

# The Global Dimension in the Curriculum



**DFID** Department for  
International  
Development



SCOTTISH EXECUTIVE

 *ideas*



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The  
**Global**  
**Dimension**  
in the Curriculum





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# Introduction

This booklet is intended for teachers, headteachers and others with a responsibility for planning the curriculum in Scottish primary and secondary schools. It aims to set out in a straightforward way what the global dimension of education comprises, its importance in the education of young people and how it can readily become a part of schools' curriculum provision. Increasingly, global factors and decision making influence our lives. It follows that teachers have an increased responsibility to ensure that learners see themselves as participating citizens in local, national and global communities.

The booklet describes the global dimension in this context and shows how it can be addressed through schools' existing programmes of study.

The global dimension of education is not an additional subject: it is best developed across the curriculum. It is a mix of knowledge and understanding that helps learners appreciate how their lives are affected by global issues, skills that enable them to play an active role as global citizens and, most importantly, dispositions that assume positive and inclusive stances on world issues.

Fostering a global dimension not only involves the subjects of the curriculum. It is also furthered through a school ethos that is founded on inclusion, care and justice and in practices that foster democratic processes and principles. The global dimension can therefore enrich the whole life of the school in a number of ways, including opportunities for school linking and partnership.

The Scottish curriculum, at pre-school, primary and secondary stages, is founded on principles that are central to the global dimension.

This booklet shows how these underlying principles can be fostered in ways that enable young people to develop an understanding and recognition of the importance of the global dimension of education. It first answers the question, 'Why a global dimension?', then considers what the global dimension in education looks like before showing something of the range of curriculum opportunities for a global dimension at all

stages of schooling. Finally, the booklet offers some advice on staff development, review and evaluation processes and on organisations that support teachers in taking forward the global dimension of learning.



## Section 1

# Why A Global Dimension?

Education is about enhancing life choices. It is also about helping learners see connections between the various aspects of their learning, and about understanding that what we do as individuals affects our own physical, social and economic environments and those of other people across the world. We quite comfortably use terms such as 'one world' and 'the global village'. This reflects our recognition that we live our lives on a world stage. But, while developments in public health and education have transformed the daily lives and life chances of millions of people, one in five of the world's population still lives in extreme poverty. These people lack access to basic healthcare, education and clean water, with little opportunity to improve their condition. Moreover, there is increasing acknowledgement of the far-reaching impact of levels of global poverty. Environmental damage, for example, does not stop at national boundaries.

How is education preparing young people to respond to the new challenges, responsibilities and opportunities of living as global citizens? Much good work has developed out of teachers' commitment to social justice. Schools that have developed an inclusive and supportive ethos, and are concerned not only with what is taught but also how it is taught, are caring communities that foster the principles of the global dimension.

Including a global dimension in teaching means that links can be made between local and global issues, and it also means that global matters inform what is taught. It gives young people opportunities to examine their own values and attitudes, to appreciate the similarities between people everywhere, and it 'fosters the knowledge, skills and attitudes which promote justice and equality in a multicultural society and interdependent world'.<sup>1</sup>

*Economies around the world are more than ever interdependent.*

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<sup>1</sup> Scottish Forum for Development Education in Schools

## Section 2

# What Does the Global Dimension in Education Look Like?

Education for global citizenship is an active process by which people, through personal experience and shared knowledge:

- gain experience of, develop and practise *values and dispositions* that are crucial to a just and democratic society and a sustainable world
- engage with, develop and apply *knowledge and understanding* that helps explain the origins, diversity and dynamic nature of society, including the interactions between and among societies, cultures, individuals and environments
- engage with, develop and practise *skills and capabilities* that enable investigation of society, discussion of issues, problem tackling, decision making and working cooperatively with others
- take *actions* that are illuminated and initiated by these ideas, values and skills and which aim to contribute to the achievement of a just and caring world.

The aims of the global dimension sit well with other educational aims such as raising achievement, improving standards of literacy and numeracy, ensuring a broad and balanced curriculum and helping learners see connections across the curriculum and in the world at large. In doing these things the global dimension can have a significant role to play in helping make sense of the connections between and among the subjects and courses of the curriculum.



A positive and inclusive school ethos, education for citizenship and the development of skills are particularly important factors in fostering the global dimension of the curriculum.

## School ethos and the global dimension

The process of education for the global dimension is best developed through an ethos that displays openness, inclusiveness and an investment in relationships, a commitment to learning and the promotion of social and environmental responsibility. Such an ethos already exists in many Scottish schools.

### Openness

Openness means that a school is open to community, national and global interactions and to matters of topical concern to its pupils and parents, thereby underlining human and worldwide interdependence and helping pupils make connections and comparisons between their own experience and that of others. This openness can be expressed in a number of ways, including assembly themes and global links and in drawing on a wide range of contexts when presenting information to pupils.

### Inclusiveness

Inclusiveness means that a school reflects and values the diversity of its community, thereby providing a good foundation for the development of feelings of belonging, self-worth, responsibility and caring for others and the environment. This inclusiveness can be demonstrated in the way the school recognises achievement in a wide range of endeavours, supports pupils' sense of belonging and represents its cultural diversity in celebrations, visual representation, language policy and organisational flexibility.

### Case study

*In this school we are privileged to work and live in a diverse community and intend to do all we can do to promote the great benefits we all receive when we learn from and value each other. It was therefore extremely encouraging to see the tremendous turnout of around 300 students, parents and friends for our production, 'Diversecity', last Saturday night. It was an amazing event with wonderful performances from our students, Afri-donia-led dances and a Gujarati Stick Dance demonstration. The evening went on to excellent audience training and participation in Salsa dancing. Indian food and refreshments were available to sustain the dancers! The event was an outstanding success.*

Headteacher

### Case study

In its foyer, a large secondary school has an exhibition space, which is changed every week. The display reflects an aspect of cultural, moral or political global events relevant to that week, including International Women's Day, Anti-racist Week, Diwali and Eid. Wherever possible, visiting speakers or relevant students from the school address the assemblies during that week. The programme of assemblies for the school year is set out in the Student Planner and so students know in advance what the theme will be and what to look out for in the display materials. In this way, wider links with the world are made more relevant to all students.



## Case study

An inner-city school is attended by students from a wide range of cultural backgrounds, speaking over thirty languages. A group of students representing a broad range of cultural interests – Gaelic, Urdu, Punjabi, Cantonese, Jewish and English – showed interest in discussing the issue of how we perceive ourselves and are perceived by others. As a result, the school established a multicultural writing programme. This began with a workshop led by Aonghas MacNeacol, a Gaelic-speaking poet, who explored issues of cultural identity and self-expression through writing with a small group of students. The students' first task was to write a dialogue, in script form, between their two 'cultural selves' – for example, the Scottish side of their character and the Pakistani side of their character – with these two personae discussing the cultural identity of the writer. This imaginative and challenging task was well received by the students and the school has decided to develop it further in other after-school sessions.



*Young people should be involved in the negotiation of rights and responsibilities and experience the nature of the democratic process in action.*

*Curriculum Design for the Secondary Stages,  
Scottish CCC, 1999, paragraph 2.6*

Following consultation on the draft Education Bill, 'Improving Our Schools', the Scottish Executive has added to the Act a requirement that School Development Plans include a statement of the mechanisms that are in place within the school to allow children and young people to participate in decision-making processes and discussions about matters affecting the school (Section 6, paragraph 2).

### Investment in relationships

Investing in relationships means that a school places emphasis on mutual respect, care for oneself and others, and on the importance of repair and reconciliation when difficulties occur, thereby encouraging pupils to aim for mediation and conflict resolution. This investment is shown when behaviour management is not only a tool to protect learning and ensure safety, but is also a context for learning and reflection.

*Conflict resolution is not about waiting until conflicts have arisen before getting down to the problem. Schools which take this issue seriously try to generate the sort of climate where a more collaborative way of dealing with the reconciliation of different interests is the norm ...*

*Sharing Responsibility, Scottish CCC, 1995, p. 44*

### **Commitment to learning**

Having a commitment to learning means that a school cares about learning as being valuable in its own right and as essential for human freedom, and that basic literacy and numeracy are seen as important in their own right but also as important aids to 'reading the world'. This commitment is shown when both teachers and learners are seen to be engaged by ideas and when a vision for learning is shared by all.

### **Promotion of social and environmental responsibility**

Promoting social and environmental responsibility means that a school acknowledges and expresses human and worldwide interdependence and continually reflects on its own nature and character as a social microcosm, thereby showing the importance of social responsibility. A school can show itself to be aware of its potential environmental and social impact worldwide, thereby demonstrating to pupils the need to move towards sustainable lifestyles and models. This commitment can be shown through the school's use of energy, its purchasing policy and its approach to its physical environment.

