



A handbook for primary schools seeking **Global Neighbours accreditation**

Empowering children to be
courageous advocates for justice



Accreditation for primary
schools by Christian Aid
in partnership with Oxfam
and Islamic Relief.



“Effective global citizen education should empower young people to use their voices as advocates for change.”

Contents

1	Introducing Global Neighbours	4
	From charity to courageous advocacy	6
2	Global Neighbours accreditation	8
	How to apply for accreditation	10
	Global Neighbours criteria	12
	Leadership, vision and values	12
	Teaching and learning	14
	Collective reflection and developing values	16
	Pupil participation in active global citizenship	18
	Community engagement	20
3	Important reading	22
	Terminology	23
	Avoiding stereotypes and getting the balance right	23
	The importance of anti-racism	24
	Climate justice	25
	Avoiding ‘eco-anxiety’	25
	Political engagement and impartiality	26
4	Support, resources and FAQs	28
	Creative for Climate Justice	30
	Further resources and support	32
	Global citizenship calendar	34
	Frequently asked questions	36
	Getting in touch	38

1 Introducing Global Neighbours

"The Global Neighbours programme has provided us with a really useful umbrella tool. It brings together all the work we are already doing on children's rights, global citizenship and sustainability. The school self-evaluation part has encouraged us to reflect on where we are as a school and what our next steps might be within a GCE [global citizenship education] context. I like that the programme fits into Curriculum for Excellence thinking; there's a strong focus on social justice, critical thinking and learner participation."

Keri Reid MBE, Muthill Primary School

"Global citizenship is a way of living that recognises our world as an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and the communities locally, nationally and internationally. This approach nurtures personal respect and respect for others wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimise harm to our planet. Exploring global citizenship themes helps learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions."

Scotdec

Global Neighbours is an accreditation scheme which recognises and celebrates all that schools are doing to empower their young people to become active global citizens. It was developed to complement Learning for Sustainability (LfS) and particularly the global citizenship education (GCE) component of LfS. The scheme is open to all schools. Achieving a Global Neighbours award represents an outstanding commitment to GCE.

The scheme helps children understand the connection between their lives and those of their global neighbours.



From charity to courageous advocacy

At the heart of Global Neighbours is the recognition that simple 'charity' is not a sufficient response to global injustice. Charitable giving is not in itself wrong, but it is rarely a long-term solution and fails to address the root causes of poverty and injustice.

Effective GCE should therefore empower young people to use their voices as advocates for change. Advocacy involves speaking out alongside and on behalf of another and this can take courage, hence the term 'courageous advocacy'. At its best, courageous advocacy involves young people directly engaging with decision makers (who could be in school and the community, as well as business and political leaders), learning that they have agency and can use their voice to bring about change.

A culture of courageous advocacy in school helps children learn that their voices are powerful and can make a positive impact on the world.

Effective GCE recognises that there are not simple solutions to complex problems. When considering what actions pupils might take as a result of their learning, you are encouraged to think beyond just fundraising. Fundraising for charities can make a huge difference to people's lives. It can also be a powerful expression of concern and solidarity as well as a means for developing skills in courageous advocacy. As such, it should be undertaken thoughtfully. This involves ensuring pupils learn about the work of a charity they are supporting in ways that respect the dignity and agency of the people the charity seeks to support. It also means setting fundraising in context. Christian Aid, for example, considers poverty to be about disempowerment, with the fundamental cause being the misuse and inequality of power. Fundraising – on its own – is unlikely to solve underlying injustices, which is why Christian Aid and its partners are at the forefront of important movements to overturn the structures and systems that perpetuate poverty and injustice. Therefore, Global Neighbours assessors will be interested in both the active participation and decision making of pupils in fundraising and the ways in which pupils are also thinking more broadly about how they can be agents of change.

In Global Neighbours, we have chosen to use the term 'courageous advocacy' to reflect the active participation of pupils throughout the programme. When we think about courageous advocacy, we are referring to the act of speaking out against an issue of injustice. Within the curriculum the term 'global citizenship education/GCE' is more commonly used, and courageous advocacy is a vital part of GCE.

To gain a deeper understanding of the principles underpinning the Global Neighbours scheme, please see the 'Important reading' section, starting on page 22.

Being a global citizen is about exploring our connectedness and relationships with others.



2 Global Neighbours accreditation



The information you need to become a Global Neighbours school.



Global Neighbours accreditation

Schools are assessed at **Bronze**, **Silver** and **Gold** level in relation to **five criteria areas**:

- leadership, vision and values
- teaching and learning
- collective reflection and developing values
- pupil participation in active global citizenship
- community engagement.

The criteria areas are not mutually exclusive but often support and overlap one another, so fulfilling the criteria in one section may help towards doing so in another. For example, work undertaken under pupil participation in active global citizenship may arise from, or form part of, classroom learning activities under teaching and learning, and may include activities suggested under community engagement.

