The Cambridge Global Collective set up a project to explore how their wartime heritage relates to current concerns about sustainability and climate change. The project, based at the Harambee Centre, worked with a core group of 30 young people to discover how the World War II 'Dig for Victory' campaign could influence current-day practice.

What did they want to achieve?

The focus of the project was on what young people could learn from the sustainable living habits adopted during the Second World War that they could apply to their lives today. It was intended to raise awareness of issues around food production and its relationship with health, recycling, water and climate change and to encourage young people to make small changes towards sustainability in their own lives.

How did they set about doing this?

The project was inspired by the Royal Parks 'Dig for Victory: War on Waste' initiative, in which a World War II allotment was recreated in St James's Park. Funding was obtained from the Heritage Lottery Fund and project leaders gave presentations about the initiative in local schools. From this, a group of young people from Years 7, 8 and 9 (ages 11-14) at Chesterton Community College were recruited to participate in the project. The project managers from Harambee ran lunchtime sessions at the school once a week to explore issues relating to food, including where ingredients come from, food miles, cash crops, food waste, water use and climate change. After school, the group worked on a local allotment growing their own food, supported by members of the established Global Collective and other young people recruited through a local volunteer website.

A visit by the whole group to the World War II allotment reconstruction in London provided inspiration and information about the 'Dig for Victory' campaign to combat wartime food shortages by using parks and gardens for food production. The group also learnt about the wartime need to recycle and re-use everything, from composting to mending clothes. This led to a visit to a local waste and recycling plant to find out how household waste is dealt with now. Links were made with local elders who had lived through the war and who were filmed by members of the Global Collective talking about their family's efforts at food production and re-use, from vegetable growing to saving food scraps to feed pigs and chickens kept at the end of the garden.

"Making a documentary seemed like the perfect way to explore how to live efficiently and with consideration for the planet."
The Global Collective worked with a film-maker to document the whole project which has been edited into a 15-minute DVD, enabling them to share their own learning with others. "The Global Collective are passionate about global issues and climate change. Making a documentary seemed like the perfect way to explore how to live efficiently and with consideration for the planet" (Global Collective member). Copies of the DVD have been sent to local schools and workshops were run in primary schools around the themes of the project.

**How well did they achieve their aims?**

Understanding of the processes and issues involved in food growing and waste management and awareness of the need to waste less were certainly raised among those participating in the project. One participant commented that when you've grown something yourself, you appreciate the work that goes into producing the things you buy in the supermarket. The production of the DVD has meant that a much wider group of children and young people have also learnt from the project. The collaboration between the school students, young people in the Global Collective and volunteer group, older people from the community and primary schools has created inter-generational connections and promoted social cohesion.

**More information**

You can view the film they made at: [www.harambeecentre.org.uk](http://www.harambeecentre.org.uk).
GLADE (The Centre for Global Learning and Development Education) in Ilminster, Somerset, teamed up with a local youth centre to show issue-based films as a way to reach out to new young people and explore global issues.

What did GLADE want to achieve?

As well as providing fun, informal sessions, the aim was to develop young people's skills to critically review global issues and to provide an opportunity for accreditation. Film was seen as a good starting point for young people who may not otherwise be involved with global issues, who may then progress to participating in other global learning opportunities.

How did they set about doing this?

To make the monthly film club inclusive and easily accessible, GLADE worked in partnership with Street Young People’s Centre, whose premises are near several secondary schools. The club was promoted through local youth workers and posters. A range of films were shown, addressing topics ranging from Maori culture and gender issues in New Zealand, to gangs and drugs trade in Brazil, to refugee issues in England.

GLADE developed workshop activities to explore issues raised in each film and to encourage participants to find local/global connections. For example, learning about Maori culture through the film *Whale Rider* was a new experience for the group but the inter-generational relationships shown were seen as similar to those in UK. This film also generated discussion about gender and equal rights in relation to traditional culture.

Everyone attending the film club took on an accredited *Youth Achievement Award*. Completing a ‘Take up the Challenge’ booklet each week helped them to identify skills and responsibilities they would like to take on and to reflect on their progress.

The group evolved during the project and began to take leadership over which issues they wanted to explore, with some members assisting with preparing workshop activities. Other club members took on responsibilities such as promoting the group, preparing refreshments, handing out paperwork and helping set up IT equipment.

How well did they achieve their aims?

“I think that this project has demonstrated that film can be a good medium for youth workers to engage young people with global issues” says Jessica Witchell, Global Youth Work Coordinator. “We tried various formats but found that it works really well if there is a starter activity, followed by a film, followed by discussion and review to encourage critical thinking.”
Have you learnt something new? (From the young people’s film review sheets after watching *Freedom Writers)*:

“I have learned about the violence children endure... it deals with real issues within communities and the differences people can make.” Alice

“Gang culture is a lot deeper than just two groups hating each other.” Nancy

After watching *China Blue*:

“The working rights of young people who make the clothes I wear and what their lives are like because of it...that workers are taught to lie about their working conditions and lack the freedom of speech.” Lissie

The partnership with Street Young People’s Centre was successful in opening the opportunity to young people from different backgrounds and interests, contributing to community cohesion. The Film Club recruited six new people as well as existing Global Collective members. All the new members have expressed interest in attending other events at GLADE and some attend Global Collective sessions.