*... Global Citizen – someone who is aware of the wider world, knows how the world works, is outraged by injustice and who is both willing and enabled to take action to meet this global challenge.*

*A Curriculum for Global Citizenship, Oxfam, 1997*

*The imperative is to provide young people with a sound foundation on which to base moral and ethical decisions and behaviour which respect the dignity of themselves and others and the nature of the inter-dependent world in which we live. This is the heart of the matter. This is education for personal and social development.*

*The Heart of the Matter, Scottish CCC, 1995, p. 1*

### **Case study**

Each year in an inner-city school in a deprived area the whole school takes part in ERIC (Everyone Reading In Class). For at least ten minutes in every 40-minute lesson during one school day, students and teachers read 'for pleasure' (as do other non-teaching staff too if possible). The choice of reading matter is left to the individual, but materials are available from the English and other departments. For English as an Additional Language (EAL) students, reading in home languages is positively encouraged. Such an exercise not only encourages students to read but also offers them opportunities to read and discuss literature from around the world.

### **Citizenship and the global dimension<sup>2</sup>**

While the ethos of the school is fundamental to fostering an appreciation of the global dimension, the curriculum also has an important role to play. It must provide young people with opportunities to develop habits of mind, ways of thinking and feelings about the world that will influence positively the ways that they are likely to behave towards it and towards other people. Equally, the curriculum must offer young people opportunities to become active and participative citizens.

<sup>2</sup> Education for citizenship is a key cross-curricular aspect of the curriculum in Scottish schools. Learning and Teaching Scotland has published, for schools, materials that aim to help clarify the nature of education for citizenship.



This is done where the school sees and uses its own social setting as the raw material for learning for citizenship. Such a setting offers pupils opportunities to reflect on the processes of consultation and decision making, and to learn from them. This commitment to participation and active citizenship can be demonstrated through pupil involvement in school decision making, a structured increase in pupil freedom and responsibility throughout the stages of the school, and a desire to help pupils take responsibility for their learning.

### Skills and the global dimension

Skill development is also an important feature of learning about the global perspective. Being able to put 'knowledge and understanding into action in a flexible manner, adapting ... existing knowledge and skills to the demands of new situations'<sup>3</sup> is a central objective of the global dimension.

Of particular relevance are critical thinking skills that allow us to question assumptions and make informed judgements, and creative thinking skills that encourage connections to be made from a wide range of learning situations thus enabling us to respond to change in new ways. Learning and teaching about the global dimension also provides powerful contexts in which important skills that foster

personal and social development, such as working with others, can be acquired and used. Again, the national guidelines for the curriculum in Scottish schools are clear about the importance of these as core aspects of all students' learning.

- Critical thinking is '[the] ability to assess viewpoints and information in an open-minded and critical way and to be able to change one's opinions, challenge one's own assumptions and make ethical judgments as a result'.<sup>4</sup> It will flourish in a learning environment that encourages and values questions as much as it values answers, that is secure enough to allow contributions to be given without fear of sarcasm or ridicule and that provides a satisfying diet of scrutiny, sifting, reflection and debate.

The global dimension encourages critical thinking by bringing pupils into contact with complex issues such as poverty and inequality at both local and global levels, discrimination and social exclusion, and with conflict and aggression. The ability to think critically is also an essential skill for active citizenship, as it prepares young people to question their own and others' assumptions, particularly in relation to issues of power, decision making, discrimination and unexamined assumptions.



<sup>3</sup> *Core Skills: Information for Senior Managers*, HSDU, 1998  
<sup>4</sup> *A Curriculum for Global Citizenship*, Oxfam, 1997



- Creative thinking must be developed in conjunction with critical thinking. Creative thinking is the ability to link and integrate learning from all sources and experiences. The Scottish curriculum acknowledges that it 'is important that young people be provided with opportunities to integrate and apply knowledge and skills in a creative, enterprising and sensitive manner'.<sup>5</sup> The ability to make connections between different learning fields is also an essential skill for active citizenship, allowing skills, knowledge and perspectives developed in one area to be tested in another and creating the possibility of responding to change in new and imaginative ways. A global perspective, by its very nature, encourages links between different subject areas and learning contexts.
- Working with others is a skill that underpins the Scottish curriculum at all stages. As young people learn to work together, positive relationships are established that are vital for their own personal development and effective interaction with the world beyond the school. By working cooperatively, young people experience at firsthand the importance of respect, caring, justice, democracy and equity while at the same time developing their capacity for empathy, resilience and optimism through participation, leadership, negotiation and respect for others. Working with others '... involves the ability to ... plan, agree, and take responsibility for tasks, to support cooperative working in appropriate ways and to review the effectiveness of one's own contribution.'<sup>6</sup>

As they acquire this skill in the classroom and in other aspects of school life, such as school councils or extra-curricular activities, young people become active citizens. They become global citizens when the context of working with others is widened, interconnects with critical and creative thinking and is applied to social justice and democracy issues in the wider arena.

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<sup>5</sup> *Curriculum Design for the Secondary Stages*, Scottish CCC, 1999

<sup>6</sup> *Core Skills: Information for Senior Managers in Schools*, Higher Still Development Unit, 1998

## Section 3

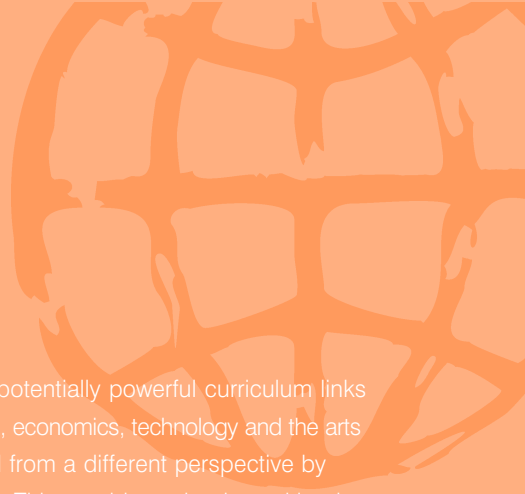
# School Linking

*We believe that every school should have the opportunity to develop a link with a school in a developing country, and we will increase our support for good quality and well-focused schools linking activities.*

*We will seek to promote links which are based on the principles of equality, mutual learning and curriculum development.*

*Building Support for Development, Strategy Paper, Department for International Development, 1999*

School partnerships help students and teachers to develop awareness of global issues in a way that is direct and meaningful. Partnership can be promoted in schools through a variety of means such as global clubs and sporting links. Such partnerships can enhance motivation and empathic skills. Personal contact with other cultures helps to break down stereotypes and emphasise the relevance of global concerns to the individual. This is of course true of all partnerships, but links with countries with very different cultures, while perhaps being more challenging, may bring greater rewards in this respect. School partnerships between the North and the South enrich the curriculum directly, as well as contributing to the moral, spiritual, social and cultural development of the student. In many cases, partnerships are built into the multicultural or equal opportunities policy of the school in the North. Friendship with students in southern countries is equally important to schools with a high proportion of students from ethnic minorities as to those in ethnically homogeneous areas.



Partnerships also enable potentially powerful curriculum links to be created. Social issues, economics, technology and the arts are seen and experienced from a different perspective by schools in other countries. This provides schools working in partnership with the opportunity to develop coursework and projects where the views and experience of each school will enrich the teaching and learning by bringing to them an authentic global dimension.

What matters when entering into a partnership is that the schools should share common objectives and participate equally in a fully reciprocal relationship. One great advantage of North–South partnerships is that they provide an otherwise rare opportunity for southern voices to be heard.

*I think the purpose is to have fun, to learn easier without the tension, because when you have people from other countries you tend to want to know more about them and feel more relaxed.*

Barbados student

## Case study

There are few constants around concerning tomorrow's world, but one is certainly the need to assist students in being globally aware and globally connected. Throughout the 1990s, a Scottish island secondary school built up partnerships with schools in the Czech Republic, Germany, Sweden, South Africa and Japan. The Global Classroom Partnership offers senior students the chance to communicate using ICT on their own website on three themes chosen by them for 2000, namely 'Tradition and technology', 'Human relations' and 'Education'. One of the partnership schools hosts all participants for a conference, which in 2000 takes place in Nara, Japan. Curricular links are included throughout the year: for example, the island school and schools in South Africa teach a common South African history course by e-mail link. In PSD, images of Scotland and images of each partnership country and cultures are being developed. Senior students also exchange between and amongst schools for up to one year, ensuring a global presence in each of the six partnership schools.

