

Chapter 2

Principles and precedents

David Hicks

This chapter explores the specific field of global education through examples of its evolution taken mainly from the UK. In particular it looks at three curriculum initiatives that have been influential in developing awareness of the need for a global dimension in the curriculum. It goes on to support a fourfold model of global education which identifies the interrelated elements that need to be present to constitute good practice in the classroom.

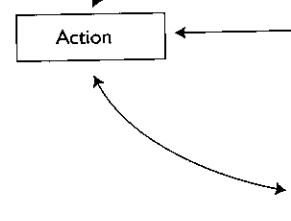
Introduction

It was noted in Chapter 1 that the term global education may be used in two different ways – to refer to a specific educational field and, more broadly, as an umbrella term to embrace all of the issue-based educations. This chapter is concerned with the specific field of global education. Whilst its origins lie in the work of progressive educators in the second decade of the twentieth century, it began to take on its current form in the early 1970s. In 1973 the One World Trust set up the World Studies Project and, in so doing, gave birth to the UK variant of global education. Some of the key milestones in the development of the field are considered below in order to understand the nature of current debates about what properly constitutes global education.

Three projects

The World Studies Project

This project, directed by Robin Richardson, ran a series of inspiring and innovative conferences in the 1970s attended mainly by secondary teachers, tutors in initial teacher education and educators from NGOs. It was Richardson (1976) who provided the first conceptual map of world society that many educators went on to use in their work. As a result, by the end of the 1970s, there was a loose national network of educators in the UK committed to promoting world studies in school and teacher education. At the time his model for exploring global issues (Figure 2.1) was an important innovation as was his thesis that such issues fell into four broad categories:



To understand the causes of the political and economic should be organised, and the

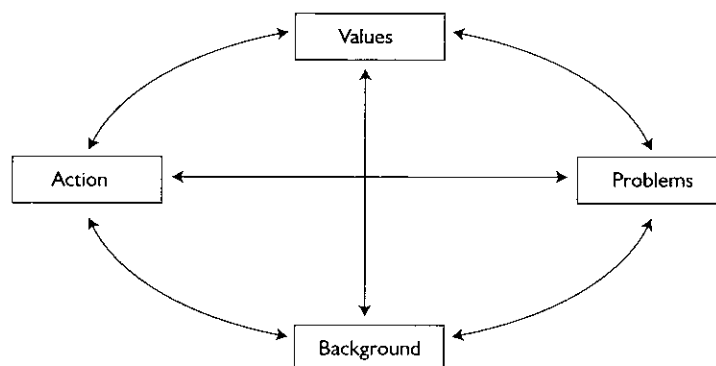
Figure 2.1 Richardson's framework for

poverty, oppression, conflict and participatory pedagogy developed by educators such as Johan Galtung (1969) and Carl Rogers (humanistic psychology). His 1976 publication, *Learning for Change* became a benchmark for all those involved in the curriculum.

The pedagogical importance of this focus that it brought to the study of global education often tended to focus narrowly on the wonder that pupils often lost interest in the subject were unable to develop any sense of purpose.

To explore the political and economic issues and to understand some of its causes. This will affect how an issue is seen and how to resolve it leads to greater clarification of the action for change can in turn lead to further action.

Richardson's work in the 1970s was very inspiring in its practice. Events ran in participatory ways of working with participants rather than conventional conferences. Simulations, active debate and engagement by participants, young teachers influenced by this approach of teacher education, development of global education in the 1980s and beyond.



To understand the causes of any global problem it is important to explore the political and economic background, values relating to how society should be organised, and the action needed to resolve the problem and its causes

Figure 2.1 Richardson's framework for exploring global issues

poverty, oppression, conflict and environment. Both the conceptual framework and participatory pedagogy developed by Richardson owed much to the work of radical educators such as Johan Galtung (peace research), Paulo Freire (political education) and Carl Rogers (humanistic psychology) (Hicks 1983/4). The Project's influential publication, *Learning for Change in World Society* (Richardson 1976), instantly became a benchmark for all those interested in developing a global dimension in the curriculum.

The pedagogical importance of Richardson's framework lies in the widening of focus that it brought to the study of global issues. Previously teaching materials had often tended to focus narrowly on the nature of different global problems. Little wonder that pupils often lost interest when fed such a diet of global issues for they were unable to develop any sense of their own agency in such matters.

To explore the political and economic background to an issue is to begin to understand some of its causes. Similarly, to understand that the values people hold will affect how an issue is seen and also what is considered appropriate action to resolve it leads to greater clarification of the matter. Looking at examples of positive action for change can in turn lead to a greater sense of hope and empowerment.

