4 Getting the conditions right

> *"Don't worry that children never listen to you. Worry that they are always watching you."*
>
> ***Robert Fulghum***

Global citizenship education, learning from citizenship education more generally, needs to focus on the "three Cs".

- Taught **C**urriculum
- **C**ulture and ethos
- The wider **C**ommunity—at all levels from the local to the global.

We shall look at the taught curriculum and community involvement in later chapters. This chapter looks at culture and ethos, and how the stage can be set in school for the development of global citizenship. It ranges quite widely, and into byways and backwaters that may not seem immediately relevant to work with students. But young people sometimes see connections that are less obvious to us, and quickly detect if we say one thing and do another.

Let us start with some research findings. Global citizenship education is a new field, so we have to look to other related areas to provide relevant pointers from research. Mary Hayden and Jeff Thompson of the University of Bath (1996, 1997) investigated what those in international schools thought were important features of international education. Questionnaires were issued to students, aged 16–18, to secondary level teachers and to undergraduates who considered they had recently experienced an international education.

Thompson (1998) concluded that in all three survey groups, exposure to students of different cultures within the school was perceived to be the most important factor. We shall consider this conclusion and its implications in greater detail below. Stemming from their research and that of others, Hayden and Thompson (1996) identify five "universals of international education":

- exposure to others of different cultures within the schools
- teachers as exemplars of international-mindedness
- exposure to others of different cultures outside the schools
- a balanced formal curriculum

- a management regime with values consistent with an institutional international philosophy.

In this chapter we shall be considering the importance of diversity within the student body, and the management regime. Consideration of the other "universals" will emerge in subsequent chapters.

The mix of nationalities and cultures within the school

One might expect that a diversity of cultures within a school would be beneficial to the development of global citizenship and some schools, notably the United World Colleges, make efforts to ensure diversity within the student body. But many schools, of course, simply reflect the composition of the local community.

There is some research evidence that a mix of different backgrounds can help to develop more positive attitudes and behaviour towards others. The "contact hypothesis" put forward by Allport (1954) suggests that association between people from culturally different groups may reduce prejudice and conflict and lead to greater liking and respect. There have been hundreds of studies to investigate this over the years, in many contexts. In 2000, Pettigrew and Tropp analysed the research. They concluded that simply having contact between groups reduced prejudice, whether contact was voluntary or not. They suggested that the beneficial effects of contact would be greatest when all aspects of prejudice and stereotyping are addressed, and in longer-term contact situations—such as schools and work—rather than in short encounters. Policies to promote interaction, and situations concerned with change and development, are also helpful.

Schools with a diverse student body are well placed to fulfill all these conditions. They are among the best situations in which prejudice can be reduced. But there is encouraging news for schools with less diverse populations. It has also been found that having a close friend who knows people of a different group can also reduce prejudice and suspicion of that group (reported in Best 2004).

Let us now return to look more closely at Hayden and Thompson's research with students. Their 1997 study identified a cluster of features, which students in "international" schools of different types ranked as particularly important in international education:

- learning in class about other countries (their history, geography, politics)

- learning in class how to consider issues from more than one perspective
- being taught to be tolerant of cultures whose practices are different from one's own
- being taught that all cultures are equally valid
- mixing with students from a number of cultures within classes at school.

Note that it is only the fifth of these features that is undeniably and inextricably linked with cultural diversity in the classroom. A culturally diverse student body may certainly provide favourable conditions for the first four features, but they do not necessarily require this. We can tentatively conclude that while a mix of nationalities and cultures (the context) can be beneficial for developing global citizenship, other features concerned with how we teach and the values we exhibit and promote (the process) are also perceived as important.

This raises the issue of what we mean by diversity in a school. An international school may have an impressive nationality tally, but the student body may be relatively homogeneous in other respects.

