



North West  
Global Education Network

# global dimensions

autumn term 2009



## INSIDE THIS ISSUE...

### Case studies:

- Embedding the global dimension
- Global water day
- Fairtrade in Schools
- International Student Council
- P4C

**WIN a digital camera !**

# Contents

page

- 3 Foreward**
- Case studies** – written by teachers for teachers
- 4 Embedding the global dimension through Sustainable Schools and Community Cohesion**  
(Ormsgill Nursery and Primary, Barrow) *A taster of work ongoing in Cumbria as part of NWGEN's LENS cluster project.*
- 5 Global Water Day**  
(St Joseph's Catholic High School, Workington) *Staff from 5 departments and year 8 pupils have fun with a globalised theme.*
- 6 Fairtrade's hidden benefits**  
(St Benedict's School, Whitehaven) *Establishing FAIRTRADE has given rise to unexpected positive aspects*
- 7 The journey to achieving Fairtrade school status**  
(High Hesket CE School, Carlisle) *Embedding FAIRTRADE into teaching topics.*
- 8 Establishing an International Student Council**  
(Hilbre High School Humanities College, West Kirby) *This work has enabled a high school and its feeder primary schools to work as a cluster.*
- 9 Philosophy for Children in a specialist school**  
(Loyne Specialist School, Lancaster) *How a critical methodology has developed thought processes and listening skills in students.*
- More details and photographs of case studies are available on the NWGEN website [www.lgec.org.uk/nwgen](http://www.lgec.org.uk/nwgen)
- 10 Global postcards competition**
- 11 NWGEN work to embed the global dimension**
- 12 Contact details**

Front Cover Image: High Hesket CE School, Carlisle

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# welcome to global dimensions issue 2

It seems like global issues have dominated the headlines in recent months with issues like swine flu, the credit crunch, climate change, ongoing conflict and human rights issues across the globe. Films exploring climate change and ethics, such as the independent film 'The Age of Stupid'

[www.ageofstupid.net](http://www.ageofstupid.net) highlight our rapidly changing world.

Children need to learn the skills to make sense of our complex, diverse and globalised society if they are to develop to become global citizens of the future.

Ofsted recently heralded those embedding whole-curriculum dimensions such as the Global Dimension into the curriculum as best practice:

'In the very best practice, the whole-curriculum dimensions ... informed the rationale for developing the curriculum, both across the school and within subjects' *Ofsted Planning for change: the impact of the new key stage 3 curriculum, June 2009*

Often the benefits of the global dimension reach beyond what could be achieved within subject study. Pupils and teachers are inspired and involved by thinking outside and across subject boundaries with infectious enthusiasm that nurtures learning. Global dimension work does help to deliver agendas such as Every Child Matters, community cohesion and sustainable schools but creative thinking in curriculum planning is crucial to avoid being restricted to delivering agendas. Developing the global dimension encourages free thought across the curriculum, which can bring unexpected outcomes.

The case studies in this issue of global dimensions have all been written by teachers and education providers, sharing good practice across the north west. We hope that by sending this magazine to every school in the region it will inspire other exemplars of global dimension work.

*Sarah Whitman*

NWGEN Coordinator  
sarah.whitman@lgec.org.uk

Please get in touch if you have a case study to share – an honorarium is paid for contributions.

NWGEN is keen to involve teachers and the statutory sector represented on its Management Group – please contact me if you would like more information.

“

Teaching the global dimension inspires teachers and pupils alike. Good global education will encourage children to think critically in order to make sense of their world, and across the north west we have many resources, programmes, CPD activities and ideas to help teachers find practical ways to embed critical global awareness in their classrooms. In this way we are helping teachers to support pupils to be self-motivated in their learning for the global dimension. Learning outside of school inspired in the classroom – what better lesson could be taught for life? ”

Eleanor Knowles, Director of Cumbria Development Education Centre (CDEC) and Chair of NWGEN



# Embedding the global dimension through Sustainable Schools and Community Cohesion

by **Liz Ingledeu**, Cumbria Development Education Centre, with information from Ormsgill Nursery and Primary School.