## Section 4

# Curriculum Opportunities for a Global Dimension in Scottish Schools

## A global perspective at all stages of learning

A particular strength of the Scottish curriculum frameworks and guidelines is the clear emphasis given to the development of dispositions and skills, and the provision of essential experiences.<sup>7</sup> These frameworks are rich in opportunities for a global perspective. They provide:

- opportunities of an obvious sort where global issues are clearly stated as part of curriculum or course content
- opportunities that embed a global dimension in the curriculum as a whole, both in terms of content and methodology
- opportunities that help develop skills and attitudes essential to a global dimension but which also support a range of other outcomes.

Acquiring dispositions, skills and knowledge and being exposed to challenging ideas is at the heart of what it means to be educated. These are promoted in Scottish schools through a range of essential experiences that all young people should regularly engage with from the earliest stages of schooling. These experiences comprise:

- working cooperatively and independently
- experiencing challenge and a sense of achievement
- giving and receiving regular feedback
- taking and sharing responsibility
- making connections.

These dispositions, skills and essential experiences all fit perfectly with the aims of a global perspective and provide teachers in Scotland with the means of addressing the global dimension of education.

The next section of this guide provides an indication of the scope and potential to develop the global perspective that exists within curriculum guidelines for all stages from pre-school to upper secondary.

## Curriculum opportunities: 3–5

The curriculum framework for 3–5-year-olds identifies the skills, knowledge, qualities and dispositions that provide the foundations for a global perspective.

*‘Emotional, personal and social development’ fosters self-esteem, positive relationships, cooperation and respect and care for others and the environment. It begins the process of critical thinking by encouraging children to ‘make and express choices, plans and decisions’.*

*A Curriculum Framework for Children 3 to 5, Scottish CCC, 1999*

Children’s views of the world are broadened by introduction to others whose language, religion or culture is different to their own. ‘Communication and language’ develops good communication, thinking skills and imagination.

There are many opportunities to introduce a global context, as well as quite complex ideas such as change, conflict resolution, difference

<sup>7</sup> A Curriculum Framework for Children 3 to 5, Scottish CCC, 1999; The Structure and Balance of the Curriculum 5–14, LT Scotland, 2000; Curriculum Design for the Secondary Stages, Scottish CCC, 1999 and Principles for the Post–16 Curriculum, Higher Still Development Unit 1996 are the basis of school curriculum planning in Scotland. All make explicit reference to the importance of the dispositions, skills and essential experiences described.

and interdependence, through the use of stories, songs, music and rhymes. The use of role play, puppets and music in 'expressive and aesthetic development' can have a similar effect. Through 'knowledge and understanding of the world' children learn about caring for living things and are encouraged to ask questions and solve problems and to 'be aware of change and its effects on them'. Physical development and movement encourages children to 'use their bodies to express ideas and feelings in response to music and imaginative ideas' and to 'cooperate with others in physical play and games'. (Quoted text from *A Curriculum Framework for Children 3 to 5*, Scottish CCC, 1999)



## Case study

Shamila joined a nursery class in the middle of the first term. She was reluctant to stay at first and the staff invited her parents to stay with her. She quickly settled in but seemed to be very quiet and had a limited understanding of English. Her mother noticed that the children often baked cakes and biscuits for snack time and that sometimes parents led this activity. She suggested that she could make naan bread and chapatis with the children.

At the next baking session the nursery nurse helped Shamila's mum to make the mixture for the chapatis. Most children passed by the activity. However, as the adults began to stretch the chapatis, a group of children gathered, one of whom was Shamila. 'What are you making?' asked one of the children. 'We eat chapatis at home,' answered Shamila before any of the adults could respond.

## Curriculum opportunities: 5–14

All areas of the curriculum offer opportunities to raise awareness of the central concepts of interdependence, justice and fairness, equality and tolerance and sustainability. The particular areas described below offer scope to develop these concepts in a structured and coherent manner and to integrate them into the learning experiences offered to pupils.

The ethos of a school also reinforces and develops the values, attitudes and learning that are explicit in the curriculum. Management teams and class teachers should give special attention to ensuring that school policy and practice are consistent with these.

### Case study: home economics

A PGCE student on placement used the S2 topic, 'World food', to help her students get a better understanding of Indian culture. 'I wanted pupils to think a bit wider than just "Indians eat curry" and to develop a better understanding of the many factors involved in why certain foods are associated with geographical areas and others with socio-economic groups'. A variety of resource packs, posters, games and photo cards was used throughout the series of lessons to highlight not only the food grown, caught and eaten, but also the games played, the clothes worn and other aspects of daily life. Textbooks were used, and colourful pictures and descriptions were produced of the foods and where they originated. These were then mounted and placed in the appropriate location on a wall map of India.



### Case study: chemistry

A secondary school in the south of Scotland brings a global perspective into two Higher Still chemistry units, namely 'World of carbon' and 'Industrial chemistry', by making a link between traditional and modern pharmaceutical drugs. Students are shown how modern medicines are often developed from traditional herbal remedies using examples such as Ventolin, which is widely used by asthma sufferers and which started as a herbal preparation derived from the Chinese herb *ma huang*. Giving a global context to the study of organic chemistry not only offers students insights into how some modern drugs are developed, but also widens their understanding of the truly global nature of science.

### Case study: religious and moral education

A rural school in the north-east of Scotland used storytelling as a means of helping students to understand their own and others' values and beliefs. Both Ghana and the north-east of Scotland have rich storytelling traditions, and students in S2 looked at trickster figures in each tradition. Trickster figures often break accepted values and norms, provoking a whole range of emotional responses. However, through subverting accepted rules, tricksters also enable people to become critically aware of the usually hidden codes of conduct. As such they offer a powerful insight into the beliefs and customs of another culture and can also help one to become aware of one's own cultural horizon. Stories can challenge accepted conventions and provoke discussion about desirable values.

## Curriculum opportunities: 5–14

### Curriculum area

#### Environmental Studies

### General opportunities

#### Rationale

Environmental Studies:

- encourages pupils to adopt informed values and attitudes
- enables pupils to relate their learning to the real world and to themselves
- allows pupils to gain the skills, knowledge and understanding that will help them take better-informed decisions
- will assist pupils to be better able to act in ways that are sensitive to global and development issues and consistent with the idea of sustainable development
- provides important opportunities for pupils to develop an understanding of their rights and responsibilities, the importance of active citizenship and the central concept of equality in a democratic, fair and caring multicultural society.

*Environmental Studies is the central area for developing the global perspective but should systematically relate the issues of justice, fairness and equality to other curricular areas, particularly religious and moral education, personal and social development and health education.*

*Other curricular areas, particularly Expressive Arts and Information and Communications Technology, can play an important role in helping pupils to express their feelings and attitudes on major issues as well as learn to research and reflect on a range of attitudes and responses to them.*

#### Social subjects

##### People and place

- *Human–physical interactions* – understanding of the patterns of human activity on the Earth's surface and the interaction between people and the Earth's natural environment

##### People in society

- *People and needs in society* – an understanding of individual and social needs and the relationship to economic factors
- *Rules, rights and responsibilities in society* – understanding of individual and collective rights and responsibilities in a democratic society
- *Conflict and decision making in society* – understanding of conflict and decision-making processes, including the influence of the media

*These offer opportunity to develop understanding of the impact of human activity on the planet and the implications of our actions and use of resources for others.*

## Curriculum opportunities: 5–14

### Curriculum area

#### Environmental Studies (continued)

##### Science

###### Earth and space

- *Materials from Earth* – developing understanding of the materials available on our planet and the links that can be made between properties and uses

###### Energy and forces

- *Conversion and transfer of energy* – developing an understanding of energy conversion in practical everyday contexts

###### Living things and the processes of life

- *Interaction of living things with their environment* – developing an understanding of the interdependence of living things with the environment; the conservation and care of living things is also considered

*These offer opportunity to develop understanding of our dependence on the natural environment and its maintenance for future generations, of the interdependence of humans with other living things and with the sustainable use of the planet's resources.*

##### Technology

###### Technological capability

- *Needs and how they are met* – developing understanding about needs of people and the environment, ways in which technology can satisfy these and consequences of actions proposed and taken
- *Resources and how they are managed* – developing understanding about a range and differing types of resources, ways in which they can be managed and consequences of actions proposed and taken

*There is very considerable scope for discussion of sustainable use of resources and meeting the needs of all people. Ample opportunities exist for project work that focuses on design issues relating to the responsible use of resources and design briefs connecting with aspects of the global dimension.*

###### Developing informed attitudes

*Through their learning in science, social subjects and technology, pupils will begin to appreciate differences in ways of thinking, working and viewing the world.*

## Curriculum opportunities: 5–14

### Curriculum area

#### Environmental Studies (continued)

*Opportunities for pupils to develop informed attitudes to each of the outcomes are an essential aspect of any programme of study.*

*Teachers should be alert to opportunities to reinforce positive attitudes as and when they arise so that pupils begin to develop an awareness of the injustice and sustainability implications of all human activity.*

#### Health Education

##### **Rationale**

Wellbeing is inextricably linked to physical, mental and social dimensions of health, and to the local and global environment in which we live.

