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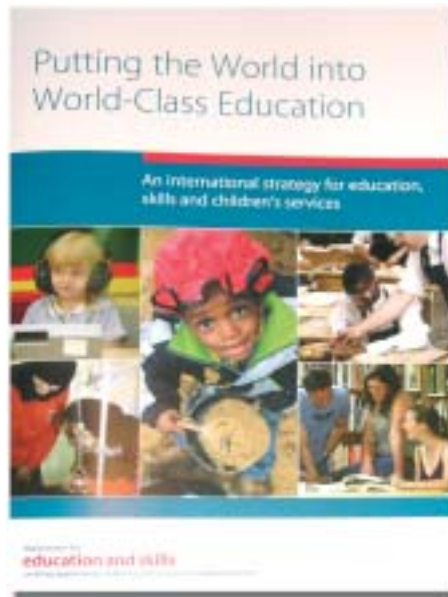
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What is the YHGSANews?

The Yorkshire and Humber Global Schools Association owes its existence to a national initiative of the Department for International Development. With the launch of the programme known as 'Enabling Effective Support' (EES) the department is for the first time funding regional activities across the UK to support the global dimension in education. In the Yorkshire and Humber region our response has been to set up the YHGSANews. Prior to the establishment of the organisation there was a period of consultation with LEAs, schools, Development Education Centres and many other organisations with an interest in this field. The comments and views of those who attended a series of consultative forums were vital in the planning phase for the new organisation. There are five key strategies for the provision of services in the region: Promotion and Marketing; Curriculum Development; Continuing Professional Development; North South Linking and Resources and Services.

Putting the World into World-Class Education A new strategy document from the DfES

The DfES has published a strategy document which sets out governmental commitment to the global and international initiatives which are already taking place in many schools. This is done through three interrelated goals with associated priorities for action:



Goal 1 is concerned with equipping young people and adults for life in an increasingly global society and economy.

Goal 2 is about engagement with international partners and learning from best practice in other countries.

Goal 3 relates to the contribution which education can make to overseas trade and investment.

Alongside other priorities the document pays considerable attention to the global dimension in education especially

through Goal 1 which includes the following priority for action:

'To instil a strong global dimension into the learning experience of all children and young people'

This theme is expanded through the eight key concepts which the DfES considers essential foundations for all young people:

- Social Justice
- Sustainable Development
- Human rights
- Conflict Resolution
- Values and perceptions
- Diversity
- Citizenship
- Interdependence

The document makes particular reference to the opportunities for awareness raising by schools in 2005 through the UK Presidency of both the EU and the G8 group. It also makes it clear that the DfES wishes to promote international partnerships of all kinds especially with schools in the South.

Copies of the new publication can be obtained from:

DfES Publications

Tel: 0845 6022260

Fax: 0845 6033360

Email: dfes@prolog.uk.com

quoting the reference DfES/1077/2004.

Developing a Global Dimension in the Curriculum

YHGSA conference Leeds, February 1st

This was a well attended event which attracted over 60 participants. The majority of the audience were teachers from primary and secondary schools who were joined by LEA advisers and representatives from organisations with an interest in global education. The aim of the event was to demonstrate some of the strategies which local schools are adopting to develop the global dimension, usually with support from the YHGSA. At the heart of the conference was a series of workshops led by teachers



and LEAs which were focussed on either Curriculum Development or North South linking. These brought to life a range of practical ideas which can help to embed the global dimension in the curriculum.

Fran Warden from Springwood Community Primary School, Bradford, was one such contributor. She attended the dissemination conference with the PHSCE co-ordinator from her school. As well as her Headteacher role, she has overall responsibility for Geography. Fran shared her workshop with Christine, a teacher from Grimsby, and their particular focus was on the use of Benchmarks and developing a whole school strategy for the inclusion of Global Awareness within their school development plan.

They used their grant for teacher release time to work on an action plan and curriculum alterations. Fran's senior

management team and school governors were informed and involved from the beginning and this helped to move the project forward. Governors allowed them to match fund their grant and senior staff supported them in Team meetings with other staff. The money soon went - but they were left with a firm foundation on which to build.

They intended to develop a programme of staff training as their next strand and this has already begun. Their attendance at the conference left them feeling more enthusiastic and positive in their plan to develop this area of learning for their pupils and staff.

Michelle McMechan, AST in English at Calder High School, presented material from work she is developing for Leeds DEC on a KS3 to KS4 transition project based around aspects of the global dimension. The project aims not only to prepare students for the demands of KS4 but to also offer tangible routes into Citizenship, diversity and human rights. Michelle was also keen to stress the importance of creativity in the classroom and brought along with her outcomes of work which her own students had produced whilst exploring their own culture as preparation for learning about other cultures. Materials for this project will shortly be available through LEEDS DEC website.