In Cumbria, there are two clusters of schools so far involved in NWGEN's Global Dimension Project – in Barrow-in-Furness and Dalton-in-Furness. Both Sustainable Schools and Community Cohesion are being used as foci for embedding the Global Dimension, with the Dalton cluster also enriching transition work (from Primary to Secondary) through this project

Here is a taster of what is going on at one school - Ormsgill Nursery and Primary School in Barrow, where Dawn Hubbold is the lead teacher for the global dimension work.

## Getting pupils on board & working as a cluster...

Dawn and colleagues have been working on Sustainable Schools. (Ormsgill Nursery and Primary School is well known locally for its school grounds, with vegetables grown and eaten in school.)

At the start of the spring term, they briefed year 6 and 7 representatives from school councils from other local primaries and secondaries, who then audited each other's schools in pairs and presented their findings and ideas for Sustainable Schools to local heads and teachers at a twilight Inset organised by Lydia Meryll (NW Sustainable Schools) and CDEC.

Here are some of the pupils' ideas for planning Sustainable Schools ...

### Sustainable School - Curriculum

- Compulsory food technology lessons.
- Woodwork and joinery so we can make and fix our own things.
- Lessons about sustainability.
- Laughing lessons - lessons where the objective is to laugh.

### Sustainable School - Campus

- Solar panels, zip taps, automatic heating and doors, sensored lighting, potato clocks, wind turbines.
- A happy, friendly atmosphere is important where we treat other people as we want to be treated.
- Class pets that we learn to look after. Pet fashion shows!!!!

### Sustainable School - Community

- Somewhere where people can come for a drink any time of the day.
- Computers and web cams so that we can speak to a school, e.g. in China and our language would be translated into Chinese.

As you can see, they have committed wholeheartedly to the idea that (as it says on the Eight Doorways poster)...

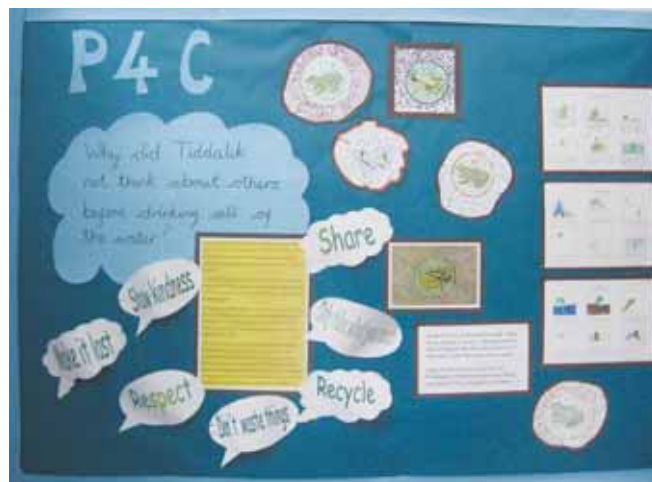
“Sustainable development means much more than recycling bottles or giving money to charity. It is about thinking and working in a profoundly different way.”

And it is great to see that, in their minds, their community is global, as well as local.

## Using P4C (Philosophy for Children) ...

Dawn Hubbold and colleagues at Ormsgill, together with a couple of colleagues, also took a Level One course in Philosophy for Children led by CDEC ([www.cdec.org.uk](http://www.cdec.org.uk)) and promptly put it into practice with her year 4 pupils.

For the P4C stimulus, Dawn used the Australian Dreamtime story of Tiddalik the giant frog who drank up all the Earth's water and left the other animals in a panic (until one of them managed to make the big frog laugh).



The question that the pupils chose for the dialogue was, "Why did Tiddalik not think of others before drinking all of the water?" and some of the values and issues raised included: sharing, respect, kindness, taking only what you need, not wasting, recycling and making things last.

One P4C session, lots of areas covered - from awareness of community, to stewardship of resources – demonstrating a commitment to the Global Dimension, Community Cohesion and Sustainable Schools.

There are lots of references to Tiddalik on the internet – just type his name in your search engine. For information and courses on Philosophy for Children, contact your local DEC or see [www.sapere.net](http://www.sapere.net)

With thanks to Dawn, the Head Teacher Helen Pemberton and all at Ormsgill Nursery and Primary School.