Key questions

- **How diverse is your school?**
- **In what ways does it show diversity?**
- **How do you reflect and respond to diversity in your educational provision?**
- **What are the implications of the diversity in your school for educating for global citizenship?**

We have seen that superficial contact can reduce prejudice, but in developing global citizens it is reasonable to look for greater cultural engagement. The quality and depth of encounters with different cultures, backgrounds and perspectives—what is sometimes called "the other"—seem likely to be more important than the number of superficial encounters. While a very diverse student or staff body can provide opportunities for such depth of experience, it does not ensure that it will happen. Encounters of equal or greater depth and impact can take place in purposeful and quiet conversations and encounters, and reflections on these, with just one other person who sees things differently—in or out of school.

Governance of the school

By being informed, open, caring, participatory and ethical, boards establish enabling conditions in which global citizens can flourish. They can also play a more direct and active role, initiating or offering overt support to relevant action and activities. Of course the converse also applies. In a school for global citizens the board must be leading or on side.

Key questions

- **How would you describe the role and position of the board in relation to the development of global citizenship in your school?**
- **Is it neutral, disabling, enabling, discouraging, encouraging?**
- **What are the implications of this?**

School mission statement

"When members of a school community, acting as a family, create a mission statement whose purpose is to truly guide their thinking and subsequent behaviours, the lasting effects of these efforts can be monumental", says Douglas Fiore (2001: 35). This suggests that the value of a mission statement is in the process of formulating it. But school communities change and we cannot produce mission statements every year. What of those who play no part in its formulation? Davis et al (2007) investigated whether mission statements had any influence on university students who had played no part in their creation. The researchers suggested that inclusion of ethical content in the mission statement did influence the ethical orientation of students.

Experience in the IB supports this. The IB learner profile appears to have had considerable impact on thinking and practice in IB World Schools. Yet its origins lie outside the IB, devised by a group of innovative primary school teachers. Forming part of what later became the IB Primary Years Programme, the learner profile was adapted and adopted for all IB programmes. This suggests the possibility of a well-drafted and challenging mission statement having similar impact in schools, on those who played no part in its development.

Cambridge (2003) distinguishes between "internationalist" and "globalist" aspects in international school mission statements. Internationalist elements are concerned with *idealism and ideology* in relation to international and global dimensions, while globalist elements relate to *instrumental* considerations.

"Internationalist" elements are associated with:

- education as a process not a product (such as a qualification)
- the development of personal character and values
- expression and development of values including a commitment to world peace, understanding between nations and responsible world citizenship.

"Globalist" elements are associated with:

- viewing education as a product, not a process
- education that facilitates global movement of young people between schools by transferable certification
- globally recognized quality assurance of schools, curriculums and assessments.

Activity

Look again at your school mission statement—or equivalent for your school.

▶ Can you recognize "internationalist" and/or "globalist" elements in any parts that are concerned with living in a global world?

We might expect a school committed to developing global citizens to say this in its mission statement.

An increasing number of schools get this far. Fewer get further. Given that global citizenship means different things to different people, a written elaboration of the school's own understanding of a global citizen is helpful. It then needs to permeate all our activities in all areas.

School ethos or climate

School ethos is an important but rather nebulous concept. *Citizenship education at school in Europe* (Eurydice 2005) describes it in the following terms: "School culture—also known as the 'ethos' or 'general atmosphere' or 'climate' of a school—may be defined as its system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organizational arrangements." Ethos impacts on the behaviour of the whole school community, affects its interactions with the wider

community and how it faces challenges. The ethos of a school can be positive and life-affirming—or not. Although difficult to pin down, we can certainly sense the ethos when we spend time in a school.

A positive ethos is characterized by:

- a strong sense of community
- good caring relationships between all members of the community
- a safe nurturing environment
- a welcoming, inclusive atmosphere
- positive links with the wider community.

Carlsson-Paige and Lantieri (2005) identify some additional conditions for environments in which social responsibility in young people is nurtured, and which would certainly apply to our schools for global citizens:

- participation in decision-making and pro-social behavior
- modelling of pro-social and ethical behaviour by adults
- development of skills such as perspective-taking and conflict resolution
- opportunities to confront injustice.