Representatives from Prince Henry's Grammar School, Otley told the conference about how they had started to develop the international dimension as a Specialist Language College but applied for the Global Steps Grant to help move away from tokenism and embed the Global Dimension in the curriculum. They did an audit to find out the base level of understanding and then used link schools to exchange ideas with students from southern continents. Languages and Geography were the first curriculum areas involved, but they also arranged a full day of Global Citizenship to involve all staff

and students. Getting the Award at level 1 has encouraged them to move into 5 curriculum areas and they are hoping to apply for Level 2 next year.

The conference also featured keynote speeches from Mohsin Zulfiqar who until recently managed the Ethnic Minority Achievement Unit for Leeds City Council and Professor Audrey Osler from the Centre for Citizenship at the University of Leeds. There were also short inputs from the YHGSA Strategy Group members which gave the audience an overview of the work of the organisation in the region as a whole. During the intervals participants were able to look at a range of displays including materials provided by Leeds Development Education Centre and the Centre for Global Citizenship. Also featured amongst the displays were the YHGSA Inspection Boxes for Global Citizenship and Race Equality.

Although the conference was a useful event in itself its impact will be widened by the production later in the year of a YHGSA publication which will encapsulate some of the most interesting ideas for global education in the curriculum being developed by schools from our region. Both of these activities could not take place without funding from OXFAM and Yorkshire Forward.

Materials wanted! We would be most grateful to receive further materials which feature the global dimension for consideration for inclusion in the YHGSA publication. All the schools involved will be fully acknowledged:

- Lesson plans
- Plans for assemblies
- School policy documents
- School planning documents
- Short accounts of special days or events

Please send to Ray Kirtley, YHGSA, 27 Salmon Grove, University of Hull, Hull, HU6 7RX. Tel: 01482 305150 email: r.kirtley@hull.ac.uk

Forthcoming Events

Using the ecological footprint activity to enhance the delivery of the Global Dimension

Thursday 16 June, 1pm - 3.30pm

Venue: Leeds DEC

Key Stage 2 teachers

Contact: Trish Sandbach on 0113 380 5660 email: trish@leedsdec.org.uk

The local to Global School: using local school linking to develop a global focus in KS2

Timing: Thursday 23 June, 4 - 6pm

Target audience: KS2 teachers

Venue: Leeds DEC

Contact: Trish Sandbach on 0113 380 5660 email: trish@leedsdec.org.uk

This world, our world: using the Global Schools model to enhance teaching of the Global Dimension in the Secondary curriculum. A practical guide to becoming a Global School.

Tuesday 5 July, 1- 4pm

Key stages: 3 & 4

Venue: Leeds DEC

Contact Adam Ranson on 0113 3805660 or email adam@leedsdec.org.uk

North/South linking course

For teachers to explore how to work effectively and equitably with partner schools in the South and to think of projects which would enhance pupil learning and the curricula of all involved.

Thursday 30 June, 9.30am-3.30pm

Key stages: all

Venue: York St John College

Contact: Chrissie Dell on 01904 716755 or email c.dell@yorksja.ac.uk

Using the YHGSA Race Equality resource boxes

Wednesday 18 May, 1pm-3.30pm

Key stages: all

Venue: Beverley (TBC)

AND Tuesday 28 June 1pm-3.30pm

Venue: York St John College, 4-6pm

Contact: Chrissie Dell on 01904 716755 or email c.dell@yorksja.ac.uk

NUT Training Day: Good practice in multi-cultural education for pupils in areas with very small or no ethnic minorities.

Wednesday 15th June all day

Venue: Ramada Jarvis Hotel, Willerby.

Applications from teachers throughout the region are welcome. Full course information will be circulated to schools by the NUT in the coming month, and will be posted on the following website: www.eastridingnut.org

Global Campaign for Education What IS this thing called 'education'?

(GCE) Week 24—30 April 2005

www.campaignforeducation.org

Kids have to go to school, but - do they want to? What's it for? Who's it for? What's it like? What could it be like?

The Global Campaign for Education Week gives us an annual opportunity to talk education - organise a festival, conference or whatever.

In different parts of the world people look upon issues from different standpoints - in one place the issue is learning for girls, in another the shortage of books or teachers. In 2002 we were in Uganda during GCE week and shared an experience which was a graphic example of learning from the South. The main event of the week was an open lecture by a local professor who colleagues assured us was an inspiring speaker on the topic of educational reform. It turned out that Senteza Kajubi was THE local professor - a lively

energetic octogenarian; vice chancellor of Makerere University (twice), and now vice chancellor of a private university.

