum initiatives and more recently has become involved in the pilot and trial of those initiatives. This indicates that the demarcation lines of its remit are changing.

### *Policy Position*

The interviewees were asked if CCEA had a policy position regarding the global dimension in schools beyond the statutory curriculum. It was found that all references to global issues are contained in curriculum documents. As it is not in CCEA's remit to tell schools how to educate children, CCEA does not have a policy position regarding the global dimension in schools. It has a small number of policy statements regarding the global dimension on an organisational level. They do not make specific reference to the term 'global' but the organisation's environmental work and charity work has a global dimension.

### *Main Contact Person*

When asked who was the main reference point with regard to providing advice, support or guidance in relation to the global dimension in schools, a number of individuals were suggested depending upon the query. For Geography enquiries it would be the Assistant Principal Officer for Curriculum Development. The Principal Officer for Citizenship would field questions relating to Citizenship at key stage 3. Within CCEA there are also area specialists for Personal Development and Modern Languages.

### *Main Concerns or Needs of Teachers*

When asked about the main concerns or needs of teachers in relation to incorporating the global dimension in their teaching, the interviewees felt that although teachers are well resourced in terms of textbooks, Internet access and so forth, teachers are concerned about how they can further incorporate the global dimension into their teaching. However, CCEA contends that what is proposed is not something extra that would add to a teacher's workload. Rather there should be a focus on redefining globalisation because many teachers already incorporate the global dimension into their teaching.

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The vocabulary of global education is there and I think that it is very important that people have a language to talk about it. Teachers are already teaching about globalisation but using different terms, looking at different places, different cultures, and different people. Whereas now in the curriculum we want to put the emphasis on how do we interact with these people? How can we make a difference to their lives? How can they influence our lives? That's the key thing here; the big shift is focusing on the interdependence that we are coming to in the new curriculum in 2005.

In order to answer teachers' concerns, CCEA plan to produce an exemplar of plans or schemes of work to show teachers how globalisation can be incorporated, as well as put teachers in contact with other organisations that can help, for example the British Council, facilitating links with schools around the world.

The vast range of resources produced and sent to schools is another issue that CCEA feels is a problem for teachers. Education and Library Board officers have a valuable role to play in advising teachers about useful organisations for their school to use in a particular field related to the global dimension. The ELBs can effectively direct NGOs to interested teachers and vice versa.

The whole NGO community here is almost like in an overdrive, producing resources to support Citizenship and Personal Development, everyone wants in on a particular bandwagon. We are at the stage now where there is almost a danger of schools being swamped. You know it is just this blast of literature going into schools. Sometimes organisations produce a lot of resources, competitions or whatever, but they accompany it with no follow-up. Again that is one of the other things that NGOs need to work through with the Board Officers, as they are the gateways into schools because they provide the INSET training.

### *Advice From Outside Experts*

The next question explored whether CCEA consults or takes advice from outside experts such as NGOs, on strengthening the global dimension in the Northern Ireland Curriculum. It was found that CCEA has a longstanding relationship with outside experts. NGOs are frequently consulted regarding globalisation; for example, CCEA worked in collaboration with the One World Centre Belfast to produce the resource for Local and Global Citizenship. Teacher educators from the University of Ulster and the UNESCO centre were also consulted. Amnesty was also involved regarding advice on human rights in the international dimension of Citizenship. Regarding the topic of Sustainable Development in Northern Ireland, CCEA has consulted with the Northern Ireland Environmental Link in order to obtain clear definitions of sustainable development.

Representatives of CCEA also sit on various NGO steering groups, for example One World Centre Belfast, Age Concern and Save The Children. Additionally if an organisation has an educational remit they generally try to involve someone from CCEA to ensure that the curriculum links are in place.

### *NGOs' Role*

CCEA believes that NGOs play a crucial role in supporting the global dimension in schools.

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We all need to learn from each other in that we would certainly feel from a Citizenship and global point of view that we are not the experts. We need to be talking to people out there who have been doing it in their particular way.

In April 2004, CCEA organised a conference to which all NGOs were invited. The conference was entitled "Supporting Local and Global Citizenship in Primary and Post-Primary Schools". The aim of the conference was two-fold; firstly to let NGOs know CCEA's version of Citizenship, and secondly to provide opportunities within the conference for NGOs to be given clear guidance as to how they could contribute to and support learning on the global dimension in schools. CCEA provided information on the needs of teachers and the type of resources on the global dimension that teachers find useful.

### *Phase Two Steering Group*

CCEA would be willing to sit on the Phase Two steering group and the Curriculum Development Manager (4-14) would be the person to initially contact to nominate someone.

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### Responses to Interview from the Department of Education for Northern Ireland – Education and Training Inspectorate

This part of the report focuses on the responses to a number of questions addressed to a representative from the ETI for the Department of Education concerning policy made regarding incorporating the global dimension in education.

The ETI has an Environment and Society Panel that meets three to four times a year to discuss local issues of concern. The panel consists of inspectors for Geography, History, Business Studies and Home Economics. The panel recently completed a report of a survey entitled *Provision in Geography and History in a Sample of Primary Schools in Northern Ireland* (ETI, 2003). It was carried out over two years and addressed local issues dealing with concerns about local environment and how children can get involved in researching those concerns.

When asked about how the global dimension is incorporated in schools at the moment, it was felt that teachers have the capability already but are using different terminology.

It is not unwillingness, it is a question of getting time to actually do it well and do it properly. People tend to be teaching with the knowledge that they already have, but some of it is not accurate. You will find across Northern Ireland, in both primary and post-primary, pockets of very good activity where some people, because of their own particular interests and their own particular experiences, actually make a very major contribution to development education.

#### *Incorporated in Department of Education Policy Documents*

The first question explored the extent to which the global dimension in formal education is incorporated into the policy documents and framework of DE's policies. It was found to be very minor and given a very low priority. According to the interviewee, there have been no statements, protocols or policy documents regarding the global dimension in education made available to the ETI.

#### *Allocation of Funds for Delivery of Global Dimension*

The next question explored whether the Department of Education allocates financial resources to NGOs for the delivery of the global dimension in schools or not. It was reported that although DE did not allocate funds directly, financial resources sometimes go indirectly through various schemes that DE supports.

#### *Unit Responsible for Global Dimension in Education*

When asked if there was a unit in DE which had responsibility for development education or the global dimension in the formal sector, it was found that the Community Relations branch within DE or the Curriculum Branch would have some responsibility. However, there is no one person with a particular brief for this area. At the moment, according to the interviewee, there is no documentation regarding policy in this area.

#### *Liaising with Other Government Departments*

The interviewee referred to a colleague from the ETI who liaised in the past with the Department of Education and Science in the Republic of Ireland in relation to

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environmental education. This colleague had a brief for environmental education but not development education. Work has been carried out in the past with the Organisation for Economic Co-operation and Development but it was not a high priority.