Nancy Jessiman, participant, says: “The community that I live in Somerset tends to be quite closed, with not much input from other cultures, so being a member of the Film Club and Global Collective has allowed me to expand my knowledge and improved my overall global citizenship. Running the Zambia workshop helped to develop my leadership and planning skills. The project looks good on my CV as it shows volunteering, working with others, and global citizenship. I will gain a qualification from the project which will improve my prospects too.”

What do they plan to do next?

The film club was originally funded for three months but proved so popular that GLADE has continued to run it and is looking for additional funding.

A Youth Opportunities Grant enabled the group to buy film equipment which is now available on loan to other youth groups in Somerset along with the DVDs which the club purchased and accompanying session plans.

Having recognised the value of film in communicating messages, film club members have successfully applied for [Heritage Lottery Funding](http://www.globaldimension.org.uk) for a new project in which they will use film to document the lives of people who have moved to Somerset from another country and their contribution to Somerset’s cultural heritage.

Additional information

A list of the films viewed, plus young people’s reviews and suggestions for further films, are available on the Global Dimension Website.

With thanks to Jessica Witchell. Case study © DEA. Pictures © GLADE. Researcher: Gillian Symons.
Whitefriars First and Middle School serves a very diverse community in Harrow, north-west London, and over two thirds of pupils have a home language other than English. The school is part of a learning network which links schools in Masindi, Uganda, and Harrow, England. As well as working on joint curriculum projects, the school has integrated global learning across the curriculum.

What did the school want to achieve?

The purpose of Whitefriars’ global dimension work is to develop staff and pupil awareness of issues relating to citizenship, interdependence, human rights, sustainability and justice and of their roles within them, as well as understanding of life in different parts of the world. Headteacher Lynne Pritchard says the programme is encapsulated by the idea that 'Education is about their future, not our past' and a belief that in an interdependent global society, pupils will need different skills from those needed in the past.

How did they set about doing this?

At a 2002 curriculum review, staff considered what they wanted the children to be able to do when they left school. “We realised a lot of the things we were doing weren't working towards these goals,” says Lynne, “so we tried to think of ways of delivering the curriculum that would”. In 2003, Lynne applied to Link Community Development’s global teacher programme, visiting Masindi in Uganda to share skills with local teachers and setting up a school link in the process. In 2005 Lynne used government funding for Primary Strategy Learning Networks to set up a network of six schools to develop the global dimension. The headteachers visited Masindi, links were set up and British Council funding secured for reciprocal visits. The schools work on joint projects, exchanging information and curriculum ideas. Exhibitions of the work from both countries have been displayed in Harrow libraries and in Masindi.

Around 25 teachers from Masindi have visited Harrow and 50 Harrow teachers (some self-funding) have visited Masindi. Lynne stresses the importance of face-to-face contact which can be difficult to maintain when external funding comes to an end. Pupils gain greatly from interacting with teachers from the link school and staff can more easily develop joint curriculum work, discuss problems and share teaching methodologies. Lynne has set up a small charity, Redearth Education, and visits Masindi to work with teachers three times a year which will ensure some contact continues.

In addition to joint projects, a unit of work about Uganda has been developed for each year group at Whitefriars on topics ranging from newspapers to plants. The school has 'global focus weeks' when issue such as fair trade or rights and responsibilities are explored in relation to different countries; and participates in events such as Make Poverty History and World Water Day. Classes also work on ‘real projects’, such as providing a party in an old people’s home and visiting local schools, learning about
similarities and differences. Lynne asserts that these activities enable skills and concepts relevant to the global dimension, such as citizenship, interdependence, and community, to be learnt and practised. Oxfam’s Global Citizenship framework is used in curriculum planning to ensure that global skills and concepts are integrated throughout.

How well did they achieve their aims?

Visitors comment on the positive ethos and mutual respect at Whitefriars. A pupil told a visitor that everyone accepts each other's differences, and religion and colour are not an issue. The global focus attracts staff who are enthusiastic about global learning. However, a transient population, many of whom are refugees, makes development of global learning difficult to measure. The high number of pupils who arrive speaking no English makes standard literacy and numeracy targets hard to attain, and although Ofsted recognises the school as 'very good' in terms of the global dimension, their monitoring regime at Whitefriars focuses on literacy and numeracy and Lynne says that staff feel under pressure to 'teach to the test' in order to meet the targets. Responses from parents to events such global citizenship weeks are positive, but language barriers and transience limit direct involvement.

The Learning Network has been successful, with an additional four Harrow schools joining. Due to the exchanges, real friendships have been built between teachers in the two countries which enable a relationship of trust, equality and mutual learning. Lynne notes that Whitefriars’ link school is building a library and children from both schools are organising fundraising activities for it.

“The Ugandans are more clever than us because they recycle everything.” UK pupil

“Harrow schools often have refugees, asylum seekers or immigrants ... I feel I am more able to empathise with them than I did before the study visit.” UK teacher

“I am eager to share with teachers about child-centred learning and continuous assessment and feedback.” Ugandan teacher

“This is one of the finest exhibitions I have seen. It shows that with some effort, different peoples can meet and share and learn to understand each other and be friends.” Comment in exhibition visitors’ book

What do they plan to do next?

