



what makes a good global citizenship resource?

This advice has been put together for the Global Dimension Website by the Education Team of Reading International Solidarity Centre (RISC) to help teachers evaluate resources for delivering Global Citizenship.

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introduction

Key Concepts for Global Citizenship

Social Justice and Equity

Diversity

Globalisation and Interdependence

Sustainable Development

Peace and Conflict Resolution

Human Rights

Values and Perceptions

Global Citizenship is about social justice, sustainability and taking action for change. Delivered effectively, it should empower our pupils, as citizens of their local community and the wider global community, to make the world a better place. Through challenging stereotypes, and making connections between our actions and the lives of others, locally and globally, we can enable pupils to act positively as citizens of the many communities to which they belong.

Whilst many young people want to learn more about the world around them¹, research shows² that they may often hold stereotypical views of people and places, and struggle to make connections between their own lives and those of others in their own communities and across the world.

A good Global Citizenship resource challenges stereotypes, focuses on what people have in common as well as celebrating diversity, and enhances critical thinking skills by requiring children and young people to think about the causes and consequences of injustice and inequalities.

1: Ipsos-MORI Research into Young People's Experience of Global Learning, DEA, 2008

2: How Do We Know It's Working – a toolkit for measuring attitudinal change in Global Citizenship – Allum, Lowe, Robinson 2008

Choosing a good Global Citizenship Resource: Dos and Don'ts

do

Do look for a balance of representations of people and places across the whole resource. Is there a balance between urban and rural, rich and poor, traditional and contemporary, local and global?

do

Do make sure the resource challenges stereotypes of people and places. Does the resource suggest that everyone in Asia eats curry, or that all Africans live in mud huts, or that all parenting is done by women?

do

Do seek out resources that genuinely represent diversity. Does it include positive representations of religion, ethnicity, gender, sexuality, class, age and ability? Are these a focus, or are they normalised, for example as part of a story?

do

Do check who wrote or funded the resource. Does the organisation or author have a specific agenda or message they want to convey? Are they being explicit about this? For example, is the resource a tool for fundraising? Does it lead to positive action and encourage questioning? Does it promote an aid agency's work as the primary solution to poverty?

do

Do look for resources that incorporate children and young people's own words and experiences, not just the views of external observers. Is the author from the country the resource is focussing on? Have children and young people participated in the resource? Is their viewpoint emphasised? Are they active or passive?

do

Do balance a focussed locality study, or representation of one type of place, with resources, images and facts about other places within the same country. For example, a rural, village location balanced with towns, cities, a variety of built environments, landscapes, transport, jobs and activities. Are captions and text that accompany images, factual, emotive or weighted, how might these influence pupils' attitudes?

do

Do look for use of appropriate language and terminology. Where possible, look for the use of positive and accurate terms. For example, avoid terms such as 'Third World', which is a dated and biased description of where the majority of the world's population live; 'primitive' or 'ethnic' when what is meant is non-European.

do

Do ensure resources make explicit the connections between actions and their consequences. Does the resource talk about the importance of recycling, without explaining levels of consumption and alternative ways of dealing with waste? Does it link our everyday actions to tackle global warming and its impact on the world's poorest people? Does the resource encourage saving water without explaining the use of oil in purifying and transporting water?

do

Do choose resources that are engaging and support participatory learning. Does the resource encourage pupils to think critically about the issues and make connections between their own lives and the lives of other people?

do

Do look at a range of resources from many different publishers. Quality resources don't always come from 'expected' sources and 'reputable' publishers may not always publish the best resources.



do

Do think about ways in which you can incorporate Global Citizenship right across the curriculum and the whole school rather than as an 'add-on' or in specific subjects – and select resources that can help you with this. Is Global Citizenship included as one 'token' chapter in amongst many? Does the resource suggest ways for incorporating GC across the whole curriculum?



do

Do ensure that if only parts of the resource are useful, additional elements can easily be found and shared. Include notes, tips, or warnings for colleagues. Does the resource need further images, more background information or context, or another supporting, contrasting resource to make it useful?



don't

Don't be afraid to pick a resource that raises difficult or controversial issues. Remember that representation of diversity is important for everyone, whether or not it is part of your pupils' direct experience. Does the resource raise questions about the limits to inclusion in your school? E.g. Does it challenge homophobia and issues about disability?



don't

Don't go for extremes without showing the range in between. Does the resource include people who are neither rich nor poor, suburban areas as well as urban and rural?



don't

Don't focus only on difference, or neglect the similarities that show what we all share. Does the resource make links between countries in Africa, Asia, South America and the Caribbean and countries in Europe, North America and Oceania? Does it make the point that poverty is a problem everywhere and global citizens are working for change everywhere too?



don't

Don't make generalisations. No one person or image can represent an entire community, population or country. Are the people featured in the resource named to avoid making generalisations, or are they intended to represent many others?