**For more information about the NWGEN Global Dimension (school cluster) project in Cumbria, please email [liz@cdec.org.uk](mailto:liz@cdec.org.uk)**

# Global Water Day

by **Rachel Ward and Jan Lishman**, teachers at St Joseph's Catholic High School, Business and Enterprise College, Workington

In summer 2009 St Joseph's Catholic High School in Workington, Cumbria held a 'Global Water Day' for our Year 8 students as part of our summer term 'Activity Week'. We had been wanting to 'go global' for a while, but were in need of a kick start, and that came to us in the form of water shortages and hosepipe bans – even in our wet county! Water seemed to be the logical topic for us to pursue as not only was it relevant to us, but it also presented opportunities for us to make a difference.

The activity was planned in the main by two enthusiastic members of staff, and comprised an introductory assembly to 'set the scene', followed by a carousel of five activities which were designed to: cater for a range of learning styles; provoke independent thought and analysis; promote teamwork; encourage empathy; and develop presentation skills.

**In no particular order, the individual activities took the following form:**

**1) Water Pump**, the children looked at various types of water pump used in different parts of the world, and made a simple pump of their own using balloons and straws!

**2) Poster/ Word bank**, with reference to the internet and resources provided by CDEC, the children researched and designed posters highlighting the problems faced by many children in the world with regard to clean water supplies.

**3) Water filters**, under the auspices of the science department, the children made water filters using moss, sand and gravel – with varying degrees of success!

**4) Our use and abuse of water**, students completed a 'water quiz' to ascertain their own water consumption in one day and then converted that to bottles of water and calculated how heavy it would be if they had to collect it themselves. They also made use of 'The Water Family Game' on the water family website [www.thewaterfamily.co.uk](http://www.thewaterfamily.co.uk)

**5) Adverts**, the students produced their own advertisements to raise public awareness of the issues surrounding water provision in different parts of the world, and were encouraged to compose jingles and improvise props.



There then followed presentations by each group demonstrating what they had learned during the day and performing their advert to the whole year group.

As a final climax to the day we held 'The Water Challenge' which involved each team transporting water from one part of the playground to another with the aid of guttering, plastic cups (with strategically placed holes!) and a whole lot of teamwork. The winning team was the one that managed to collect the most water in the final collecting tank.

Our Global Water Day was a truly inclusive event – including not only every child in Year Eight, but also staff from the Science, RE, Learning Support, Languages and Mathematics Departments. We achieved objectives relating to our status as a Business and Enterprise College, a Fair Trade School, and a Leading Edge (Drama) school, but above all, our children and staff achieved a good understanding of water issues around the globe and had a fantastic day doing it., so much so they even volunteered come back for seconds on the repeat day!

The school arranged for each KS3 form to "adopt" a country to see how problems similar to those in West Cumbria were tackled. There is also another day being planned by the same two slightly mad but very enthusiastic teachers tackling another global issue - see the NWGEN website for more information.

e: [office@st-josephs.cumbria.sch.uk](mailto:office@st-josephs.cumbria.sch.uk)

Rachel and Jan have shared their bank of resources and useful web pages on the NWGEN website [www.lgec.org.uk/nwgen](http://www.lgec.org.uk/nwgen) ‘



It made science seem real and it was great fun. *Connor*

I really enjoyed the day. I learnt a lot, had loads of fun. *David*

I liked the presentation and adverts bit - trying to sing the Poo song was funny. *James*  
see Children Sing for Water on [www.wateraid.org/uk](http://www.wateraid.org/uk) for music and lyrics

We (my group) enjoyed all of it especially when we got wet trying to get water into our container in the game, we only had holey cups and an old bottle. *Claire*

The best bit was sir with a water pistol. *Shaun*

Getting our pump to work without getting wet was difficult. *Sarah*



# FAIRTRADE's hidden benefits in our school

by **Dave Skillen**, lay-chaplain at St Benedict's Catholic High School, Whitehaven



Our conscious awareness of FAIRTRADE as a school goes back just a couple of years when our school council attended a schools' conference at Cockermouth Eco-centre. This was organised by Cockermouth school to stimulate interest within local secondary schools in FAIRTRADE. Out of around thirteen attending schools that day we won the action plan writing competition and were awarded the large inflatable FAIRTRADE Banana! This had an important impact on those who attended, though our action plan was to lie dormant for many months.