### *Consultation with Outside Experts*

When asked if DE consults or takes advice from outside experts such as NGOs on policy issues relating to the global dimension in schools, it was found that the DE is lobbied from a number of quarters particularly in regards to the curriculum. In particular a number of these lobby groups would try to influence policy. Over the years a number of interested parties have written to the Department of Education and very often it is communicated to the ETI. However, many of the interested parties now realise that the best strategy is to lobby CCEA directly because CCEA is responsible for curriculum innovation. Occasionally groups still lobby the Department of Education.

The Department tends to respond in such a way as to say “you should really take this up with CCEA”. That tends to be the line for the last eight or nine years. Previous to that, the Department would have responded probably more formally and maybe even more encouragingly, but in recent years because of the growth of CCEA’s responsibilities in this area most of that tends to go to them direct.

### *Phase Two Steering Group*

The interviewee from the ETI felt that a representative from the Department of Education would be interested in sitting on the Phase Two steering group. However, in order for a representative to take part, a formal request needs to be made to the Permanent Secretary of the Department of Education or the Chief Inspector.

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### Focus Groups with Pupils

#### *School One – Primary School*

School one pupils referred to four initiatives in which they were involved that provided them with the opportunity to learn about different cultures and environment issues. The first was a project on Northern Ireland and India stemming from a teaching pack designed by the One World Centre Belfast, called *Primary Issues – Northern Ireland and India: an active learning resource for key stage 2*. The pupils learned about the different lifestyles of Travellers in Northern Ireland comparing them to people living in India, referring to how food and water is obtained, how they earned money, their accommodation, the government and its laws, and pollution.

In P5 we did a project on farming and Travellers and it was about someone else who lived in a part of Northern Ireland and they had to walk for a hour to get water, for about five miles and it was comparing it to somebody in India as well and the way they get their water. We were also learning about the laws in India and Ireland, like on the litter and they were told to clean it up. We find out about the importance of cleaning up litter because if the next Travellers come, it will all be smelly and everything. We talked about how they are treated, like if a person who owns the land and doesn't want them (Travellers) in and throws them out of the land and about them wanting their own land.

The second was a competition in which they were involved dealing with the environment. In this project the pupils designed posters and displays encouraging others to consider their environment and prevent littering.

We did competitions about the environment. We made up a banner in Art and loads of pictures to tell everyone about litter. In school we made banners about the environment, such as 'Ban The Can' and 'Litter Doesn't Pick Itself Up', and 'Bins Are Hungry – Stop Littering And Feed Them'.

The third initiative involved the class of pupils constructing a letter to another group of children on the Fiji Islands in the South Pacific Ocean. This came about as a result of a visitor to the school who talked to the pupils about her time spent on the islands. The visitor showed the pupils items brought back from her trip and spoke about the way people dressed as well as the climate.

We are planning in doing a class letter to Fiji, someone came to talk to us because they went with a priest over to Fiji and she came in and showed us stuff from there. She showed us all the things she got over there, like fans, candles. And the men wore skirts because the trousers were too warm for them. In the letter to Fiji we plan to write about the interests we have and what we do in our spare time and things about Belfast. We would ask them about their lifestyle and what time they get out of school, and things that you would ask others about. We would ask about the weather because I think they have floods with massive rain.

The fourth initiative involved the pupils working on a project dealing with the South American rainforest, its people and its environment.

## The Global Dimension in Schools in Northern Ireland

We also did a project about the rainforests in Brazil, about people living in it, and the effects of different forests getting cut down and making roads through it and killing the wildlife.

The focus group pupils in this school all enjoyed learning about people in other countries and about environmental issues. They found it interesting learning about how lifestyles differ across the world, how others have to deal with accessing basic amenities such as water and how other children their age are educated.

I enjoyed finding out about how we have the top supplies in Belfast compared to other people in other countries like India. It is interesting to find out about how they have to walk five miles to get their water and to find out about their education and how they have a tougher time than us. I enjoyed doing a project that was comparing us to a little girl in Pakistan. It was about finding out things like there was only one well in the whole village for them to get water, where we had running taps and all.

Focus group participants were also asked about how they learned about the global dimension, and what types of resources were used to support their learning. Posters, textbooks, the Internet (at home and at school), videos, CD-ROMS, visiting speakers and class worksheets were all mentioned by the pupils as various means of finding out about the global dimension. They all agreed that having a variety of methods was a better way of learning than just referring to books. Some of the resources used enabled the pupils to gain a better understanding of what went on in other countries, for example, videos that showed real people in real situations.

When sometimes you go on "Google" and look up Trócaire and it says things like giving money every month and when you click on it, it tells you all about a Third World country that you would be giving money to.  
That project on Brazil was enjoyable because we got to watch videos on it and there was a computer game as well called 'Crystal Rainforests'.  
Our teacher in P5, when she came back from the rainforests, she told us all about it.  
I think videos are good to watch because they are more inspiring and more interesting.  
If you have an assortment of everything, it works better, like books, videos and all.

The pupils felt that it was important and relevant for them to learn about issues associated with the global dimension in school. They referred to the fact that, for example, gaining information about the way people live in Third World countries would enable them to offer help and perhaps start a project or campaign. They also found it important to learn about the environment because it would raise their awareness of sustaining it and ensuring that their surroundings were hygienic and free of litter. They referred to the importance of recycling and maintaining a clean and healthy environment. All the pupils who participated in the focus group stated that they would be interested in participating in initiatives held in the school and outside regarding the global dimension and finding out more about aid to developing countries, other cultures and lifestyles and environmental issues.

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Yeah, cause when you're older then you could start a project and that about helping the Africans or whatever, and you would already know a lot about it already.

Yes, because you could go over to a Third World country and you could help them with food and start a campaign.

You could do one of those things like a missionary where you would go over with the priests.

It's important to learn about the environment because you don't want your streets to be dirty and unhygienic, cause just say you are walking through it and rats come and you get diseases and it's all your fault because you litter.

It's important because some people don't know what littering can do, with learning about the environment you know what to do, if you don't learn about it you might think it's okay to drop litter.

### *School Two – Primary School*

The pupils from the focus group in school two referred to a project in which they participated called "ECO School". This involved groups of pupils collecting litter from the school's grounds, ensuring that the material collected was recycled in an appropriate way. It also involved learning about global warming, recycling, deforestation and renewable energy, with a guest speaker from Bryson House visiting the school to talk about environment issues.

ECO School, we would go around the school collecting litter and keeping the school clean and taking care of the school's grounds and stuff. You earn flags and stuff.

It is good because you get an award and it keeps the school clean, so you aren't walking home and having crisp packets hanging from your shoes and stuff.

Bryson House told us about the environment and about using windmills to create electricity.

There were also talks about global warming and when the ice all melts it all floods the earth.