Richardson's work in the 1970s was seminal in its insight and innovative and inspiring in its practice. Events run by the World Studies Project pioneered active and participatory ways of working with educators that were quite different from those of conventional conferences. Similarly the Project's classroom materials encouraged active debate and engagement both amongst students and teachers. Many of the young teachers influenced by this radical pedagogy went on to work in the fields of teacher education, development education, multicultural education and global education in the 1980s and beyond.

The project was one of the first to identify a number of key concepts that could be used as focusing ideas in global education. Such concepts provide a powerful tool both for learning and for making sense of the world. Those used by the project are shown in more detail in Box 2.1.

Knowledge
(describing, explaining, evaluating)
Ourselves and others
Rich and poor
Peace and conflict
Our environment
The world tomorrow

Attitudes
Human dignity
Curiosity
Appreciation of other cultures
Empathy
Justice and fairness

Skills
Enquiry
Communication skills
Grasping concepts
Critical thinking
Political skills

Figure 2.2 World Studies 8–13: a framework for planning

Concepts for use in world

Our actions and also events. Similarly, actions and decisions of governments or big business are often unintended or unforeseen. I want more control over our own actions and more comprehensible events.

People exchange information in many ways and languages, both verbal and nonverbal. It is essential if we are to understand others and are to be understood by others. The exchange of information about the world is also important.

We live in a world of conflict, and often fight with other societies and between and resolved in a variety of ways. We make it easier to resolve the

Individuals, groups and co appear to be doing so, in enables tasks to be perform essential if conflicts are to stimulating and rewarding : a high level of communicati

People and groups are almost everywhere. In most groups, countries, and communities, resources are distributed unequally. This inequality affects the welfare of the people. An awareness of this inequality and a desire for fairness and justice are the basis for social movements.

Fairness involves respecting to conflict which take into an attempt to institutional

Box 2.1 World Studies 8–13: key concepts

Concepts for use in world studies

Causes and consequences

Our actions and also events in the wider world have different sorts of causes. Similarly, actions and decisions, whether ours, other people's or those of governments or big business, have different sorts of consequences, often unintended or unforeseen. Understanding causes and consequences can give us more control over our own lives and also make events in the wider world more comprehensible.

Communication

People exchange information, views and feelings in a variety of different ways and languages, both with and without words. Clear communication is essential if we are to understand the motives and actions of others and if we are to be understood by others. The mass media are primary communicators of information about the wider world and, inevitably, of bias and distortion also.

Conflict

We live in a world of conflict. Human beings continually disagree with each other, and often fight with each other. This happens in our own society, in other societies and between our society and others. Conflicts can be analysed and resolved in a variety of ways. Understanding how conflicts occur can make it easier to resolve them constructively.

Co-operation

Individuals, groups and countries often work together, or at least wish to appear to be doing so, in order to tackle common problems. Co-operation enables tasks to be performed which would not otherwise be possible. It is essential if conflicts are to be resolved peacefully. Co-operation can be as stimulating and rewarding as many forms of competition, requiring as it does a high level of communication and sensitivity to others.

Distribution of power

People and groups are able to influence what happens in the world. In most groups, countries, and in the world as a whole, power and wealth are distributed unequally. This affects people's life chances, their freedom and welfare. An awareness of this inequality raises important questions about fairness and justice.

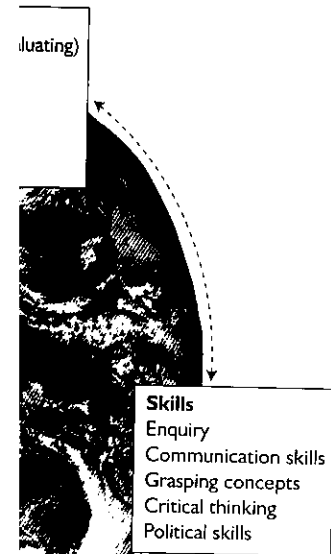
Fairness

Fairness involves respecting the rights of other people and seeking solutions to conflict which take into account the interests of all parties. Some laws are an attempt to institutionalise fairness at national and international levels. For

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idle years of schooling. World studies
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Global Connections: A World Studies
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f the 1980s this national curriculum
ouncil, was involved with in-service
l Wales (Hicks 1990). In 1989 the
udies Trust, initiated a new phase of
on initial teacher education. This



the world to be a fairer place, priority needs to be placed on the fulfilment of essential human needs through patterns of living which are equitable and in harmony with the planet

Interdependence

People depend on each other in a variety of ways, ranging from caring and emotional support to the exchange of goods and services. This interdependence pervades every aspect of life, at individual, group and international level. It can have both positive and negative effects. The most urgent problems facing humankind need to be tackled at the global level and across national boundaries, as well as at the local level.