Since September 2008 the work to both raise staff and pupil awareness of the aims of FAIRTRADE, and to establish it within the life and culture of the school has mushroomed! Yet there is much more exciting work to do! In July 2009 we were awarded the 'International School Award - Advanced Level' by 'The Global Gateway' at the British Council. A significant proportion of the evidence that secured this award was that of the work of FAIRTRADE in school.

We are now working towards gaining Fairtrade school status and it is our ambition to do so by the end of the 2009-2010 academic year. To co-ordinate this work, we now have a committed Fairtrade Steering group which meets every Tuesday lunchtime. The group has had a significant impact on our school this year. The work to raise awareness of and establishing Fairtrade within our school has given rise to many other positive aspects including:-

- Bringing pupils and staff together from across the school community, where upper school and sixth form have worked with and supported the very youngest pupils.
- Taking us into the local and wider community, creating situations where the full range of ages and backgrounds have come together within a friendly and social context, serving to build-up a mutual understanding and raising pupils' awareness of their place in society.
- Contributing to raising money for charities.
- Creating a link between the local and global dimensions of our common humanity.
- Demonstrating our commitment to show concern for justice on a global level, in keeping with the commandment of Jesus Christ.

I have witnessed an important sea-change in school this year, associated with our Fairtrade work:

- FAIRTRADE tea, coffee, sugar and biscuits present are used in staff social areas across the school.
- Subject Leaders stop me to mention FAIRTRADE and tell me about how they brought it into a lesson or a topic.
- Pupils come to ask me when the next FAIRTRADE event will take place and to suggest what we might do!
- Pupils deliberately choose FAIRTRADE products in the canteen. I overheard one child telling another why they have chosen to buy the FAIRTRADE orange juice over the non-FAIRTRADE one. This is amazing!

FAIRTRADE has given us a wonderful opportunity, which we have taken up whenever possible, to link up with members of our local and wider community, thus broadening the experience of the students and enhancing our positive reputation in the community. FAIRTRADE has set pupils and staff on fire with a greater sense of focus and purpose, both in their curriculum work and in their wider role in school, although there is so much more exciting work to do now!

e: [chaplaincy@st-benedicts.cumbria.sch.uk](mailto:chaplaincy@st-benedicts.cumbria.sch.uk)

Further details and examples of activities ongoing at St. Benedict's are posted on the NWGEN website [www.lgec.org.uk/nwgen](http://www.lgec.org.uk/nwgen)



The FAIRTRADE Mark is the only consumer label that focuses on ensuring farmers in developing countries receive an agreed and stable price for the crops they grow, as well as additional income to invest in community development programmes.

## What does the symbol represent?

The most popular interpretation is to imagine the blue as sky, the green as grass, and the black dot and swirl at the centre as a person holding one arm aloft. That figure represents the people at the heart of the Fairtrade system – it could be a farmer holding up their product, a shopper reaching to purchase, or a campaigner fighting for greater justice in international trade.

For more information about Fairtrade, Fairtrade Fortnight (end February–early March each year), resources, case studies and information on becoming a Fairtrade school visit <http://www.fairtrade.org.uk/>

# The Journey to achieving Fairtrade School Status

by Jen Ager, teacher at High Hesket CE School, Carlisle

“We are a very happy school which is at the heart of our supportive village community. We pride ourselves on being a traditional village school which, at the same time, is dynamic and forward thinking.”