The school has recently bought into the International Primary Curriculum which contains planned, cross-curricular units of work with global threads running throughout. Integrating this with existing work will be the next focus. Lynne also wants to further strengthen 'pupil voice', developing greater understanding among pupils of the part they can play in making a difference to their own lives and those of others.

With thanks to Lynne Pritchard. Case study © DEA. Pictures © Whitefriars First and Middle School. Researcher: Gillian Symons
Haringey demonstrates how a whole authority approach, built into the children's plan and supported by an international schools officer, can advance global learning and raise aspirations across a whole borough.

What did Haringey want to achieve?

The goal of Haringey programmes relating to global linking is to raise aspirations and attainment for young people and to develop global citizenship.

How did they set about doing this?

Global links have a long history in Haringey, a North London borough which reflects a rich cultural diversity with varying degrees of socio economic disadvantage. A science-focused link between Alexandra Park School and a school in South Africa began because of the ANC President Oliver Tambo’s links with Haringey and with the anti-apartheid activist Mike Terry, later a science teacher at Alexandra Park.

Terry worked with Haringey Children and Young People's Service to set up 'Making a difference through science', launched in 2006, which increases motivation by linking pupils’ aspirations for a fairer and more equitable world with their own educational achievements. Private sponsorship enables the council to donate funds for education in developing countries for every Haringey student who reaches their progress target in Key Stage 3 Science (ages 11-14), while the Oliver Tambo Award for science achievement is presented to the two Haringey students making the biggest improvement. This project has caught the imagination of Haringey students, with science results improving by 5% in the first year and in one school by 15%.

Inspired by the success of this programme, the Director of Children’s Services decided that every school in Haringey should have an international link and Bhavani Sharma took up the new post of International Links Officer in 2007. Since then, Haringey schools have participated in many global learning programmes, including the British Council’s 'Connecting classrooms' through which links have been made with schools in India, China, Uganda, Senegal, South Africa and Tobago, and four Comenius Regio partnerships, including Model United Nations with Poland.

Country partnerships have been embedded in the curriculum, for example: links with China in Tudor times are explored in History, two schools teach Mandarin at Key Stage 3 and joint Design and Technology projects take place between schools in China and Haringey; partnerships with schools in France and Spain support Modern Foreign Languages. This approach has been supported by revised national primary and secondary strategies which have increased the emphasis on creativity and relevance. All the secondary schools in the borough and 33 primary schools will have completed the International School Award by September 2010.

...last year our Y6 Black Caribbean children seem to have done better than in previous years.
Raising aspirations through global learning

Bhavani emphasises that although she is the lead officer for International Links, the authority takes an integrated approach to embedding the global dimension. This has enabled them to organise conferences and celebrations which disseminate good practice and help maintain momentum. Staff training has been important, with CPD provided through DFID’s ‘Global curriculum’ project, the British Council’s e twinning team and the Humanities Education Centre in Tower Hamlets. Partner countries have shared good practice, for example: special schools in Beijing, Ghana and Haringey are learning from each other to embed an integrated and inclusive approach, while Haringey’s Early Years Children’s Centres have gained from New Zealand’s early years experience of using ICT for assessment and ‘best practice’ in supporting children to be independent and take risks in a safe outdoor environment.

How well have they achieved their aims?

The range and quality of international links, programmes and networks and the number of young people engaged with global learning across the borough is evidence of success. Bhavani highlights the impact a dedicated officer can have, attracting funding, supporting schools and building networks. Haringey students participate in numerous international events because the schools are kept informed of opportunities and supported to take them up.

The impact of international CPD opportunities can be seen from the teachers’ feedback:

“We have changed our curriculum and one of the topics is now the Caribbean. …many of our children are from the Caribbean and they like finding out about their home and talking to family members about it all...I have a better understanding of some of the history and attitudes and expectations of our Caribbean families … I am not sure if it's in any way linked but last year our Y6 Black Caribbean children seem to have done better than in previous years.” (after Area Link with Tobago)

“Yesterday we had a transition meeting with our feeder schools and put forward the idea that we need to develop a common language for learning, which we are going to do through … integrating the personal, social and thinking skills ideas, which came about as a direct result of my trip findings where students are explicitly taught to be critical thinkers and independent learners.” (after DCSF Teachers International Professional Development in Canada)

What do they plan to do next?

Haringey’s Children and Young People’s strategic plan for 2009-2020 features ‘developing global citizens’ as a priority under the Every Child Matters outcome ‘Make a positive contribution’, ensuring the future of global learning in the borough. With changing government funding priorities, Bhavani is looking for other programmes and funding sources. She is working with colleagues to use ICT as a tool to connect classrooms and is looking at opportunities to progress CPD further in partnership with Education Ministries in link countries.

With thanks to Bhavani Sharma. Case study © DEA. Pictures © Haringey (page 1); © Alexandra Park School (page 2). Researcher: Gillian Symons.
A group of Pupil Referral Units (PRUs) within Birmingham’s Behaviour Support Service held an issue-based, cross-curricular theme week with a global focus.

What did they want to achieve?