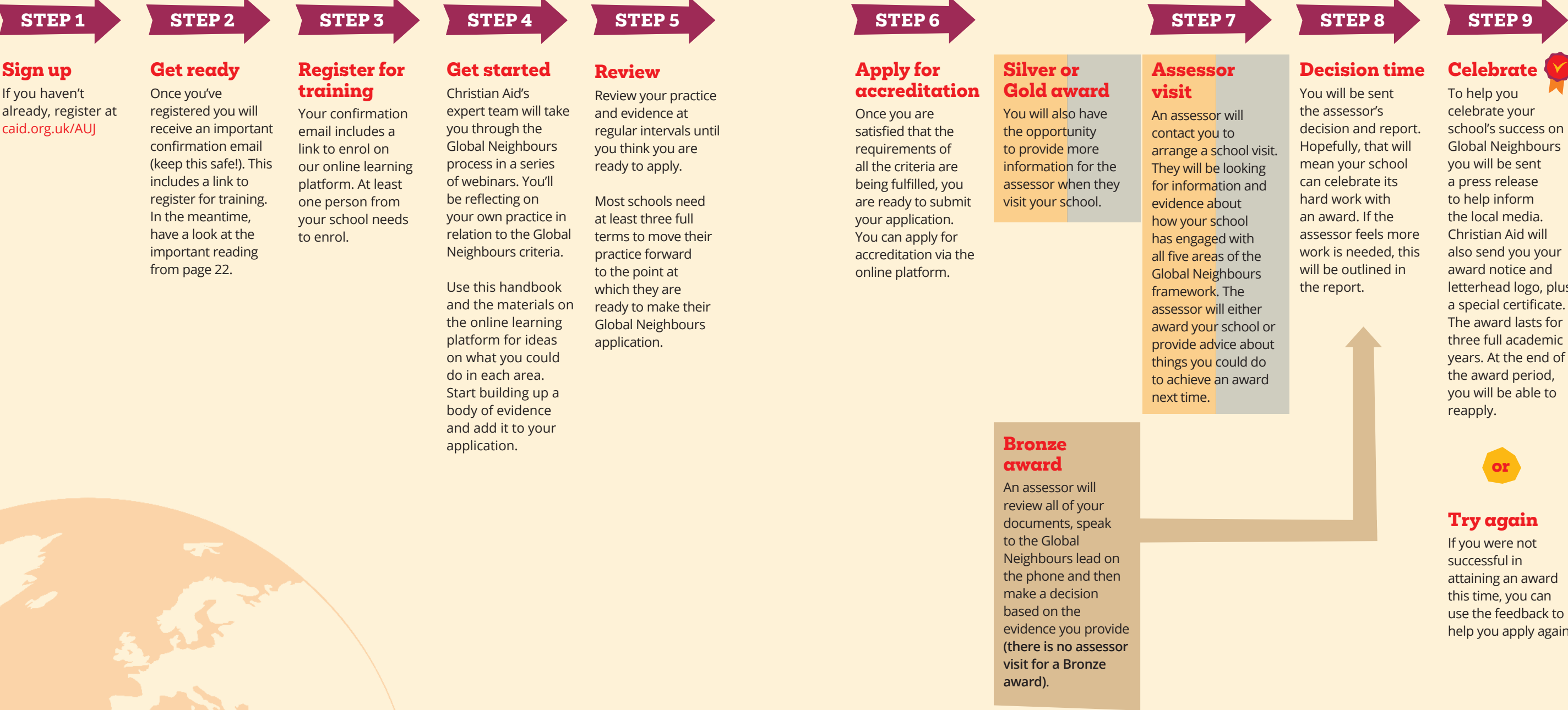
The following pages give an overview of the application process, as well as the criteria for Bronze, Silver and Gold across the five areas. These are minimum criteria for each level of award. At any one time, a school may be working at a more advanced level in some areas of the framework than others;

the school may, for example, exhibit some elements of the Silver award criteria in its application for a Bronze award.

Please read the criteria carefully to decide which award is most appropriate for you. Most schools start with the Bronze award, but you are able to go straight to Silver or Gold if you are ready.



How to apply for accreditation



Visit: caid.org.uk/AUJ

Key questions: To what extent are GCE and courageous advocacy prioritised by school leaders? Are they reflected in the school’s vision and values?

Leaders, teachers and pupils must work together to create a culture of global citizenship, but the extent to which it bears fruit in pupils’ lives corresponds closely to the degree of support and promotion from the school leadership (in this context, the headteacher and senior management team, while recognising that leadership is not confined to these areas). This section is best considered in collaboration with your headteacher or another senior school leader.

The overall direction of travel from Bronze to Gold is towards a firm understanding among leaders at all levels of the importance of GCE, and of their role in helping young people grow as courageous advocates.



Progression

At **Bronze level**, the requirement from the outset is that the school’s vision, aims and development plan explicitly reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respect, backed by an action plan for developing this across the school.

At **Silver level**, there is clear evidence of the school vision and aims around global citizenship translating into specific outcomes in school and support for staff developing their practice.

By the time a school reaches the **Gold standard**, it will be evident to all who set foot in the school that a commitment to ethical global citizenship infuses its life and ethos. The school will clearly be committed to regular monitoring and evaluation of the outcomes of its provision in this area, with the drive to share learning and practice with other schools.



		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
Leaders... <ul style="list-style-type: none">A ensure that the school vision, aims and development plan explicitly reflect a commitment to global citizenship/courageous advocacy and treating all people with dignity and respectB create and commit to implementing an action plan to extend engagement with global citizenship/courageous advocacy across the life of the schoolC are working to establish a culture of anti-racism throughout the school. This is a long-term priority and is demonstrated by specific commitments in both the Global Neighbours action plan and school development plans.	Leaders... <ul style="list-style-type: none">A ensure regular opportunities for all pupils to learn about and reflect on global justice issues and participate in active global citizenship across several curriculum areasB invest in providing time, space and development opportunities for staff to develop their thinking and practice on global citizenship, courageous advocacy and anti-racism. Such opportunities actively challenge approaches to aid/development/charity which reinforce harmful stereotypesC have established a culture of anti-racism in the school and have made specific commitments to maintaining this work. There are clear examples of the positive impact this is having in the school communityD make sure the school's vision and aims in relation to global citizenship inform decisions on spending, fundraising, social action and charity and community linksE ensure a culture of collaboration with other organisations in this work (eg, with cluster schools, community organisations, local faith communities).	Leaders ensure... <ul style="list-style-type: none">A systematic coverage of global justice issues across the whole school curriculum, with appropriate progression and suitable opportunities to participate in active global citizenshipB school policies and their implementation reflect the vision of the school, with clear consideration given to our global neighbours and the implications for ethical leadershipC there is a strong and well established culture of anti-racism in the school and investment is in place to allow this to continue in the long-term. Staff have a firm understanding of anti-racist principles and are united in their commitment to being an anti-racist schoolD ongoing monitoring and evaluation of the impact of the school's global citizenship provision in relation to pupils' learningE opportunities are created for sharing practice and inspiration/ activities with other schools as they invite them to share in the global learning journey.

Key questions: How well does the school make use of teaching and learning opportunities to engage with global citizenship themes? How well does the school’s curriculum prepare pupils to make a positive impact in the world?

The Global Neighbours accreditation criteria expect development across the full curriculum in a school’s journey through the award levels. The principles of GCE are embedded as a key theme across the Curriculum for Excellence and these criteria will enhance everything being done within school to fulfil this. GCE and courageous advocacy begins with basic skills, values and concepts (for example: sharing, collaboration, empathy, respect and care for people and environment) in the early years stage of formal education.

These building blocks may not always have a particularly ‘global’ feel about them in early years and first level (although they should be set in a global context wherever appropriate). Oxfam’s ‘Education for Global Citizenship: A guide for schools’ contains a useful curriculum for global citizenship charting the possible development of these aspects from the age of three. (You can download it at: oxfam.org.uk/education)

Progression

Accreditation criteria may look similar across Bronze, Silver and Gold categories; however, progression is more in terms of degree, both in breadth and depth.

