A Curriculum for Global Citizenship

The young people of today will grow up to be the citizens of the future: but what that future holds for them is not yet clear.

The world they live in is one of tremendous change and opportunity – but also one of increasing inequality. While many people enjoy a higher standard of living than ever before, many others – both in the UK and overseas – face life without enough to eat, without a home, without freedom from violence, without a way of earning a living, without a say in their future.

Oxfam believes that poverty is at the root of all these problems. Most people would agree that it is morally unacceptable that one in four people in the world live in extreme poverty. But it is also inefficient. It wastes human talent, leads to conflict and unrest, and encourages the destruction of scarce environmental resources.

Oxfam believes that eradicating poverty is the only way to ensure a secure and sustainable future for everyone. If people in our country or in other countries are poor, we are part of their problem. As Global Citizens of the future, we hope young people can become part of the solution.

The problem of poverty

- One in four of the world's people today lives in a state of absolute poverty
- 35,000 children die every day because they are poor
- 130 million children do not attend primary school, 70 per cent of them girls
- 1.3 billion people have no safe water or sanitation
- one-third of pupils in the UK live in relative poverty

Jenny Matthews/Oxfam

▶ *A young girl protests against violence, Brazil. As Global Citizens of the future, young people are part of the solution to the problems of poverty and violence.*

Young people are already aware

Young people today are not passive or complacent. They are concerned about the destruction of the rainforests, that many people in the world go hungry, that conflict affects the lives of people in both North and South.

By incorporating the principles of Global Citizenship into education, we can enable young people to develop these concerns, challenge poverty and injustice, and take real effective action for change.

Already in the 'developing countries' of Africa, Asia and Latin America progress has been made over the past few decades:

- death rates of children have been cut by half since 1960;
- life expectancy has gone up from 41 to 62 years;
- twice as many people now have safe water to drink.

The elimination of poverty is affordable and achievable – if individuals and communities want and demand it. Educating young people to became Global Citizens will ensure that they are able to work for a more secure and sustainable future.

Mark Edwards/Still Pictures

The Global Citizen

Oxfam sees the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- is willing to act to make the world a more equitable and sustainable place;
- takes responsibility for their actions.

▼ *Young people protest against environmental destruction*

Vanessa Miles/Environmental Images

What is the Curriculum for Global Citizenship?

Oxfam has been working in formal education for over 20 years, developing innovative classroom resources and strategies which encourage an understanding of global issues and inter-dependence.

Working in consultation with key educationalists, we have now developed a **Curriculum for Global Citizenship** which builds on existing good practice and recommends the knowledge, skills, values and attitudes to which we believe young people are entitled to enable them to develop as Global Citizens.

The **Curriculum for Global Citizenship** is not a new curriculum. Many of the ideas and principles it promotes are reflected in what teachers may know as multi-cultural, anti-racist, development, or environmental education. But Global Citizenship builds on these other 'educations' to offer a specific – and unique – response to the challenge of poverty.

Key elements for Global Citizenship

The key elements for developing responsible Global Citizenship are identified as: knowledge and understanding; skills; and values and attitudes (see below)**.**

The curriculum outline on pages 4–6 then breaks these down according to age and key stage, to show progression and differentiation from pre KS1/pre stages P1–P3 to 16–19.

The curriculum outline is incremental, with each section building on the last. Thus skills such as sharing and listening, begun at pre KS1/pre P1–P3, should develop throughout the child's education to 16–19.

Highlighted examples of good practice on page 7 give indications of how this curriculum is being, or can be, delivered.

The key elements for responsible Global Citizenship

Knowledge and understanding

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

Skills

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

Values and attitudes

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

Curriculum for Global Citizenship: **knowledge and understanding**

Knowledge and understanding	Pre KS1 Pre stages P1–P3	KS1 5–7 Stages P1–P3	KS2 7–11 Stages P4–P6	KS3 11–14 Stages P7–S2	KS4 14–16 S3–Standard grade	16–19
Social justice and equity	● what is fair/unfair ● what is right and wrong	● awareness of rich and poor	● fairness between groups ● causes and effects of inequality	● inequalities within and between societies ● basic rights and responsibilities	● causes of poverty ● different views on the eradication of poverty ● role as Global Citizen	● understanding of global debates
Diversity	● awareness of others in relation to self ● awareness of similarities and differences between people	● greater awareness of similarities and differences between people	● contribution of different cultures, values and beliefs to our lives ● nature of prejudice and ways to combat it	● understanding of issues of diversity	● deeper understanding of different cultures and societies →	
Globalisation and interdependence	● sense of immediate and local environment ● awareness of different places	● sense of the wider world ● links and connections between different places	● trade between countries ● fair trade	● awareness of interdependence ● awareness of our political system and others	● power relationships North/South ● world economic and political systems ● ethical consumerism	● complexity of global issues
Sustainable development	● living things and their needs ● how to take care of things ● sense of the future	● our impact on the environment ● awareness of the past and the future	● relationship between people and environment ● awareness of finite resources ● our potential to change things	● different views of economic and social development, locally and globally ● understanding the concepts of possible and preferable futures	● global imperative of sustainable development ● lifestyles for a sustainable world →	● understanding of key issues of Agenda 21
Peace and conflict	● our actions have consequences	● conflicts past and present in our society and others ● causes of conflict and conflict resolution – personal level	● causes of conflict ● impact of conflict ● strategies for tackling conflict and for conflict prevention	● causes and effects of conflict, locally and globally ● relationship between conflict and peace	● conditions conducive to peace	● complexity of conflict issues and conflict resolution