Ensuring a peaceful and peaceable school environment is essential for global citizenship education, as for much else. Conflict resolution skills are learned, and research indicates that without training many students never learn such skills (Johnson and Johnson 1996). Some schools find benefit in using an established conflict resolution programme. Those that have been researched and found to be effective include the Resolving Conflict Creatively Program (RCCP), studied by Selfridge (2004), or Teaching Students to be Peacemakers (TSP) (Stevahn 2004). The TSP programme can be incorporated into curriculum work, and involves a number of elements including:

- developing cooperative conditions
- defining and identifying conflict
- teaching negotiation and mediation procedures
- resolving real conflicts.

CASE STUDY

Reed Rhodes/Beijing City International School/China

Hats on for peace

Edward de Bono's thinking tool "Six Thinking Hats" distinguishes hats of six colours, each associated with a particular thinking approach, "worn" as appropriate.

The kindergarten students in Ms Vimla's class were ready for recess and dutifully queued up by the door. As Rocky stood in the doorway waiting his turn to go out, Matheus pushed him from behind causing him to fall forward and rip his jeans and bruise his knee. At home his parents asked him what had happened. Reluctantly, he related the events. When asked, "What did you do to fix the problem?" he hung his head. It was clear that he did not have the tools to deal with the student who had pushed him.

The next day Rocky's mother talked to his teacher, who consulted the learning support (LS) teacher to find a way to empower her students to resolve conflicts. The LS teacher joined the morning circle in Ms Vimla's classroom and introduced the Six Thinking Hats to the class. Students learned about the type of thinking associated with each hat through a picture, a gesture and a cheer. The students sang a song that incorporated the gestures and cheers. Once the students had learned the type of thinking associated with each hat, the LS teacher focused on the white-red-green-blue sequence of hats to resolve conflicts. The white hat along with its gesture (opening a book) is used to state the facts—"You pushed me through the doorway." The red hat along with its gesture (pointing to your heart) is used to state feelings—"I feel angry and sad when you do that." The green hat along with its gesture (arms outstretched like tree branches) is used to generate new ideas to fix the problem—"Next time instead of pushing me, wait your turn to go out so no one gets hurt." The blue hat along with its gesture (waving a conductor's baton) is used to gain consensus about a plan—"Is that OK with you?" After that intervention, whenever her students approach her to solve a conflict, Ms Vimla tells them, "Use your Thinking Hats!"

CASE STUDY

Najelaa Shihab/Sekolah Cikal/Jakarta, Indonesia

Conflict resolution in the classroom and beyond

Teachers in Cikal have conflict resolution training at the beginning of each academic year. We plan at least one IB Primary Years Programme unit of inquiry in alternate years that focuses on this issue, and we develop peer mediators. Training for teachers and staff revealed that a lot of teachers in the school do not realize that they have a natural inclination *not* to solve conflict. One teacher said, "I realize that being submissive does not really solve my family problem. Instead it hides a time bomb that could lead me to aggression."

During a unit of inquiry, "Two sides of a story", students examined the nature of conflict. Discussion of "approach-approach conflict", where they chose between two likable things, made students realize that conflict does not necessarily mean negative experiences and is actually a very big part of their daily activities. A year 4 student was motivated to exclaim, "I know now that conflict is not something bad that we should avoid, but something good, because we can learn from it."

At the beginning, teachers had some doubt about implementing the peer mediator programme for a very young age group (ages 7–10) since understanding different perspectives and reflecting on one's own feelings can be very challenging, even for adults. It turned out to be a very rewarding experience, for all parts of the community. A mother told the school proudly that she had been learning the power of using an "I message" with her husband, after observing her child using it with a younger sibling.

Ethos is too complex and all-pervading to be easily summed up. But identifying what the school considers important in easily memorized form can articulate and promote the ethos. Schools belonging to the Round Square organization, based on the influential work of Kurt Hahn, embrace six pillars or precepts encapsulated in the word IDEALS: Internationalism, Democracy, Environment, Adventure, Leadership and Service, which students make a commitment to address. For more information visit the Round Square website at http://www.roundsquare.org.