The emphasis at **Bronze level** is on encountering and engaging with global citizenship themes and learning about a range of responses.

At **Silver level**, there should be a marked increase in the breadth and depth of engagement compared to Bronze. Teaching and learning will reflect the complexity of global issues and will encourage critical reflection on ways in which we can respond to problems facing the world.

At **Gold level**, assessors will expect to see systematic coverage across the breadth of the curriculum and year groups, with appropriate progression, and evidence of greater critical thinking in relation to the key ideas and perspectives.



		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
All pupils have age-appropriate opportunities within the curriculum to begin... <ul style="list-style-type: none">A exploring similarities and differences between their lives and the lives of people in various communities around the worldB identifying some ways in which their lives are connected with the lives of people in places across the globeC exploring ‘big questions’ about suffering, inequality and justiceD discussing concepts and issues of global poverty and climate justiceE encountering relevant voices and stories that aid understanding of global poverty and climate injusticeF identifying some key faith teachings which inspire people of faith to tackle poverty and injustice.	At the appropriate curriculum level, all pupils will... <ul style="list-style-type: none">A explain how their lives are connected with people and places across the globe and the effects of local actions on the wider worldB ask and explore ‘big questions’ about suffering, inequality and justice with reference to particular global justice issues and climateC discuss and develop an understanding of the nature, causes and effects of global poverty and climate injusticeD engage with voices and stories that aid understanding of global poverty and climate injustice, not least from people and communities directly affectedE explore faith perspectives on poverty, disadvantage and injusticeF explain key values from different faiths and teaching which inspire people of faith to tackle global poverty and climate injustice.	At the appropriate curriculum level, all pupils will... <ul style="list-style-type: none">A ask and explore possible answers to a range of ‘big questions’ of suffering, inequality and justice in relation to global justice issues and climateB engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by global poverty and climate injusticeC think critically about causes and effects of global poverty and climate injustice – and their solutionsD apply ethical teaching to matters of poverty, inequality, charity and justiceE explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice.

AREA 3: **Collective reflection
and developing values**

Key question: How well does the school give pupils the opportunity to consider global citizenship themes in relation to developing their own values?

The emphasis in this section is on developing values: how well schools give pupils the opportunity to engage with global justice issues on a deeper level, beyond formal teaching and learning. Pupils should have the chance to reflect on and express their emotional response to issues of global poverty and climate justice. Beyond just learning about global issues, they should be given the opportunity to consider how these issues relate to their understanding of themselves, the world around them and (for some) their religious faith. Engaging with such issues on a deep level should naturally inspire action.

Best practice will involve making explicit links between global issues and the school's values. Pupils should have opportunities to engage with global themes such as injustice and poverty during school assemblies and other times of reflection throughout the school year, rather than in one term only, so that they grow in their awareness of global issues over time. As well as using regular dates in the calendar (see pages 34-35), schools should respond to current affairs and sudden events, being mindful of those that do not command lots of media attention. Pupils should take increasing ownership of planning and leading assemblies and other times of reflection.

Progression

To meet the **Bronze criteria**, it should be evident that all pupils have opportunities to engage with these themes and ideas in the context of RME/school assemblies on at least a termly basis.

At **Silver level**, there should be clear and obvious examples of how engaging with global citizenship themes through exploring school and personal values has inspired action. Themes will feature with increasing regularity compared with Bronze, and there will be pupil involvement in planning.

At **Gold level**, there should be a natural relationship between the school's values, developing pupils' own values and opportunities for collective reflection through global citizenship themes. The criteria for Silver will be fully embedded. Planning for school assemblies enables student leadership and places a high value on student voice.



		
Bronze award	Silver award <small>(assumes ongoing fulfilment of the criteria for Bronze)</small>	Gold award <small>(assumes ongoing fulfilment of the criteria for Bronze and Silver)</small>
All pupils have age-appropriate opportunities to...	At an age-appropriate level, all pupils will frequently...	At an age-appropriate level, all pupils will frequently...
<p>A reflect on issues of global poverty and climate justice on a few occasions during the academic year</p> <p>B reflect on their own behaviour, values and attitudes surrounding issues of global poverty and climate justice</p> <p>C learn the importance of considering, valuing and treating all people with dignity and respect.</p>	<p>A reflect on, and respond to, global justice issues in school assemblies or other times of collective reflection</p> <p>B reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers with regard to injustice</p> <p>C reflect on their own behaviour, values and attitudes surrounding issues of global poverty and climate justice, and consider changes they may make as a result</p> <p>D contribute to the planning of school assemblies or class reflections surrounding global justice issues.</p>	<p>A reflect on, and respond to, global justice issues in reflection time and form their own responses on matters of poverty, injustice and their role as agents of change</p> <p>B take responsibility for the planning and leading of school assemblies/class reflections surrounding global issues</p> <p>C encourage and inspire each other to challenge injustice and inequality, leading each other in courageous advocacy.</p>

AREA 4: Pupil participation in active global citizenship

Key question: Are pupils able to take what they have learned and put it into action?

It is natural that when young people learn about issues of injustice they want to act to change things, and it is important to support them in working this out in practice. Opportunities to take action on global issues might seem limited, but the old saying ‘think global, act local’ helps demonstrate how local action and global issues are interconnected. For example, taking action locally on reducing carbon emissions can be an act of global citizenship if it is the result of learning about the impact of the climate crisis on the world’s most vulnerable communities.

In this section, we are looking for examples of pupils taking action as a result of their learning. The best examples will be pupil-led, and involve them making active choices about the most appropriate responses to the issues they have learned about in the curriculum. The best examples will show that the school has a firm understanding of the difference between charity and courageous advocacy (see the Important Reading section, starting on p22). Assessors will be looking for a breadth of participation (not limited to the oldest/most able/privileged). If you have any doubts about the appropriateness of your pupils engaging with political action, or topics that might be deemed political, please see our guidance on ‘political engagement and impartiality’ on page 26.


Progression

The overall direction of travel from Bronze to Gold is one of depth and breadth of engagement across the school, with criteria reflecting pupils’ increasing participation, ownership, leadership, critical thinking and reflection.

At **Bronze level**, there will be evidence of all pupils having the opportunity to be involved in projects and activities that combine learning, decision making and action during the school year. This means all pupils will have such opportunities as they progress through the school, although they may not yet feature prominently in more than one or two year groups.