Crucial to young people's personal and social development are fundamental qualities and dispositions that will promote change and enable pupils to take action, not just on their own health but also by contributing to the maintenance of a healthy environment and playing an active part in their community. These qualities and dispositions are:

- respect and caring for self
- respect and caring for others
- a sense of social responsibility
- a commitment to learning
- a sense of belonging.

##### **Taking responsibility for health**

- *Physical health*  
This strand explores physical factors in relation to our health and looking after ourselves.
- *Emotional health*  
This strand explores emotions, feelings and relationships and how they affect our mental wellbeing.
- *Social health*  
This strand explores the interaction of the individual, the community and the environment in relation to health and safety.

*These offer opportunities to develop understanding of local and global interdependence and practical involvement in activities to foster positive attitudes and behaviour.*

## Curriculum opportunities: 5–14

Curriculum area	
<b>Information and Communications Technology</b>	<p><b>Rationale</b></p> <p>ICT expands our access to, and understanding of, the world at large. The following strands provide particular opportunity to develop aspects of the global dimension.</p> <ul style="list-style-type: none"><li>• <i>Searching and researching</i></li><li>• <i>Communicating and collaborating</i></li><li>• <i>Developing informed attitudes</i></li></ul> <p><i>This offers considerable scope for independent research into the attitudes and approaches adopted by other societies and cultures.</i></p>
<b>Personal and Social Development</b>	<p><b>Rationale</b></p> <p>To help pupils to:</p> <ul style="list-style-type: none"><li>• have a positive regard for self, and for others and their needs</li><li>• develop life skills to enable them to participate effectively and safely in society</li><li>• identify, review and evaluate the values they and society hold and to recognise that these affect thought and actions</li><li>• take increasing responsibility for their own lives.</li></ul> <p><i>This offers opportunities to encourage active citizenship and participation in society, beginning with the school community.</i></p>
<b>Religious and Moral Education</b>	<p><b>Rationale</b></p> <p>The rationale emphasises that:</p> <ul style="list-style-type: none"><li>• schools need to create an ethos in which differences are seen to be welcome enrichments</li><li>• discussion of issues should be open and pupils should be encouraged to express their own views and feelings and to listen with respect to the views and feelings of others</li><li>• moral education is a function of the whole school, conveyed through other aspects of the curriculum and transmitted by example and precept through the relationships that exist in the school community.</li></ul>

## Curriculum opportunities: 5–14

### Curriculum area

#### Religious and Moral Education (continued)

##### **Christianity and other world religions**

- *Development of moral values and attitudes*

This strand offers the opportunity for reflection on different issues and responses to them.

##### **Personal search**

- *Natural world; Relationships and moral values*

These strands can help develop understanding of tolerance and diversity and respect for others on a global level as well as personal and local levels.

#### Expressive Arts

##### **Rationale**

The rationale states that social and economic development in society depend on individuals who have the capacity to think and act creatively, meet challenge positively, find imaginative solutions to problems and show initiative and enterprise.

##### **General aims**

The general aims include the following.

- To contribute to pupils' personal development by encouraging independence of thought, informed judgement and action, and the development of positive attitudes to self, others and learning.
- To contribute to pupils' social development by encouraging appreciation of the value of cooperation and the need for:
  - rules, responsibilities and acceptable behaviour
  - understanding tolerance, honesty and impartiality in dealings with others
  - care of the environment.

*The different subject areas of the expressive arts offer ample scope for pupils to express their understanding of values and feelings on major global issues and to communicate these to others.*

*Drama and art & design offer particular scope for addressing issues of prejudice and conflict through activities that enable pupils to empathise with others.*

## Curriculum opportunities: 14–16

Subject	Opportunities
<b>Art and design</b>	<p>The aims of the course include the development of 'the skills necessary to take an informed interest in the environment' and the development of the ability 'to interpret information and the opinions and decisions of others, and to form their own judgements from them'.</p> <p>The course is 'context-based' and among the prescribed contexts are the environment, human and natural, and cultural, social and historical factors.</p> <p><i>This course offers scope for a considerable contribution to skills and attitudes relevant to citizenship and for emphasising global interdependence in cultural terms and in terms of common human aspirations. The holistic, context-based approach gives considerable freedom to introduce themes of sustainability, equality, citizenship and a global perspective.</i></p>
<b>Biology</b>	<p>The Rationale says 'recognition of the demands of society and of the need to produce citizens who are aware of the biological benefits and hazards which will impinge on their everyday lives plays a significant part in the course'. The topics chosen for the course include 'biological content relevant to perceived needs of society now and in the future'. There is also the pervading idea/concept of pollution.</p> <p><i>This course offers considerable scope for work on global interdependence and sustainability.</i></p>
<b>Business management</b>	<p>The rationale states '... business is a key dimension of modern society and there is a growing recognition of the role business education plays in developing in students a particular appreciation of contemporary society and the world in which they live'. It also highlights working with others and problem-solving skills.</p> <p>The four areas of study all lend themselves to a global approach as they include globalisation, relationship between buyers and sellers, and the impact of business on current political, social and environmental issues.</p>
<b>Chemistry</b>	<p>The Rationale contains the statement that pupils should be aware that '... they can take decisions that affect the wellbeing of themselves, others and the quality of the (physical) environment'. This can be done through topics such as 'Fuels', 'Electricity' and 'Fertilisers'.</p> <p><i>This course offers scope for responding to questions of sustainability and global interdependence. It offers considerable scope for dealing with ethics in science and for emphasising global interdependence in terms of the impact of science and technology.</i></p>

## Curriculum opportunities: 14–16

Subject	
<b>Computing</b>	<p>The aims include developing knowledge and understanding of computers on 'the individual and society'.</p> <p><i>This course offers considerable scope for studying the part played by IT in the global scene in terms of access to information, empowering citizenship, technological elitism, gender issues in IT, etc.</i></p> <p>Two of the main aspects of the content are communication and its implications (social, security and privacy and economic).</p> <p><i>These aspects offer scope for dealing with issues of power and control in a global context, and with such issues as equal access to communication and information.</i></p>
<b>Contemporary social studies</b>	<p>All the listed aims and core concepts are highly relevant to global citizenship.</p> <p><i>This course offers scope for developing the citizenship themes to include global citizenship and the recognition of human interdependence on a global scale.</i></p> <p><i>Considerable scope is offered within all the course units and specific content prescriptions for comparative work that connects local experience to similar contexts in the developing world in order to emphasise common human dilemmas and solutions.</i></p>
<b>Craft and design</b>	<p>The rationale states: 'The activity of designing will require an understanding of human needs and values ...'. Affective development is among the aims.</p> <p><i>This course offers scope for:</i></p> <ul style="list-style-type: none"><li>• <i>dealing with issues of sustainability and global interdependence in the context of materials sourcing</i></li><li>• <i>emphasising human response, human need and global interchange in issues of design</i></li><li>• <i>making pupils aware of technology 'levels' and of sustainability as it applies to 'low-tech' and 'high-tech' solutions.</i></li></ul>