As the time for the lecture approached, people drifted in to the lecture hall. More chairs were found as the seats were



filled. Standing room at the back was soon used up, and by the time Professor Kajubi began, all the windows were occupied as well. His thesis was that, 'Education needs a complete overhaul'. And the audience, of students, academics and NGO activists was enthralled.

The questions and comments could only be stopped by promises from FENU (the forum of education NGOs Uganda) that it would set up forums so that the discussions could continue.

The argument was based on the fact that, at all levels in education, the product of the system, whether graduates or school leavers, is not 'fit for purpose' to meet the needs of modern society. This thesis, which Kajubi argued with telling conviction in the Uganda context, applies world wide.

UNESCO is asking for the millennium goal of universal education to be amended to promote quality (another way of saying 'fit for purpose'). The UK 'universal' provision is marred by high proportions of children and young people not benefiting.

Our contribution to GCE week this year will be to promote an event here in the Yorkshire and Humber region to look closely at 'What is Education for?'

contact us at voice@voice.karoo.co.uk

“It smells just like Pakistan.” Reflections on Urban – Rural school linking

What on earth could your urban multicultural school get out of link with a rural all-white school?

For the last two years the Just Linking Project has been working with three pairs of schools linking mostly-white rural schools with inner-city multicultural ones.

The benefits are evident for an all-white school in extending their children’s experience, providing real opportunities to challenge prejudice and stereotypes and prepare the children for life in multicultural Britain. So are the multicultural urban schools just providing a useful social service? Well, we believe that the benefits are in fact much more mutual.

In one inner-city Leeds school which is truly multicultural, a teacher identified a benefit of their link with an all-white rural school. It provided an opportunity to challenge the urban children’s preconceptions that all white schools are racist. The children simply had not realised that some areas don’t have multicultural communities and had assumed that the children in those schools were racist. The link brought out this assumption which had not been visible before. Several of the British Pakistani children from an inner-city linking school were worried before meeting the children in their rural

link school that they would not be able to understand the rural children’s accents. However, when they did meet they found they had no difficulty understanding each other. Their teacher identified the value especially for the Asian children of just, “having a white friend”. In our experience the opportunity to challenge prejudice and assumptions has been valuable for both urban and rural partner schools. It seems so obvious, but a lesson that we’re learning in the Just Linking project is that rural white cultures make a distinct contribution to multicultural Britain, which should command respect in the same way as ethnicity and religion.

Another benefit for the urban schools has been the opportunity to experience country life. For many urban children access to the country is limited by the family’s lack of transport and confidence in exploring the countryside. Some of the children had not seen wildlife or farm animals in Britain and were amazed at their size.

This experience of the countryside, has had hidden benefits, such as the smell of country locations, can be used to extend children’s writing (one boy commented on getting off the coach,

“It smells just like Pakistan!”). Comparison of locations can take on a personal perspective; two partner groups did a river study together in one of the rural villages, and another group of urban children were astonished at the lack of amenities in rural villages such as curry take-aways and mosques. The new realisations have given children a first hand understanding of how humans shape their environment.

The Just Linking project is not just about building relationships between urban and rural British schools they have been set in the context of connecting local and global food production and consumption. The children have learnt about their respective communities’ roles as producers and consumers, and about international trade and fair trade. There are strong moral, social and personal reasons, as well as cultural ones, for this building of good relationships and understanding of diversity. These are the foundations of good citizenship and sustainable societies.

We are working on the production of a handbook and accompanying video which maps the process and will be available for sale next year. The Just Linking Project is run by Leeds Development Education Centre and funded by DFID. Contact Trish on 0113 3805660 or trish@leedsdec.org.uk by Trish Sandbach and Sarah Fishwick

Feedback Form

Become a member of the Yorkshire and Humber Global Schools Association. Membership is free. If you are interested in the future work of the Association, please complete this form and post it to: Ray Kirtley, YHGSA, 27 Salmon Grove, University Of Hull, Hull HU6 7RX.

Name _____

Postcode _____

Organisation _____

Telephone _____

Address _____

Email _____

Signed _____

Date _____

Communications wherever possible will be sent by email. Please tick this box if you would prefer material to be posted to you
Each applicant signing this form acknowledges that the YGSA will hold information about him/her on its computer records and that under the Data Protection Act 1984 he/she is entitled to know what information is held and to ask for any inaccuracies to be amended.