At **Silver level**, all pupils will have the opportunity to be involved in projects or activities to take action at some point during a school year. These will commonly involve pupils planning actions in relation to their understanding of the causes and effects of the issues they are addressing and considering a range of options. This approach will be evident as a recurring theme through most pupils’ journeys through school.

At **Gold level**, all pupils will have curriculum-level appropriate opportunities to take action based on their learning during the school year. There will be evidence of pupils initiating activities and sharing responsibility with others for organising their implementation, as well as evaluating their actions and learning.

		
Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
All pupils have age-appropriate opportunities to...	All pupils have age-appropriate opportunities to...	All pupils have age-appropriate opportunities to...
<p>A participate in activities that relate to issues of global poverty and climate justice</p> <p>B take action as a result having learned about global citizenship themes. Pupils decide how to respond, having evaluated different options.</p>	<p>A investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life</p> <p>B make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice</p> <p>C actively participate in planning and taking action against poverty and for a more just and sustainable world – and be able to explain why this action is important.</p>	<p>A confidently challenge and confront injustice and inequality as articulate advocates of change</p> <p>B make decisions about appropriate actions after learning about an issue and critically evaluating options for responding</p> <p>C share responsibility for planning and implementing activities that involve taking action against poverty and for a more just and sustainable world</p> <p>D evaluate the effectiveness of the action taken and reflect on the skills and insights they have gained.</p>

These pupils learned about sustainable fashion and created their own recycled clothes for a fashion show.



Key question: How well are pupils empowered to engage with decision makers in their communities, and share their global citizenship learning and action beyond the school gates?

Being a global citizen is about exploring our connectedness and relationships with others – locally, nationally and globally – and playing a full part in our own communities. It is important to help pupils realise they can be part of a wider movement for change in our world, and that change happens when people join together in a common cause – sometimes through unlikely ways and alliances. Fulfilling the criteria for community engagement should not be viewed as separate, or necessarily extra, to work on other sections.

Community engagement should form an integral part of teaching and learning and pupil participation in active global citizenship (it may be that some examples are relevant in more than one section). Community engagement is a two-way thing: pupils will both learn from and share their learning with the community beyond the school gates. At its best, engaging the local community will be characterised by pupils being active advocates for change, with a firm understanding of how the local and global communities are interconnected.

Progression

At **Bronze level**, community engagement will be meaningful, but may be somewhat limited in range (eg, only involving certain year groups). It is likely that staff involvement will be greater than at Silver or Gold levels, but pupils should still be encouraged to take the lead. Examples at Bronze level might include class groups or year groups planning a shared activity as a result of their learning. Examples of community engagement may be relatively new initiatives and not yet fully embedded.

At **Silver level**, assessors will expect to see more widespread examples of community engagement compared to Bronze. Schools will be expected to demonstrate good use of community links and visitors to support and enrich pupils’ engagement with global citizenship themes and issues, with a focus on helping pupils to engage with decision makers (councillors, local MPs/MSPs, local faith leaders or their school management) in simple ways. There will be clear evidence of most of the school’s pupils each year having meaningful involvement with these links and opportunities.

At **Gold level**, community engagement will be sustained, meaningful and enriching for both the pupils and the communities of which they are a part. Assessors will expect to see evidence of the full range of opportunities described within the Gold criteria in the life of the school, with all pupils having regular opportunities to engage in one or more of these ways.



Working with your local church is one way to increase your community engagement.

Bronze award	Silver award (assumes ongoing fulfilment of the criteria for Bronze)	Gold award (assumes ongoing fulfilment of the criteria for Bronze and Silver)
All pupils have age-appropriate opportunities to...	At an age-appropriate level, all pupils will frequently...	At an age-appropriate level, all pupils will frequently...
<p>A begin to communicate their concerns and ideas in relation to issues of global poverty and climate justice with decision makers at local, national or global levels</p> <p>B share their learning and action in global citizenship with the wider school community, including parents/carers.</p>	<p>A engage with fresh perspectives on global justice issues through the use of visitors and community links (e.g., international development agencies, other school links or diaspora communities)</p> <p>B work with a community group or international organisation to raise awareness of issues surrounding global injustice and take action together in ways that engage the whole school, parents/carers and wider community</p> <p>C encourage others in their community (family, school, neighbourhood, locality) to think globally and consider how our lifestyles and actions can impact on our global neighbours for better or for worse.</p>	<p>A develop their advocacy skills through directly engaging decision makers (eg, political representatives, business leaders and faith leaders)</p> <p>B deepen their understanding of global citizenship and global justice issues and the work of people of faith in this area through sustained and effective use of visitors and community links (eg, development agencies, faith representatives, other school links or diaspora communities)</p> <p>C participate in mutually beneficial global partnership links with schools/communities in different parts of the world.</p>

3 Important reading

The following pages outline some important principles underpinning the Global Neighbours award.

Terminology

You may be familiar with the terms global citizenship, global learning, global education or development education, all of which relate to issues of social justice and sustainability. In the Global Neighbours partnership, we favour the terms 'courageous advocacy' (discussed further below) and 'global citizenship'. We are content to use these interchangeably as, for us, they both convey an approach to education that embodies an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from the local level to the global.

'Global citizenship themes' is a term we use to refer to issues of global poverty, injustice and the exploitation of the natural world. Understanding ourselves as global citizens means recognising that these issues are interconnected, and that our lives are fundamentally interconnected with others around the world.

Avoiding stereotypes and getting the balance right

In 2020 Comic Relief decided to stop sending celebrities to African countries, choosing instead to have their fundraising appeals produced by local film-makers. This was a significant decision because it recognised the problematic and disempowering way that stereotypes of 'victim' and 'saviour' had been allowed to perpetuate. Such stereotypes are unhelpful because they often define people purely in terms of their poverty, they encourage pity rather than a shared understanding of our common humanity and are often rooted in the worst aspects of our colonial past. The organisations supporting Global Neighbours recognise that aid agencies have themselves sometimes perpetuated these stereotypes and that the international development sector has a responsibility to address this. At the same time, we recognise that wealthy countries such as the UK have significant power and resources and that we have a moral obligation to use these to help people in need. Therefore an appropriate and careful balance needs to be struck.

In school, the best GCE will emphasise the interconnected nature of our world, and our shared humanity. It will avoid simple and unhelpful generalisations which reinforce worldwide power imbalances. Instead, good GCE will empower young people to use their voice as courageous advocates for change, speaking out alongside and on behalf of people and communities experiencing injustice. It will recognise our moral obligation to use the power and resources we have in the right way, acknowledging the ways that our best intentions can and do cause harm.

