

You decide

This resource supports teachers and professionals working with young people to develop understanding, skills and participation with the term political literacy.

September 2016

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About this resource

The materials in this resource are aimed at developing professional capacity in practitioners, schools and community settings to develop and embed the key skills of political literacy in young people.

The resource introduces the key skills of research, debate, and participation in political literacy. It also provides workshop and reading materials supporting the professional development of political literacy skills.

Young people need to understand democratic processes and know how the people who we elect and represent us at local councils and parliaments make important decisions that affect almost every aspect of our daily lives.

The opportunity to develop skills, knowledge and understanding in political literacy can be found within every curricular area.

This resource supports practitioners, schools and community settings to reflect on how well they build capacity in learners to use their voice, participate and contribute to decision making processes which are real and meaningful.

You will find information on a variety of areas that can be researched when learning about political literacy. Each section contains suggested resources and cross-curricular links as examples of how practitioners might support the development of political literacy in their classroom.

What is political literacy?

The 'What is political literacy?' video explains the term, political literacy, and how it is relevant and important across all curriculum areas. It includes contributions from practitioners who have supported the development of political literacy, and from learners on the positive and engaging impact political literacy has had for them. A supporting class poster is also available.

What is political literacy?: <https://www.youtube.com/watch?v=M0LU3HZCnS0&feature=youtu.be>

Voting and democracy

Information and activities in this section introduce the aims and work of the Scottish Parliament and other key bodies as well as voting processes.

Scottish Parliament

The Scottish Parliament opened in 1999. It represents all people in Scotland and meets in Holyrood, Edinburgh. There are 129 Members of the Scottish Parliament (MSPs) elected by the people of Scotland. The Scottish Parliament can make laws about a range of issues that matter to people in Scotland.

These are called devolved matters and include education, health, police and fire services, farming and forestry and the arts. There are some things that the Scottish Parliament cannot make laws about, known as reserved matters. The UK Parliament is responsible for these issues and include energy, defence, benefits and gambling.

The Scottish Parliament scrutinises what the Scottish Government is doing. The Scottish Government is the government in Scotland on all devolved matters. The Scottish Government is formed from the political party or parties with the most MSPs in the Scottish Parliament. The head of the Scottish Government and political leader in Scotland is known as the First Minister.

The Scottish Parliament website contains information and downloadable resources: photographs, films and leaflets about the work of the Scottish Parliament.

Historical timeline

Find out about and examine key political events in Scottish history over the past 800 years using the historical timeline.

Scottish Parliamentary Voting System

The 129 MSPs are elected under the Additional Member System (AMS). This system combines two other voting systems known as the List System and First Past the Post (which the UK government still uses).

Voters have two votes instead of one. Vote 1 is to elect a Regional List MSP and vote 2 is used to elect a Constituency MSP.

Vote 1: Scotland is split into eight regions; Highlands and Islands, North East Scotland, Mid Scotland and Fife, Lothians, South of Scotland, Central Scotland, Glasgow and West of Scotland. Each region elects seven List MSPs. This is done by counting the votes for each political party and converting the percentage of votes into seats. Each political party has a list of candidates and each time an MSP is elected, the political party choose the candidate at the top of that list.

Vote 2: Scotland is split into further areas known as constituencies. There are 73 in total and each constituency elects one MSP. Voters choose their preferred candidate and the candidate with the most votes win.

Therefore the total number of MSPs elected is 129: 56 Regional List MSPs and 73 Constituency MSPs.

The role of the First Minister

The First Minister is head of the Scottish Government and ultimately responsible for all decisions and policies that the Scottish Government make.

The First Minister represents Scotland in all devolved areas. This means that the elected First Minister is expected to have a clear vision for running the country and to make decisions and frame policies for education, health, transport, police and fire services, childrens' services, farming, forestry and so on. It is also the responsibility of the First Minister to liaise with the UK Government over reserved matters such as defence and benefits.

The First Minister appoints a team of people to work with them called the Cabinet. There is a Deputy First Minister and each person appointed thereafter is responsible for a particular area of government and is known as a Cabinet Secretary. For example, there is a Cabinet Secretary of Justice who is in charge of the justice system in Scotland.

The First Minister is accountable for all decisions that the government make. This is ensured through First Minister's question time. This takes place between 12:00 and 12:30 every Thursday at the Scottish Parliament while Parliament is in session. The opposition party and other MSPs put forward questions on any issue, law or policy for the First Minister to answer.