## Curriculum opportunities: 14–16

Subject	
<b>Drama</b>	<p>Included in the aims are 'to explore their own and others' assumptions, attitudes and values' and 'to develop the abilities necessary to interact positively with others'. The advice on teaching and learning includes: 'learning situations will involve pupils in exploring and investigating relationships: relationships between people, and between people and ideas'.</p> <p><i>This course offers considerable scope for work on prejudice, stereotyping and xenophobia, conflict resolution and mediation.</i></p>
<b>Economics</b>	<p>Fields of study comprise consumption, global trade and unemployment.</p> <p><i>This course offers considerable scope for raising the ethical and mutual dependence aspects of consumption, trade and paid work.</i></p>
<b>English</b>	<p>From the aims: '[pupils] need experiences of language that extend them intellectually, imaginatively, morally and emotionally. ... Any English course should ... contribute to their personal and social growth .... Pupils should be made aware of the cultural diversity in Scotland and of the contribution of minority cultures'. There is reference also to developing qualities 'such as resourcefulness, cooperativeness, ambition and mutual respect'.</p> <p><i>This course offers considerable scope throughout for:</i></p> <ul style="list-style-type: none"><li>• <i>developing a global perspective among pupils</i></li><li>• <i>underlining common human aspirations</i></li><li>• <i>dealing with themes of poverty, disadvantage, inequality and empowerment</i></li><li>• <i>language study that deconstructs in-built ethnocentricity and narrow nationalism</i></li><li>• <i>study that examines language in relation to issues of equality.</i></li></ul>
<b>Geography</b>	<p>Among the many aims that are relevant to global citizenship there is the following: 'to develop a continuing interest in the environments and communities of the world'.</p> <p><i>This course offers considerable scope for:</i></p> <ul style="list-style-type: none"><li>• <i>developing a global perspective amongst pupils</i></li><li>• <i>countering negative imagery of the developing world</i></li><li>• <i>examining the concept of development</i></li></ul>

## Curriculum opportunities: 14–16

Subject	
<b>Geography (continued)</b>	<ul style="list-style-type: none"><li>• <i>illustrating global interdependence</i></li><li>• <i>examining the causes of global inequalities</i></li><li>• <i>making the connections between poverty at home and abroad</i></li><li>• <i>widening the sphere of interest to include the global as well as the local and the national.</i></li></ul> <p>Among the syllabus concepts are diversity, interdependence, cooperation and conflict. The study theme is global issues.</p> <p><i>All the study themes offer considerable scope for a global perspective for comparative purposes even when the examinable prescribed areas are the UK or Western Europe.</i></p>
<b>History</b>	<p>With reference to historical study the Rationale states ‘involvement in such debate should challenge prejudice and intolerance, help pupils to form their own opinions based on evidence and promote a willingness to listen to other points of view. These qualities are essential for citizenship in a country<sup>8</sup> that comprises diverse cultural groups’.</p> <p><i>This course offers considerable scope throughout for the development of key citizenship skills such as critical awareness, critical analysis and the development and presentation of coherent and informed opinion. It also offers considerable scope for:</i></p> <ul style="list-style-type: none"><li>• <i>illustrating global interdependence</i></li><li>• <i>examining the causes of global inequalities</i></li><li>• <i>making the connections between poverty at home and abroad</i></li><li>• <i>widening the sphere of interest to include the global as well as the local and the national.</i></li></ul> <p><b>Standard Grade History, Unit 2: ‘International cooperation and conflict’; Unit 3: ‘People and power’</b></p> <p><i>These units offer scope for the examination of issues of power and equality in a global context.</i></p>
<b>Home economics</b>	<p>There is a mention in the rationale of giving pupils opportunities to consider less-familiar lifestyles and to recognise similarities and differences within these.</p> <p><b>The material and resources context</b></p> <p><i>This offers considerable scope for dealing with ethical dimensions of materials and resources in terms of fair sourcing in a global context.</i></p>

<sup>8</sup> One might add ‘or in a world’.

## Curriculum opportunities: 14–16

Subject	
<b>Home economics (continued)</b>	<p><b>The individuals and families context</b></p> <p><i>This offers scope for setting this context in a global perspective by the use of examples from a variety of cultures and approaches worldwide.</i></p> <p><i>This course offers considerable scope for imaginative development of the Arrangements framework to link the development of key citizenship skills to the learning programme and for making ethical, social and global connections to the topics studied.</i></p>
<b>Modern (European) languages</b>	<p>In the general aims and objectives of the course we find:</p> <p><i>The learning process itself, however, carries important social and educational implications. By focusing on the primary purpose of language use, namely communication between people, pupils can be led to an awareness of the social strategies necessary in dealing with others and</i></p> <p><i>... these contexts should be used to stimulate interest both to develop language and to break down the natural insularity of pupils.</i></p> <p><i>This course offers considerable scope for imaginative development of the Arrangements framework to undertake work on stereotyping, racism, and the cross-national, cross-racial and cross-cultural nature of the modern language studied. It also offers scope for extending the European focus to a worldwide focus.</i></p>
<b>Modern studies</b>	<p>The aims are all strongly relevant to citizenship and the development of a global perspective. There is reference to participation in ‘the shaping of society and democracy’, to helping pupils ‘realise that in the global sphere all societies are increasingly interconnected and interdependent’ and to the ‘formation of attitudes crucial to constructive participation in society’.</p> <p>All the course concepts are directly relevant to global citizenship.</p> <p><i>This course offers considerable scope throughout for:</i></p> <ul style="list-style-type: none"> <li>• <i>introducing a global perspective</i></li> <li>• <i>illustrating global interdependence</i></li> <li>• <i>examining the causes of global inequalities</i></li> <li>• <i>making the connections between poverty at home and abroad</i></li> <li>• <i>widening the sphere of interest to include the global as well as the local and the national</i></li> <li>• <i>promoting the key citizenship skills of active participation and critical thinking.</i></li> </ul>

## Curriculum opportunities: 14–16

Subject	
<b>Music</b>	<p>The Rationale states: ‘through music they [the pupils] can be exposed to a variety of cultures’.</p> <p>One aim is to ‘develop in pupils a knowledge and understanding of the social, historical and environmental context of music’.</p> <p><i>This course offers scope for:</i></p> <ul style="list-style-type: none"><li>• <i>promoting critical awareness</i></li><li>• <i>exploring the connections between music and society and politics</i></li><li>• <i>examining class, gender, and cultural issues in music</i></li><li>• <i>a representation of music worldwide.</i></li></ul>
<b>Physical education</b>	<p>A specific aim is to enhance pupils’ ‘affective development’. There is an emphasis on developing cooperative skills and on learning to accept responsibilities.</p> <p><i>This course offers considerable scope for developing key citizenship skills and attitudes, such as collaboration, evaluating one’s own performance and contribution, setting standards for oneself and identifying strengths and personal qualities.</i></p>
<b>Physics</b>	<p>The aims include reference to the fostering of positive attitudes and to the need to make pupils aware ‘that they can take decisions which affect the wellbeing of themselves and others and the quality of their environment’.</p> <p><i>This course offers considerable scope for dealing with ethics in science and for emphasising global interdependence in terms of the impact of science and technology. The units on ‘Telecommunications’, ‘Health Physics’, ‘Transport’ and ‘Energy matters’ offer scope for adding an ethical, holistic, sustainability and global dimension to the course.</i></p>
<b>Religious studies</b>	<p>Aims include:</p> <ul style="list-style-type: none"><li>• ‘to develop insights into situations which pose moral and social questions and capacity to respond to these situations in a balanced and understanding way’</li><li>• ‘to contribute to understanding of the multicultural dimension of contemporary Scottish society’.</li></ul>

## Curriculum opportunities: 14–16

Subject	
<b>Religious studies (continued)</b>	<p><i>This course offers considerable scope throughout for the development of key citizenship skills such as critical awareness, critical analysis and the development and presentation of coherent and informed opinion. It also offers considerable scope for illustrating global interdependence, for widening the sphere of interest to include the global as well as the local and the national, and for emphasising common human aspirations and human interdependence.</i></p>
<b>Science</b>	<p>The Rationale contains the statement that pupils should be aware that ‘... they can take decisions which affect the wellbeing of themselves, others and the quality of their (physical) environment’.</p> <p><i>This course offers considerable scope for dealing with ethics in science and for emphasising global interdependence in terms of the impact of science and technology.</i></p>
<b>Social and vocational skills</b>	<p><i>This course offers scope for extending the perspective of the Arrangements framework to include a genuine citizenship element, with an emphasis on active participation and on social and interest horizons that are broader than the merely local. It also offers to promote the listed social and vocational competencies in a learning environment that allows for the questioning of ends and means and for social and political analysis.</i></p>
<b>Technological studies</b>	<p>One aim is ‘to allow pupils to comprehend the evolutionary nature of technology and to recognise the effect of technology on the quality of life and the (physical) environment’.</p> <p><b>The final project</b></p> <p><i>This offers scope for introducing into the design and the ‘technological report’ matters of human context and value.</i></p> <p><i>This course offers scope for:</i></p> <ul style="list-style-type: none"><li>• <i>emphasising human response, human need and global interchange in technological issues</i></li><li>• <i>making pupils aware of technology ‘levels’, and of sustainability as it applies to ‘low-tech’ and ‘high-tech’ solutions</i></li><li>• <i>the ethical implications of technology.</i></li></ul>