Caroline Scotcher (coordinator of the theme week) is an Advanced Skills Teacher (AST) with the Behaviour Support Service, and the main objective of all her work is to engage challenging pupils back into learning using the arts and social and emotional aspects of learning. With this project, she wanted additionally to highlight global issues to raise awareness and to encourage compassion and empathy, which challenging young people can often lack. A secondary aim was to encourage her colleagues to use the arts to explore issues and emotions.

How did they set about doing this?

Caroline provided the Birmingham secondary PRUs with a set of global dimension resources and invited them to choose a topic for a theme week. Every subject teacher planned one or two lessons around the topic and each centre put together a themed set of lesson plans and resource sheets that could be shared between the PRUs for future use.

One PRU chose the topic of anti-violence, in which poems written by child soldiers were compared in English lessons to hip hop lyrics which glamorised violence, and Banksy’s work on the West Bank barrier between Palestine and Israel was the focus in Art. Exploring relevant issues in different contexts creates a necessary distance for the students who would tend to be less involved if issues in their own lives are addressed directly.

At another centre, which chose the topic of human rights, the UN Declaration was studied in PSHE; the Holocaust in English; relevant song lyrics in Music; in Life Skills, the role of charities supporting children's rights; and in PE, discrimination was experienced and explored through picking teams and relating that to real life situations. In Art, the students made a large mural, stencilling symbols and images relating to rights, peace and freedom onto a large silhouette of the Birmingham skyline (see photos). Lines of the poetry they had developed in English were superimposed along with rights from the UN Declaration. At the end of the theme week, each student had a ring binder containing work from all the curriculum subjects.

“People should know what is fair and right.”
Using the arts and global issues

How well did they achieve their aims?

Hard-hitting, true life images and stories had most impact on the young people, engaging their imaginations, giving them an understanding of the lives of others and making them realise that in comparison, they do have choices. The pupils enjoyed the week, saying it was ‘interesting’ and ‘different’. Other statements on a comments wall at the end of the week included “We should be aware of what others are going through so we can understand and know how to help”; “We need to be aware, most people don’t know” and “People should know what is fair and right”.

As an AST, Caroline has one day a week for outreach work which she used to support and coordinate the theme week planning. She felt this helped make the theme week more collaborative and integrated, with a tight focus. She hopes that staff will have been inspired by the experience and consider a similar approach and to use some of the resources next time.

What do they plan to do next?

The Behaviour Support Service have applied for the International School Award. Evidence from the global topic week will be used to support their applications and their next theme week will be planned around this.

The human rights mural has been entered for the Equality and Human Rights Commission’s ‘Young Brits at Art’ competition in which young people demonstrate their vision of a world free from prejudice.

The Behaviour Support Service is now planning to encourage the issue-based theme week approach in the primary PRUs.

More information

Caroline Scotcher’s website: www.creative-interventions.net

With thanks to Caroline Scotcher. Case study © DEA. Pictures © Caroline Scotcher. Researcher: Gillian Symons
Sixteen year old Paul Lichtenstern from North London International School explains what has helped him to develop an understanding of global issues, and what impact he feels it has had.

What aspects of the school curriculum and ethos have helped Paul to understand global issues?

The school has a strong ethos in which everyone is accepted for who they are. With fewer than 400 pupils, the young people mix across year groups, contributing to a family atmosphere. Its website states: “We aim to make students more responsible for their own learning, to develop responsible attitudes to their environment and to have respect for other people and other cultures. Learning therefore takes on a global dimension.”

All students take part in a weekly Global Studies lesson in which they learn about different cultures and beliefs, exploring similarities and differences. Global studies is taught in a variety of ways: sometimes there are outside speakers; sometimes the students work in groups to research a religion or culture and present it to the rest of the class; and sometimes students give a presentation about an aspect of their own culture, so the class are learning about their peers as well as a range of cultures and beliefs. Paul says it is a really fascinating subject.

In the Middle Years Programme (MYP) of the International Baccalaureate (IB), which Paul is studying, subjects are taught as separate disciplines but the programme of work stresses the interrelatedness of the various subjects, facilitated through interdisciplinary days and the use of linking concepts called Areas of Interaction. These are: Environments; Health and social education; Human ingenuity; Community and service; and Approaches to learning. In every task and assignment in every subject, students have to consider one of these areas in detail, which Paul feels supports a global learning approach.

Global issues may be explored in any subject, for example, Paul’s last Maths assessment involved analysing data about global poverty. A global perspective is a strong part of the Science curriculum in which students are required to consider the impact of science topics they are studying on different countries, cultures and contexts. One-sixth of their Science grade is gained from how they relate their scientific learning to the wider world. In Drama, Paul’s class is currently exploring Japanese kabuki theatre and last term they studied kathakali dance from India. These are not studied simply as art forms. “We always look at the history, why this happened, why it is important in the particular culture and why it might be important to us as well. It’s much more than just ‘this is what other people do’”, Paul explains “it tries to show that we’re one community in the world and the different ways we approach the same things”.

...looking at the world from a wider perspective, not just what it can do for you, is one of the most vital things.”
Which school experience has had the most impact?