The pupils also talked about a person from Tear Fund who visited the school to tell them about "Fair Trade" and workers in Bangladesh. This involved work in class where the pupils were divided into groups, each representing a different part of a chain producing and selling clothing. For example, one group represented the workers in the factory in Bangladesh; another represented the company producing the clothing, while another represented the shop selling the clothing. They were asked to work out how much they thought each group should get from a pair of jeans being sold for £40.00 to the public and then they were told actually how much each group received.

We also learned about Bangladesh and the people who sew clothes together only get paid 40p out off every pair of jeans like.

It was interesting, they put us into groups and they showed us how much money we all got out off £40.00. For example, if you took a pair of jeans for £40.00, the factories only got £4.50, the sewers got about 40p, the sellers in the shop got about £20.00, and everyone else got less than £10.00.

The sewers ended up getting 40p. We were all separated into groups, like the brand owners, the transporters, the sewers, the shop sellers. We all had to guess how much each person involved got, it ended up that the people who actually made the clothes only got about 40p for making a pair of jeans worth £40.00.

Four of the pupils also referred to learning about issues relating to the global dimension outside school, through a Youth Group, their Church and television programmes. They referred to finding out information on the environment, people in Third World countries and terrorism in developing countries.

## The Global Dimension in Schools in Northern Ireland

There was a programme on TV a while ago and it told you that if trees and all get chopped down, then some of the medicines will go. Like it was all about recycling and they were telling us about global warming and how our ozone layer is like a blanket, like a greenhouse and all the light can get in but it can't get back out, so it just warms up and it doesn't let any heat out.

There is a Youth Group that I go to, like a Christian Group, and we learn stuff about Tear Fund. I like learning about these things by watching TV and hearing about it on the News. One time I was looking at my mum's paper and it said about this girl and she lived in the Third World, and it was comparing her to Victoria Beckham about her hair. This girl had really, really long hair and she cut it all off really short to sell for food and she got £1.40 for it, and people in Third World countries who do that, their hair could go to people like Victoria Beckham for hair extensions and they only get £1.40.

The News tells you a lot about Terrorism now and suicide bombers and people giving themselves up for other beliefs, like they believe in something else for another culture.

I was watching this TV programme and it was talking about natural and renewable sources and there were only 6% being used.

We have people who sometimes would come over to our church from Nepal and they would give a service on the Nepal culture and stuff and it was fun.

All the pupils said that they enjoyed learning about issues relating to the global dimension, especially when it was approached in a hands-on, practical way, for example through group-work, visiting speakers, and watching videos. The pupils also spoke of visitors to the school who distributed posters and leaflets that were displayed in classrooms and on notice-boards in corridors. Again all the pupils felt it important and relevant to learn about things associated with the global dimension so that they would have respect for the environment and would be in a position to decide whether the purchases they made were helping those in developing countries to earn an appropriate wage. The pupils also believed that being informed about environmental issues would help young people come up with solutions, when they are older, to help prevent global warming and be proactive in their lifestyle.

I think it's important because 'Fair Trade' is better because poor people work to get a rubbish amount of pay, but if they work for 'Fair Trade' they will get a decent amount of pay.

You would learn that 'Fair Trade' would actually be better for you because then you would be filling yourself up with all this stuff that is not 'Fair Trade' and you don't know where it has come from.

It's important because whenever you become an adult you can try and prevent stuff like global warming so the earth will go on for longer, when you are older to do something about it.

It's important to learn about these things because if we didn't learn these things and went on into the secondary or grammar school we would be going up clueless and when we grow up we won't realise what is really important, that what will save the earth? A lot of people might think, "Well if she doesn't do it, then it doesn't look like it's affecting everybody else".

All the pupils stated that they would be very interested in finding out more about global issues and provided examples of how this could be done. These included environmental programmes being run in school, more programmes on television about people from different countries concentrating on their culture and traditions, more advertisements on saving the environment, and initiatives from the Government to reserve the environment and consider renewable energy sources more.

I think in school they should have environmental programmes or something, one in the morning and one in the evening. You would be able to find out what is happening with the earth.

I think the way the Government control everything, there's too much pointless things being advertised everywhere, like cars and hair dye, etc. There should really be things about other

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countries being put on the TV.

I think that even things that use petrol and fossil fuels and stuff like that, I think you should find a way of either using water, like it's everlasting really, or wind or solar power for all those things because it means that you are using more natural ways.

On the TV and on billboards there is so much advertising about companies, but there should be a few adverts on about saving your environment.

Stuff that ruins our environment like petrol and fossil fuels, they should be made at a really high price. I think the Government should be putting up more windmills and solar power.

### *School Three – Post Primary School*

The pupils in school three did not refer to their involvement in specific projects or initiatives associated with the global dimension, but instead referred to subject areas in which they learned about issues on the global dimension. These subjects included Biology, Geography, Home Economics and Chemistry, where they learned about the ozone layer, global warming, pollution, the climate of other countries associated with farming and food sources, as well as the cultures of different countries including food, music and dance.

In Home Economics we had to do posters on different countries' cultures and their food, and their dances and different stuff like that, countries like Japan.

In Geography we have been watching videos about the weather in other countries and the way crops don't grow as well.

Most of the pupils in this school felt learning about these types of issues to be somewhat boring and not very exciting, and this was reflected in their limited responses to the questions asked of them in the focus group. They referred to using resources such as books and videotapes, but some of the pupils found them irrelevant and uninspiring. Only one pupil referred to learning about the global dimension as being interesting and enjoyable because it enables pupils to find out about the way people in other countries live their lives and how they differ from those in Northern Ireland.

It was alright, sometimes it is a bit boring because you are just watching videos and stuff about other people coming to other countries and stuff, and why they move. It was in Geography, watching videos about migration and refugees and the way they are forced out of their countries.

Watching videotapes about it was boring because you already know that people migrate, it's just for much better food and all, there's no point in watching tapes about it.

I thought it was okay about doing it in some subjects, but like whenever it is in Geography it is a bit boring because you just have to read about it, and then exercises and then tapes are brought out just to watch, but they have hardly anything to do with it. When we were doing about migrating, and it just went on about Chinese birth and death rates and we weren't even doing that at that time.

Although the main way of learning about the global dimension was through the use of videos and textbooks, the pupils also referred to the Internet as a method of finding out about other cultures and traditions in countries throughout the world. Two pupils referred to learning about issues associated with the global dimension through visits from a speaker from Tear Fund at a local youth club and a speaker who attended a youth group to talk about "Fair Trade".

The Internet is a good way of finding out about other cultures in different countries because it is more interesting going on a computer and learning about it than looking through books and having to read up about it. You can type in specific searches into the search engines and like it comes up straight away.

## The Global Dimension in Schools in Northern Ireland

We had to do some research on pollution for Biology and we used the Internet for that. I found out about 'Fair Trade' at my youth group and the way it makes sure that the products you get from different countries that the people have made, like they get the right amount of money in return.