Similarities and differences

There are many different ways of doing things and not all human beings do the same as we do. But everyone has a similar nature deep down, the same physical needs and similar wishes and hopes, for example, for friendship, love, happiness, enjoyment. It is important to find out about and understand both the differences between people, and those things which we all have in common.

Social change

Change is a constant feature of world society. It is brought about by people, whether deliberately or by accident. The best place to begin changing things for the better is where each individual happens to be, each with their own background, needs and aspirations. In order to do this people need to be free to take maximum control over their own lives.

Values and beliefs

People have different views about what is important. Ways of life, behaviour and traditions vary. Our values and beliefs, our sex, social and cultural background, affect the way we perceive people and events, and the way other people see us. Finding out about the values and beliefs of other people can help us to understand them, and ourselves, better.

is described in *Developing the Global Teacher: Theory and Practice in Initial Teacher Education* (Steiner 1996). From 1996–2005 the Trust continued this work with the Global Teacher Project (2006) which worked nationally with tutors and students in Initial Teacher Education.

Centre for Global Education

Equally influential nationally in the 1980s was the work of David Selby and Graham Pike at the Centre for Global Education based at the University of York. They had also been inspired by Richardson and focused mainly on work with secondary schools. Like the 8–13 project they produced innovative materials for teachers and

ran regional and national in-service courses. They also worked with probably two-thirds of the field. In particular they were concerned with 'globality'. These were: i) the issues dimension; and iv) the (1976), they also set out five: the 'irreducible minimum' for

Further developments

Attacks from the Right

The growth of interest in global education by Conservative politicians. education and multicultural education from the political Right which Scruton (1985) argued that the world studies was guilty of: i politicisation (bringing political

Box 2.2 Five aims of global education

- 1 *Systems consciousness* – systems mode; ii) acquire a world; iii) acquire an h
- 2 *Perspective consciousness* – worldview is not uni perspectives
- 3 *Health of planet awareness* – of the global condition concepts of justice, h apply that to the global reflection upon the he
- 4 *Involvement consciousness* – aware that the choices and collectively have r future; iii) develop th becoming effective part of levels
- 5 *Process mindedness* – Si development are conti ii) learn that new ways

ran regional and national in-service courses. At that time these two ventures together worked with probably two-thirds of the LEAs in England and Wales. In *Global Teacher, Global Learner* Pike and Selby (1988) further developed the conceptual map of the field. In particular they highlighted what they called 'the four dimensions of globality'. These were: i) the spatial dimension; ii) the temporal dimension; iii) the issues dimension; and iv) the inner dimension. Influenced by the work of Hanvey (1976), they also set out five aims for global education which they considered to be the 'irreducible minimum' for a global perspective (see Box 2.2).

Further developments

Attacks from the Right

The growth of interest in global education in the 1980s did not go unnoticed by Conservative politicians. World studies, along with initiatives such as peace education and multicultural education, increasingly found themselves under attack from the political Right which saw these concerns as forms of indoctrination. Indeed Scruton (1985) argued that education was being used for 'political' ends and that world studies was guilty of: indoctrination (giving one-sided views of the world); politicisation (bringing politics into the classroom); improper teaching methods

Box 2.2 Five aims of global education (Pike and Selby 1988)

- 1 *Systems consciousness* – Students should: i) acquire the ability to think in a systems mode; ii) acquire an understanding of the systemic nature of the world; iii) acquire an holistic conception of their capacities and potential
- 2 *Perspective consciousness* – Students should: i) recognise that their worldview is not universally shared; ii) develop receptivity to other perspectives
- 3 *Health of planet awareness* – Students should: i) acquire an understanding of the global condition; ii) develop an informed understanding of the concepts of justice, human rights and responsibilities and be able to apply that to the global condition; iii) develop a future orientation in their reflection upon the health of the planet
- 4 *Involvement consciousness and preparedness* – Students should: i) become aware that the choices they make and the actions they take individually and collectively have repercussions for the global present and the global future; iii) develop the social and political action skills necessary for becoming effective participants in democratic decision making at a variety of levels
- 5 *Process mindedness* – Students should: i) learn that learning and personal development are continuous journeys with no fixed or final destination; ii) learn that new ways of seeing the world are revitalising but risky.

(using simulation games and role-play); and lowering educational standards (world studies was not a proper subject).

This attack was the harbinger of a Conservative national curriculum in the late 1980s and a broader assault on the professionalism of teachers in the 1990s. It reflected a wider international shift towards neoconservative and neoliberal forms of education which opposed and marginalised progressive initiatives such as global education (Apple 2001). In a sense Richardson had foreseen this when, influenced by the work of Freire, he drew up a 'map of the tensions' which highlighted the ideological differences between conservative, liberal and radical views of education (Hicks and Townley 1982: 15). These attacks, together with the 1988 Education Reform Act and the introduction of a national curriculum, effectively marginalised global education and related fields in England until the mid-1990s. Similar right-wing attacks were also launched against global education in Australia, Canada and the USA.