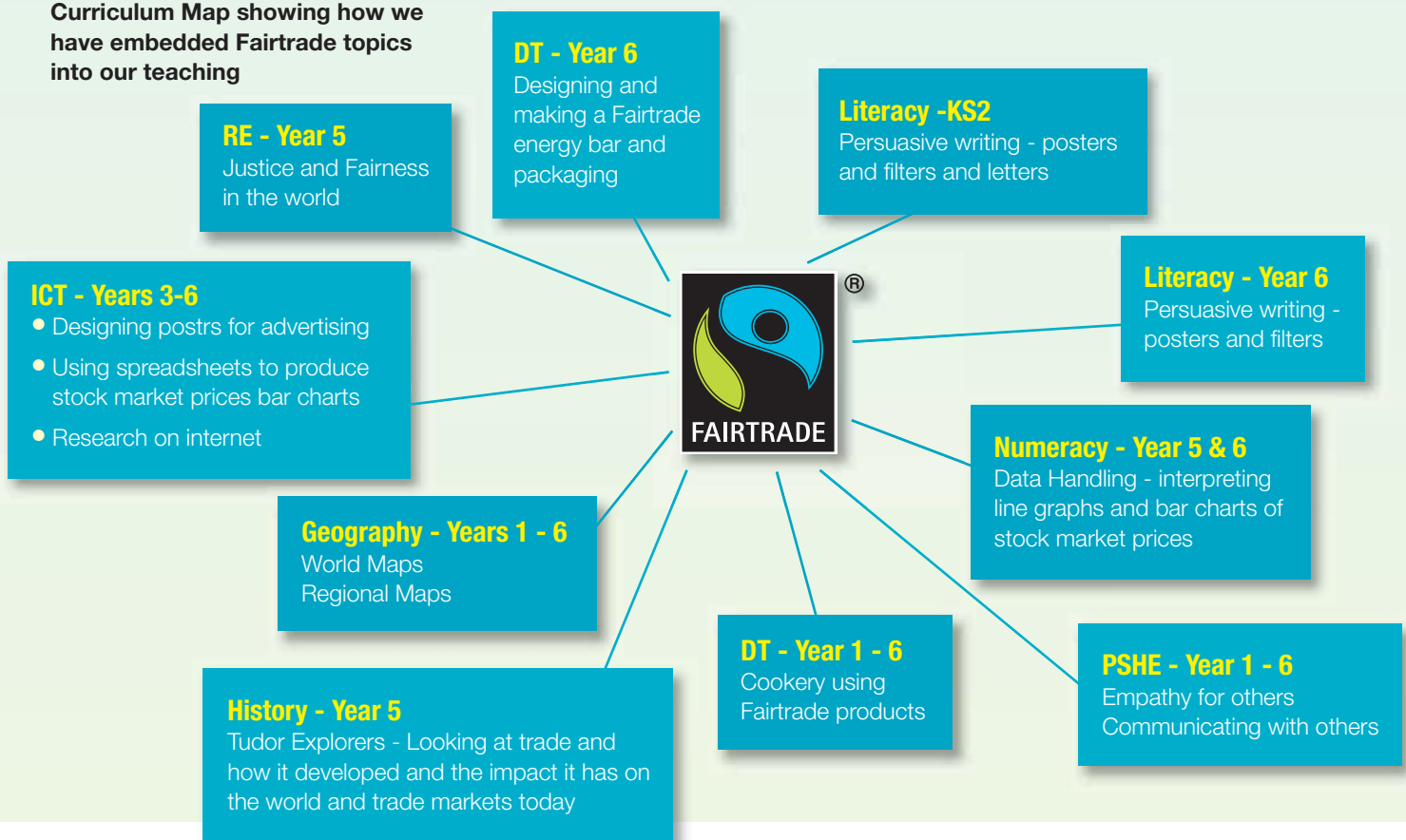
Margaret Taylor, Headteacher

Generally, children love to learn about other children. They find it easier to relate to real life, meaningful situations when learning both inside and outside of the classroom. In my experience they also enjoy practical lessons with an emphasis on sensory stimulation. Introducing the concept of Fairtrade into our school was going to be a doddle!!

The children at High Hesket CE School, Cumbria have a strong sense of fairness and justice. They understand that everyone has the same basic needs of shelter, food, water and security. Being linked to a school in Tanzania, has helped give all children in the school the opportunity to appreciate the similarities between people everywhere, and learn to value diversity. Learning the raw facts of how others live and hearing first hand accounts of other people's experiences can be a powerful tool to engage children's minds in critically evaluating how they live, and nurture an attitude of making informed choices.