Only one pupil out of eight in the focus group felt that it was important and relevant for young people to learn about the global dimension as it helps a young person to understand differences between cultures and traditions and could help to alleviate any racist beliefs young people hold in the future. Most of the focus group participants showed no interest in wishing to find out more about the global dimension. They referred to it as being boring and not very interesting.

### *School Four – Post Primary School*

The focus group pupils in this school referred to talks being given during school assemblies on issues associated with the environment, such as recycling projects. They also referred to particular subject areas such as Geography which provided them with the opportunity to watch videotapes on Third World countries. They gave the example of learning about Bangladesh, how difficult a struggle it was for the people to obtain water and how much effort was involved in searching for underground springs and other water supplies. The pupils also referred to learning about world music during their music lessons. This involved learning about the music of different countries and how different musical instruments are made. They also were provided with the opportunity to listen to recordings of African music which were recorded by a visitor to the school when she visited a country there. Science was also a subject area which the pupils referred to as providing the chance to learn about the global dimension in relation to working on a project dealing with acid rain, pollutants and the water cycle. One pupil also referred to a speaker who had visited her church to talk about young people from Africa and how they have to work from a very young age in order to buy food for their family.

We did one in Geography, we watched a video on Third World countries, Bangladesh, and how they get water and all, and springs under the ground, and them out searching for water and all. We talked about how when the rivers were flooded, how it was harder to get water and the disease and all. There was a man who came to Scripture Union once outside of school to talk about Africa, and how people from a young age have to work to get food and be able to pay for it, and keep their family.

The pupils found learning about issues associated with the global dimension to be enjoyable because they said it provides them with the opportunity to widen their horizons and to learn about how other young people of their age go about their daily lives and the struggles with which they are faced. Some felt it also made them aware of just how privileged people in western society are compared to those in developing countries who do not have the same pleasures or do not have access to basic amenities.

Apart from textbooks used during lessons and discussion with teachers, the only other types of resources used in relation to learning about the global dimension, according to the focus group participants, were video and audio tapes. These were deemed useful as they presented the pupils with real actions being carried out by real people in different situations. The participants thought this was beneficial, as it did not require the pupils to imagine what life would be like in other countries. All the focus group participants felt that

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it was important for young people to learn about issues associated with the global dimension and that it was relevant to their education.

It makes you more aware about the situations in different countries and how you can help people.

### *School Five – Post Primary School*

The pupils in the focus group referred to three subject areas in which they learned about issues associated with the global dimension. These subjects were Religion, Geography and Music. In Religion, they talked about learning about different religious beliefs, such as Hinduism and Buddhism, in other countries of the world. However the pupils felt that they did not get the chance to cover other religious beliefs to any great extent and would like the opportunity to do so. Some believed that learning about other religious traditions and practices in different countries would help young people gain an understanding of and respect for other religions. In Geography, pupils referred to learning about the climate in other countries, such as in India, and in Music they learned about African music and how the people there express their culture through singing and playing musical instruments.

I'm sure we have probably talked about it in RE, maybe just wee snippets of it, not going into great detail on it; just going on about different cultures and this is the type of things they would do, and that would be about it. We don't go into amazing detail on it, but I think it would be quite interesting if we did.

I don't really think we do enough about other religions and stuff; it's just really about Christianity and stuff, as opposed to other religions. I think it would be interesting to find out about other religions.

I think that is what makes racism worse. Because kids these days don't know enough about other religions, you know like, that's what their religion is and that's what they do. Everyone has their own religion, Protestantism, Catholicism, anything like that, they just have got to understand that that's their religion, that's the way they practice things, whether they are Muslim, Hindu or Buddhist or whatever, or Christian.

Some people aren't interested, like they might think, well they are Hindu, and they are not worth hearing about. It's what is inside that counts.

The pupils enjoyed finding out about the traditions and lifestyles of people in other countries throughout the world and found it interesting. Some expressed an interest in having a "pen-friend" in Africa who they could write letters to, telling other children what they do in their daily lives and finding out what African children do on a daily basis. The pupils felt that by gaining information from young people in developing countries, it would make them realise how privileged they are in relation to services they take for granted, for example, being able to buy items in a shop.

I like finding out how other people live, cause everyone doesn't live the same as us, it's interesting to see how people from different countries live.

I think it would be interesting to have pen-pals in Africa or somewhere like that, so that they can write over and tell us about what their life is like, and what they do, and what their daily life is about.

Learning about these things makes you realise how privileged you are because we have so much more stuff than they do. We have unlimited writing materials, it is just so easy for us to go to the shop and get a pen, get a book or something like that, but yet they have got a notebook and a pencil to do them all year and that's it, and they do all their subjects in this one book. So I think we have to realise that we are completely different and we do things so differently, and our lives are so different as well.

## The Global Dimension in Schools in Northern Ireland

The pupils learned about the lives of people in other countries through the use of video, visiting speakers, and artefacts from other countries. One of the teachers in the school had visited Africa and returned with musical instruments used by the people when celebrating events and had also made a video recording of the people in an African village. Another videotape watched by the pupils during a Geography lesson focused on flooding occurring in Bangladesh.

The music teacher went to this African tribe and there were particular missionaries there and she was talking about how a lot of Christian missionaries had been murdered there just because their beliefs had been completely different to what others were, and she stood up and told all the African children what they did while they were there and I think they took lots of books and writing materials over and stuff.

All the pupils felt that it was important for young people to learn about issues associated with the global dimension. They felt it was relevant to their education as a whole. They referred to the importance of learning about how they can contribute to sustaining a healthy environment for future generations, as well as learning about ways of providing aid to people in developing countries and being made aware of their traditions and lifestyles. Some of the pupils commented on the importance of learning about religious beliefs of people in different countries for promoting tolerance and respect of different religious practices. Others felt that learning about other cultures and lifestyles would make them realise and appreciate the life and facilities they have and how vital it is to take stock of where the things they buy in shops actually come from and who made them.

Yes, definitely because people have to learn that the environment is a thing that provides a lot for us and we have to respect that and we can't just go round throwing litter because that ruins the environment, makes it very untidy and pollution.

We can grow up knowing this and we can pass the knowledge on to other people, you know generations after us will improve as they go along.

It is important to learn about these things so we can help poor people in other countries and do something for them rather than just not knowing about it and not knowing what to do.

I think it is also interesting to find out what other people do, what other religions, like Buddhist and Muslim and stuff like that, what they do. They might not eat pork or they might fast sometimes. I think it is just interesting like finding out about the different clothes they wear and their head-wear, and why they do things differently from us.

I think we probably take too much for granted, because their schools are all outside, and they don't have as much stuff as we have, and we should appreciate the stuff that we have more.