Twelve students from the school travelled to The Hague to join 3,200 other young people from over 100 countries at a model United Nations conference. Paul was part of the Environmental Commission and he and the other North London International School students were asked to represent Mali, researching the politics and history of Mali and debating the issues from the point of view of a Mali delegate. Spending a week with others of the same age from all over the world had a great impact, as did the debates, which provided an opportunity to hear opinions on global issues from people from different countries and cultures.

Why does he think understanding global issues is important?

“It may sound clichéd”, says Paul, “but we are the next generation and if the world is to be successful and we are to reduce poverty and injustice and deal with all the other issues around the world today, looking at the world from a wider perspective, not just what it can do for you, is one of the most vital things”. Paul asserts that much of what he is today, the fact that he tries to be as balanced and fair as possible and not discriminatory in any way, is very strongly to do with what he has learnt at school.

Have experiences outside school contributed to his understanding of global issues?

Paul cites his culturally diverse cricket club, his membership of a world cinema club, family influences and growing up in London, a multi-cultural city where, in his experience, learning about different cultures is not an issue and difference is accepted, as also significant.

How will his global learning play a part in his decisions, thinking and work in the future?

Paul says: “I think that any child’s years of education will have an immeasurable effect on how they live their life. My international, diverse education will therefore obviously help me to be more accepting and internationally minded as I grow up, shaping many of my decisions and actions. Attitudes such as tolerance, understanding and acceptance are all traits that I and many others have learnt by growing up in a culturally diverse classroom.”
Manchester Development Education Project (DEP) used peer education methodology and the global dimension to address issues of transition from primary to secondary school.

What did DEP want to achieve?
Extensive research has identified social and academic problems for many pupils at the stage of transition from primary to secondary school. Research into peer education, a global teaching approach used particularly in health education, has demonstrated that young people more easily accept advice and information from their peers. DEP decided to run a pilot to see if peer education combined with global learning could ease primary-secondary school transition. They hoped to develop a replicable, sustainable model.

How did they set about doing this?
Two school clusters in different settings in Manchester were recruited through the DEP schools network, extending to four clusters when funding permitted. The project coordinator, Shadi Osanloo, met with the schools to discuss how the programme could best fit within their existing transition work, and as a result different models were developed with each school. Flexibility was key to success. At one school, Year 8 volunteer peer educators (ages 12-13) were recruited through posters and an assembly announcement; at another, tutors nominated pupils they thought would benefit; and a third school held interviews for gifted and talented pupils. Although recruitment procedures were different, presenting different training needs, the outcomes were similar as each group rose to the challenge.

Training for the peer educators ranged from half a day once a month to two days full time, with some students putting in extra homework time to balance their commitment. Training in peer education skills was essential but additional training on global issues depended on the number and focus of planned sessions with Year 6 pupils (ages 10-11) at feeder primary schools. Some of the peer educators had only one session with each feeder school, while others had two or three. Some visited the primary schools, others hosted visits in their own schools and some did both.

One cluster chose Rights Respecting Schools as their topic and another addressed the eight global dimension concepts. Two science specialist schools focused on malaria, looking at the science and the human implications. The peer educators were supplied with information around their topic and designed activities and practised running them before working with the primary schools. The primary school sessions worked on a carousel model, with three or four short activities on the global topic, each run by two or three peer educators with groups of between 10 and 20 primary pupils. The focus then moved to school transition. The groups talked informally with the peer educators about their hopes and fears, had a question and answer session, or participated in quizzes or role plays.

“I have learnt more about being a global citizen and how I can encourage my family and friends to care more about the planet.”
How well did they achieve their aims?

All the project aims were achieved, with feedback from the schools allowing adjustments to the programme in the second year. At focus groups run by the external evaluator immediately after the project, peer educators said their confidence had increased, they were able to put their own opinions across better and understand different viewpoints, and they were thinking more about global issues and how these link to their own lives, with some reporting changes in family behaviour.

Quotes from Year 8 peer educators:

“Going to Primary Schools really helped me in lots of ways. It gave me confidence to speak in front of people and improved my organization skills.”

“I really liked the debating activity because everyone has different viewpoints and we could all share them with each other. I have learned to listen more.”

Questionnaires from the primary schools revealed that pupils found the secondary pupils friendly and helpful and they felt more confident about moving to secondary school. Sixty percent said they had learnt something about the global dimension. Year 6 pupils spoken to informally said they felt comfortable asking questions of slightly older pupils and trusted them to answer truthfully. One secondary school was so pleased with the programme that they extended it from two feeder primary schools in the first year to eight in the second. Another used it as part of their marketing strategy as well as their transition strategy.

Quotes from Year 6 pupils:

“I have learnt more about being a global citizen and how I can encourage my family and friends to care more about the planet.”

“You are individuals and you might know something that someone else didn’t know and you can teach anyone at different levels.”

“I learnt that water is very precious.”

What do they plan to do next?

Three of the four pilot schools have planned the work into their transition strategy and will run it themselves in future years. A practical teaching resource ‘Going up, growing up’ has been produced to enable other schools to use the methodologies and activities developed through the project. A conference to launch the book and disseminate learning from the project was received with enthusiasm and other schools have since adopted the programme. DEP is further promoting the work by making presentations at other conferences.
Have you heard us? Driving up attendance and achievement

Liverpool World Centre used various global learning approaches including ‘forum theatre’ – participatory drama exploring concepts of ‘power’ and ‘oppression’ – to re-engage young people at risk of exclusion with learning and with school.