North America

In the early 1990s Selby and Pike set up the International Institute for Global Education at the University of Toronto where they felt there was greater freedom to develop their ideas. The Institute had a significant impact on the Canadian scene and, as a result of their outreach work, on the form of global education in a number of countries including Syria, Brazil and Japan. Selby (2000) has continued to develop a systems view of global education in particular through drawing on the insights of quantum research. During the 1990s many Canadian provinces set up global education projects as a result of funding from the Canadian International Development Agency and these carried out much good work. These too, however, were eventually subject to the vagaries of political change. More recently Pike and Selby (1999/2000) have continued to elaborate on their model of global education (see Table 2.1) and have provided an excellent range of classroom activities that contribute to the development of a global perspective.

Amongst important long-standing American initiatives are the American Forum for Global Education and Global Education Associates, both of which provide valuable resources and professional newsletters for teachers. The American Forum has produced detailed guidelines on the different key aspects of global education focusing in particular on: i) global issues, problems and challenges; ii) culture and world areas; iii) the United States and the world. Detailed knowledge, skill and participation objectives are available for each of the three areas. Key works on global education in the American context include Merryfield *et al.* (1997), Tye (1999) and Gaudelli (2003), all of which offer interesting comparisons with approaches developed in Europe.

Global citizenship

Another useful framework available in the UK for planning is Oxfam's (2006) *Education for Global Citizenship: A Guide for Schools*. Its proposed framework for

Table 2.1 A four-dimensional model of global education

Spatial dimension	Key ideas			Skills	Attitudes
	interdependence	local-global	systems		
	• of local-global connections and dependencies • of global systems • of the nature and function of a system • of connections between areas of knowledge • of the common needs of all humans and other species • of oneself as a whole person	• relational thinking (seeing patterns and connections) • systems thinking (understanding the impact of change in a system) • interpersonal relationships • co-operation	• flexibility in adaptation to change • willingness to learn from and teach others • willingness to work as a team member • consideration of the common good • sense of solidarity with other people and their problems		

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Issues dimension	• local-global issues • interconnections between issues • perspectives	• of critical issues, at interpersonal through global levels • of interconnections between issues, events and trends • of a range of perspectives on issues • of how perspectives are shaped	• research and enquiry • evaluating, organising and presenting information • analysing trends • personal judgement and decision making	• curiosity about issues, trends and the global condition • receptivity to, and critical examination of, other perspectives and points of view • empathy with/respect for other people and cultures
Temporal dimension	• phases of time as interactive • alternative futures • action	• of the relationship between past, present and future • of a range of futures, including possible, probable and preferred • of sustainable development • of potential for action, at personal to global levels	• coping with change and uncertainty • extrapolation and prediction • creative and lateral thinking • problem solving • taking personal action	• tolerance of ambiguity and uncertainty • preparedness to consider long-term consequences • preparedness to utilise imagination and intuition • committed to personal and social action
Inner dimension	• journey inwards • teaching/learning processes • medium and message	• of oneself – identity, strengths, weaknesses and potential • of one's perspectives, values and worldview • of incongruities between professed beliefs and personal actions	• personal reflection and analysis • personal growth – emotional, intellectual, physical, spiritual • learning flexibility (learning within a variety of contexts and a variety of ways)	• belief in own abilities and potential • recognising learning as a life-long process • genuineness – presenting the real person • preparedness to take risks • trust

planning provides a valuable 'map' of the knowledge, attitudes and skills required to develop a global dimension in the curriculum (see Figure 2.3). The choice of title appears to be an attempt to move beyond the term development education (not always clear to teachers) hitherto used by Oxfam and other development orientated NGOs. It also highlights its relationship to citizenship education, now statutory at secondary level and non-statutory at primary in England. The official guidelines on citizenship refer to pupils learning:

... about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

(Qualifications and Curriculum Authority 1999: 139)