The First Minister is also an International figure, elected to represent Scotland on an international scale and liaise with the Head of other countries on international affairs and events.

Campaigning

An individual who wants to become an elected representative is also known as a candidate. This simply means that they want to be elected to a post, for example, a Member of the Scottish Parliament (MSP). Candidates have to be over the age of 18, pay a deposit and be nominated by electors in their geographical area. Although it is possible for candidates to stand on their own as an independent, the

majority are selected by a political party. A list of political parties that were represented in the House of Commons between 2010 and 2015 can be found on the UK Parliament website¹.

Political parties and their candidates use a wide range of methods to try and persuade the electorate to vote for them. This is known as an electoral campaign.

Each political party publishes a manifesto. This is a document that outlines the party's aims and details their policies. The electorate can read the manifestos, compare party ideals and policies and make an informed decision with regards to who they will vote for.

Party political broadcasts are short programmes on television or radio (around 5-10 minutes) made by a political party to advertise their policies and try to win votes.

Other campaign methods include leaflets, posters, slogans, infographics, viral ads, social media, door to door canvassing, telephone canvassing and vehicles with loudspeakers. All of these methods are designed to get the political party's message across to as many voters as possible in the hope of winning their vote on election day.

MSPs

Every person in Scotland has eight MSPs who can represent them. One MSP works in a constituency (local area) and the other seven MSPs work in a regional area.

MSPs do a number of jobs, including:

- Meeting local people to discuss issues in the local area
- Taking part in committee meetings
- Debating in the Debating Chamber
- Participating in Question Time once a week in the Debating Chamber to question people in the Scottish government about current issues
- Participating in Daily Business

Political parties

The websites of political parties have information about the thinking that informs their policies. These political parties currently have elected members in the Scottish Parliament:

- Scottish Conservatives
- Scottish Greens
- Scottish Labour
- Scottish Liberal Democrats
- Scottish National Party (SNP).

See the UK Parliament website for a full list of political parties represented in the UK Parliament².

¹ <https://www.parliament.uk/>

² <http://www.parliament.uk/mps-lords-and-offices/government-and-opposition1/>

The political context

The Scottish Parliament is one of four layers of government which make decisions that affect our daily lives in Scotland. In the following sections, find out about the context in which the Scottish Parliament operates and the other key bodies whose decisions affect us.

Local government

Scotland has 32 local councils (also known as local authorities). Each council is made up of councillors who are elected every four years by people living in their council area.

The number of councillors in each council area varies and council areas range in size.

Councils across Scotland are responsible for managing their budgets and delivering a wide range of public services including housing, school education and community learning and development, leisure and library services, social work services, roads and waste management.

UK Parliament

The United Kingdom Parliament makes and changes laws, and sets taxes for the people of England, Scotland, Wales and Northern Ireland.

The UK Parliament is based in Westminster, in the centre of London. The UK Parliament is different than the UK Government.

The UK Parliament has the power to make new laws and to change old ones. It also debates the issues of the day and examines what the Government is doing.

The UK Parliament has three parts:

- The House of Commons is where elected Members of Parliament (MPs) sit. We vote for our MPs in a general election. This part of the UK Parliament has the greatest political power.
- Members of the House of Lords are not elected but have been selected by the Prime Minister and appointed by the monarch, currently the Queen.
- The monarch opens and closes Parliament each parliamentary session and following a general election requests the elected representatives to form the government. The monarch officially signs all the laws that Parliament votes for.

The UK Parliament has devolved some of its powers to other national and regional bodies. In Scotland, for example, the Scottish Parliament has elected members (MSPs – Members of the Scottish Parliament³) who make some decisions for Scotland. Wales and Northern Ireland have their own assemblies.

The UK Parliament still make many decisions which affect Scotland. These are called reserved matters and include defence, foreign policy, the armed forces and the welfare system.

Following the Scottish Referendum for Independence in September 2014, the Scotland Bill⁴ is going through Parliament. The devolution of further powers to Scotland is the subject of ongoing debate.

The political party that wins the most seats in a UK general election endeavours to form the government and, if successful, the leader of the winning party then becomes Prime Minister. The Prime Minister leads the Cabinet and appoints ministers. These ministers head government departments, and run and develop public services and policies.

³ <http://www.gov.scot/About/People/Ministers>

⁴ <http://services.parliament.uk/bills/2015-16/scotland.html>

The UK Parliament website contains a range of information and materials.

<http://www.parliament.uk/>

The Parliament Education Service host a range of games and interactive activities for pupils to learn more.