What did Liverpool World Centre want to achieve?

The project had several interlinked aims: to use global learning approaches to re-engage students at risk of exclusion; to develop their confidence, communication, critical thinking and teamwork skills; to explore their experiences of their own identity, school and community; to encourage them to make connections between their own experiences and those of others in the wider world; and to take positive action in their local community.

How did they set about doing this?

This pilot project linking Notre Dame College, a girls’ school specialising in the Performing Arts, with Liverpool World Centre (LWC), was supported by the local authority Inclusion Services with ‘Back on Track’ funding. The deputy head responsible for pastoral care recruited 15 Year 9 girls (ages 13-14) to the project, girls who had either been suspended or were at risk of permanent exclusion.

Two workers from LWC, a drama specialist and another with curricular expertise, used a mix of methods to get the group working together and to develop trust. This included fun drama activities, role play, Philosophy for Children discussion approaches and a mapping exercise which helped them to explore their sense of community.

The group then worked on a piece of forum theatre, planning scenarios (such as: a student being told her career choice would be impossible because of her behaviour; making choices between studying and social life) and working on staging and lighting. At a performance to parents and friends, the audience was invited by ‘The Joker’ (an intermediary between actors and audience) to suggest what the characters in the scenario could have done differently and to play out the scene showing how a different response can change the outcome.

How well did they achieve their aims?

The project was successful in terms of increasing participants' confidence and re-engaging them with school. Preparing and presenting the performance required commitment and discipline, demonstrating that the girls valued the space and tools it provided them to express their concerns and feel heard. Attendance and achievement in other subjects increased, notably in Maths, which was timetabled before the drama sessions. The facilitators attribute this to negotiations with participants preceding the project, which was offered in the context of rights and responsibilities.
“I gained confidence, fun, better attitude to life, creative skills, communication skills... It taught me you can be anything you want and don’t let anyone put you down.” (Participant)

Before the project started, others advised that exploring relevant issues indirectly through a global context takes the pressure off disengaged young people and is more effective than looking at their problems directly. However, for this group, personal issues regarding home, school and local community were more pressing and needed to be worked through first, demonstrating the need to be flexible in response to participants’ needs. This meant that, although issues of fairness, the rights of women globally and the proportion of development aid they receive were introduced, there was less focus on global content than anticipated.

“The girls said they wished they could learn a lot more about the world and the issues others faced – they were really upset at the conditions they had seen and there was considerable discussion about issues of employment and poverty and a real desire to do something to make a difference - but they also wanted to explore more issues they faced in their local communities.” (External evaluation report)

However Jason Ward, facilitator, says that global learning processes were central. Traditional Western education approaches which Jason describes as ‘this is how the world is, understand it’ had not worked with these girls. In forum theatre, which has emerged from Brazil’s ‘Theatre of the oppressed’ the facilitator asks instead, ‘how would you like the world to be and how can you set about making this happen?’, introducing them to techniques by which they can make changes, with very different learning outcomes for the group.

What do they plan to do next?

The local authority Inclusion Services have asked LWC to work with the same group during their GCSE years, to see whether forum theatre approaches can have an impact on exam results, as well as with a new Year 9 group, using the first group as peer mentors. LWC plan to build on their success by working more closely with teachers, making stronger links with the curriculum and with global contexts, to see if a different approach to the same curriculum content engages disaffected young people and impacts on their learning in the classroom. Funding permitting, the Inclusion Services would like to disseminate the forum theatre approach to primary schools.

“Have you heard us?”

“It taught me you can be anything you want and don’t let anyone put you down.”
Accrington Academy in Lancashire worked with local artists to tackle extremism, through an intensive programme of dialogue with students, reflecting on local and then wider world issues. This led to the creation of a public art installation and a Community Ambassador programme.

What did the school want to achieve?

Accrington Academy aims to promote positive relations both in the school and in the community in which the students reside. The opportunity to work with Curious Minds on a project to develop young people's ability to challenge extremist ideologies, fitted well with this aim. The project was designed to equip young people with the knowledge and skills to articulate, challenge and debate complex and often controversial ideas around extremism in a safe environment, and to challenge stereotypes and prejudice.

How did they set about doing this?

Twenty-five students aged 11-16 were chosen to work on an intensive programme of discussion and creativity. They came from a range of backgrounds and ethnicities and included those lacking confidence or communication skills or with challenging behaviour.

The students participated in five two-hour dialogue workshops facilitated by a visual artist and staff trained in Philosophy for Children (P4C). In the first session, the students were given a selection of newspapers and asked to make individual collages of stories which caught their interest. The workshop leaders had made a brave decision not to plan beyond the introductory session in order to work on issues raised by the students. This paid off as discussion about stereotyping in the media led to students raising the even greater stereotyping in popular video games.

The students brought in video games, analysed the characters and conflicts presented and compared them to the way conflict is dealt with on a confrontational television talk show. They then developed their own version of the programme based on characters from their video games, which allowed them to air concerns and grievances in a safe way through role play and comedy, highlighting the irrationality of both violent extremism and stereotyping.