With this in mind, after reading a local newspaper article, I invited a guest speaker into my classroom in the Autumn of 2006. He had just returned from Choche, Ethiopia as part of his ongoing campaign to forge links with another community and to look at the broader global movement through Fairtrade. The pictures and stories he recounted captivated the children and they really wanted to know if there was anything they could do to help. A follow up session, which included blindfolded chocolate, banana and pineapple tasting excited the children further, and with their taste buds won over they definitely wanted to pursue this topic further!!

## Curriculum Map showing how we have embedded Fairtrade topics into our teaching



Our school does a lot of fund raising for charity periodically over the year. It took some explaining to the children that raising awareness of the Fairtrade campaign was not just another fancy dress day or bring and buy sale, but needed to be embedded into the ethos of the school.

We decided to work together as a school towards Fairtrade School status and in 2008 achieved the Award. We now have an active Fairtrade Committee made up of children from Year 3 - Year 6. Although the staff have embedded a cross curricular approach to teaching the issues and concept behind the buying of Fairtrade products; it is the children who have ownership of organising events to help raise awareness and put the teachings into practice in a fun and meaningful way.

Recently, the children organised a treasure hunt which involved children in the whole school searching for three Fairtrade tokens, exchanged for a small Fairtrade prize! This was a very easy way to ensure that nursery and reception children start to recognise the logo. The children also ran a coffee morning for locals in the village and parish. Not only has our school embedded the ethos of Fairtrade into part of our school life, but it has also helped re-establish strong links with the local community.

# Establishing an International Student Council

by **Christina McCann**, Liverpool World Centre, with information from Hilbre High School

It all began when the assistant head teacher, responsible for the specialism, had a vision to set up an International Student Council that would improve internationalism between Hilbre High School and its feeder primary schools, to form a cluster and establish partnerships with similar schools in South Africa. He approached the primary schools in the area to see if they were willing to participate in developing such a Council and Great Meols, Hoylake Holy Trinity and Blackhorse Hill Infant and Junior School declared their interest. They attended a forum to share ideas and decide what they wished to achieve.



Selecting the students for the International Student Council was relatively easy as many were interested in internationalism and therefore keen to take part. Four or five Year 5 and/or year 6 pupils from the primary schools were elected along with eight students representing Year 7 to Year 10 at Hilbre.

The Council's first task was a fundraising project for School Aid, a charitable organisation which aims to improve educational provision for children and young people in poor communities around the world. Each of the schools helped to make this event a great success and it was even broadcast on the local radio station. Following this, the students developed and filmed their own unique International Student Charter; incorporating five pledges such as

“We pledge to work together to strengthen educational opportunities, world equality, peace and friendship, through education.”

Since its inauguration, the International Student Council has met at least twice a term. The biggest challenge to overcome was to encourage the students to mix, as at the beginning they sat within their school groups. Activities were therefore designed in such a way that the pupils were encouraged to work outside of their school group.

This proved to be very successful and now primary and secondary students work well together on several projects.

Currently, the International Student Council is embracing the issue of diversity, one of the eight concepts of the Global Dimension. Assisted by Liverpool World Centre, the Council are producing a short film which will be used to educate young people across Wirral about the importance of celebrating diversity.

As a member of the International Student Council, the students have grown in confidence, learnt more about the variety of cultures that make up our community, and been able to develop Global Citizenship in the 21<sup>st</sup> Century in a very effective way. Many aspects of their learning have also been shared with their partner schools in South Africa via PowerPoint presentations and letters.

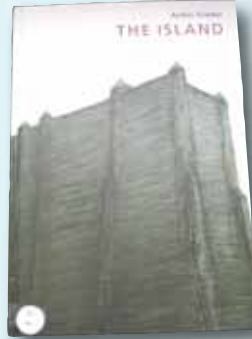
Future plans for the International School Council are that they wish to carry on the project for a further two years, focusing on Fairtrade as each of the schools are keen to obtain Fairtrade Schools status and to encourage other schools to form clusters between a high school and its feeder primary schools.



# Philosophy for Children in a specialist school

by **Carla McIoughlin**, teaching assistant at The Loyne Specialist School, Lancaster

I work predominantly with students aged sixteen to nineteen in the further education department. The class is a mixture of girls and boys all with a wide range of learning disabilities including moderate learning difficulties (MLD) and severe learning disabilities (SLD).