It's important that we realise what is going on in the world. It's interesting to know where your paper comes from, a lot of it comes from the rainforests and all, and they are being chopped down at a really alarming rate. Say, in a hundred years or so they could be all gone.

All of the pupils showed an interest in finding out more about issues associated with the global dimension and suggested their school should arrange more speakers visiting the school to talk to pupils about their first-hand experience of people in Third World countries. In this way the pupils could find out about, for example, the farm machinery and how it compares to that of rich countries where farmers can afford the latest technology for agricultural use.

### *School Six – Post Primary School*

Some of the pupils referred to specific projects in which they were involved that had a focus

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on the global dimension. One was a case study project on Mexico City through which the pupils learned about the differences between less economically developed countries and more economically developed countries and the problems that people faced in poorer countries. A second project focused on El Salvador in which the pupils learned about human rights as part of religious education. History was also a subject the pupils referred to as enabling them to learn about the effects of capitalism on human lives and how communist dictatorships affect human rights. One pupil also referred to a communications class where they designed a database containing information on Third World countries. The pupils were asked if they enjoyed learning about these issues. However they did not appear to be that enthused about them.

The use of visual aids, such as video and pictures, as well as talks from teachers who had first-hand experience of visiting a country were used often in class when learning about issues with a global dimension. Pupils referred to watching a video on Fair Trade and being given an account of work being carried out in Costa Rica by a teacher who spent some time there working with women. The pupils felt that it was better to learn about global dimension issues in this way rather than reading about them in textbooks because it made the issues more real to them. When asked if any speakers from NGOs had ever visited the school to talk about their work or the global dimension, the pupils answered no, not in their experience.

My Geography teacher was in Costa Rica and she was telling us about how the women there have to work and they don't get well paid and stuff and she told us about the presents they make and stuff. It was interesting enough because she was telling us about it first-hand. I think it is better learning about the global dimension when it is the teacher talking about their experiences because then you can sort of relate to it, sort of see it from their view and it's more a personal view like, it's not like the way a text book is putting it. The teacher is giving their own opinion of it. It would be more interesting when people tell you about it because you are more inclined to listen if they are talking about a place they have been to, instead of from a text book or whatever.

The pupils all believed that it was important and relevant for them to learn about the global dimension in education. They said that learning about other cultures and traditions would help pupils become more accepting of and tolerant towards other peoples and prevent them making judgements based on ignorance. The pupils also felt that learning about the lives of people in some countries would make them appreciate the freedom they have, make them realise how fortunate they are and would give them a sense of the injustices that exist in some countries. The pupils said that this awareness would lead to them offering support and help to more unfortunate people who suffer on a daily basis.

It's important because some people just judge people straight away without knowing anything about them; if they knew something about them they might change their opinion or whatever. It's important to learn these things because people wouldn't be racist or against the people coming over to this country if they knew why they were coming over. It helps you to appreciate how well off you are and that you don't take things for granted so much, if you know how little other people have. It gives you an idea of a sense of injustice in the world, you see how much trampling there is on the Third World, and you see why people want to move over here.

## The Global Dimension in Schools in Northern Ireland

All the pupils stated that they would be interested in finding out more about issues focusing on the global dimension in education. They suggested ways in which this could be achieved, for example having speakers from NGOs visit the school to talk about global issues and recount their first-hand experience of developing countries to the pupils. The pupils acknowledged that the NGO representatives would have more expertise than their teachers in global issues and could incorporate relevant visual aids into their talks.

It would be interesting to find out why people want to come here, what is happening in their own country that's bringing them here.

It would be interesting to learn about these things from speakers who would make you more aware, and you would see pictures and find out what is going on in these countries.

Speakers would be interesting because that is their job, so they obviously know all about these type of things, whereas teachers have to teach their subject as well. For example, if somebody from Trócaire came into the school they are obviously going to know a lot about the work Trócaire do and they could answer any questions about it.

It would be a bit more interesting to have a speaker because it is a bit of a change from sitting in class listening to your teacher, because a lot of people are just going to switch off whenever the teacher starts talking, unless they are an interesting teacher.

We have done a wee bit on Africa and stuff, but it would be good to learn some more to understand fully, things like what could be done to help people in poor countries.

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### Telephone Interviews

The following section details telephone interviews carried out with representatives from the Northern Ireland Council for Integrated Education, the Council for Catholic Maintained Schools and the Governing Bodies Association. These interviews informed the organisations about the EES research project, outlining the different methods of collecting data and who was involved in the research. They were also used to collate any comments or suggestions from these organisations regarding the incorporation of the global dimension in education. Numerous attempts were also made to contact by telephone a relevant representative from the Ulster Teachers Union, however although a representative was informed of the research, the person was unable to respond to any of the questions.

#### *Northern Ireland Council for Integrated Education (NICIE)*

The first question explored the importance NICIE attached to the global dimension in education. NICIE felt strongly that every school should have a global view and that unless senior managers in schools drove this interest, it would not happen in the school. The representative felt that the global view is indispensable and NICIE encourages its schools to have trans-national school links as demonstrated by a recent visit to Boston College where a NICIE representative accompanied senior managers from integrated schools. NICIE also has links with the Duane Stewart School in Albany which is the only joint Christian School in North America, having recently added a Hindu Temple to their building. There is also much interest expressed in integrated schools in Northern Ireland from other countries. For example NICIE has strong links with countries such as Rwanda and the Netherlands and recently links have been made with Asia and Australasia.

The next question explored whether NICIE felt that teachers need training in the global dimension or not. Recently NICIE has been promoting the area of diversity in Religious Education and the Northern Ireland Curriculum and feels teachers need to be trained in diversity. This training is essential so that teachers and pupils are aware of the global dimension/diversity in order to situate the problems in Northern Ireland within an international context. As a result NICIE is trying to create a diversity unit within its council. However funding is necessary to achieve this.

NICIE was encouraged by the research being carried out on Enabling Effective Support for the Global Dimension in Education and would be interested in the Phase Two steering group. The representative interviewed also suggested seeking the opinions of two other organisations for Phase Two of the research. These were the Comhairle na Gaelscolaíochta (Council for Irish-Medium Education), and the Transferors Representatives Council.

#### *Council for Catholic Maintained Schools (CCMS)*

The telephone interview with the representative from CCMS was brief, as CCMS does not have a specific policy on the global dimension in education. It does have close links with Trocaire. CCMS actively encourages schools to support Trocaire, not just in terms of raising funding for the NGO, but also for schools to make use of Trocaire's educational resources. The representative was aware that teaching Citizenship could not be accomplished without incorporating an international/global aspect and was very interested in the research findings from schools on incorporating the global dimension in teaching.

