

HOW CAN YOU EMBED GLOBAL CITIZENSHIP IN YOUR CURRICULUM?



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GLOBAL CITIZENSHIP IN
SECONDARY EDUCATION

The Netherlands is an internationally oriented country, and that is mirrored in our education system. Almost every school pays at least some attention to global citizenship, but they rarely do so in a systematic fashion. Global citizenship is usually introduced through specific projects and the link to the rest of the curriculum is not consistently emphasised. How can schools reinforce the attention paid to global citizenship?

This handbook offers tips, guidelines and inspiration for embedding global citizenship in your curriculum. It also helps your school answer the following questions:

1. What do you want to achieve?
2. Where is your school today?
3. What needs to be done?
4. Where to start?

This publication is not a blueprint for embedding global citizenship in secondary education, but hopefully it will help you on your way to achieving that goal. For more information on the subject, visit: www.ncdo.nl.

If you would like an individual consultation, please feel free to contact NCDO via Jeroen van der Zant: jvanderzant@ncdo.nl.



1. WHAT DO YOU WANT TO ACHIEVE?

You want to begin teaching global citizenship in a structural manner. It is a plan that could benefit your school, but it will also cost a lot of effort. How can you best approach the implementation of the plan? And where should you begin?

The ideal approach for embedding global citizenship in your curriculum? There's no such thing. There is no 'one size fits all' solution, no blueprint for that. You have to find your own way, and that starts with setting clear goals. What does global citizenship mean to you and your colleagues? What do you hope to achieve? And how do you want to achieve it?

There may be no single blueprint, but there are some guidelines available for you to use. Global citizenship can be embedded in four different areas within your school organisation. The best way would be to pay equal attention to all four areas, but in reality it may be more practical to give priority to one area at a time.

a. Vision and mission statements

What does global citizenship mean for the teachers and for the school? Giving global citizenship a clear place in the school's vision and mission statements shows how important you consider the topic to be. It is there for everyone to understand: students, parents, colleagues and the community. The school's mission and vision will then automatically be expressed in the planning and curriculum.

b. Embedding in the lessons and curriculum

You can give global citizenship a permanent place in your school's courses and projects. The social sciences subjects already pay some attention to the topic of global citizenship, but in principle the theme can play a role in every subject. Think about how much emphasis you want to give global citizenship in each subject, and how you want to do so. Do you want to embed it on a project-by-project basis? Would like to include elements of global citizenship in existing learning tracks? Or would you prefer to combine both approaches?

c. School culture and climate

You can also include global citizenship in your school's culture, in the way everyone is involved in the school and how everyone treats one another. Consider implementing rules of behaviour or paying attention to diversity and student

input. The relationship between the school and the community is also important; how does the school relate to parents, organisations, the neighbourhood, the village or the city?

d. Walk the talk

Global citizenship also plays a role in determining how employees act. Talking about the issue is one thing, but taking action is another. For example; do your organisation's actions reflect global citizenship values? Does your school express sustainability in purchasing materials or conducting building work? And were the materials you purchase or use produced in ethically responsible ways?

Arranging material

This handbook explains in detail how you can arrange the existing material. If you would like to know more, please have a look at the Kennisnet lesson module

Learning to arrange and develop digital teaching materials (in Dutch only):

www.kennisnet.nl

Keep it manageable

"All of the first- and second-year students at our school have lessons on global citizenship for one hour per week. Partly to prepare for the upper class subject Social Studies, but primarily because we want the younger students to really learn what global citizenship entails. That is one of the priorities in our vision. In order to keep the concept manageable, we invite guest instructors to talk about the subject. We are also a UNESCO school, which offers us plenty of contacts and tools for coming up with lesson content. We were recently able to invite someone from Médecins Sans Frontières via one of our colleagues. He told his story and showed the students some photographs. The students also volunteered for an afternoon at a nursing home around the corner. The subject Global Citizenship is taught by teachers from a variety of backgrounds. They make sure to communicate among one another, but also with the teachers for the upper classes. In part to prepare for Social Studies, but also to prevent the subjects from overlapping."

Jocye de Grand, teacher of Dutch and Global Citizenship at the Cosmicus Montessori Lyceum in Amsterdam

2. WHERE IS YOUR SCHOOL TODAY?

You don't have to start from scratch when embedding global citizenship in your curriculum. Research conducted by NCDO shows that most schools already pay some attention to global citizenship, even though they may not call it by that name. Your school probably does so as well. A good place to start is to make an inventory of all of those activities and then gather together people and initiatives.

What exchange activities does your school participate in? Which projects and lessons does it organise? Do the mission and vision statements include global citizenship? What is done in the area of sustainability? Make an inventory of this starting position and use it as the foundation for your further plans and for expanding the attention paid to global citizenship.