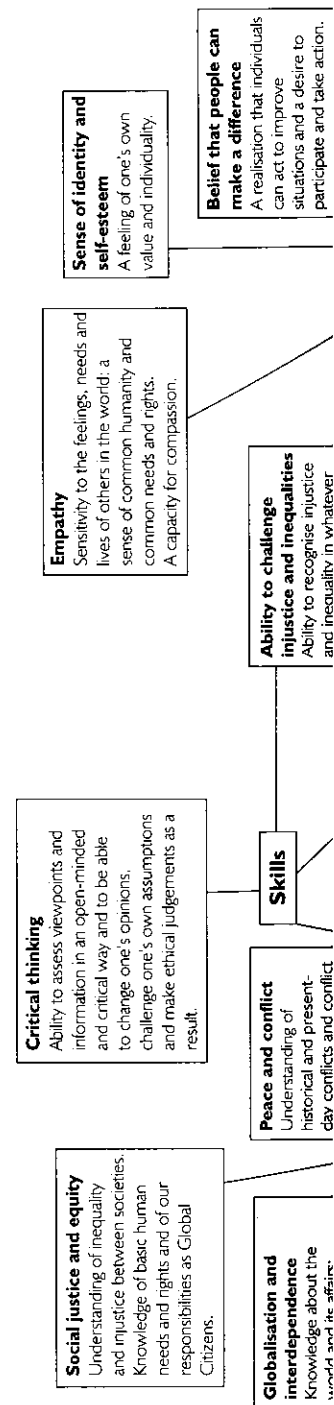
In the accompanying resource book by Young and Commins (2002: 1), *Global Citizenship: The Handbook for Primary Teaching*, the notion of global citizenship is discussed further with much practical detail.

At Oxfam Education, we believe that Global Citizenship is more than the sum of its parts. It goes beyond simply knowing that we are citizens of the globe to an acknowledgement of our responsibilities both to each other and to the Earth itself. Global Citizenship is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those coming after us.

Issues arising

What then are some of the wider observations that have been made about the field of global education? Tye (1999), in his exploration of global education in more than 50 countries, found that both acceptance of, and the form of, such education varied considerably. The most common issues identified (in order of frequency) were: ecology/environment, development, intercultural relations, peace, economics, technology, human rights. What is clear is that global education is largely a 'rich world' initiative and thus, not surprisingly, some of Tye's respondents were suspicious of this endeavour. He also refers to a major dilemma faced by global education, namely the existence of related fields which, whilst 'part of' global education, also have their own separate identities, e.g. peace education, development education, environmental education (see above and Chapter 1).

Also of interest is Pike's analysis of some of the similarities and differences between global education in the UK, Canada and the USA. At the broadest level, he argues, 'the big ideas of global education and its overall purpose as an educational reform movement are largely consistent' (Pike 2000: 3). Common key concepts in all three countries are interdependence, connections and multiple perspectives. American



educators, he notes, tend to focus on discrete countries and cultures and reformist goals which do not call for the reshaping of the world. Canadian and UK educators are more likely to focus on the common interests of people and planet and personal growth rather than national development. Whilst Americans emphasise harmony and similarity, British and Canadian practitioners tend to highlight differences in relation to wealth, power and rights. Global education in the UK is marked by a particular emphasis on the process of teaching and learning.

A global dimension

Core elements

It is clear that a significant amount of work has been carried out internationally over the last thirty years which directly relates to the development of a global dimension in the curriculum. Recent initiatives in the UK funded by the Department for International Development (2006b) are thus part of a long educational tradition which can build on long-standing theoretical and practical expertise. What is not clear, however, is whether current initiatives by NGOs and schools are actually drawing on that expertise since much of it was marginalised with the introduction of a national curriculum. As this chapter shows, a number of conceptual frameworks have been developed for global education and for some this diversity may seem confusing. However, Case (1993: 318) argues, 'We should not automatically assume that greater clarity about the goals of global education is necessary. Loosely defined coalitions...often permit otherwise disparate factions to ally in pursuit of common, or at least compatible, goals'.

If we look at what these frameworks have in common I believe it is possible to identify the core elements that are required for any endeavour to be labelled as global education. My own 'minimum' for any such initiative would follow the same fourfold model as Pike and Selby (2000), but with their 'inner dimension' being replaced by a 'process dimension' that highlights issues of pedagogy, i.e. teaching and learning (see Figure 2.4). The brief elaboration that follows on each of these dimensions is my own.

Issues dimension

There are four broad problem areas that need to be explored. These are issues of wealth and poverty, human rights, peace and conflict, and the environment. Not only do pupils need to learn about specific examples from each of these problem areas they also importantly need to study a range of solutions to such problems.

Spatial dimension

This involves exploration of the innumerable interconnections that exist between the local and the global. It focuses on the concept of interdependence between issues,

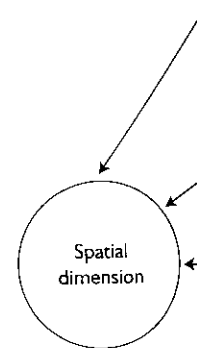


Figure 2.4 The global dimension

people, places and countries, and the fact that many such connections exist.

Temporal dimension

This involves exploration of the past, present and future. In particular, it requires creative thinking about the future in order to understand the nature of possible, probable and desirable futures.

Process dimension

This is about the personal and social process of learning co-operatively with others. It is most appropriate for the exploration of global issues as this requires a holistic and integrated approach to differing values perspectives and citizenship.