Curriculum for Global Citizenship: **skills**

Skills	Pre KS1 Pre stages P1–P3	KS1 5–7 Stages P1–P3	KS2 7–11 Stages P4–P6	KS3 11–14 Stages P7–S2	KS4 14–16 S3–Standard grade	16–19
Critical thinking	• listening to others • asking questions	• looking at different viewpoints • developing an enquiring mind	• detecting bias, opinion and stereo-types • assessing different viewpoints	• media literacy • making informed decisions	• critically analysing information • making ethical judgements	• handling contentious and complex issues
Ability to argue effectively	• expressing a view	• beginning to state an opinion based on evidence	• finding and selecting evidence • beginning to present a reasoned case	• learning to develop/ change position through reasoned argument	• arguing rationally and persuasively from an informed position	• political literacy • participating in relevant political processes
Ability to challenge injustice and inequalities	• beginning to identify unfairness and take appropriate action →	→	• recognising and starting to challenge unfairness	• starting to challenge viewpoints which perpetuate inequality	• selecting appropriate action to take against inequality	• campaigning for a more just and equitable world
Respect for people and things	• starting to take care of things – animate and inanimate • starting to think of others	• empathising and responding to the needs of others • making links between our lives and the lives of others	• making choices and recognising the consequences of choices	• growing ability to take care of things – animate and inanimate	• following a personal lifestyle for a sustainable world →	→
Co-operation and conflict resolution	• co-operating • sharing • starting to look at resolving arguments peacefully • starting to participate	• tact and diplomacy • involving/including society and others	• accepting and acting on group decisions • compromising	• negotiation →	→	→
					• mediation	• conflict resolution

Curriculum for Global Citizenship: **values and attitudes**

Values and attitudes	Pre KS1 Pre stages P1–P3	KS1 5–7 Stages P1–P3	KS2 7–11 Stages P4–P6	KS3 11–14 Stages P7–S2	KS4 14–16 S3–Standard grade	16–19
Sense of identity and self-esteem	• sense of identity and self-worth	• awareness of and pride in individuality	• sense of importance of individual worth	• open-mindedness →		
Empathy and sense of common humanity	• concern for others in immediate circle	• interest and concern for others in wider sphere	• empathy towards others locally and globally	• compassion • sensitivity to the needs and rights of others	• sense of common humanity and common needs	• sense of individual and collective responsibility
Commitment to social justice and equity	• sense of fair play	• sense of personal indignation • willingness to speak up for others	• growing interest in world events • sense of justice	• concern for injustice and inequality • willingness to take action against inequity	• commitment to social justice and equity	• commitment to the eradication of poverty
Valuing and respecting diversity	• positive attitude towards difference and diversity	• valuing others as equal and different • willingness to learn from the experiences of others	• growing respect for difference and diversity	• respecting rights of all to have a point of view	• valuing all people as equal and different →	
Concern for the environment and commitment to sustainable development	• appreciation of own environment and living things • sense of wonder and curiosity	• concern for the wider environment • beginning to value resources • willingness to care for the environment	• sense of responsibility for the environment and the use of resources	• concern about the effects of our lifestyles on people and the environment	• concern for the future of the planet and future generations • commitment to a lifestyle for a sustainable world	• commitment to sustainable development
Belief that people can make a difference	• willingness to admit to and learn from mistakes	• awareness that our actions have consequences • willingness to co-operate and participate	• belief that things can be better and that individuals can make a difference	• willingness to take a stand on global issues	• willingness to work towards a more equitable future →	

Global Citizenship in the classroom

Many schools are already promoting Global Citizenship, although they may not be aware of Oxfam's Curriculum and may not use these words to describe what they do. Opportunities to teach Global Citizenship exist in all subject areas. The middle pages of this booklet (3–6) give detailed guidance on how the principles of Global Citizenship reflect the objectives of existing curricula in England, Scotland and Wales. Brief examples of how some of the elements of the Curriculum might be approached in the classroom are suggested below.

Knowledge and understanding

Globalisation and Interdependence, 16–19: Complexity of global issues

The WJEC GCE A/S level World Development course (studied by St Ilan Comprehensive School, Caerphilly) covers many of the elements of the Curriculum for Global Citizenship for 16–19 year olds. The course looks at development, people and environment, poverty, inequality, patterns of aid, trade, and indebtedness, and interdependence.