You can build on this information in order to realise your goal of embedding global citizenship in the curriculum

Activity:

Fill in the World Meter (see column right) to find out where your school is at in the area of global citizenship. Then look at your goal statements. Which of the school's current activities contribute to the realisation of these goals?

World Meter

You can use the World Meter to inventory how well global citizenship is already embedded in your curriculum. Simply fill it in and within 15 minutes you can gain insight into where your school stands today in the field of global citizenship. Which areas have your school already made progress in, and which areas need more attention?

The World Meter consists of questions in four categories:

1. Curriculum - content

How is global citizenship included in the various lessons, lesson plans and projects?

2. Curriculum - skills

Is global citizenship reflected in how people treat one another and in the students' competencies?

3. Organisation - teachers

Do the teachers have the necessary knowledge and skills to include global citizenship in their lessons?

4. Organisation - actions

Does the organisation and its staff act like global citizens? (Mission, vision, sustainability policy, purchasing.)

The World Meter can be found at:

www.ncdo.nl/themas/onderwijs under 'tools'.

Look closely

"Assume responsibility and work independently: those are the skills we teach children at our primary school. We base our approach on the child, not on a lesson plan. Students therefore have a say in the content of the curriculum - under teacher supervision, of course. The main thing is that the children accept one another as they are.

This automatically brings up a number of issues that are related to global citizenship. For example, how should students deal with problems in the school yard? And where do their classmates' parents come from? In our vision statement, we state that we aim to teach children to consciously look at the world. Including that statement in our vision gives it a prominent place for every teacher to see.

Our annual events also revolve around global issues. For instance, during the 'story breakfast' we let parents read to the children in their mother languages. We also celebrate the 'Yabba Dabba Festival', where students organise the activities and parents bring treats from around the globe. The ONE school project also provides lesson materials. By participating in the project, we can claim the title of being the first Article 1 school in the Netherlands: a school that places the highest priority on treating everyone equally."

Thea Penders, Director of the Freinetschool in Heerlen

Tip: Let children participate in setting up the curriculum, and global citizenship will automatically be included.

3. WHAT NEEDS TO BE DONE?

You have set your goals and you know what your school has already done in the area of global citizenship. So the next step is to determine what still needs to be done in order to achieve the goals from the current starting point.

Many plans for embedding global citizenship strand due to a shortage of time, money or available knowledge. A proper inventory of the necessary resources is therefore vital for success. The three steps outlined below can help you through this step:

a. Make a plan.

Here you can describe the goals and the steps necessary to achieve them. Be realistic: you probably won't be able to achieve all of your goals at once. So remember to build intermediate steps and to formulate sub-goals.

b. Draw up a realistic schedule.

When do you want to have achieved your goals and sub-goals?

c. List the preconditions for success.

What will you need in order to take steps towards achieving the goals on schedule? Answering the following questions can help:

- What knowledge and skills are needed? Does the school have them in-house? And if not, where can they be found?
- How much time is needed? Is there enough time available? If not, how can you find the time you need?
- Do you need money or materials? Are they available? And if not, where can they be found?

Tip: Mention global citizenship in the school vision and make it a separate subject in the curriculum.

Activity:

Draw up a plan and a schedule based on the questions under c. (left).

4. GET TO WORK!

So now you have a plan for embedding global citizenship in your school. But how can you put it into effect?

a. Raise awareness for your plans and ideas.

Remember to use a variety of channels. Don't only send written announcements, but address your colleagues personally and bring up the topic at meetings as often as possible.

Don't just communicate to management and colleagues, but also inform students and parents, perhaps through the student council or the parent council.

Don't just talk about the plans; celebrate and share successes with colleagues, students and parents.

b. Generate support.

You cannot realise the plans on your own, so try to generate support among management and teachers. Form a team or work group to execute parts of the plans, and involve as many people as possible in implementing the plans. And remember to give your colleagues the time they need: they probably won't immediately share your enthusiasm and inspiration. Involve them in the planning stage and take their ideas about global citizenship, their teaching style and the content of their subjects into consideration.

c. Ask for help.

Exchanging views and experiences increases your knowledge and that of your colleagues. Contacts with other schools and organisations can be inspiring and informative.

Look for support outside of school as well. There are a wide variety of organisations that can help you realise your plans for global citizenship. But hold on to the reins and don't lose sight of your goals.

Of course, you can also take advantage of the many materials that are already available. Take a look at www.ncdo.nl for the other tools, publications and dossiers developed by NCDO.

d. Evaluate and correct.

Reality has a way of throwing wrenches into any plan. Your plans for global citizenship may also be in conflict with the school's other priorities. Evaluate your activities regularly to see whether you will be able to achieve your goals. You may have to accept that you can't have it all right now, and adjust your goals accordingly.

Colophon

Developed by Daniël van Middelkoop, at the request of and in cooperation with NCDO Knowledge Centre for International Cooperation and Citizenship. For more information, visit: www.ncdo.nl.

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