The importance of anti-racism

The stereotypes referred to above cannot be separated from an understanding of the prevalence of racism, be that explicit acts of racism or the more subtle ways it exists within the systems and structures of our society. A Global Neighbours school should not only be *non-racist* but actively *anti-racist*. This starts with a commitment from the school's leadership to prioritise anti-racist learning among staff, so that (in whatever the school's context) education champions dignity and equity for all. Like poverty, racism robs people of their dignity, power and voice. Its roots cannot be separated from the worst aspects of our colonial past and it should therefore be given proper consideration in relation to GCE.

At Bronze level we expect to see a commitment to going on that journey and an indication in the action plan of how this will be achieved. At Silver and Gold level, it is expected that schools will have made significant progress in embedding an understanding of anti-racism among staff and pupils, and that this has a noticeable impact on the culture and practice of the school. The first criterion for the Bronze award includes a commitment to 'treating all people with dignity and respect'. Anti-racism is implicit within this, as is the importance of seeing everyone as being of equal value regardless of sexuality, gender and gender identity, ability and other protected characteristics.

We recognise that moving towards being a truly anti-racist school is a journey; it takes time and requires support. The Global Neighbours website contains further information, links and guidance to help you develop your practice.

A Global Neighbours school should not only be *non-racist* but actively *anti-racist*.



Climate justice

The challenge of a changing climate is undoubtedly one of the biggest that our world currently faces. The term 'climate justice' is used in the Global Neighbours criteria in preference to 'climate change'. This is because the term 'climate change' on its own is a neutral one, and doesn't convey the fact that the crisis facing our world is a matter of justice. Generally speaking, the people most affected by climate change have done the least to contribute to it; this is fundamentally unjust. Communities most vulnerable to drought and flooding are often those with the fewest resources to cope. Good GCE will help pupils to make the connection between global poverty and climate justice, and to recognise the place that courageous advocacy has in responding to both. 'Climate justice' also implies that the exploitation of the natural world is itself a justice issue.

Avoiding 'eco-anxiety'

You may have heard the terms 'climate crisis' and 'climate emergency'. These can both be helpful in some contexts as they express the urgency of the situation and the need to act; however, we advise schools to be very cautious about using these terms with pupils. When discussing climate with young people it is very important to remember that this topic can be a cause of significant stress and anxiety. A careful balance needs to be struck between teaching with honesty about the seriousness of the situation, while at the same time not overburdening pupils with a sense of responsibility or dread. For this reason, we also avoid messaging like 'save the planet'. None of us can solve the world's problems on our own, and young people shouldn't feel that they must carry that full weight of responsibility.

Instead, GCE will take a positive approach, emphasising the importance of working together towards a common goal. It will help pupils understand that they can make a positive impact in the world by playing their own small part in their community, and by raising their voices as courageous advocates for change. They don't need to (and can't) fix this problem alone but they can contribute to the huge movement of people who are working all over the world to deal with it, in every sphere of life.



Political engagement and impartiality

It can be challenging for schools to engage with issues that are political or controversial. However, it is important for young people to engage with politicians. Or that you should shy away from discussing any issues that have political aspects. At the end of the day, all important issues have *some* political aspects – and a central part of a child's education is to understand the key issues at play in our world and their rights and responsibilities in relation to these. We are trying to embed courageous advocacy, after all!

It is important, though, to present a balanced range of views where appropriate, noting that you do not have to be drawn into false equivalences or try to 'balance' every possible viewpoint (eg, it is perfectly acceptable to present climate change as a fact, without giving airtime to climate deniers who reject established science). A good rule of thumb is to consider: is there more than one widely held view about this, and is it important for my pupils to understand that?

It is also very important that you are not partisan in your teaching (i.e. conveying your own party-political views). But you can absolutely encourage your pupils to engage with their local and national politicians and a great many of our Global Neighbours schools have done so to great effect. It can be an incredibly empowering and important part of political literacy to understand that decision makers are accountable to their constituents – including young people – and that we can all attempt to influence politicians' positions and decisions on issues. Experiencing that political interaction first-hand through school can genuinely change the way pupils see themselves in the world and transform their understanding of their own relationship to power and decision making. The important nuance for us is that it should always be the pupils' own, informed views that are conveyed – at no point should children be used as a vehicle for conveying someone else's point of view.

Oxfam's guide, *Teaching Controversial Issues*, also provides very helpful support for this, see policy-practice.oxfam.org/resources/teaching-controversial-issues-a-guide-for-teachers-620473

Political engagement is to be encouraged, but teachers must avoid being partisan.



Political engagement in a school context

Should:

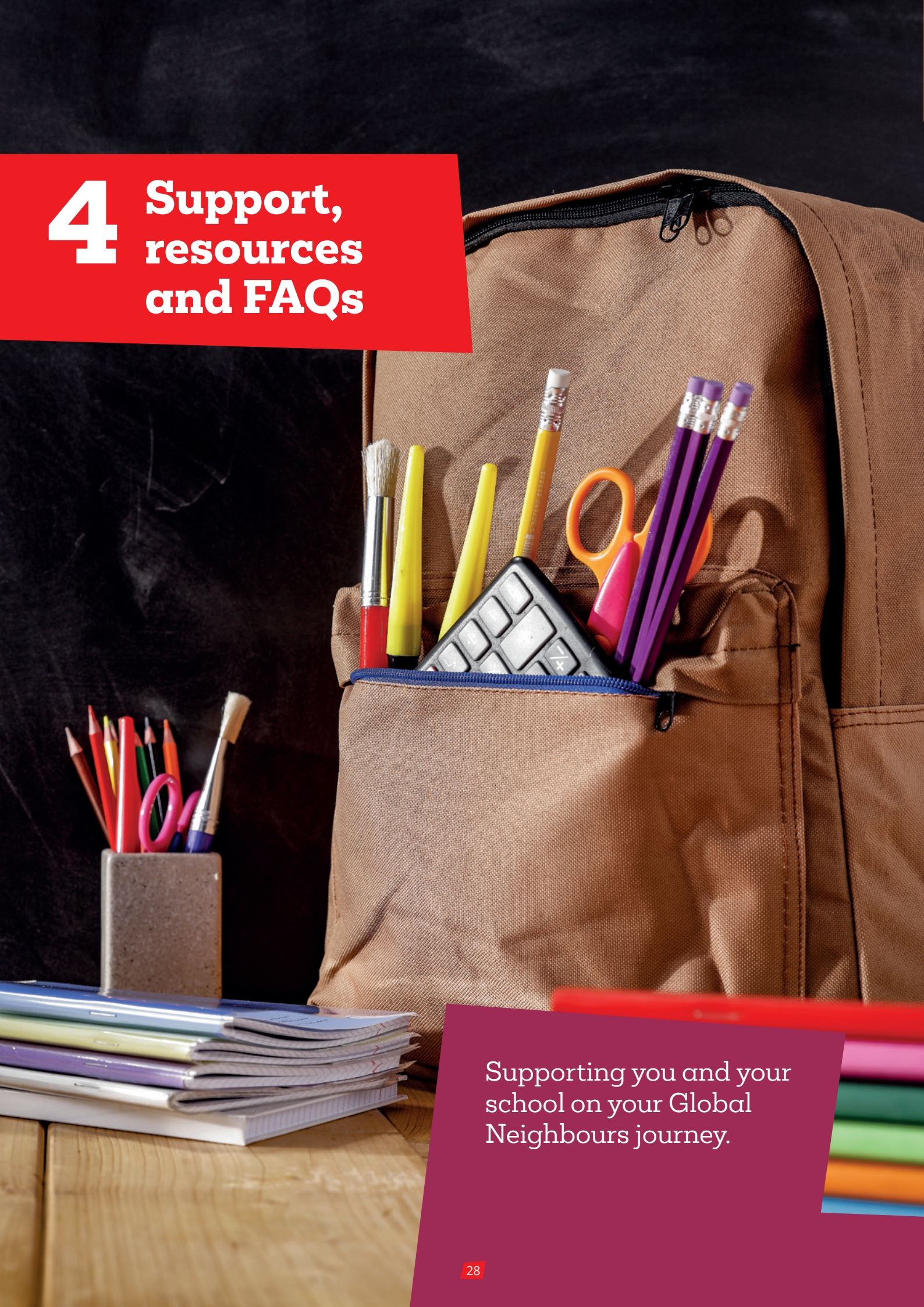
- encourage pupils to think widely and deeply about issues (asking 'why')
- empower pupils to understand political processes and their own rights and responsibilities in society
- encourage pupils to think of creative solutions to problems (asking 'what can be done about it?')
- equip pupils to identify where power is located, who their political representatives are, and how decisions are made (asking 'who has the power to change this and what is my relationship to them?')
- enable pupils to express themselves confidently, courteously and articulately to decision makers and others.

Should not:

- be party political (it *is* OK for pupils to research a particular politician's viewpoint on an issue and respond to it; it is *not* OK for teachers to make generalised partisan statements in school or convey their own political preferences)
- spoon-feed actions to pupils
- pretend that complex problems have simple solutions
- fail to take account of a wide variety of different viewpoints
- encourage discrimination against people with different viewpoints
- be unthinking or reactionary
- involve anything offensive, illegal or dangerous (obviously!).



4 Support, resources and FAQs



Supporting you and your school on your Global Neighbours journey.

How Christian Aid can support your school

There are many areas of the accreditation framework where Christian Aid's support and resources are particularly useful. For example, Christian Aid is well placed to support learning about Christian perspectives on a wide range of global justice issues from poverty and inequality to refugee movements and climate change, as well as helping pupils delve into their causes, effects and possible solutions.

Christian Aid also provides resources and opportunities to support young people in thinking through and implementing their informed choice of action, be that in raising awareness, voices or money, or in thinking and living differently.

Free online training

Our (free) webinars are an opportunity to understand more about Global Neighbours and, crucially, to learn how to put together a successful application. At least one person from your school needs to attend one webinar. (You only need to attend one as the content will be the same each time.)

christian-aid.org/schools

Our website for teachers offers resources, teaching ideas and games for the classroom.

Once your school is registered you will be able to download the **Global Neighbours Resource Pack**. This includes:

- your self-evaluation form
- exemplar self-evaluation forms
- case studies
- our Good Global Citizenship guide
- our Classroom Ideas guide.

The Global Neighbours team will give you a practical steer on how to prepare your application. You will receive information on how to join a training session when you register. You will also be able to access a series of training videos that can be watched at any time.



Global Neighbours stickers can be ordered by emailing schools@christian-aid.org

Creative for Climate Justice

Creative for Climate Justice is a climate justice arts project run by Christian Aid, Oxfam and SCIAF, which gives young people the opportunity to express their thoughts and feelings about this important issue through words and pictures. It is an ideal activity for schools applying for the Global Neighbours award and can be repeated annually.

As well as helping young people reflect on climate justice, Creative for Climate Justice is also a tool for courageous advocacy. In the past schools have successfully used it to help pupils engage with local politicians and decision makers. Some schools have collaborated with their local church or cathedral to host an exhibition. Others have teamed up with local artists.

Creative for Climate Justice would be a great example to use in the following Global Neighbours criteria areas:

- teaching and learning
- collective reflection and developing values
- community engagement.

Assemblies, lesson plans and further resources are available on the Christian Aid website. For more details and to order your free resource pack visit caid.org.uk/AOS

Pupils from Muirtown Primary sharing their artwork on climate justice with their local MP.



Get in touch:
schoolsscotland@christian-aid.org



A picture created by a pupil from Catterline School for the Creative for Climate Justice exhibition in Westminster. This image was also used on a card delivered to the First Minister of Scotland and other party leaders as part of a campaign to highlight the urgent action needed on climate change.

Further resources and support

We are not expecting schools to rely exclusively on Christian Aid resources and support. Working in partnership with others is written into the DNA of Christian Aid and we want our support to build on, and add value to, support that you access from elsewhere rather than compete with it.

Everything your school does in support of fulfilling the criteria for *Global Neighbours* accreditation can be brought together under this scheme.

Here are just some of the sources of ideas and guidance that could help a school committed to developing global citizenship, in addition to those listed in the *global citizenship calendar* on pages 34-35.

Global Dimension website globaldimension.org.uk

The Global Dimension website provides a searchable guide of over 1,000 reviewed books, films, posters and web resources which support global learning across all age groups and subjects.

IDEAS

ideas-forum.org.uk

IDEAS is the network for organisations that are involved in GCE. From large NGOs such as Christian Aid, SCIAF and Oxfam to the Development Education Centres, there is a wealth of knowledge and resources available. The Development Education Centres offer high quality career-long professional learning

opportunities and innovative learning and teaching projects across every local authority in Scotland.