Management

The importance of the values of the management regime is recognized in its appearance as one of Hayden and Thompson's "universals" of

international education. In our school for global citizens, we would expect management, like governance, to be informed, open, consultative and participatory. We would also expect a clear commitment to the concept of global citizenship, expressed not only in words, but in how people spend time and money and establish priorities. Management needs to make sure that the right things happen.

Key questions

Consider the ethos of your school.

- **Can you identify what features are more positive, and which less positive?**
- **Can you think of any specific practical suggestions for ways in which ethos could be enhanced to better enable educating for global citizenship?**
- **Does management show clear support for global citizenship, or for the conditions that promote it?**
- **Is there a responsibility post for global citizenship/global issues within your school?**
- **Is there a budget for resources relating to global citizenship?**

Policies, procedures and operations

The mission statement needs to be carried through the school in its policies, procedures and operations. First and foremost is a commitment to global citizenship education in the curriculum policy. Oxfam's audit (as discussed in chapter 3) considers that equal opportunities and behaviour management policies are also necessary. An equal opportunities policy sets out the school's commitment to treat all people equally, irrespective of differences relating to specified characteristics. A behaviour management policy sets out comprehensively the methods used in shaping and developing student behaviour, as well as the underlying thinking.

Schools committed to educating for global citizenship should also reflect this in their general operations and activities. So, depending on the context, we might expect to see:

- an environmental policy affecting all the school's activities (for example, a commitment to reduce use of resources, to reuse or to recycle)
- an ethical sourcing policy, relating to the ethical and environmental operations of suppliers of goods and services

(implemented, for example, by selecting a school bank with an ethical investment policy; using fair trade goods; using meat, fish and timber that are sustainably produced or sourced)

- an energy policy (for example, using "green" sources of renewable energy; setting out conditions under which heating and air conditioning are used and the temperature at which the school is maintained).

It is important not to turn a blind eye to what is happening in our schools, even in areas not directly under our control. For example, we may use external contractors for some of our services. What are the conditions of the people who clean our schools, or prepare our food, under a contract? Do they receive a reasonable wage? What materials are they using in cleaning? What are their effects?

Having policies and procedures in place does not mean they are implemented. But these are the nuts and bolts of the school's ethos, and they require the commitment of the school board and management. Of course, implementing all these will not ensure development of global citizens. But failure to adopt or implement can raise issues of credibility, and help to disable their development.

School building and grounds

The building itself

Ideally, schools would be built according to the best sustainable development practice. The new Green School in Bali, for example, is constructed of bamboo, mud and the local alang-alang grass. For most schools the building is a given. However, all schools can undertake audits to see how buildings can be improved to reduce energy use, to conserve heat, or to incorporate green (living) roofs.

Building operations (heating, lighting, waste)

It is often people who have not been involved in formulating policies or procedures who actually perform key operations within a school. Implementation will work best if they are involved in discussions or, at least, if the reasons for the policies and procedures are explained. Resources may also be needed to ensure compliance.

If the school has an **energy policy**:

- can teachers actually control the temperature of their classrooms, and avoid opening windows simply to lose heat?

- who orders things such as batteries? Are rechargeable batteries used rather than disposable ones?

If there is a **transport policy**:

- are students encouraged to walk to school?
- are cycle racks provided?
- are there showers for staff who cycle long distances to school?
- is car use by staff, parents and students encouraged/enabled or discouraged?

If there is an **environmental/recycling policy**:

- is there a way of ensuring that ordering takes account of the policy?
- is there someone whose job it is to check that waste is being sorted for recycling?
- is there effective monitoring of compliance by manual staff?

Are people in charge of purchasing made aware of the background to key policies and procedures? Are manual staff educated about the importance of their activities and the reasons for policies and procedures? (Lifelong learning can apply to the school kitchen or maintenance staff too.)

