Global Citizenship Education: Oxfam GB’s framework

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ABOUT OXFAM

Oxfam’s **vision** is a just world without poverty.

Oxfam’s **purpose** is to help create lasting solutions to the injustice of poverty.

**EMERGENCIES**  **DEVELOPMENT**  **CAMPAIGNING**

Oxfam GB is one of 17 Oxfam International affiliates working in more than 90 countries.
IN OXFAM, GLOBAL CITIZENSHIP MEANS...

- being aware of the wider world and having a sense of one’s own role as a world citizen
- respecting and valuing diversity
- having an understanding of how the world works
- being outraged by social injustice
- participating in the community at a range of levels, from the local to the global
- being willing to act to make the world a more equitable and sustainable place
- taking responsibility for actions
GCED OUTCOMES

Students develop…

Knowledge and understanding
• Social justice and equity
• Diversity
• Globalisation and interdependence
• Sustainable development
• Peace and conflict

Skills
• Critical thinking
• Empathy
• Ability to argue effectively
• Ability to challenge injustice and inequality
• Co-operation and conflict resolution

Values and attitudes
• Identity and self-esteem
• Respect for people and things
• Commitment to social justice and equity
• Value diversity
• Commitment to sustainable development
• Belief that people can make a difference
IMPACTS AND INFLUENCE ON...

- Curriculum development in schools
- National curriculum frameworks and guidance in:
  - England  Citizenship (2000-);
    Global Dimension guidance (2000-10)
  - Scotland  Education Scotland guidance on GCED in ‘A Curriculum for Excellence’ (2010-)
  - Wales  Education for Sustainable Development and Global Citizenship framework for schools (2002-)
- Other national global learning initiatives
  - e.g. DFID Global Learning Programme
  - e.g. International school linking programmes
- GCED in other countries
CHALLENGES (1) - DIFFERING CONCEPTIONS

• GCED for solidarity vs global competitiveness (Schattle)

• Cosmopolitan / hegemonic vs advocacy-based and counter-hegemonic (Oxley & Morris)

• Soft vs critical GCED? (Andreotti)

“Becoming a global citizen doesn’t mean you have to dedicate your life to helping the poor. It does mean you follow an issue of global importance…. You take a few minutes once in a while to learn about the lives of people who are worse off than you are…. You’re willing to act on your compassion, whether it’s raising awareness, volunteering your time, or giving a little money.”

Bill and Melinda Gates 2015 annual letter
CHALLENGES (2) – EDUCATION SYSTEMS

• Teacher confidence and capacity

• Curriculum change – towards a knowledge-driven curriculum with limited regard for skills and values associated with critical, participatory global citizenship

• Organisational structure of secondary schools – compartmentalised learning by subject, often detached from social contexts

• Pressures on teachers act against dialogic approaches – further squeezing space for GCED

• Neo-liberal, functional model of education - high stakes hyper-accountability with extra demands on teachers and disincentives for GCED
APPLYING OUR LEARNING

Importance of:

• Relating GCED to core curriculum priorities in schools – e.g. English and Maths
• Engaging visionary school leaders to innovate in GCED across the school
• Evidence that GCED is an important element of a ‘good education’
• Critical awareness of strengths and limitations of differing conceptions of GCED and their influence
Thank you for engaging!

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