Signposts for global citizenship signpostsglobalcitizenship.org

The Signposts website is a treasure trove of resources, all of which have been reviewed by GCE professionals. It contains practical resources to cover all areas and levels of the Scottish curriculum and is fully searchable by subject, level, topic or curriculum area.

How do we know it's working? toolkit.risc.org.uk

This innovative toolkit provides 42 engaging classroom activities for pupils of all ages along with case studies sharing ideas for using the activities in planning, teaching and evaluation. Devised by a network of teachers in the UK, Czechia, Slovakia and Ethiopia, the toolkit supports teachers in finding out what pupils think about global and local issues and provides tools for measuring the impact of their teaching.

Oxfam Global Citizenship Guides oxfam.org.uk/education

Oxfam's series of Global Citizenship guides provides helpful, practical guidance for schools:

- *Education for Global Citizenship: A guide for schools* provides a detailed guide to development and progression in global citizenship across the 4-11 age range
- *Global Citizenship in the Classroom: a guide for teachers* provides lots of practical teaching ideas and curriculum development tools
- *Building Successful School Partnerships* gives guidance on developing mutually beneficial international school links and embedding these in the curriculum
- separate *Global Citizenship guides for Maths, English and Science* provide many suggestions for developing pupils' understanding of global justice issues through those subjects.

The Anti-Racist Educator theantiracisteducator.com

The Anti-Racist Educator is a collective of educational stakeholders (including students, teachers, parents, academics and activists) working toward building an education system that is equitable, free from racial injustice and critically engaged with issues of power, identity and privilege.

Blippit Boards [blippit boards](http://blippitboards.com)

You can capture Global Neighbours evidence using an app called Blippit Boards. For easier monitoring, there's a dashboard to give a bird's-eye view of tagged evidence, displayed as easy-to-read interactive charts to show gaps or strengths in real-time. You can generate an indexed PDF report in seconds which can be uploaded as one of your supporting documents to your Global Neighbours application.

Stride stridemagazine.org.uk

Stride is an online magazine which aims to be a source of inspiration and support for teachers delivering GCE in Scotland. This quarterly publication offers articles on topical local and global issues, practical activities and highlights new resources from organisations working in GCE.



Global citizenship calendar



Many dates in the calendar can provide inspiration or a great focal point for teaching and learning, pupil participation in active global citizenship and community engagement. Here are some suggestions of such opportunities that schools have found helpful.

Calendar dates for which Christian Aid produces its own relevant resources are highlighted in yellow tint. Christian Aid resources mentioned in the calendar can be downloaded from caid.or.uk/schools . There you will also find a Disaster Strikes resource to help you respond to disasters and details of any emergency appeals.		
Martin Luther King Jr Day	18 January	A day marking the life of the celebrated civil rights campaigner. Christian Aid has a Martin Luther King assembly at christianaid.org.uk/schools
Holocaust Memorial Day	27 January	Learning lessons from the Holocaust and subsequent genocides to create a safer, better future. The National Holocaust Centre has good resources for schools, see holocaust.org.uk
Lent	February / March	An opportunity for pupils to mark Lent by joining Christian Aid in 'Count Your Blessings'. Resources for Lent and Easter are available on the Christian Aid website.
International Women's Day	8 March	Christian Aid offers assembly material exploring gender inequalities.
World Water Day	22 March	Christian Aid assemblies on water are available online.
World Health Day	7 April	Raising awareness of different threats to our health. Christian Aid assemblies on health are available online.
Earth Day	22 April	Raising awareness of the challenges to the wellbeing of our planet and the life it supports.
World Malaria Day	25 April	Raising awareness of malaria as a curable and preventable disease. Christian Aid has an assembly on malaria, available online.
Send My Friend to School	April- July	Resources to support learning and action on access to quality education around the world: www.sendmyfriend.org
Christian Aid Week	May	A week of action with Christian Aid with resources for teaching and learning available online. Check dates each year on the Christian Aid website, although activities could take place outside this week.

World Environment Day	5 June	Raising awareness of the need to preserve and enhance the environment. Christian Aid has lots of assemblies on climate change and sustainability.
World Day against Child Labour	12 June	Highlighting the plight of children across the world who are forced to work: www.un.org/en/observances/world-day-against-child-labour
Refugee Week	June	Raising awareness of the reality of refugee experiences and celebrating the contribution of refugees to the UK. Check exact dates each year at refugeeweek.org.uk . Christian Aid has a board game to help pupils understand the challenges facing refugees: Safe Place Ludo can be ordered through the Christian Aid website.
Nelson Mandela International Day	18 July	A call to action for people everywhere to take responsibility for making the world a better place, one small step at a time, just as Nelson Mandela did. Christian Aid has an assembly on Nelson Mandela.
Fairtrade Fortnight	September	Promoting the principles and products of fair trade. Check dates and Fairtrade Foundation resources at schools.fairtrade.org.uk . The Christian Aid Chocolate Trade Game and Christian Aid fair trade assemblies are available online.
International Day of Peace	21 September	Declared by the UN General Assembly in 2001, the International Day of Peace calls on all people everywhere to honour a cessation of hostilities throughout the day. Find out more at internationaldayofpeace.org . Christian Aid has assemblies on conflict and peace.
Harvest	September	There is a wealth of harvest material on the Christian Aid website.
Black History Month	1-31 October	Celebrating and honouring the achievements, culture and history of black people while recognising ongoing experiences of racism and campaigning to end it.
World Food Day	16 October	Raising awareness of food security and strengthening solidarity in the struggle against hunger. Christian Aid has assemblies on food and hunger.
International Day for the Eradication of Poverty	17 October	Promoting awareness of the need to end poverty and destitution in all countries. Lots of relevant resources on the Christian Aid website.
Anti-Slavery Day	18 October	Raising awareness of modern-day slavery and human trafficking.
Global Education Week	November	Global Education Week is an annual worldwide awareness-raising initiative. It is a call to rethink our world together, using global education as a tool for solidarity and change and to contribute to a more sustainable, peaceful and equitable world. Check www.coe.int/en/web/north-south-centre/the-global-education-week for exact dates and more information.
World Toilet Day	19 November	Raising awareness of sanitation issues. Christian Aid has assemblies on water and sanitation. Plenty of inspiration at www.toilettwinning.org
Christmas	December	Christian Aid has material focused on Christmas on the website.

Frequently asked questions

4

Support, resources and FAQs

Eligibility

Is this only for primary schools?

We are planning to launch the secondary school award soon, please email schoolsscotland@christian-aid.org for more information.

The accreditation process

How do we apply for accreditation?