Gardens and grounds

Gardens and grounds deserve particular attention, whatever their size. Schools are stewards of the land they occupy and we should take that responsibility seriously.

School grounds can be used for overtly educational purposes, and managed to reflect the school's concern for the environment. Grounds can be cared for in ways that encourage and sustain wildlife, with habitats provided for indigenous species. Non-renewable materials can be avoided or used with care, and plants can be sourced from nursery-raised stock not collected in the wild. Giving students experience of producing their own food has many educational benefits, and helps to connect them with the earth and develop a notion of sustainability. This will be a feature of Green School in Bali. The more general benefits of school grounds are the concern of Learning through Landscapes in the UK (http://www.ltl.org.uk) and Learnscapes (http://www.learnscapes.org) in Australia. Bell and Dyment in Canada have considered how they can be used to promote physical activity.

We need to be vigilant about sourcing. Recent press coverage in Europe has highlighted that some paving stone used in gardens is Indian sandstone.

Working conditions in quarries are poor, and up to 25% of workers are believed to be children, some as young as 6 (Ethical Corporation). It would indeed be a sad irony if materials obtained in such a way were used in a school educating other youngsters as global citizens.

Environmental responsibility, eco-schools and sustainable schools

It is very obvious that schools for global citizens must take environmental responsibility seriously. More recently, concerns for sustainability have come to the fore. Sustainability is broader than environmental responsibility. The standard definition of sustainable development remains that of the Brundtland Report: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on the Environment and Development 1987). Many prefer now to talk of sustainability rather than sustainable development. In addition to environmental protection, sustainability is also concerned with economic conditions and social equity.

Initiatives to promote greater environmental responsibility and sustainability in schools abound. One of the largest programmes is Eco-Schools, involving over 21,000 schools worldwide. The programme includes classroom study and practical action, and sometimes operates under a local name. Students are encouraged to play an active role in taking practical steps to reduce the environmental impact of the school. A "green flag" is awarded to schools with high achievement in their programme (http://www.eco-schools.org).

The Sustainability Hub links to green school initiatives in many countries (http://www.sustainability.ceres.org.au/files/sei_links_intlssi.htm). These include some that are concerned with environmental responsibility, and others that set this in a broader context. Compare the websites for the Australian Sustainable Schools Initiative, the Gobar Times Green Schools Programme in India, the Green School project in China (Centre for Environmental Education and Communications) and Enviroschools in New Zealand to get an idea of the diversity and richness of initiatives.

Several countries have launched significant initiatives on **sustainable development education** embracing all elements of sustainability and related to UNESCO's decade with this focus. The Australian government's *Educating for a Sustainable Future* (Curriculum Corporation 2005) addresses areas intrinsic to global citizenship education, such as diversity and values and lifestyle choices, and is admirably succinct and practical. In England and Wales, a government "Sustainable Schools" initiative takes a very broad view of "sustainable", promoting health, respect for

children's rights, and emphasizing high standards of achievement in all areas. The framework draws direct links with global citizenship. WWF UK has developed a practical guide for schools with a series of activities to be undertaken by teachers individually or in groups. Developed in and for the UK context, it could be used much more widely. The US Partnership for Education for Sustainable Development's student learning standards (2008) are also excellent.

Key questions

- **Does your school have a commitment to sustainability?**
- **If so, how is this expressed and acted upon?**
- **If not, why is this?**
- **Does your school take part in any established schemes to promote sustainability?**
- **How can your school become more sustainable—in the short term? In the longer term?**
- **What are our responsibilities for educating students about sustainable lifestyle choices in their lives outside school?**

Schools for global citizens must be interested in initiatives concerned with sustainability in schools and are encouraged to pursue these vigorously.