Don't use resources that represent the world and its people inaccurately or simplistically. If it's a science resource, does it celebrate scientific and technological achievements from around the world or does it put more emphasis on one nationality's or continent's contributions over the rest? If it's an arts resource, does it show a diversity of cultural experience or does it imply that one type of music, art, or performance is representative of an entire country or continent?

Tip:

Always look for what might need to be added to a resource to make it even better. All resources can be useful, even those that need extras adding in to them. Collect your own bank of images, facts and figures and other resources to support and enhance your existing teaching materials.



Examples of Global Citizenship Resources

These resources have been reviewed and evaluated by teachers and advisors in Berkshire and Oxfordshire.

This example of an evaluation process is quick and simple, to reflect the short amount of time typically available for evaluating resources.



thumbs up!

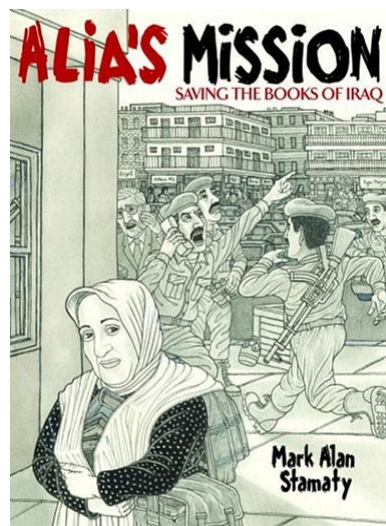
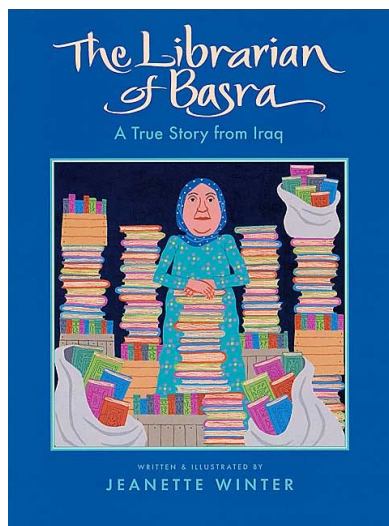
Examples of resources that effectively deliver Global Citizenship:

The Librarian Of Basra – Jeanette Winter, (KS1-3) (Pub Houghton Mifflin 2005)

Alia's Mission: Saving the Books of Iraq – Mark Alan Stamaty (KS2-3)

(Pub Alfred A. Knopf Books for Young Readers (14 Dec 2004)

These two books tell the story of the Head Librarian of Basra, who risked her life to rescue the books of the library when war broke out.



What are the strengths of these books?

They tell a true story. It's about individual action and gives a positive image of a Muslim woman, sharing a common love of books and learning. It's engaging, and draws out the human impact of conflict; the Librarian stood up for what she believed in. It also asks the question of whether she was right to go against authority and invites consideration of what is value. It's about taking responsibility, and a community of people working together. It challenges stereotypical views of Iraqis. Across the world schools and communities strongly value their libraries. These books are about planning for the future and are published as an act of solidarity by the American Library Association.

middling!



A resource that delivers some Global Citizenship but also raises some issues and needs some additional information:

Holiday pictures taken in Uganda

If you go on holiday or a study visit to Uganda, for example, why not take some pictures of what you see? Focus on pictures that might challenge stereotypical ideas of what you would expect to find.



What are the strengths of using images like these?

They challenge stereotypes of Africa as rural and poor, emphasising similarities. They are real, depict a range of economic activities, e.g. trade, tourism, transport. They highlight interdependence, and are useful as discussion starters for exploring issues. The images can be used flexibly in a range of contexts, and can lead to discussion about many different issues.



What are the challenges? What needs some thought?

Although useful to demonstrate globalisation, the teacher needs to raise the question of whether globalisation leads to the best model of development. The images on their own don't explicitly ask questions, you need to draw the questions out; they don't demonstrate sustainability in action. Not everyone in the world has access to this lifestyle and if they did, we'd need 5-7 more planets to support us.