## The Global Dimension in Schools in Northern Ireland

### *Governing Bodies Association (GBA)*

The next organisation to be interviewed by telephone was the Governing Bodies Association. This organisation comprises all the voluntary grammar schools in Northern Ireland. When asked if the association attaches importance to the global dimension in education, it was discovered that it is a support mechanism, not a governing body. It is not involved in what each school teaches as each school's Board of Governors is sovereign. However, there are two issues which arise that the GBA feels are matters of concern regarding the global dimension in education. The first issue is the disparity in access to resources between different ELBs and the second issue concerns the huge difficulties in trying to get NGOs to visit schools outside of the greater Belfast area.

The GBA is aware of a significant number of schools that have a policy of active involvement with other countries and cultures through various NGOs, such as Trócaire, Cafad, and Tear Fund. Some schools have been actively involved with Romanian pupils; other schools have links with Africa and pupils from schools here have visited schools in these countries. However, the GBA is not aware of any of the resources available from NGOs to help teachers incorporate the global dimension in education.

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### RECOMMENDATIONS

The following recommendations, based upon research findings are offered to the Coalition of Aid & Development Agencies in Northern Ireland to help form a strategy and action plans for Phase Two of EES in Northern Ireland.

Although the majority of respondents from primary schools shared their understanding of the global dimension in education, there were still 1 in 3 who could not. Therefore, it is recommended that an awareness-raising exercise be conducted for teachers and principals in primary schools in order for them to be provided with the necessary information, so that they are equipped with knowledge of what exactly the global dimension in education refers to.

Although most of the school respondents incorporate the global dimension through curriculum/subject areas and recognise there to be further potential for incorporating it even more through these areas, there seems to be a lack of balance regarding extra-curricular activities. It is recommended therefore that methods of incorporating the global dimension into extra-curricular activities are explored further to utilise opportunities for motivating teachers to facilitate learning outside of the taught curriculum.

Although a number of schools surveyed showed some awareness of the support on offer to help incorporate the global dimension into their teaching, used various methods of support and were aware of the role of NGOs, there was still a substantial number that did not make use of the support on offer from NGOs and other organisations and were unaware of their functions. Therefore, it is recommended that schools seriously consider utilising the support on a more regular basis and raise their awareness of the resources, skills and facilities on offer from NGOs. Part of the awareness raising exercise should also address the lack of knowledge about the wealth of support available relating to the global dimension in education.

Due to the fact that the majority of school respondents did not feel that the support offered in relation to incorporating the global dimension in their teaching was sufficient and effective in meeting their and their pupils' needs, it is recommended that the needs of teachers regarding the global dimension are investigated further. For the moment, the recommendation is based around addressing how it can be embedded into teachers' lesson plans and programmes of study, how it can be given a higher profile in education, how specific resources/teaching materials can relate to the Northern Ireland Curriculum requirements, and how contacts with NGOs can be established. It was suggested that contacts could be established through, for example, a central register providing details of organisations offering support, their specialist areas, and the resources, materials and teaching aids on offer.

Since nearly half of all school respondents felt that teaching and learning resources were not available to them, there is the recommendation that NGOs further raise awareness in school of the types of resources they offer for use by teachers and pupils.

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There is a real need for more courses to be offered or events to be held for schools with a focus on the global dimension in teaching. Alongside this, teachers need to demonstrate a willingness to avail of these opportunities to enable them to incorporate global dimension issues into their teaching.

It was evident from the research that many school respondents considered there was a lack of training, resources and support in incorporating the global dimension in education. Alternatively, some ELB respondents felt that schools could be over-loaded with requests from NGOs. Further research should be done in Phase Two to examine these apparently conflicting perceptions and suggest ways of resolving the issues that have contributed to them.

Further advice, input and partnership needs to be established with schools by NGOs when developing examples of good practice on the global dimension, as teachers have the expertise in relation to the curriculum and know how aspects of the global dimension could fit within their existing lesson plans.

Lack of time, knowledge, training, resources and up-to-date information were all cited by the majority of school respondents as issues when trying to incorporate a global dimension in teaching. It is recommended therefore that strategies should be introduced to help teachers embed the global dimension into existing lesson plans, rather than treating the global dimension as an additional area of study; and that training and knowledge need to be disseminated so teachers become informed of the global dimension in education.

Although NGOs offer support mainly through providing teaching materials, classroom resources and speakers to schools, further concentration of support via in-service training and seminars/conferences on the global dimension could help teachers obtain a more personal contact with the providers. In this way teachers could meet and converse with experts from the range of NGOs in Northern Ireland.

There were difficulties raised by the majority of NGO respondents regarding potential collaboration with the formal education sector. From this finding it is recommended that the importance of the global dimension should be increased within the Northern Ireland Curriculum; the Department of Education should devise a policy position on the global dimension in education and channel more funding towards supporting it; support officers with a specific responsibility for the global dimension should be provided for schools; and more sustained partnerships should be forged between NGOs and the formal education sector.

The needs that have been identified in this report by school respondents have highlighted some important issues that will help focus strategies in Phase Two of EES. It is recommended that further engagement with teachers and principals through interviews/focus groups in Phase Two is necessary to provide more in-depth feedback on needs identified.

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It is recommended that HEIs offering initial teacher education should actively make more use of the support from NGOs on how to incorporate the global dimension into the courses offered. This could manifest itself through HEIs establishing more regular communication with NGOs, and NGOs offering professional development for HEI staff on the global dimension.

The research findings show that the majority of pupils in primary and post primary schools who participated in the project thought that learning about the global dimension in education is important and relevant to their education. The majority of pupils who participated in the project enjoyed learning about the global dimension in education. However, enjoyment of the global dimension in education was particularly evident among the primary school participants (all participants). About half of the post-primary participants reported enjoying this aspect of their education. It is recommended that further research is done into the factors that contribute to developing pupils' perspectives on the global dimension.

## The Global Dimension in Schools in Northern Ireland

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## APPENDIX

### **Enabling Effective Support**

#### **Phase One Consultation and Research Reports from England, Scotland and Wales**

##### **Enabling Effective Support Phase One Consultation in England**

In March 2002 the final report on EES – Development Education and the Global Dimension in Schools and Colleges in South East England was published. The main findings from the research are presented below. The first section examines the formal sector: schools, Local Education Authorities (LEAs), Professional Development Centres (PDCs), Teacher Education Institutions. In the second, findings from the development education sector are presented: NGOs, DECs. Finally conclusions and recommendations stemming from the research findings are listed.

Incorporating the global dimension in education was deemed to be fairly important by the majority of schools and colleges in South East England. The main subject/ curriculum areas where the global dimension was incorporated included Geography, Citizenship, Personal Social and Health Education (PSHE), and Religious Education, and to a lesser degree in History, Humanity subjects and Science. It was found that the global dimension could be possibly further incorporated into the areas of Citizenship and PSHE, English/Literacy, ICT, Geography and History. Most schools/colleges did not have a particular teacher with responsibility for co-ordinating the global dimension in teaching. However, in cases where there was a designated teacher, that person was normally either a Humanities or Citizenship co-ordinator.