## Curriculum opportunities: National Qualifications

Subject	Opportunities
<b>Accounting</b>	<p>The Rationale includes 'an awareness of the role of accounting in personal, social and financial contexts'. Potential for developing citizenship-related skills of problem solving and decision making is acknowledged.</p> <p><i>This course offers scope for setting the discipline in a citizenship and ethical framework.</i></p>
<b>Art and design</b>	<p>At Access 3 one aim is to 'encourage informed personal opinion and conclusion'. Art and design should be a 'holistic' pursuit, and art should be seen in its '... cultural, social and historical context'.</p> <p>At Intermediate level the contribution of art to society as a whole is to be recognised, as is the importance of critical and evaluative skills.</p> <p>At Higher level there is the recognition that comment should be 'informed'. At Advanced Higher level there is an emphasis on creativity, resourcefulness, flexibility and critical reflection.</p> <p><i>These courses offer scope for a considerable contribution to skills and attitudes relevant to citizenship and for emphasising global interdependence in cultural terms and in terms of common human aspirations.</i></p>
<b>Biology and human biology</b>	<p><b>Genetics</b> <i>This offers scope for including global perspective in the study of ecosystems.</i></p> <p><b>Higher (human biology), unit: 'Behaviour, population and the environment'</b> <i>This unit offers scope for bringing out the human and global dimensions of these issues.</i></p> <p><b>Advanced Higher, units: 'Investigation', 'Environmental biology'</b> <i>Both units offer scope for studying the social dimensions of sustainability and global interdependence.</i></p>

## Curriculum opportunities: Higher Still

### Subject

#### Care

At Intermediate level there is a strong emphasis on human development and on the need to counteract ethnocentric stances.

**Intermediate 2, units: 'Human development' and 'Health promotion'**

**Higher, units: 'Promoting equality in a care context', 'Human development', 'Behaviour and health promotion'**

*These units offer considerable scope throughout for building in a global perspective on issues of health, poverty and inequality.*

#### Chemistry

The Rationale at all levels contains the statement that pupils should be aware that '... they can take decisions that affect the wellbeing of themselves, others and the quality of the (physical) environment'.

**Intermediate 1, unit: 'Everyday chemistry'**

*This unit offers considerable scope for introducing sustainability issues into such items as cleaning technology. It also offers scope for dealing with fibres on a global scale in terms of sourcing, etc.*

**At Higher, Unit 3: 'Chemical reaction'**

*This unit offers scope for setting the UK chemical industry in a global and sustainability context.*

*This course offers considerable scope for dealing with ethics in science and for emphasising global interdependence in terms of the impact of science and technology.*

#### Computing

The Rationale acknowledges the need to study the '... social, legal and ethical implications of computers'.

**Intermediate 1, 'The internet'**

*This unit offers scope for discussion of the extent to which the internet can empower or disempower disadvantaged people worldwide.*

## Curriculum opportunities: Higher Still

Subject	
<b>Computing (continued)</b>	<p><i>This unit offers scope at Higher and Advanced Higher for dealing with ethical implications of 'artificial intelligence'.</i></p> <p><i>This course offers considerable scope for studying the part played by IT in the global scene in terms of access to information, empowering citizenship, technological elitism, gender issues in IT, etc.</i></p>
<b>Craft and design</b>	<p><b>Intermediate 2, 'Designing for people'</b></p> <p><i>This unit offers scope for exploring issues such as humanising design and technology.</i></p> <p>At Higher level the stated need is for pupils to be 'increasingly aware of the economic and social implications of design'.</p> <p><i>This course offers scope for:</i></p> <ul style="list-style-type: none"><li><i>dealing with issues of sustainability and global interdependence in the context of materials sourcing</i></li><li><i>emphasising human response, human need and global interchange in issues of design</i></li><li><i>making pupils aware of technology 'levels', and of sustainability as it applies to 'low-tech' and 'high-tech' solutions.</i></li></ul>
<b>Economics</b>	<p><b>Intermediate, 'Global trade'</b></p> <p><i>This unit offers scope for dealing with global inequalities.</i></p> <p><b>Advanced Higher, 'Applied economics'</b></p> <p><i>This unit offers further scope for examining inequalities through topics such as the World Trade Organisation (WTO) and the Multilateral Agreement on Investment (MAI).</i></p> <p><i>This course offers considerable scope for setting the study of economics in an ethical and global context.</i></p>

## Curriculum opportunities: Higher Still

Subject	
<b>English</b>	<p>The Rationale includes reference to the place of English and language study in developing key citizenship skills such as critical awareness. Teachers are encouraged to reflect in their teaching the changing worldwide corpus of language and literature.</p> <p><i>This course offers considerable scope throughout for:</i></p> <ul style="list-style-type: none"><li>• <i>developing a global perspective among pupils</i></li><li>• <i>underlining common human aspirations</i></li><li>• <i>dealing with themes of poverty, disadvantage, inequality and empowerment</i></li><li>• <i>language study that deconstructs in-built ethnocentricity and narrow nationalism</i></li><li>• <i>study that examines language in relation to issues of equality.</i></li></ul>
<b>Geography</b>	<p><b>Intermediate, topics: ‘People and environment’, ‘Global issues’</b></p> <p><b>Higher, Unit 1, sections: ‘The hydrosphere’, ‘Population’, ‘Rural geography’</b></p> <p><b>Intermediate, ‘Applications’, topics: ‘People and environment’, ‘Global issues’; sections: ‘Rural land degradation’, ‘River basin management’, ‘Development and health’</b></p> <p><i>This course offers considerable scope for:</i></p> <ul style="list-style-type: none"><li>• <i>developing a global perspective among pupils</i></li><li>• <i>countering negative imagery of the developing world</i></li><li>• <i>examining the concept of development</i></li><li>• <i>illustrating global interdependence</i></li><li>• <i>examining the causes of global inequalities</i></li><li>• <i>making the connections between poverty at home and abroad</i></li><li>• <i>widening the sphere of interest to include the global as well as the local and the national.</i></li></ul>
<b>History</b>	<p>The Rationale points to the contribution of historical study to the ability of pupils to participate in a modern democracy.</p> <p><b>Intermediate, units: ‘The slave trade’, ‘The struggle for Africa’</b></p> <p><b>Higher, Option B: ‘The Atlantic slave trade’; Option C: ‘Africa – society’, ‘Environment and imperialism’, ‘Patterns of migration’</b></p> <p><i>This course offers considerable scope throughout for the development of key citizenship skills such as critical awareness, critical analysis and the development and presentation of coherent and informed opinion.</i></p>

## Curriculum opportunities: Higher Still

Subject	
<b>History (continued)</b>	<p><i>This course also offers considerable scope for:</i></p> <ul style="list-style-type: none"><li>• <i>illustrating global interdependence</i></li><li>• <i>examining the causes of global inequalities</i></li><li>• <i>making the connections between poverty at home and abroad</i></li><li>• <i>widening the sphere of interest to include the global as well as the local and the national.</i></li></ul>
<b>Home economics</b>	<p><b>Intermediate 1, unit: ‘The food industry’</b></p> <p><i>This unit offers considerable scope for reference to ethics and sustainability and to the human food chain as a matter of global interdependence.</i></p> <p><b>Intermediate 2 and Higher, unit: ‘Consumer studies’</b></p> <p>For a global perspective it will be essential to include substantial reference to the ethics of consumerism in the global economy and to the potential for ‘consumer power’ to promote ethical approaches to production, marketing, supply and consumption.</p> <p><b>Advanced Higher, unit: ‘Lifestyle’</b></p> <p><i>This offers scope for cross-cultural study.</i></p> <p><i>This course offers considerable scope for imaginative development of the Arrangements framework to link the development of key citizenship skills to the learning programme and for making ethical, social and global connections to the topics studied.</i></p>
<b>Media studies</b>	<p>The Rationale refers to the importance of key citizenship skills – critical awareness and analytical skills.</p> <p><i>This course offers considerable scope:</i></p> <ul style="list-style-type: none"><li>• <i>for imaginative development of the Arrangements framework to strengthen the emphasis on a critical response to the mass media</i></li><li>• <i>to examine the part played by the mass media in promoting or deconstructing poverty, racism and disadvantage</i></li><li>• <i>to examine the mass media as a global phenomenon</i></li><li>• <i>to examine the issue of the ownership of sources of information and opinion.</i></li></ul>