Each of these four elements is essential for promoting a global dimension to address adequately the global education framework because it draws together the issues in which they are spatially interdependent.

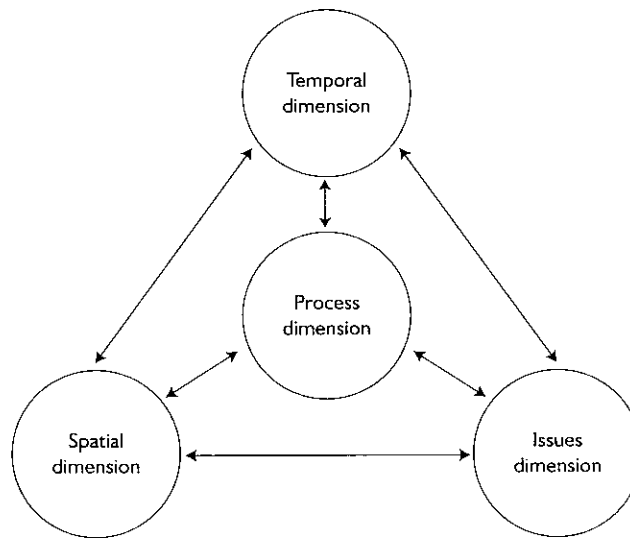


Figure 2.4 The global dimension: core elements (adapted from Pile and Selby 2000)

people, places and countries, whilst also exploring the nature of dependency, i.e. the fact that many such connections are inequitable ones.

Temporal dimension

This involves exploration of the innumerable connections that exist between past, present and future. In particular it focuses on the need to think more critically and creatively about the future impact of local–global issues and thus investigates the nature of possible, probable and preferable futures.

Process dimension

This is about the personal and social skills that are needed in order to work co-operatively with others. It is also about the form of teaching and learning that is most appropriate for the exploration of global issues, events and trends. In particular this requires a holistic and participatory approach that focuses on exploration of differing values perspectives and which leads to politically aware local and global citizenship.

Each of these four elements needs to be present, I believe, before one can claim to be promoting a global dimension in the curriculum. Anything less than this fails to address adequately the global condition. It is the minimum that is required for a framework because it draws together: i) relevant contemporary global issues; ii) ways in which they are spatially interrelated; iii) ways in which they are connected over

time; iv) the pedagogy that is most appropriate for investigating such matters. Having a French pen-friend, doing a project on an Indian village or setting up a school linking project are therefore not on their own examples of good 'global education'. This is not to say they are not worthwhile educational activities in their own right.

There is some debate about what should be included under the heading of global issues and how they should be categorised. The simpler and more elegant the categorisation the better, I believe. The four categories I have identified above go back to the work of Richardson referred to at the beginning of this chapter. They come originally from the work of Johan Galtung (1976) who argued that most global issues fall under these four broad headings. Importantly he pointed out that reversing each of these problems indicates the goal that educators and others should be trying to achieve. Thus if inequality is the problem then equality is the goal. If injustice is the problem, justice is the goal. If conflict is the problem, peace is the goal. If damage to the environment is the problem then care of the environment is the goal. Whilst, in some ways, this may seem a simplistic formulation, what it draws attention to is the need for pupils to spend as much time exploring solutions to problems as the problems themselves.

In the classroom context these four categories would more likely be referred to as the need to learn about wealth and poverty, rights and responsibilities, conflict resolution and environmental matters. Some people have reservations about such a categorisation because it does not refer to their own particular concern, e.g. issues of race and gender, or notions such as sustainable development. However, if one wanted to identify particular examples of inequality or injustice, to look then at issues of race and gender would be most appropriate. One might also look at homelessness, migration, poverty, human rights, discrimination or debates about the nature of development. Education for sustainable development (ESD) is now part of the national curriculum in England so it is imperative that young people understand this concept. Much of the literature on this, however, still errs either towards environment or development, rather than giving equal attention to both welfare of people and planet.

There is an argument that people fail to understand their part in creating global issues because they do not understand the complex web of local-national-global interrelationships that govern life today. By taking a systems view of the world we are reminded that everything is connected literally to everything else. It is thus not enough to do a project simply on growing bananas and where they come from, whatever geographical insights this may develop. The only connection that might be made is that we like eating bananas. To explore the living conditions for banana growers, to look at what they earn, the costs of shipping, the cut the retailer takes, and the price we pay for bananas in the shops, begins to expose webs of interconnection that may also relate to issues of inequality and dependency. My breakfast, my clothes, the classroom, all so personal and local, connect us to the rest of the global village (Garlake 2003). Understanding these connections highlights the role we all play in different systems, we are not separate (despite the Western illusion that we are) but inextricably bound together, and with this should come some sense of shared responsibility for the 'other'.