Following an approach by Ruth Davies from Global Link (a development education centre in Lancaster) about introducing 'Philosophy for Children' (P4C) within our school we had a brief meeting with Simon Nicholson (also a teaching assistant within the classroom) and decided that a number of short sessions would be most beneficial to our students. This would allow them to develop their understanding of philosophy gradually and avoid over facing them. I must admit my initial hesitance about the benefits of philosophy for our students. I see that enabling the students to be as independent as possible is imperative but was not sure how could achieve this and was also worried about the level of cognitive ability that was needed to benefit from the subject.

We began the sessions by initialising some fundamental rules to allow the students to learn, enjoy and achieve. Involving pupils in this making rule showed that their opinions were valued and increased the likelihood that they would adhere to rules. I quickly began to realise that philosophy sessions provided opportunities to develop social disciplines such as listening to and respecting other people. I could not have anticipated the overspill of these skills being shown by the students within other subjects, but they did.

The usual class teacher commented that a particular student has, "Allowed herself to show more interest in other people choices, even if they were the opposite to her own."

Of another student, "He has shown more confidence in making a positive contribution during class discussions."

The module continued to introduce 'What is Philosophy?' and Ruth made good use of visual aids to draw the students' attention and provoke thought; particularly useful for those who struggle with written text. Beginning with questions such as 'What is your favourite colour?' and 'How old are you?' the students learned that these were non-philosophical questions as there was an obvious right answer. The philosophical questions were identified by the difficulty the students had in answering them rather than the idea that there wasn't a right answer.

The students focused on two stories throughout the six weeks, both of which looked at the exclusion of an individual because of their differences. The first was fictional "**The Island**" and the second was a factual account. Students related better to the

factual story, especially as it was about a boy of similar age to themselves. I also felt that they were able to debate and discuss questions arising from the story with more confidence, which I think was a direct result of the development of their thought processes during previous philosophy sessions.

Students were asked to think of their own philosophical questions related to these stories and gained a great sense of achievement as each one of their questions was considered. Using a democratic voting system with small stickers to choose a question to answer was great way to make the students' opinions feel valued and also allowed them to move around the classroom, providing a break from discussion. Allowing the students as a whole class to directly choose which question they would focus on also engaged them more.

The students also responded well to an activity asking them each to pick one picture postcard from a selection. As the philosophy module continued, students were able to give more thoughtful answers about why they had picked their postcard each week. They also showed interest in what their peers had chosen and why.

Philosophy for Children has brought varied benefits for the students in my class; it has allowed the young people to have freedom of speech in a safe environment, develop their thought processes and to begin to debate with friends and peers whilst respecting the point of view of others.



## The resources used were-

- Armin Greder, *The Island* pub Allen and Unwin- isbn 1-74175-266-3
- Global Citizenship for Students with Severe Learning Difficulties- Diversity (available from Global Link, [www.globalink.org.uk](http://www.globalink.org.uk) this CD contains Flash presentations, instructions lesson plans and worksheets introducing students to four teenagers with origins outside the UK.

# Competition Time

## Design a Global Postcard

You're on a global learning trip and want to send a postcard home to illustrate your adventure – what does it look like?

NWGEN invites entries from schools across the north west region to design a 'global postcard'. What does the global dimension mean to you and your pupils? It could be food related or about a global issue, you could focus on one of the 8 key concepts of the global dimension; interdependence, human rights, sustainable development, conflict resolution, social justice, values and perceptions, global citizenship, diversity about values, justice or celebrating diversity.

The winning entries will be printed up onto NWGEN postcards, sent to every school in the north west and used promote the global dimension in teaching. The competition is aimed at key stages 1-3 but content and messages conveyed are the main criteria rather than artistic ability.



**WIN A DIGITAL CAMERA\* or £75 CASH for your school** (\*or camera equipment of equivalent value)

There will be one first prize and 2 runner up prizes of £25

The closing date for entries is **31st March 2010** so there's plenty of time but you don't need to wait for the deadline to start getting creative – **send in your entries when they're ready!**

Entries can be posted or emailed to Sarah Whitman, North West Global Education Network Co-ordinator, Lancashire Global Education Centre (LGEC), 37 St Peter's Square, Preston, PR1 7BX.