<http://www.parliamentgames.co.uk/>

The Hansard Society have a free education resource pack that can be ordered online.

<https://www.hansardsociety.org.uk/>

European Parliament

The basis of the European Union was created in the aftermath of World War II to promote economic co-operation and assist reconciliation. It has grown to become an economic and political partnership between European Member States, with Croatia becoming the 28th member in 2013. Members continue to be added as appropriate.

The European Parliament represents people living in the Member States of the European Union. Members of the European Parliament (MEPs) are elected every five years by voters right across all Member States.

Together with the Council of Ministers, which represents the Member States, the European Parliament makes new laws on many policy areas that affect everyone living in the European Union. These include environmental protection, consumer rights, equal opportunities, transport, and the free movement of workers, capital, services and goods.

The European Parliament also has joint power with the Council of Ministers over the annual budget of the European Union, scrutinizes the work of the European Commission, the executive body of the EU, and elects the President of the Commission.

Parliamentary language

Information and activities to help you develop learners' understanding of the language used in the Scottish Parliament.

Everyday terms used in the Parliament

This table explains some of the everyday terms in use in the Parliament. The list is also available as an individual download, for use with learners.

Word or phrase	Definition
Bill	A set of proposals that might become a law, if Parliament agrees.
Constituency	The country is divided up into different constituencies for elections. Each constituency elects an MSP to look after it.
Debate	A formal discussion that takes place between the MSPs in the Debating Chamber of the Parliament. In a debate arguments from different points of view are exchanged and aired. It will often lead to a vote.
MSPs	Members of the Scottish Parliament. The individuals elected to serve and represent the people of Scotland in Parliament. There are 129 MSPs.
Constituency MSPs	These MSPs are elected to represent one particular Constituency in Scotland. There are 73 of them.
Regional MSPs	These MSPs are elected by a proportional representation system. There are 56 Regional MSPs in the Scottish Parliament. They have the same responsibilities as Constituency MSPs, although they cover larger areas.
Represent	To act on behalf of someone else. MSPs represent the people living in the area where they were elected.
Scottish Government	The Government of Scotland is formed by the party or parties holding a majority of seats in the Parliament. It includes the First Minister and a Cabinet of Ministers who have specific responsibilities, eg The Cabinet Secretary for Education and Lifelong Learning.
Scrutinise	When MSPs ask questions and keep an eye on the Government. They also study bills going through Parliament.

Democracy

What is democracy?

The word democracy comes from the Greek language and means rule by the people. The modern definition of democracy is a system of government where the people are able to decide how their country, state or community should be run.

Scotland is what is known as a representative democracy, where everyone is involved in the decision making process and people elect representatives to speak and make decisions on their behalf. This is done through an election where people vote for their chosen representative.

The right to vote

Ordinary people have a number of rights and responsibilities when living in a democracy. They have the right to vote. In Scotland this means that everyone over the age of 16 and on the electoral register is given the opportunity to elect candidates who they think would best represent them at both local and national level. Whoever is elected by the people make laws and policies for the government. It is the responsibility of the people to turn up and vote at their local polling station (quite often a town hall or school) and accept the outcome of the election. Elections must be free and held at regular intervals. In the UK this is every 5 years, in Scotland every 4 years and in the EU every 5 years.

Civil liberties

Another important feature of a democracy is the right to civil liberties. People are entitled to freedom of speech, expression and information. This means that people are allowed to voice their views and opinions on any issue they like including how well the government are doing their job. However, to keep this right people have to tell the truth and not resort to outbursts of prejudice against people of different class backgrounds, ethnic origins, sexual orientation or religious beliefs. People also have the right to join and quit any association of their liking and even form their own political party.

Pressure groups

Pressure groups are also characteristic of a democracy. This means that people who believe in the same cause can join together in a group to put pressure on the government to make changes or get something done. They have the right to demonstrate and put their message across to the public through media attention. To preserve this right they must obey the law by using non-violent methods to campaign. Amnesty International, Oxfam and SSPCA are all examples of pressure groups.

Rule of Law

Another aspect of a democracy is the rule of Law. Everyone has to follow the same rules and nobody is above the Law. In other words, Law is supreme and all people are equal under it. Independence of the judicial system from the government is therefore crucial in a democracy to ensure fairness and that justice be administered impartially.

Choice of political parties also form a key part of democracy. It is important that people have different choices. An organised opposition party must also be present to prevent the elected government from becoming dictatorial. This means that the political party with the majority vote form the government and a political party with a minority vote form the opposition party. Their function is to keep a critical eye on government procedures and policies. Through this, the government are forced to make laws and design policies that ensure the welfare of the people.