## Curriculum opportunities: Higher Still

Subject	
<b>Modern languages</b>	<p>The various rationales refer to a focus on social and cultural aspects of the 'target country'.</p> <p><i>This course offers considerable scope for imaginative development of the Arrangements framework to undertake work on stereotyping, racism, and the cross-national, cross-racial and cross-cultural nature of the modern language studied.</i></p>
<b>Modern studies</b>	<p>The Rationale stresses 'moral and ethical responsibility' and making pupils aware of the rights and responsibilities of a democratic society.</p> <p><b>Intermediate, unit: 'Social issues in the UK'</b></p> <p><i>This offers scope for a global perspective on the issue of race and gender.</i></p> <p><b>Unit 3: 'International issues'</b></p> <p>This studies the 'emerging nations', Brazil, China and South Africa.</p> <p><b>Higher, unit: 'Political issues in the UK'</b></p> <p><i>This offers scope for showing the global connections with 'national' issues.</i></p> <p><b>Unit 3: 'International issues'</b></p> <p>This studies China and South Africa (as societies in change) and 'Ethnic minorities in the US'.</p> <p><i>This course offers considerable scope throughout for:</i></p> <ul style="list-style-type: none"><li>• <i>introducing a global perspective</i></li><li>• <i>illustrating global interdependence</i></li><li>• <i>examining the causes of global inequalities</i></li><li>• <i>making the connections between poverty at home and abroad</i></li><li>• <i>widening the sphere of interest to include the global as well as the local and the national</i></li><li>• <i>promoting the key citizenship skills of active participation and critical thinking.</i></li></ul>
<b>Music</b>	<p>The Rationale contains the aim of 'developing in students a knowledge and understanding of the social, historical, and environmental contexts for music, including indigenous music'.</p>

## Curriculum opportunities: Higher Still

Subject	
<b>Music (continued)</b>	<p><i>This course offers scope for:</i></p> <ul style="list-style-type: none"><li>• <i>promoting critical awareness</i></li><li>• <i>exploring the connections between music and society and politics</i></li><li>• <i>examining class, gender, and cultural issues in music</i></li><li>• <i>a representation of music worldwide.</i></li></ul>
<b>Physical education</b>	<p>The Rationale states: 'emotional, social and emotional challenges permeate learning in PE'. There is an emphasis on the promotion of positive values and attitudes.</p> <p><i>This course offers considerable scope for developing key citizenship skills and attitudes, such as collaboration, evaluating one's own performance and contribution, setting standards for oneself and identifying strengths and personal qualities.</i></p>
<b>Physics</b>	<p>The Rationale at all levels contains the statement that pupils should be aware that '... they can take decisions that affect the wellbeing of themselves, others and the quality of the (physical) environment'.</p> <p><i>This course offers considerable scope for dealing with ethics in science and for emphasising global interdependence in terms of the impact of science and technology.</i></p>
<b>Personal and social education</b>	<p>The Rationale has 'effective citizenship' as a key aim. There is emphasis on social as well as personal skills and recognition that social awareness should extend to 'distant' communities.</p> <p><i>This course offers considerable scope for imaginative development of the Arrangements framework to put more emphasis on empowerment and participation as vital to active citizenship and for making the promotion of critical awareness, which is currently highlighted only at Higher, a genuinely permeating element.</i></p>

## Curriculum opportunities: Higher Still

### Subject

#### Religious and philosophical education

**Access 3, unit: 'Questioning the world'**

**Intermediate, units: 'Justice in the world', 'Making moral decisions'**

**Higher, unit: 'Religious perspectives in a secular context'**

Rich and poor, gender, ecology and environment, war and peace.

*This course offers considerable scope throughout for the development of key citizenship skills such as critical awareness, critical analysis and the development and presentation of coherent and informed opinion.*

*This also offers considerable scope for:*

- *promoting an ethical critique into the study of social and religious phenomena*
- *illustrating global interdependence*
- *examining the causes of global inequalities*
- *making the connections between poverty at home and abroad*
- *widening the sphere of interest to include the global as well as the local and the national*
- *emphasising common human aspirations and human interdependence.*

## Section 5

# Staff Development and the Global Dimension

As schools develop their understanding and commitment to the global dimension, specific staff development needs will be identified, for example through teacher exchange or in-service opportunities provided by a range of organisations. Section 7 of this booklet lists organisations that are willing to run in-service training for staff members. However, for those schools that prefer to manage their own staff development, the first question must be 'what are we already doing that brings a global dimension to learning?'

- discussing different possibilities for developing the global perspective that are easy to implement in the school, and also some of those which might present more of a challenge
- agreeing on a plan of action.

Taking forward the staff development aspects of the global dimension is best done by identifying the aspects of a global dimension that the school, collectively or individually, would like to explore. These can then become the focus of future in-service training sessions. The school might arrange to have a display of relevant resources for teachers to review. (See p. 36 for a list of Development Education Centres and other sources of materials.)

### Case study

A Scottish school has used staff development funding to allow brief teacher exchanges to one of the partnership schools for four days with a view to observing other teaching and learning systems. In particular, teachers are asked to look at methodologies, to discuss these in relation to those they employ themselves and to meet and talk to the students. The school in return agrees to provide a supply teacher for their classes during the exchange and to pay their flight to the partner country. Teachers are not expected to write lengthy reports as a result of their visit, but agree to feed back their observations to the rest of the staff, thus maximising the benefits of the exchange. These exchanges not only enhance the learning and teaching that takes place in school but also encourage teachers to adopt a more global approach in their classroom.

### Case study

The headteacher of a Scottish secondary school spent two weeks visiting township schools in South Africa.

*After almost thirty years in conventional secondary school teaching, it takes something rather special to awaken your sensibilities to the fact that all is not as you supposed it to be. Like many people in the developed world, I assumed that post-1994 South Africa was an area of enlightenment, freedom, justice, equality and lots more. Two weeks in the towns of Richmond and Douglas in the Northern Cape have shown me how far education has to go and how much there is still to be done to meet these sacred goals.*

The modern studies department has now entered into a partnership with one of the schools visited in South Africa and plans to produce joint curricular materials for use with senior students. Staff and students from the South African school have now visited Scotland, thus strengthening the link and increasing the awareness between the two education systems. The schools now have strong educational links.

In order to find out about and evaluate existing assumptions, opinions and practice in your school it might be worth:

- inviting staff to read through this document
- discussing some of the questions set out on pp. 34-35
- sharing examples of good practice past and present from the school and from elsewhere



## Section 6

# Review and Evaluation of the Global Dimension

Whether a school is starting to consider the global dimension of its provision or has it well established, it is important to review provision from time to time and to consider the extent to which the main ideas of the global dimension are being consolidated.

These ideas are:

- equality
- democracy
- human rights
- global citizenship
- freedom
- justice
- poverty-reduction
- social and environmental responsibility
- social equity and diversity
- anti-racism
- multiculturalism
- peace and conflict resolution
- interdependence.

There are two main contexts on which the review might focus: the *whole-school context* and the *classroom context*. This section of the booklet provides a basis on which the review process might be developed.

## Reviewing the whole-school context

As a school manager, or management team, you may find the following questions provide a basis for discussion and action on the global dimension.

- How open is the school to local and global concerns and interests?
- How does the school ensure that all pupils feel equally valued?
- How are pupils involved in consultation and decision making about the affairs of the school?
- What processes are used to resolve conflict when it arises?
- What means are used to reduce or avoid conflict arising in school?

- How does the school address the concept of sustainable development?
- What opportunities are there for collaborative work to be carried out between teachers and departments?

## Reviewing the classroom teaching context

As an individual teacher or, more usefully, as one of a group of teachers, you may find the following questions provide a basis for reviewing the global dimension of your teaching.

- To what extent does the content of your teaching illustrate the pluralist nature of Scottish society?
- To what extent is the content of your teaching illustrated by examples from around the world?
- What opportunities are there to explore conventional and less conventional ideas and opinions?
- How do the values that underpin your teaching relate to a global perspective?
- To what extent do you make connections across subjects and with pupils' own experiences?
- How do you promote critical thinking skills, creative thinking skills and communication skills in your teaching?
- How easy is it for pupils' interests to be reflected in what you teach?
- How do the ideas of change and speculation about the future come into your teaching?



## School self-evaluation

It may be that you decide that after an initial review it would be helpful to undertake a more structured evaluation of the global dimension in the school. Three basic questions provide a useful sequence to follow in planning and undertaking a self-evaluation of the global dimension.

### 1. How are we doing?

- Identify the expectations within the school aims.
- Focus on a curricular area, topic, stage or teaching approach.

### 2. How do we know?

- Focus on one issue or theme at a time. Turn the issue or theme into a question: for example how good is the quality of pupils' learning about the global dimension?
- Identify the features of good practice, referring to national and local advice.
- Decide how to find out if these are present and effective.