A workshop with a community police officer explored how the students felt about their local community and how they could improve it, and another about what they would look for in a friend led to discussion about issues of trust and segregation within the local community.

The students then worked with the visual artist to create an image to represent how they felt about their place in the community, portraying hopes and fears. The images were then made into tile prints from which lanterns were created.
Meanwhile, a sound artist interviewed the students about their experiences of the workshops and recorded interviews in the town centre about how passers-by felt about their local community. The recordings were made into a sound collage to accompany the visual exhibition which was displayed in an empty shop in the shopping centre.

The students invited passers-by into the exhibition and asked for their views, hopes and fears for the area. Discussions focused on how the students and local community could work together to create a proactively positive community. Over two and a half days, 677 people signed the visitors' book.

**How well did they achieve their aims?**

“The impact of the project was positive and transformational and we achieved far more than I expected,” says Koser Mahmood, English teacher at Accrington, who coordinated the project. Sharing feelings about the local community expanded into discussion about how issues in the wider world were reflected in the students' attitudes and local community. The students developed increased confidence, communication skills, group work skills and an ability to express their opinions.

“The most significant aspect of the project relates to students’ awareness of their place within the community and a realisation that each and every person is an important part of it” says Koser. “A common vision has been created and a sense of belonging and awareness of life opportunities has been established.” The students took a range of positive messages and views into the community. One student inviting a passing adult to visit the shop was asked, “What are you selling?” “Nothing but goodwill,” was the student's reply. “The words and images were very challenging and ambitious... If more adults could share the views expressed by pupils here, the community would be a much safer place,” wrote one visitor in the comments book.

The project has produced 25 Community Ambassadors who are keen to share their vision with their peers and the wider community. As well as contributing to work planned by the school, members of the group are developing individual skills. A Bengali girl who wrote poetry about her experiences of the project has developed into a talented rapper with an important message to communicate and has won a bursary to be mentored by an established poet.

**What do they plan to do next?**

The work has had numerous spin-offs. The project will run again next year with a different group of students. Learning is being disseminated through whole school, issue-based days in which the Community Ambassadors help to lead workshops and discussions. The ambassadors will be leading workshops with local primary and secondary schools entitled 'Ten questions to save our community' which will culminate in the creation of a giant picnic rug. A Community Role Model resource pack is in the process of being developed based on the Accrington workshops and will be available to schools across the UK.
An influx of new immigrant families, due to a Gurkha regiment having been based locally, led Farnborough Grange Nursery and Infant Community School to develop work which combines the global dimension with community cohesion.

What did the school want to achieve?

The aim was to develop a clear shared understanding of what community cohesion means at local, national and global levels by providing positive shared experiences for pupils and their families.

How did they set about doing this?

The school has a history of Education for Sustainable Development and a global dimension has been introduced through environmental themes. Its overarching policy is based on the United Nations Convention on the Rights of the Child, also encouraging a global perspective. As a consequence of a Gurkha regiment having been based locally, the school intake from the Nepalese community has recently grown to 25% in the space of three years, with implications for community cohesion and a local context for global learning. Karen Ingala, Deputy Head, explains that for her the eight key concepts of the global dimension and community cohesion are both underpinned by the quality of our relationships and communication with others, including empathy and the ability to see others’ perspectives.

Farnborough Grange uses stories combined with Philosophy for Children (P4C) to explore such concepts, for example: ‘What lies on the other side?’, a story about animals who are fearful of others living in a different part of the forest, is used to explore difference, rumour, myth, fear and similarities underlying differences. With high numbers of children with special educational needs or for whom English is an additional language, P4C is adapted to be active and play-based, so the children re-create the stories through drawing, modelling or acting out. Teachers talk with individual children while they are working, culminating in a class discussion about the meaning behind the story. Key Stage 1 pupils (ages 5-7) develop a sense of place and an understanding of how communities work by making models to show how they feel in different parts of the school building. Collaboration and friendship emerge as features of the places where they are happiest.

Karen was inspired by Glasgow 2020, ‘a project to collect together the imagination of the city to tell a new story about its future’ in which people told stories about their past, present and the future they would like to see. She talked to selected staff and parents about what the words ‘community’ and ‘cohesion’ meant to them and gathered their stories and hopes for the future, believing that in telling these stories people come to recognise that their futures are theirs to create.

At a staff training session, a group story about the school’s past, present and future was created and recorded as a landscape, with high points and deep valleys. The staff talked about whether there were any remaining issues from low points on the school’s journey, and how these might be positively
resolved. These individual and group stories have helped senior management to understand staff and parents’ feelings and aspirations.

A bilingual English/Nepali song group was started for children about to start school and their parents. This contributes to friendship among children and parents and an acceptance of difference, as well as developing speaking and listening skills. A weekly ‘card café’ for Key Stage 1 pupils and their grandparents encourages sharing games and skills between cultures and generations, as well as developing number skills. The emphasis is on what the two cultures can learn from each other, though staff have also supported Nepali parents by acknowledging and making explicit the differences between the education cultures of the two countries.

A link has been set up with a school in Nepal. Class letters are sent between the two, focusing on what the children want to learn from each other and common experiences they can share. Rushmoor Borough Council and the school worked together on a community ‘Festival in the Park’ at which traditional Nepalese music and dancing took place alongside traditional English activities.