Rather than the global dimension being formally integrated into school development plans, it was integrated into particular schemes of work within the area of Humanities or through an international link with a foreign school. International links with Europe were apparent in most schools/colleges. However, few of these focused on areas of the curriculum, except in Geography and English/Literacy. Links were made most often around extra-curricular activities or the general life of the school. The links involved correspondence, IT, exchanges, visitors and joint projects. Fewer links were established with schools in Africa or Asia.

Most schools did not make use of outside support to incorporate the global dimension into teaching. Those that used outside support referred to NGOs, schools' TV and to a lesser extent other agencies such as Local Government Agencies and DECs. Schools employed support in the form of resources such as activity packs, audio-visual material and artefacts, and to a lesser degree information visits, conferences, libraries, textbooks, newspapers and the Internet. However, it was found that there was a general lack of awareness of available support, a lack of knowledge of points of contact, and a perception that support on offer was not relevant to the curriculum. A perceived lack of time on the part of teachers to seek support or prepare resources was also noted.

Lack of time, confidence and resources relevant to the curriculum in addition to lack of adequate training were cited as the main problems faced by teachers in incorporating a global dimension to their teaching. Schools felt that additional support was needed for

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them to be able to review practical examples of incorporating a global dimension into lessons, to co-ordinate learning in that area and to access the support that was available. Some called for co-ordinated websites, NGO visits and better resources, for example worksheets. Aspects of the global dimension that were deemed important to develop included: citizenship and democracy, sustainable development, interdependence, children's rights, diversity, social justice and global development. It was stressed that the Government needs to place emphasis on incorporating a global dimension into the curriculum. The research showed support for the development of a centralised website, well resourced centres offering support and direct contact between schools and NGOs.

LEAs and PDCs were surveyed and their responses reflected similar issues to those of schools and colleges. Most considered the global dimension in education as an important area and identified Geography as the curriculum subject where it was most evident. There was a consensus that the incorporation of a global dimension in education was not currently part of school development plans and it was felt that it should not be the responsibility of any one teacher. The LEAs and PDCs considered their organisations as the main source of support for teachers who were incorporating a global dimension in their teaching. They provided support mainly through materials and in-service training (INSET) and they felt that NGOs and DECs have less input in terms of support. Support in the form of resources such as schools TV, teaching packs and audio-visual materials was most common. Lack of time and insufficient training were considered the main barriers to delivering the global dimension, with many LEAs and PDCs suggesting that a register of INSET providers, quality trainers and funds to support projects should be established. LEA officers favoured the establishment of a national information source relating to the global dimension in education. They also stressed the need for well-resourced local services.

Lecturers in Teacher Education Institutions considered a global dimension in education to be important for the student teachers but it was not an area of priority in their institutions. They expected a high level of professionalism from NGOs and suggested that NGO staff should be trained appropriately in order to have an effective working relationship with initial teacher education providers. It was claimed that the Office for Standards in Education (OFSTED) did not have much interest in the global dimension in education and that lack of time on the part of the lecturers was a barrier to incorporating the global dimension in their teaching. Lecturers also felt that extra funding, high quality and practical INSET and more human resources were required of NGOs. They felt that consultation on support with initial teacher education providers was also required.

Three-quarters of NGOs in the survey had worked with schools on the global dimension in education. Support was mainly offered through visitors/speakers and teaching materials. Less than half of the NGOs offered INSET, events, classroom support for teachers or resource centres. Most NGOs promoted themselves via the Internet, while some also used flyers, circulation lists, LEA contacts, or catalogues. The majority of the NGOs produced in-house materials such as activity-based packs, information brochures, and audio-visual materials. These were mostly developed with input from teachers and other organisations. Almost two-thirds carried out evaluation of the support they offered to schools. Around half the NGOs questioned their capacity to meet the demands from schools, LEAs and

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Teacher Education Institutions. Approximately two-thirds of NGOs felt a need for better collaboration among providers of support for incorporating a global dimension in education, and for the global dimension to be incorporated more into initial teacher education. Around half of the NGOs felt a need for an analysis of training needs and well-resourced local centres across the regions. Interviews suggested that links between NGOs and schools needed strengthening and that further collaboration with other providers was necessary. Some NGOs also commented on a surplus of resources adding that providers need to listen to teachers' needs regarding incorporating a global dimension in education.

DECs provided support to schools through holding events, offering teaching materials and support to teachers, and delivering INSET. They also drew on advice from teachers when producing resources for the global dimension in education. They promoted their work through LEA contacts, a website and flyers. DECs attached importance to the establishment of local centres with relevant resources, to the global dimension becoming a statutory component of teacher education and to recognition by OFSTED that this is an important part of teacher education. DECs cited collaboration between development education providers as vital if the global dimension in education is to be promoted effectively. Lack of funding and of resources, limited capacity and lack of recognition of the importance of the global dimension in the curriculum were raised as problems.

The report concluded with the finding that there was clearly scope to improve the effectiveness of support for the global dimension in education within the formal education sector. It was also emphasised that support that is currently available is not being made use of by teachers. Reasons for teachers not using available support included: lack of awareness, confidence and knowledge to teach the global dimension; the global dimension being of low priority in the curriculum; difficulties in accessing support due to the wide range of organisations; and irrelevant curriculum resources.

Recommendations from the findings of the report included: a need for providers of support for the global dimension in education to have sufficient funding and staff to deliver effective support; a need for more involvement with principals, senior management, governors and parents to develop plans and strategies for the global dimension to be incorporated into school ethos; the desirability of integrating the INSET provisions for the global dimension into existing priority programmes for teachers, and providing more in-school support to raise awareness and improve the practice of uncommitted teachers; a need to ensure bad practice in incorporating the global dimension into teaching is eliminated from the classroom by developing a strategy to build capacity and increase involvement from providers of support, to encourage teachers to go beyond stereotypes and misconceptions; a need for a centralised source offering information on the global dimension with links to all support organisations that offer, for example, speakers, INSET, resources, curriculum links; and the desirability of exploring the suggestion that mobile units should be provided to visit local schools to offer resources, educational visits, and consultants to attend staff meetings and provide training. It was also recommended that: INSET for including the global dimension in curriculum subject areas should be given a higher profile, including better funding and that NGOs, for example, should have a role in this; the Department for Education and Skills should be lobbied to place the global

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dimension higher on the national curriculum; the Department for Education and Skills should work with the Qualifications and Curriculum Authority to ensure the global dimension is incorporated and continuously reviewed in schemes of work across the curriculum; OFSTED should identify good practice in relation to incorporating a global dimension in teaching; LEA advisors should be available to help teachers incorporate a global dimension into their teaching; and resources should be related to curriculum requirements and produced in consultation with teachers.