Such interconnections also the connections between past & history' to be will vary depending missing from the curriculum is future time and the lives of f scenarios for the future when change or economic migration There is also an important diffi likely to come about) and pref If we are concerned about issi we need to be able to envision have been achieved. Temporal equally be seen as with the fut

And how is all this best ta is most suited to global educa understanding of the contemp experiential ways of teaching : (the cognitive and affective) a political literacy). It needs to d it requires the development of as well as skills of participatio web-based courses on the Ope

Terminology

Some of the terms found in o dimension are used as if they have their own distinct meani not assist clear thinking about is shown below in Box 2.3.

Box 2.3 'Global' terminology

Global education

The term used internationa teaching and learning about the 1970s–1980s this field

Development education

Originated with the work development and North–S to embrace other global iss

investigating such matters. Having a village or setting up a school are examples of good 'global education'. Local activities in their own right, included under the heading of the simpler and more elegant than the I have identified above go back to the beginning of this chapter. They come to argue that most global issues are pointed out that reversing each and others should be trying to do it is the goal. If injustice is the aim, peace is the goal. If damage to environment is the goal. Whilst, then, what it draws attention to is global solutions to problems as the

would more likely be referred to as rights and responsibilities, conflict and have reservations about such a particular concern, e.g. issues of environment. However, if one wanted to look then at issues of race and look at homelessness, migration, about the nature of development. part of the national curriculum understand this concept. Much of environment or development, people and planet.

and their part in creating global web of local-national-global systems view of the world we everything else. It is thus not and where they come from, the only connection that might be living conditions for banana, the cut the retailer takes, and expose webs of interconnection. My breakfast, my clothes, to the rest of the global village highlights the role we all play (Western illusion that we are) and come some sense of shared

Such interconnections also exist over time. Clearly history helps us understand the connections between past and present, although what we consider the 'lessons of history' to be will vary depending on our ideological values and beliefs. What is often missing from the curriculum is consideration of how actions in the present will affect future time and the lives of future generations (Hicks 2006). Exploring different scenarios for the future when looking at a particular issue, whether traffic, climate change or economic migration, makes clearer the different options that are available. There is also an important difference between probable futures (those which are most likely to come about) and preferable futures (those we would choose to come about). If we are concerned about issues of social justice or sustainable development then we need to be able to envision futures, both local and global, in which such goals have been achieved. Temporal connections are thus not just with the past but should equally be seen as with the future.

And how is all this best taught about in the classroom? What sort of pedagogy is most suited to global education? Global education has long recognised that any understanding of the contemporary world needs to be based on participatory and experiential ways of teaching and learning. It needs to involve both head and heart (the cognitive and affective) and the personal and political (values clarification and political literacy). It needs to draw on the learner's direct or simulated experience and it requires the development of interpersonal, discussion and critical thinking skills, as well as skills of participation and action. One good place to start is with the free web-based courses on the Open University website TeachGlobal.

Terminology

Some of the terms found in official and NGO documentation relating to the global dimension are used as if they were interchangeable. However, different terms each have their own distinct meanings so this can lead to a conceptual fuzziness that does not assist clear thinking about global education. My own clarification of these terms is shown below in Box 2.3.

Box 2.3 'Global' terminology

Global education

The term used internationally to designate the academic field concerned with teaching and learning about global issues, events and perspectives. NB During the 1970s–1980s this field was known as world studies in the UK.

Development education

Originated with the work of NGOs that were concerned about issues of development and North–South relationships. Focus of concern has widened to embrace other global issues but development remains the core concept.

Global dimension

Refers to the curriculum taken as a whole and the ethos of a school; those subject elements and cross-curricular concerns that focus on global interdependence, issues and events.

Global perspective

What we want students to achieve as a result of having a global dimension in the curriculum; in the plural refers to the fact that there are different cultural and political perspectives on global matters.

International dimension

Literally 'between countries' – as in international relationships; also refers to the study of a particular concern, e.g. education, as it manifests in different countries. NB International refers to the 'parts' and 'global' to the whole.

Global citizenship

That part of the Citizenship curriculum which refers to global issues, events and perspectives; sometimes also used as an umbrella term to embrace all of the issue-based educations.

Globalisation

The innumerable interconnections – economic, cultural, technological, political – which bind the local and national into the global community; the consequence of neo-liberal economic policies which see everything, including education, as a commodity to be sold in the global market place.

It is important to recall that many of the issues referred to in this chapter relate to concerns that began to crystallise amongst progressive educators in the 1920s (Heater 1980). Richardson (1990: 6–7) highlights two long-standing traditions which have influenced global education.