How well did they achieve their aims?

As the project is about providing experiences of being part of a cohesive community, the equal numbers of Nepali and English parents attending the song group and card café and the popularity of the Festival are indicators of success. In an evaluation of the pre-school song group, parents said that their children had gained in confidence and made friends, and the parents have formed their own ongoing informal support groups. The stories and feelings expressed by children and adults during the activities have given staff an insight into their lives. The school considers itself to be integrally linked with its community, local and global.

What do they plan to do next?

The school link project will be further integrated into curriculum plans, with the two school communities learning together, developing an understanding that local issues are often global issues. Karen hopes that grandparents will take increased responsibility for leading aspects of the card café. She plans to forge links with the local youth group and elders groups that meet at the church and library. The Festival in the Park will be repeated, including food from the two communities. Future work will also focus on sustaining the existing global ethos with new staff, pupils and parents.

More information

Karen has developed a presentation ‘Using stories to understand ourselves and others’ and a global dimension book list. These can be accessed via the Global Dimension Website (www.globaldimension.org.uk).

With thanks to Karen Ingala. Case study © DEA. Pictures © Farnborough Grange Nursery & Infant Community School. Researcher: Gillian Symons.
A project to reduce water consumption at St Richard’s RC Primary School in Longsight, Manchester, developed into a literacy-based exploration of water inequality and a decision by pupils to raise funds for the provision of clean water in Sub-Saharan Africa.

What did the school want to achieve?

The initial goal was a practical one of reducing water consumption at school and at home. The global dimension work was intended to raise awareness of how much water people in the UK use in comparison to people in other parts of the world, to highlight both global inequalities and the potential to reduce consumption in the UK.

How did they set about doing this?

As part of their Sustainable Schools work, St Richard’s School worked with their water provider, United Utilities, to monitor and reduce water consumption. Liaison workers met with the Eco Team and staff once a term for a year, each time introducing additional water-saving devices including notices about turning off taps, a water meter, water hippos and changes to toilet flushing systems. The Eco Team monitored and recorded data to measure the impact of each variable and shared findings through an eco-display board, assemblies and school newsletters. Over the course of the year, consumption was reduced by around 15%.

Alongside this, the three Upper Key Stage 2 classes (ages 9-11) looked at water use in the home and at school as part of their curriculum. They then explored global water issues, one class focusing on the 2009 World Water Day ‘transboundary water’ theme through literacy, the other two choosing a geography-based approach, using case studies.

After a discussion about the importance of safe water supplies, the first class began their research from a BBC website which gives information about water crises in twelve different parts of the world. Pupils worked in pairs to research and present one of these hotspots using the ‘5 Ws’ (who, what, when, where, why) to help them present issues such as transboundary disputes, acute water shortage and hydro-projects. Each pair was filmed presenting their findings, made into ‘live from location’ news reports by adding downloadable animated country backdrops. The pupils also wrote news reports using a generic model that they had developed in a shared writing session.

The class watched all the ‘live from location’ reports, discussed the issues raised and completed individual review sheets. The school is fortunate to have a number of pupils who have lived in or visited various parts of Africa and their experiences helped to provide further context to the discussion and avoid stereotyping. The children’s instinctive response was ‘Can we do something about this unfairness?’ which resulted in planning and carrying out sponsored sports events to raise funds for charities with water programmes.
The project provided opportunities to develop literacy skills, including ‘journalistic writing’ and ‘presenting a balanced argument’. Cross-curricular links were made, for example, the class had studied the Nile, one of the water crisis hotspots, in History and had learnt about the Zambezi in a PSHE module looking at world health. As part of a Design Technology project pupils researched environmentally beneficial products, finding one designed to provide clean water, which led them to propose raising money for organisations providing such products.

How well did they achieve their aims?

The local water use work achieved its aims of reducing water use at school and in many of the children’s homes. Awareness of the importance of water and inequalities regarding water supply and sanitation is now high among pupils involved in this work. They no longer take water for granted and will challenge others who leave taps running, as well as having initiated fundraising in order to do their bit to address inequality.

Comments from Year 5 pupils (age 10) asked at the end of the project, What have you learnt?:

“I have learnt illnesses are common for those people who have to drink dirty water.”

“I understand that we have and use more water than other people all around the world.”

“I think water distribution is like the Apartheid system we learnt about in PSHE but based on wealth not race.”

“We get clean water but other people have to drink dirty water – so we should do something about it because lots of people get diseases and can die.”

What do they plan to do next?

Both local and global water projects will be written into forthcoming curriculum revisions so that all pupils will encounter social and environmental issues around water at Upper Key Stage 2. Ian Caldwell, Year 6 teacher and Environmental Education Co-ordinator, has plans to develop part of the school website about water and related issues and hopes that younger classes will take on age-relevant water topics to deepen awareness throughout the school. The school is to have a new building and discussions are taking place with the architects about water efficiency and water harvesting to further reduce water use. Ian’s goal is to see a focus on water in all its aspects embedded into the curriculum and life of the school, so that it becomes self-sustaining and core to the school values.

“I think water distribution is like the Apartheid system we learnt about in PSHE but based on wealth not race.”