Skills

Co-operation and conflict resolution, KS4/S3 – Standard Grade: Mediation

Mediation skills can be developed through the KS4 National Curriculum requirement in English: speaking and listening skills. This refers to 'argument, debate and persuasion'. In addition, 'negotiating consensus or agreeing to differ' is suggested as part of group discussion work. **Making Peace** (Oxfam 1997) is an excellent resource to support the development of negotiating and mediation skills in the classroom.

Values and attitudes

Valuing and respecting diversity, KS1/P1–P3: Positive attitude towards difference and diversity

Including ideas from a variety of cultures in topic work which pupils are already undertaking is an excellent way of building positive attitudes towards differences and diversity. Oxfam in Scotland and the Scottish Development Education Centre have been working in partnership to develop material with a global perspective on toys. Pupils participating in the project have looked at how children in poorer countries make toys from recycled materials and then gone on to make their own footballs from carrier bags. A video pack on toys from around the world will be published by SCOTDEC at the end of 1998. Contact Oxfam in Scotland (see page 8) for details.

Whole-school approach

By adopting a whole-school approach, both the curriculum and whole-school ethos can contribute to the development of appropriate knowledge and understanding, skills, and values and attitudes.

The staff, parents, and teachers of Highfield Junior School, Plymouth, have worked together over several years on the development of whole-school policies to build children's sense of themselves as responsible local, national, and global citizens. Pupils tackled bullying, set up new rules, sorted out problems, liaised with parents, managed a school council, and even helped in the choosing of new members of staff.

▼ *Opportunities to teach Global Citizenship exist in all subject areas*

Geoff Sayer/Oxfam

Taking it forward

The Curriculum for Global Citizenship has influenced, and continues to influence and receive positive responses from, many individuals and agencies, including QCA (Qualifications and Curriculum Authority), TTA (Teacher Training Agency), DfEE (Dept. for Education and Employment), UNED (United Nations Environment and Development), DfID (Dept. for International Development), Estyn (Her Majesty's Inspectorate for Education and Training in Wales), ACCAC (Qualifications Curriculum and Assessment Authority for Wales), LTScotland (Learning and Teaching Scotland), SEED (Scottish Executive Education Department), teachers, lecturers, and advisers.

Oxfam continues to develop projects and partnerships to take forward the **Curriculum for Global Citizenship**:

- Producing a handbook for Primary Schools, showing how Global Citizenship can be delivered through the curriculum, within the areas of Literacy, Geography, and Citizenship.
- Developing an 'International' version of our Curriculum for Global Citizenship, which will set out a whole school global curriculum for educational entitlement for all children.
- Producing, with IDEAS (the International Development Education Association of Scotland) and in collaboration with DfID, LTScotland and SEED, a document about introducing 'The Global Dimension' in schools to be launched in March 2001 and distributed to all schools.
- Working in Scotland on a 3-year project in collaboration with the Sustainable Schools Partnership to clarify the scope of sustainable development education, its place in the curriculum and its characteristics in practice.
- Working in Wales with the National Assembly to explore ways of promoting Education for Sustainable Development and Global Citizenship, especially through the PSE framework.
- Working in partnership with Cyfanfyd (the umbrella organisation for development education organisations in Wales) in supporting ITET colleges in Wales to integrate Global Citizenship and Education for Sustainable Development in to their policies and practice.

▼ *Oxfam seminar: teachers discuss how to bring the Curriculum for Global Citizenship into the classroom*

Ros Wade/Oxfam

What you can do

Send for the Oxfam catalogue of **Resources for Schools and Young People.** This includes details of a wide range of resources to support the delivery of the Curriculum for Global Citizenship from age five to post–16.

Available from:
Oxfam Supporter Development Team,
274 Banbury Road,Oxford, OX2 7DZ
Tel: 01865 312610
email: oxfam@oxfam.org.uk

Further information

In England

Oxfam Education Unit and Resource Centre
4th Floor, 4 Bridge Place
London, SW1V 1XY
Tel: 020 7931 7660

Oxfam Resource Centre
96 South Street
Exeter, EX1 1EN
Tel. 01392 253241

In Wales

Oxfam Education in Wales
46–48 Station Road
Llanishen
Cardiff, CF4 5LU
Tel: 029 2075 7067

In Scotland

Oxfam Education in Scotland
5th Floor, Fleming House
134 Renfrew Street
Glasgow, G3 6ST
Tel: 0141 331 2724

On the Internet

http://www.oxfam.org.uk/coolplanet/

Acknowledgements
Produced by Oxfam Development Education Programme, Oxfam, 274 Banbury Road, Oxford, OX2 7DZ.
Written by Louie Fooks
Curriculum Adviser: Louise Douglas
With thanks to Val Rea and Rebecca Sudworth

Oxfam

Oxfam GB is a member of Oxfam International. Registered charity no. 202918

Printed on environmentally–friendly paper 0401 BC: 107000 BEBC: 170053