

Embedding global learning and active citizenship in teacher education

Funding from DFID enabled [Liverpool Hope University's Faculty of Education](#) to embed the global dimension within core courses and extra-curricular opportunities, linking learning to active citizenship.

What did Liverpool Hope's Faculty of Education want to achieve?

The university has a history of volunteering through its charity [Global Hope](#), which raises awareness of global problems through active engagement with the developing world. The need to ensure a strong connection between action and learning was increasingly recognised. The objectives of this project were to develop awareness and understanding of the global dimension among Faculty of Education students and staff, to embed global learning across the curriculum, to link learning with active citizenship and to disseminate learning to partnership schools and wider networks.

How did they set about doing this?

An internal review identified the need to embed global learning within the curriculum. Initial plans to employ a global dimension support officer did not happen at first, putting the onus back on tutors, increasing ownership and commitment. However, although global learning began to be embedded, there was little time for consolidation and dissemination and a support officer was appointed half way through, seconded from [Liverpool World Centre](#) (LWC).

Initially core curriculum work mainly took the form of lectures on global dimension theory, due to an already packed timetable. As staff awareness grew, and with the support of the global dimension support officer, group activities and open dialogue learning were integrated into lectures and follow-up seminars. Staff development took place through working alongside 'global learning champions', consultancy support from [Manchester DEP](#) and CPD events, for example Teaching and Learning Week. Global learning is now embedded in a wide range of courses in PGCE, BAQTS and the HEFCE Education Studies degree. Extra-curricular activities such as a 'Creative global citizenship' conference for primary PGCE students and optional enhancement courses support the core work.

Two new courses have been developed. Changing the BAQTS from three years to four provided scope for a compulsory 20-hour module 'Wider Perspectives in Education' with a focus on global citizenship, futures thinking and underpinning pedagogical approaches. A nine-day community engagement project in which students apply their learning in schools and other learning contexts locally or overseas completes the course. An optional 'Global citizenship and education' module is taken by around 80 Education Studies students each year, almost all of whom take up the opportunity to deliver workshops on global citizenship to Year 8 pupils in Notre Dame Partnership schools in UK, Nigeria and India. A Global Learning Attitude Inventory has been developed to assess students' progress over the course of the modules.



Pupils at St Cleopas Church of England Primary School, Liverpool, explored fair trade with support from students undertaking a community engagement project at the school.

“... I gained great experience of planning using the creative curriculum.”

Global learning CPD is offered to teacher mentors in partner schools alongside education faculty tutors to develop a common understanding and ensure a coherent experience for students. Andrea Bullivant, Global Dimension in ITE Support Officer, says this link between theory and practice is key to the project's success. A conference on 'The global dimension in practice', a partnership between the university, LWC and Knowsley Children's Services attracted 180 delegates, including 40 head teachers.

How well did they achieve their aims?

The range of courses in which global learning is embedded, the number of students choosing the optional modules and the high numbers of teachers attending CPD events are evidence of success. The number of students carrying out voluntary projects demonstrates that the links between global learning and active citizenship are being successfully made.

Evaluations from students and school staff state:

"...we were invited to the Forthright group meeting where the schools ... brainstormed ideas on how they could implement the eight key concepts of the global dimension in future topics ... I gained great experience of planning using the creative curriculum." Student on BAQTS community engagement project

"In terms of outcomes for the children the project was very successful, raising their understanding of global issues/fair trade ... Evidence of some really good 'out of the box' teaching ideas..." Whiston Willis Primary School, Knowsley

"... will be of great benefit to our development education programme. The lesson plans are innovative, creative and with clear messages." SOS Children's Villages

There has been a significant increase in relevant research activities, conference papers and presentations by faculty staff. A [forthcoming book for Routledge](#) on the global dimension and sustainable development at Key Stage 3 demonstrates the enhanced understanding and strong links between theory and practice which have been developed through the project.

What do they plan to do next?

When the project funding ends, the university and LWC will continue to fund the role of coordinator to develop the work in new directions. Plans include building a global learning network in partnership with local schools and children's services and developing a research programme through the university's newly established Research Centre for International and Development Education.



Students undertook a community engagement project at St Jerome's Catholic Primary school in Formby, which supported pupil's outdoor learning around sustainability issues.

"The lesson plans are innovative, creative and with clear messages."