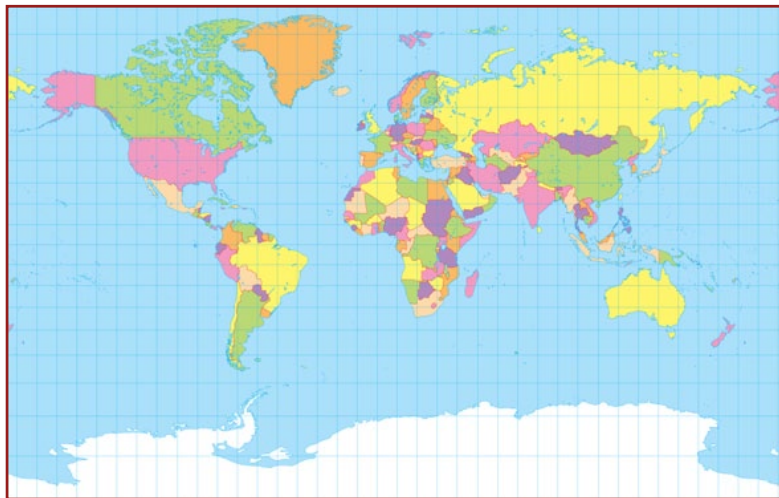




thumbs down!

A resource that, on its own, does not deliver Global Citizenship:

Traditional Millers projection world map



What are the challenges of this resource?

It gives an inaccurate representation of the size of each continent. Typical examples of these traditional maps are ones produced by Miller and Mercator. Mercator was a 16th century cartographer who originally produced a map for navigation, making the shape of each continent accurate, but distorting their sizes. Maps like these encourage the perception that northern hemisphere countries are larger and more significant than they really are. Its use has been called into question since 1910 because it perpetuates a distorted view of the world. E.g. Africa appears smaller than North America, whereas it is actually bigger; compare India and Greenland, is Greenland really bigger than India?

North America = 24,709,000 km²

Africa = 30,221,532 km².

India = 3,166,830 km².

Greenland = 2,175,600 km².

There are better and more accurate world maps easily available, but as Mercator's Projection is so familiar it is considered a 'standard' and therefore not questioned.

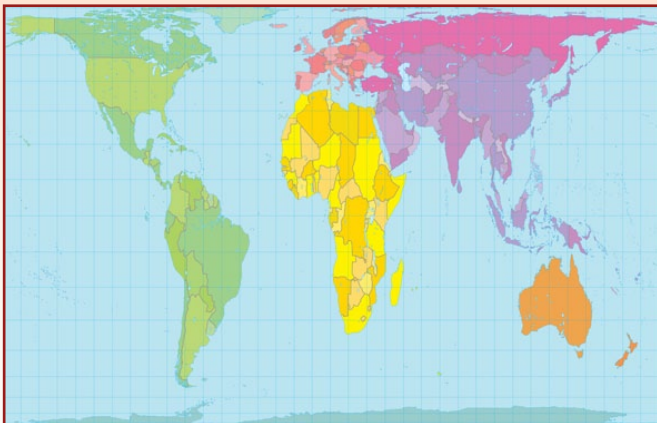
How can these challenges be turned into strengths?

This map can usefully deliver Global Citizenship if it is used in conjunction with other types of maps.

Lots of questions can arise, eg: What is the purpose of different maps and how do they fulfil them? Who is the 'power' or 'authority' behind a particular map? How easy is it to give an accurate representation of our planet on a piece of paper? If your pupils wanted to draw a map of the world how would they do it?

Tip:

Use a **Peters Projection World Map**, which gives a much more accurate picture of the area of each continent although their shapes are distorted. Try using non-Eurocentric maps.



**Peters Projection:
equal area map.**

Visit http://www.oxfam.org.uk/education/resources/mapping_our_world/ for a great interactive game about world maps.

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final thoughts on choosing a global citizenship resource

If you're looking for an African art resource, does the resource name any African artists? Does it represent any contemporary artists? Does it name specific countries? Does it distinguish between different traditional art forms from different countries? Does it include female artists? Does it examine a diversity of art forms?

If you're looking for a science resource does it perpetuate the myth that 95% of human achievement has been by white Europeans? Are women's achievements as scientists, designers and inventors celebrated? Does it make the assumption that high tech is always better than low tech? Does it explicitly present positive role models in terms of gender, ethnicity and ability? Does the resource seek to accurately explain the real causes of global issues?

If you're looking for a resource about homes around the world, does it show only one type of home from each country or continent? Does it depict only traditional and rural homes as typical of a particular place? Does it compare like with like eg urban Ghana with urban UK and rural agricultural India to rural agricultural UK? Does it look at similarities between and diversity within countries and continents? Does it raise the importance of sustainability and why certain materials are appropriate for certain types of home, or climate?