### **Enabling Effective Support Phase One Consultation in Scotland**

Consultations were held with a HEI, the Local Authority, the Scottish Qualifications Authority, the City Council, the Scottish Executive, a Curriculum Officer, Her Majesty's Inspectorate, and the Highland Council. In the resultant report for the International Development Education Association in Scotland – *National and Local Critical Audit Findings and Analyses* (McKenzie, 2003) – representatives of these organisations expressed the importance of young people being global citizens and they looked upon Education for Citizenship as contributing towards the development of informed, active and ethical global citizens.

Lack of time, expertise, training and an overburdened curriculum were the main factors cited as inhibiting the effective delivery of Education for Citizenship by teachers. Lack of funds, materials and Education for Citizenship not being statutory parts of the curriculum were also cited but to a lesser extent. Continuing professional development was said by the majority of officials to be a main factor in delivering Education for Citizenship appropriately.

Consultations were held with local authority advisors, advisory teachers, school-based staff and teacher trainers. Representatives felt that the key elements of Global Citizenship were: local-global relationships, understanding interdependence, and cross-curricular plus subject specific studies.

They felt that Global Citizenship should be provided in schools because it would enable pupils to explore attitudes, values and ethics and would instil in pupils knowledge and understanding of global issues. Local authority advisors, principals, and teachers said that lack of training, support, expertise and commitment and an overcrowded curriculum challenged effective delivery of Education for Citizenship.

Representatives of the primary and secondary sector regarded support for innovation, materials, time and training as key features in securing the future of Education for Citizenship. Environmental Studies was cited as offering an opportunity to incorporate Global Citizenship. Generally, respondents regarded opportunities for Global Citizenship to exist in specific subjects/curriculum areas, cross-curricular themes and continuing professional development. It was suggested that school-based Global Citizenship projects should involve local authority advisors, young people, their parents, DECs, the Scottish Executive Education Department and Learning and Teaching Scotland.

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Regarding global issues, pupils reported learning about environmental issues, war and conflict, poverty, and links between Scotland and other parts of the world. The pupils felt they would like the opportunity to learn more about war and conflict, prejudice and discrimination and human rights. The majority of pupils felt that it was important for them to understand global issues and they felt that they should learn about these issues at school. Less than half reported that Education for Citizenship was part of subject study in the curriculum. This proportion also felt that school assembly gave rise to finding out about global issues. Again less than half the pupils felt that the context of Education for Citizenship was about learning how local organisations operate, learning how to listen to other viewpoints, and learning how to give personal viewpoints.

Students on Bachelor of Education courses reported learning about environmental and other global issues. However many considered themselves incompetent in teaching pupils about global education topics. Around half felt the need to learn more about global issues in education.

### Enabling Effective Support Phase One Consultation in Wales

The current situation had a number of strengths and weaknesses according to the stakeholders in Wales as outlined in the report *Enabling Effective Support for Development Education in Schools in Wales: Phase 1 Report* (Cyfanfyd, 2002). It was recognised that there were people committed and enthusiastic about development education and these individuals were involved in effective local action and partnerships. Some schools had established international links and had young people actively participating in development education issues. Work needed to be done on clarifying the concept and on specifying content of development education to ensure consistency. There was a lack of recognition regarding commonality between education for sustainable development and education for Global Citizenship. The demands of enabling effective support outweighed capacity because of, for example, lack of resources and personnel. Some stakeholders also referred to the current curriculum being overburdened with new initiatives.

Some possible opportunities to increase further recognition of development education in the formal education sector were cited by stakeholders. These included the EES initiative from DFID; the formation of a Global Citizenship Working Group and joint support for education for Global Citizenship by the National Assembly for Wales and DFID; the provision of professional development in development education by the General Teaching Council Wales; and Curriculum Revision 2005.

The main barriers to the EES initiative becoming a success were cited as resulting from the low priority being attached to the area of Global Citizenship and the fact that development education is not a recognised specialism in the curriculum. Lack of time for teachers to access support and information and an already overburdened curriculum were also raised as barriers to the success of the EES initiative. Other issues included a lack of collaboration within the National Assembly in developing strategies for both education for sustainable development and Global Citizenship, as well as insufficient funding for supporting development education.

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There was a call for development education resources to be made more accessible to teachers and for professional training of student teachers to instil in them the skills to incorporate development education into their teaching. It was also deemed vital that development education should become a coherent part of the curriculum, and that schools should develop comprehensive policies for Global Citizenship and education for sustainable development. Linked to these needs was a call for bilingual materials and resources on development education to be available for the Welsh-medium education sector.

Responses from questionnaires highlighted priority needs for development education. These included: involving teachers in devising good practice guidelines for teaching Global Citizenship which could be disseminated nationally; providing materials which help to elucidate the links between Wales and other countries; incorporating education for the global dimension into initial teacher education; producing guidance documentation for incorporating education for Global Citizenship in the curriculum; and ensuring that resources and material were bilingual.

Stemming from the Phase One consultation with relevant stakeholders, it was concluded that three main issues arise regarding the EES initiative in the formal education sector. These are: firstly, the development of policy to ensure that Global Citizenship education (i.e. a global dimension in education) is recognised as an integral part of educational policies in Wales. This might have ramifications for, for example, the inspection framework, Grants for Education, Support and Training guidelines, initial teacher education, and LEA development plans. Secondly, the provision of support for schools via training and resources was a significant issue. And the third issue was ensuring the support, monitoring and dissemination of good practice models devised by teachers.

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## GLOSSARY OF TERMS

CADA	<i><u>Coalition of Aid &amp; Development Agencies</u></i>
CASS	<i>Curriculum Advisory Support Services</i>
CCEA	<i>Council for the Curriculum Examinations &amp; Assessment</i>
CCMS	<i>Council for Catholic Maintained Schools</i>
DE	<i>Department of Education</i>
DECs	<i>Development Education Centres</i>
DFID	<i>Department for International Development</i>
EES	<i>Enabling Effective Support</i>
ELBs	<i>Education &amp; Library Boards</i>
EMU	<i>Education for Mutual Understanding</i>
ETI	<i>Education &amp; Training Inspectorate</i>
GBA	<i>Governing Bodies Association</i>
HEIs	<i>Higher Education Institutions</i>
ICTU	<i>Irish Congress of Trade Unions</i>
INSET	<i>In-Service Education for Teachers</i>
ITE	<i>Initial Teacher Education</i>
LEAs	<i>Local Education Authorities</i>
LEDC	<i>Less Economically Developed Countries</i>
MDG	<i>Millennium Development Goals</i>
MEDC	<i>More Economically Developed Countries</i>
NGOs	<i>Non-Government Organisations</i>
NICIE	<i>Northern Ireland Council for Integrated Education</i>
ODA	<i>Overseas Development Administration</i>
OFSTED	<i>Office for Standards in Education</i>
PDCs	<i>Professional Development Centres</i>
PSHE	<i>Personal, Social &amp; Health Education</i>