The guide on pages 10-11 provides details of how to apply for an award and the stages of the process. The most important part of the process is completing and submitting the Global Neighbours self-evaluation form which is available to download with your Global Neighbours Resource Pack once you have registered. The process has been designed to minimise the amount of evidence that you need to send in support of your application beyond the self-evaluation form and curriculum overview. In addition, schools applying for Silver and Gold will be able to present the many different forms of evidence they wish to share when the assessor visits in person.

What are the costs of joining the scheme?

Registration for the scheme is free, as is most of the support we provide to schools by way of resources. There is only a charge when a school applies for a Bronze, Silver or Gold award. This is to cover the basic costs of an assessor's time (and travel in the case of Silver and Gold awards) and of the running of the scheme. Current costs are provided on our website (caid.org.uk/globalneighbours).

Do we still have to pay if our application is unsuccessful?

Yes. However, the process of self-evaluation carefully following the guidance in this handbook and separate advice on how to prepare for an assessor's visit should minimise the likelihood of this happening. Furthermore, in the case of an unsuccessful application for a Gold or Silver award, the assessor may recommend a lower-level award (or if the school already has the lower-level award, extend it for a further three-year period).

What will an assessor visit involve for Silver and Gold applications?

An assessor will visit the school for half a day at an agreed time. The assessor will review evidence provided by the school in a variety of forms and meet with relevant staff, pupils and other members of the local community as appropriate to hear about their experiences, plans and learning. Full details on how to prepare for a visit will be sent on receipt of an application for an award.



What will we receive if we are successful?

Every accredited school will receive a certificate of accreditation and a licence to use the Global Neighbours award logo on school publications and letterheads. Accredited schools will also receive guidance and resources to help share their success and learning, for example through local media.

How long does accreditation last?

The Bronze, Silver and Gold awards will all expire at the end of the third full school year following the date of the award. To put it another way, a new award period opens in September each year and runs for the remainder of that school year and the following three years. Therefore, each award will need renewing between three and four school years from the date it was awarded, depending on the stage reached in the school year when the award was made. For example, an award made in April 2023 will be due for renewal in July 2026. You will receive details on how to apply for renewal near the time when your award will expire.

How do you assure quality, consistency and fairness in the accreditation process?

There is a rigorous process to appoint assessors, who then undergo a programme of ongoing training and annual reviews.

Fit with other programmes

We have already done a lot of work to support global citizenship across the curriculum, with the support of other programmes and organisations. Will this count towards accreditation?

Yes, insofar as it helps demonstrate your school's fulfilment of the accreditation criteria.

How does this scheme relate to, and differ from, other accreditation schemes around global learning and sustainable development (eg, Eco-Schools, Rights Respecting Schools)?

The specific focus of this scheme is on providing opportunities for pupils to develop their understanding of global justice issues and become agents of change. In common with many other schemes, the scheme encourages schools to develop global citizenship through multiple areas of the curriculum. The incorporation of the UN Convention on the Rights of the Child into Scottish law has also been considered within this resource, which also supports any work being done in school on children's rights. Insofar as your school's participation in other schemes supports the accreditation criteria, they can be used in support of an application for a Global Neighbours School Award.

Can a school be accredited without supporting Christian Aid?

Yes, but we hope you will find the opportunities provided by Christian Aid for pupils to raise awareness, voices and money helpful.

Frequently asked questions (continued)



Support, resources and partnerships

Can our school continue to get support and resources from Christian Aid even if we choose not to go for accreditation?

Yes, of course. Our teaching and learning resources are freely available to all schools on our website.

Can we work with other schools in my area?

Yes – in fact we would strongly encourage schools to share the journey to Global Neighbours accreditation with other schools with which they have close relationships.

Does Christian Aid provide support for international school-linking?

We are not able to link schools in Britain with schools elsewhere in the world but there are many other organisations and schemes that do. See Further resources and support on pages 32-33.

Getting in touch

How do we express our school's interest in participating?

Register at caid.org.uk/AUJ.

Registration is free and entails no commitment from your school to apply for accreditation. Your school can then decide whether and how quickly to proceed on the journey to accreditation.

Who should I contact if I have a question or problem not covered by this handbook?

Email gnadmin@christian-aid.org and we will respond as quickly as possible.

How can I order resources or find out more about your schools work?

Visit caid.org.uk/schools or email schoolsscotland@christian-aid.org

What is your postal address?

Christian Aid
41 George IV Bridge,
Edinburgh, EH1 1EL
Tel. 0131 220 1254

We hope you enjoy your journey to becoming a Global Neighbours school



Christian Aid and its Global Neighbours partners share a vision of education that enables all people to experience life in all its fullness.

Christian Aid is a Christian organisation that insists the world can and must be swiftly changed to one where everyone can live a full life, free from poverty. As well as providing urgent, practical and effective assistance where need is great, it works globally for profound change that eradicates the causes of poverty, striving to achieve equality, dignity and freedom for all, regardless of faith or nationality. It is part of a wider movement for social justice.

Oxfam GB's school resources are free to download at oxfam.org.uk/education. Here you will find teaching resources for all ages and subjects, Global Citizenship Guides for teachers and schools, and social action activities for young people in the Schools Speak Out project.

Islamic Relief provides disaster and emergency response alongside promoting sustainable economic and social development, working with local communities – regardless of race, religion or gender. In partnership with a range of local organisations, they also support and empower communities across the country. Visit www.islamic-relief.org.uk for more information.



Photo credits: front cover, pages 4, 6, 12, 14, 16, 22, 24, 25, 27, 28, 32, 38 Shutterstock; page 2 Nigel Genders; page 39 Christian Aid/Esme Allen; pages 5, 40 Christian Aid/David Brazier; page 7 Christian Aid/Adam Haggerty; page 8 Christian Aid/Elias Assaf; page 19 Breamore CE Primary School; page 20 Holmer CE Academy; page 26 Christian Aid/Pete Moorey; pages 29 & 33 Christian Aid/Catherine Odell; page 30 Keira Reid; page 31 Nuala, Catterline School; page 34 Christian Aid/Tim Burdon; page 36 Good Shepherd Trust

Christian Aid is a key member of ACT Alliance. Eng and Wales charity no. 1105851 Scot charity no. SC039150 Company no. 5171525 Christian Aid Ireland: NI charity no. NIC101631 Company no. NI059154 and ROI charity no. 20014162 Company no. 426928. The Christian Aid name and logo are trademarks of Christian Aid.



F5017