Debate

Regular opportunities for debate and discussion in all curriculum areas help develop critical thinking skills and confidence in talking and listening across learning. Structured debates and discussion are also highly effective for considering different arguments, challenging opinion, and facilitating topical and potentially controversial issues in the classroom.

Debate can take many different forms. A structured debate adheres to certain rules like the parliamentary style of debating with a defined opposition, proposition and a motion. Debate can also be informal in nature. This may include a 'line' debate or a 'balloon debate'. Debating clubs often use the 'balloon debate' at Christmas time, for example, and ask their learners to justify why certain festive characters should remain 'in the balloon'.

Other strategies include the **'just a minute' approach**, which is featured on BBC Radio 4. Staff may choose to give their learners one minute to discuss a topic area and may set certain rules including no repetition, hesitation or deviation from the set topic.

Junior Just a Minute contestant, Arun, explains the drawbacks of edamame beans on BBC Radio 4 'Just a Minute': <http://www.bbc.co.uk/programmes/p02vhld1>.

Debating resources

English Speaking Union Scotland (ESU Scotland) ESU Scotland has a long history of organising school debating competitions, debating workshops delivering outreach projects to schools and teachers.

<http://www.esuscotland.org.uk/index.htm>

Speak Up Scotland! supports teachers and students to research and debate cutting-edge science topics in the classroom.

<http://speakupscotland.squarespace.com/>

Law Society of Scotland organise the Donald Dewar Memorial Debating Tournament for secondary schools.

<http://www.lawscot.org.uk/education-and-careers/schools/the-donald-dewar-memorial-debating-tournament/>

Street Law is an exciting programme that pairs law students with classes to explore the knowledge and skills that students can use to recognise, prevent and (in some cases) resolve legal problems.

<http://www.lawscot.org.uk/education-and-careers/schools/street-law/>

Debating Matters organise a yearly debating competition for secondary students. They have a comprehensive and in-depth set of topic guides.

<http://www.debatingmatters.com/topicguides/>

Into Film has created film lists for primary and secondary schools to use as a stimulus for debating about democracy.

<http://www.filmclub.org/whats-new/details/2309/election-2015-debate-about-democracy-with-these-films>

Pantocracy is a surreal family sitcom from the BBC, encouraging learners to think about how Democracy works. These six 10-minute episodes make excellent lessons starters for primary schools to explore and debate democratic issues.

<http://www.bbc.co.uk/programmes/p01mv8m3/clips>

Discussion

Discussions can take many forms. This could include:

- think, pair, share strategies
- individual think time leading to group discussion
- whole class discussion around an area of study
- cooperative and collaborative learning methods
- higher order thinking skills and Bloom's taxonomy
- philosophy in education

Discussion is vital in developing political literacy skills because it allows learners to vocalise their beliefs and to learn from others' opinions. In so doing it allows learners to become informed in terms of the decisions they may face. Staff should encourage learners to develop their skills in discussion, for example by asking them to talk about specific issues at home with their families, parents or carers. This will facilitate the bridge between school and home and help to build relationships across the school community. If, for example, learners were studying the role of trade unions in a democracy, staff might ask them to speak to their parents or carers and ask what their experiences have been with regard to trade unions and whether they are members of any in particular. This can help to facilitate rich dialogue and discussion with the whole class.

Higher order thinking skills and Bloom's revised taxonomy

Bloom's revised taxonomy promotes effective questioning, creating deeper understanding in learners. 'Remembering' and 'understanding' type of questions are lower order questions that generally require a literal response. At the higher end of Bloom's, 'creating' and 'evaluating' questions provide a greater challenge and encourage more independent thinking.

<http://www.educationscotland.gov.uk/resources/s/skillsinpractice/developingthinkingskills.asp>

Thunks originate from 'The Little Book of Thunks' and are essentially odd questions to make students think and engage them in discussion. They can be used and developed from the nursery years and beyond. The Thunks website offers many questions on different themes.

<http://www.thunks.co.uk/>

Philosophy for Schools offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Schools, students realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion.

www.philosophyforschools.co.uk

Social media

Many people regard the 2008 US Presidential Election as the first real 'social media election'. Barack Obama used social networks more effectively than any politician before him. 24 percent of Americans learned about his campaign through the Internet, a number that was nearly double the 14 percent figure from four years prior. Explore how social media is increasingly important for political debate and discussion, especially for young people.