### 3. What are we going to do now?

- Ensure that a report is made of the evaluation of what has been observed.
- Set targets for development.

HM Inspectors of Schools and local authorities encourage schools to use Performance Indicators to help evaluate performance. Some of the Performance Indicators in '*How Good is Our School?*'<sup>9</sup> can readily be related to a global perspective.



<sup>9</sup> HM Inspectors of Schools, *How Good is Our School? Self-Evaluation Using Performance Indicators*, The Stationery Office on behalf of SOEID, 1996

## Section 7

# Resources and Support

### Material resources

The National Grid for Learning contains a database of good-quality materials that can help teachers of all subjects and at all stages bring a global dimension into their teaching. The database can be found at [www.globaldimension.org.uk](http://www.globaldimension.org.uk) and information on how to obtain printed copies of these resources is also given on the site.

In addition, there are organisations that produce and make available materials and support global perspectives in schools. Their activities include running workshops, offering professional development opportunities for teachers and providing information on school linking, resources and funding.

#### **Scottish Development Education Centre (Scottish DEC)**

34–36 Rose Street North Lane  
Edinburgh  
EH2 2NP  
Tel: 0131 225 7619  
Fax: 0131 225 7618  
E-mail: [resources@scotdec.org.uk](mailto:resources@scotdec.org.uk)

#### **Highland One World Group**

Education Centre  
Castle Street  
Dingwall  
IV15 9HU  
Tel: 01349 863441  
E-mail: [janis.keast@jcs.uhi.ac.uk](mailto:janis.keast@jcs.uhi.ac.uk)

#### **The Montgomery Development Education Centre**

Celebration Centre  
120 Rosemount Place  
Aberdeen  
AB25 2YW  
Tel: 01224 620111 (please phone to arrange a visit)  
E-mail: [mdec.abdn@virgin.net](mailto:mdec.abdn@virgin.net)

#### **One World Centre**

189 Princes Street  
Dundee  
DD4 6EG  
Tel: 01224 620111  
E-mail: [deved@oneworld1.freemove.co.uk](mailto:deved@oneworld1.freemove.co.uk)

#### **Worldaware**

31–35 Kirkby Street  
London  
EC1N 8TE  
Tel: 020 7831 3844  
E-mail: [education@worldaware.org.uk](mailto:education@worldaware.org.uk)  
Web: [www.worldaware.org.uk](http://www.worldaware.org.uk)

More generally, the Department for International Development (DFID) publishes a wide range of material on its work and on key current issues, as well as some material produced specifically for schools. All of these are available free of charge on request.

For further information, contact DFID's Public Enquiry Point:

#### **Department for International Development**

Public Enquiry Point  
Abercrombie House  
Eaglesham Road  
East Kilbride  
Glasgow  
G75 8EA  
Tel: 0345 300 4100  
E-mail: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)  
Web: [www.dfid.gov.uk](http://www.dfid.gov.uk)

The Central Bureau for International Education and Training offers information and professional advice on educational exchanges and administers a wide range of global programmes and professional development activities.

The Central Bureau can provide assistance to schools wishing to find and establish a link with a partner school in a developing country. Some funding is available to enable teachers to carry out initial reciprocal visits and develop joint curriculum projects. The bureau also provides a range of opportunities for teachers to extend their professional development through exchanges and study visits and in-service training.

For further information, contact the Central Bureau or visit its linking websites.

### **Central Bureau for International Education and Training**

The British Council  
3 Bruntsfield Crescent  
Edinburgh  
EH10 4HD  
Tel: 0131 447 8024  
Fax: 0131 452 8569  
Web: [www.centralbureau.org.uk](http://www.centralbureau.org.uk)

**Windows on the World** – offers help with partner finding: [www.wotw.org.uk](http://www.wotw.org.uk)

**Montage** – provides a series of interactive curriculum projects involving many countries worldwide: [www.montage.edu.au](http://www.montage.edu.au)

The importance of a global dimension to the curriculum has also been acknowledged by a growing number of education authorities and many now have policies relating to the global dimension. In some cases there is a designated officer with responsibility for supporting schools developing work in this area.

For further information, contact your education authority.

The International Development Education Association for Scotland (IDEAS) supports and promotes the work of all those engaged in raising awareness of,

and bringing about a better public understanding of, global and development issues in Scotland. It is an umbrella body working in partnership with over 40 member organisations, including a network of local development education centres (DECs) in Scotland. It is a member of the UK's Development Education Association and also works closely with development education networks in Wales and Northern Ireland.

### **IDEAS**

34–36 Rose Street  
Edinburgh  
EH2 2NP  
Tel: 0131 225 5949  
Fax: 0131 225 7618  
E-mail: [katrin@i-d-e-a-s.freereserve.co.uk](mailto:katrin@i-d-e-a-s.freereserve.co.uk)



## Other sources of development education materials in Scotland

The following organisations also work in development education. Many of their resources can also be viewed, purchased or borrowed from the various Development Education centres.

### **Oxfam**

Floor 5  
Fleming House  
134 Renfrew Street  
Glasgow  
G3 6ST  
Tel: 0141 331 2724  
E-mail: [oxfam@oxfam.org.uk](mailto:oxfam@oxfam.org.uk)  
Web: [www.oxfam.org.uk/coolplanet/](http://www.oxfam.org.uk/coolplanet/)

### **Christian Aid**

41 George IV Bridge  
Edinburgh  
EH1 1EL  
Tel: 0131 220 1254

### **Save the Children Fund**

Haymarket House  
8 Clifton Terrace  
Edinburgh  
EH12 5DR  
Tel: 0131 527 8200  
Web: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

### **SCIAF**

19 Park Circus  
Glasgow  
G3 6BE  
Tel: 0141 354 5555  
Web: [www.sciaf.org.uk](http://www.sciaf.org.uk)

### **UNICEF**

Baltic Chambers  
50 Wellington Street  
Glasgow  
G2 6HJ  
Tel: 0141 221 5785



### **Amnesty International**

Scottish Section  
11 Jeffrey Street  
Edinburgh  
EH1 1DR  
Tel: 0131 557 2957

### **The Scottish Co-operative Education Centre**

95 Morrison Street  
Glasgow  
G5 8LP  
Tel: 0141 420 7365

### **Actionaid**

Hamlyn House  
Archway  
Macdonald Road  
London  
N19 5PG  
Tel: 020 7281 4101

### **WWF (Scotland)**

8 The Square  
Aberfeldy  
PH15 2DD  
Tel: 01877 820449  
Web: [www.wwf-uk.org](http://www.wwf-uk.org)

## Other useful contacts

### Central Bureau for International Education and Training

(for information on educational visits and exchanges)  
3 Bruntsfield Crescent  
Edinburgh  
EH10 4HD  
Tel: 0131 447 8024  
Fax: 0131 452856  
E-mail: [information@ed.centralbureau.org.uk](mailto:information@ed.centralbureau.org.uk)

### Learning and Teaching Scotland

Gardyne Road  
Broughty Ferry  
Dundee  
DD5 1NY  
Tel: 01382 443600  
Fax: 01382 443645/6  
and  
74 Victoria Crescent Road  
Glasgow  
G12 9JN  
E-mail: [enquiries@LTScotland.com](mailto:enquiries@LTScotland.com)  
Web: [www.LTScotland.com](http://www.LTScotland.com)

### Scottish Executive Education Department

Victoria Quay  
Edinburgh  
EH6 6QQ  
Tel: 0131 556 8400  
Web: [www.scotland.gov.uk](http://www.scotland.gov.uk)





Copies of this document can be obtained from:

DFID Public Enquiry Point  
Tel: 0845 300 4100  
E-mail: [enquiry@dfid.gov.uk](mailto:enquiry@dfid.gov.uk)

and

IDEAS  
34–36 Rose Street North Lane  
Edinburgh  
EH2 2NP  
Tel: 0131 225 5949  
E-mail: [katrin@i-d-e-a-s.freereserve.co.uk](mailto:katrin@i-d-e-a-s.freereserve.co.uk)



**Learning and Teaching Scotland, Gardyne Road, Dundee DD5 1NY Tel: 01382 443600 Fax: 01382 443645/6**

Learning and Teaching Scotland, 74 Victoria Crescent Road, Glasgow G12 9JN Tel: 0141 337 5000 Fax: 0141 337 5050

**[www.LTScotland.com](http://www.LTScotland.com) e: [enquiries@LTScotland.com](mailto:enquiries@LTScotland.com)**