The one tradition is concerned with learner-centred education, and the development and fulfilment of individuals. This tradition is humanistic and optimistic, and has a basic trust in the capacity and will of human beings to create healthy and empowering systems and structures ... The second tradition is concerned with building equality, and with resisting the trend for education merely to reflect and replicate inequalities in wider society of race, gender and class; it is broadly pessimistic in its assumption that inequalities are the norm wherever and whenever they are not consciously and strenuously resisted.

Both traditions are concerned with wholeness and holistic thinking, but neither, arguably, is complete without the other. There cannot be wholeness in individuals independently of strenuous attempts to heal rifts and contradictions in wider society and in the education system. Conversely, political struggle to create wholeness in society – that is, equality and justice in dealings and relationships between social classes, between countries, between ethnic groups,

between women and hollow victories, at be strengthen and sustain

Four scenarios

So what might the future be? This section attempts to consider different scenarios, each of which deliberately used each of which deliberately tried to summarise in these terms in which global education

Uncritical scenario

The first scenario is a 'fuzzy' one, lacking clarity and is only generally about social and political issues, exploring the world. This is whatsoever to the wider world

Critical scenario (self)

The second is a form of global education, understanding as its main aim to explore the world today

Table 2.2 Four scenarios for global education

<i>1. Uncritical</i>	
Purpose	Learning about the world and what is happening in it
Pedagogy	Descriptive and transmissive; no analysis of global issues
Politics	Conservative – focus on the world as it is

between women and men – is doomed to no more than a partial success and hollow victories, at best, if it is not accompanied by, and if it does not in its turn strengthen and sustain, the search for wholeness and integration in individuals.

Four scenarios

So what might the future for global education look like? Traditionally when attempting to consider different alternative futures, a minimum of three scenarios is used each of which deliberately highlights a contrasting possible future. What I have tried to summarise in these thumb-nail scenarios (Table 2.2) are four different ways in which global education might develop.

Uncritical scenario

The first scenario is a 'fuzzy' form of global education that lacks any conceptual clarity and is only generally to do with learning about the world. It is uncritical both about social and political formations and appropriate pedagogical procedures for exploring the world. This is a 'popular' form of global education where any reference whatsoever to the wider world is somehow taken to be a good thing.

Critical scenario (self)

The second is a form of global education which focuses on personal growth and understanding as its main outcome. This is often found amongst educators who want to explore the world today but particularly in a child-centred way. Whilst it stresses

Table 2.2 Four scenarios for global education

	1. Uncritical	2. Critical (self)	3. Critical (society)	4. Critical (holistic)
Purpose	Learning about the world and what is happening in it	Wholeness in the individual – personal and social development	Wholeness in society – working for a more just, equitable and sustainable society	Wholeness in self and society – each interrelated sides of the same coin
Pedagogy	Descriptive and transmissive; no analysis of global issues	Active, participatory and experiential learning	Socially critical with a focus on differing value perspectives and political literacy	Both student-centred and world-minded, participatory and socially critical
Politics	Conservative – focus on the world as it is	Progressive – focus on changing of self	Radical – focus on changing society	Radical/holistic – focus on changing both self and society

the importance of developing self-esteem and co-operative skills, it often pays much less attention to the use of critical thinking skills in a local and global context.

Critical scenario (society)

The third is a form of global education which focuses on critical understanding of social and political issues and the development of a pedagogy which challenges dominant neoliberal ideology and market driven forms of education. However it may fail to pay attention to the personal and social skills needed for the development of self-esteem and empathy.

Critical scenario (holistic)

The fourth scenario is a form of global education which draws on the previous two critical traditions in arguing that education needs to be about changing both self and society. In doing so it embraces personal and political change equally, aiming at the self-actualisation of the individual but embedded within the context of a socially and environmentally responsible local and global citizenship.

The second and third scenarios relate, of course, to the two traditions identified by Richardson above – the child-centred and the world-minded. For at least the last thirty years, however, a number of global educators have attempted to demonstrate why and how these two traditions belong *together*, that they are two sides of the same coin and that education is necessarily about changing both self and society. It is the fourth scenario, I believe, that offers the most critical and creative way forward. This scenario embraces the four core elements of global education (as set out in this chapter) and should thus be the one to underpin the global dimension in the curriculum.

Chapter 3

Young people

Cathie Holden

This chapter provides further curriculum by looking at the community. This is based on future including a study unde

Listening to young

This chapter acknowledges w two principles: a belief in ch participate) and a belief in cl (2005: 65) who maintains tha and witnesses' and Rudduck secondary pupils to understa Inayatullah (2002), writing al to engage young people in dia the future of the local and gl

Primary level

The majority of work aroun pupils in secondary schools. I yet their voices deserve to be 1995) was the first to explor 18), making it possible to n later, in 2004/5, part of tha views of over 500 primary ar

Concerns of primary ch

In the earlier research, 7- and their personal futures, their l issues (environment, poverty