## Feedback & Prize Draw!

Any comments on this magazine? We'd love to hear from you. Your input will help to shape NWGEN's work and to secure future funding. Please copy this form and post it to Sarah Whitman or email your thoughts to [sarah.whitman@lgec.org.uk](mailto:sarah.whitman@lgec.org.uk) All who respond will be entered into a prize draw for some great resources. Don't forget to include your name and contact details!

1. Was this magazine interesting, useful or inspiring? Which parts are the best?

2. Is there anything you would change? What other information / topics should global dimensions include?

3. Global Dimensions magazine is currently produced twice a year. Would you like to receive the magazine more regularly? If so, how often?'

Also, if you would like to know more about any of the work described, please get in touch.

And of course, if you would like to contribute your own experiences, we would love to hear from you!

**NWGEN's vision** is 'A global education for every child', aiming to support teachers to include a global dimension in their work.



**NWGEN** is one of 11 regional programmes funded by the Department for International Development, aiming to assist teachers in meeting the challenge of educating children in the 21st Century, developing their capabilities to lead fulfilling lives in a changing world, building their skills to make positive contributions to local, national and global communities, and enabling them to continue to learn, adapt, and influence.

We do this by working in partnership with the statutory and voluntary sectors, enabling teachers, initial teacher educators, advisors, other educators and learners to develop their own responses, and support schools and colleges to integrate these approaches into curriculum and development plans.

**NWGEN's** Management Group oversees the project at a strategic level. It is composed of educators with an interest in global education. We are keen to involve teachers and individuals from the statutory sector in the NWGEN Management Group.

Please contact **Sarah Whitman** for further details

Tel: 01772 252299

Email: [sarah.whitman@lgec.org.uk](mailto:sarah.whitman@lgec.org.uk)

## Correction to issue 1

The "Philosophy in Burnley" case study should have included reference to Marsden Heights Community College using the model of Philosophy for Children in Burnley and Pendle as a means to help the school build a school community through working with pupils to explore the school ethos, values, and topics such as identity and community. The article should have also included reference to the valued role of the Burnley and Pendle Faith Centre in developing this work and hosting the events, which directly contributed to the successful outcomes of the work.



## North West Global Education Network

### NWGEN Co-ordinator

**Sarah Whitman**, c/o Lancashire Global Education Centre, 37 St. Peter's Square, Preston PR1 7BX

**tel.** 01772 252299      **email.** sarah.whitman@lgec.org.uk

**[www.globaldimensionNW.org.uk](http://www.globaldimensionNW.org.uk)**

### LENS Coordinators and local contacts for NWGEN activities:

**Cheshire:** Andrea Crute, Cheshire Development Education Centre, 1 & 3 The Mount, Boughton, Chester, CH3 5UD

**tel.** 01244 347880      **email.** info@cheshiredec.org

**Cumbria:** Liz Ingledew, Cumbria Development Education Centre, University of Cumbria, Low Nook, Rydal Road, Ambleside, LA22 9BB

**tel.** 015394 30231      **email.** office@cdec.org.uk

**Greater Manchester:** James Ridgway, Development Education Project, Laurel Cottage, c/o MMU, 799 Wilmslow Road, Manchester, M20 2RR

**tel.** 0161 921 8020      **email.** LENS@dep.org.uk

**Lancashire including Blackburn with Darwen:** Sarah Hetherington, Lancashire Global Education Centre, 37 St. Peter's Square, Preston, PR1 7BX

**tel.** 01772 252299      **email.** Sarah.Hetherington@lgec.org.uk

**Merseyside:** Sandy Carter, Liverpool World Centre, Toxteth TV, 37-45 Windsor Street, Liverpool, L8 5SL

**tel.** 0151 708 6515      **email.** mgen@liverpoolworldcentre.org

**North West Lancashire including Blackpool:** Joe Howson, Global Link DEC, 24a New Street, Lancaster, LA1 1EG

**tel.** 01524 36201      **email.** joe.howson@globallink.org.uk

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