Reflection

- **How important is it for individuals to be committed to sustainable living in their personal lives, if they are working in a school for global citizens?**
- **What areas of global citizenship education are not included in education for sustainability?**

CASE STUDY

Matthew Vallis/Gyeongnam International Foreign School/Sacheon, South Korea

The carbon neutral challenge

In a school catering for children in a small nursery unit through to students in year 12, awareness of global issues was high, but little was being done to find solutions. To answer the challenge "How can a school create a meaningful and effective grassroots programme to counter carbon emissions and global warming?", in winter 2006–7, Sue George and Sally Neaves

developed the Carbon Neutral Challenge (CNC). The CNC is a collective effort (for groups of students or whole classes) with a competitive element to stimulate enthusiasm. It focuses on local issues and initiatives, is linked to the curriculum and open to all classes.

Launched each year in a whole-school assembly, students are given ideas and suggestions of activities to help reduce emissions, including whole-school campaigns, class projects, postcard series, persuasive essays, T-shirt designs, music videos and art pieces. Students can participate in any way—as long as the emphasis is on local solutions.

Students have thrown themselves wholeheartedly into the event and produced some innovative and effective local solutions. Among these are the humorously named yet effective "Pee-in-the-Dark Campaign"; the school roof-top garden; and the banner bag project using recycled banners. Responding to interest generated, a new integrated subject "Horticulture, environment and sustainability" has been developed, open to years 5–12. This focuses on organic gardening, seasonal cooking, local solutions to problems and general environmental concerns. Wildly popular with the students, it has launched other environmental endeavours around the school and within the community.

An attitudinal shift has occurred in the whole school community, with students actively seeking out ways to reduce their carbon footprints. Lights, heating and air conditioning are used only when deemed absolutely necessary. There has also been a flow-on effect to other areas of environmental concern, and awareness has spread to students' homes, resulting in changes in food consumption, travel patterns and beyond!

CASE STUDY

Glenis Paul/Sha Tin College/Hong Kong, China

Sha Tin College Environment Action Group

Sha Tin College Environment Action Group (STC EAG) is a new group that has set out to alter the perceptions and behaviours of the STC community towards living sustainably. Task groups of year 12 student leaders and group members from years 7–11 work on different projects. All projects need to be positive environmentally, socially and economically and have the goodwill of board, staff and students. Cultural beliefs should be respected, and the ecological footprint minimized.

"The EAG works hard to motivate and inform the school of our aims," according to leaders Annie and Chrystina. "Recently our cafeteria has moved from reusable plastic plates to metal utensils. We have an action plan to cut the emissions of the school buses and have been promoting fair trade goods to staff and students. Our 10% initiative is going to be a huge task; we are trying to cut electricity usage by 10% within Sha Tin College. Some of the old habits have stuck tight. A few people do not see the change an individual can make or refuse to accept the impact we can have. Our views could not be more different. Each individual can make a difference. It is all about whether you choose to."

The garden group reused bamboo, car tyres and polystyrene in making a roof-top garden. They are looking at how to reduce the ambient temperature of the classrooms below and enjoyed their first crop of vegetables. Another group collects items from the school community to reuse in other countries.

Students have opportunities to put into practice the theoretical skills learned in regular subjects and are gaining first-hand experience of the highs and lows when trying to change conservative attitudes and systems in people and businesses. Perhaps the most important and lasting change has been within the attitudes of the EAG students. They are much more aware of how their choices have far-reaching consequences for other communities—from farmers working in Tai Po, Hong Kong, and the local bus company, to workers in the coffee fields in Africa. If these students can change the awareness of their classmates, teachers and family members while at school they will take with them the ability to effect change in their new communities.

A commitment to global citizenship education should certainly be expressed in a school's mission statement. But what happens in the school should demonstrate that it is not only expressed, but meant and ensured. In that well-worn phrase, as schools we must not only "talk the talk" but also "walk the walk". And remember … the students—such admirable detectors of cant—are always watching us.

Key questions

- **In terms of setting the scene for your work with young global citizens, have you got the conditions right?**
- **Are there any aspects of the school that you consider could be particularly beneficial or detrimental to students' development as global citizens?**