Parliament on social media

Politicians use social media (such as Facebook, Twitter and YouTube) to win the loyalty and trust of voters. And to criticise and rebuke opposition voices. They also analyse what people have been saying about them online - see this recent Ipsos MORI report, which looked at the use of social media during the 2011 Scottish Parliamentary Election campaign.

Parliamentary social media channels:

UK Parliament - RSS feed

<http://www.parliament.uk/site-information/rss-feeds/>

UK Parliament - YouTube channel

<https://www.youtube.com/ukparliament>

Scottish Parliament on Twitter - View the Scottish Parliament Twitter feed and/or follow the Scottish Parliament on Twitter.

<https://twitter.com/scotparl>

Scottish Parliament on Facebook - Keep up with parliamentary news via the Scottish Parliament's Facebook page.

<https://www.facebook.com/scottishparliament>

Using social media to develop political literacy

Dr Mark Shephard from the University of Strathclyde researched social media platforms during the Scottish independence referendum. His research highlighted the importance to engage with social media critically and continue to communicate with one another with civility and respect. He identified '6 Fs' that users of social media platforms need to keep in mind when posting and evaluating contributions and information obtained from these channels.

Watch Mark present his ideas on TED Ed: <http://ed.ted.com/on/EMKPkQQ1>

Read Mark's blog post: 'Do's and don't's: a guide to getting involved in the online referendum debate':

<http://www.centreonconstitutionalchange.ac.uk/blog/dos-and-donts-guide-getting-involved-online-referendum-debate>.

Understanding research on social attitudes regarding the Scottish independence referendum

2014: This project was funded by the Economic and Social Research Council (ESRC) and conducted by researchers at the Applied Methods Quantitative Network (AQMeN)⁵. The materials focus on questions about young people's political engagement and views in a way that is relevant beyond the referendum. The materials are intended for use by school teachers and are available free of charge.

AQMeN teaching materials - Access the resource in full, and view details of the topics covered by these materials.

<http://aqmen.ac.uk/Resources/IndyRef/TeachingMaterials>

Scottish Independence Referendum - Further information about the research conducted as part of this project in the lead up to the 2014 Scottish independence referendum is also available.

<http://aqmen.ac.uk/research/referendum>

A number of modern Studies departments are using social media to engage learners. Follow these schools on Twitter:

- St John's High School, Dundee - <https://twitter.com/stjohnsmodstuds>
- Stirling High School - https://twitter.com/SHS_Mods
- Bridge of Don Academy, Aberdeen - <https://twitter.com/BoDAMods>
- Larbert High School - https://twitter.com/LHS_ModStuds
- Our Lady's High School, Cumbernauld - <https://twitter.com/olhsmodstuds>
- Wick High School - <https://twitter.com/olhsmodstuds>
- Gracemount High School, Edinburgh - <https://twitter.com/GHSMModStudies>

iRights

The 2014 Digital Commonwealth project run by the University of the West of Scotland supported schools to use social media and develop digital media literacy skills through a series of in school training workshops, using readily available technology to help pupils tell their own stories through blogs, video, audio and social media.

They have produced an invaluable Handbook of Digital Storytelling, which has ideas for using blogging, audio, social media and video for digital storytelling that can be used in any context.

<http://digitalcommonwealth.co.uk/2014/09/18/handbook-of-digital-storytelling/>

Watch the keynote presentation reflecting and evaluating on the project.

<https://www.youtube.com/watch?v=xF7NI60FycM>

iRights is a civil society initiative that seeks to make the digital world a more transparent and empowering place for children and young people (under 18) by delivering a universal framework of digital rights, in order that young people are able to access digital technologies creatively, knowledgeably and fearlessly.

The initiative sets out five iRights:

1. The right to move
2. The right to know
3. The right to safety and support
4. The right to informed and conscious choices
5. The right to digital literacy

⁵ <http://aqmen.ac.uk/>

Participation

Participation in a democracy is a vital part of empowering young people to become active and responsible citizens. Engaging with democratic processes and a variety of citizenship issues, both locally and globally, creates the contexts for learners to apply and develop their political literacy skills.

What is participation?

Participation in a democracy is a vital part of empowering young people to become active and responsible citizens. Engaging with democratic processes and a variety of citizenship issues, both locally and globally, creates the contexts for learners to apply and develop their political literacy skills. This also supports a key component of the Curriculum for Excellence: to support all children and young people to develop the confidence and skills for learning, life and work.

Nearly all schools engage learners in the democratic process through participation in bodies like Pupil Councils and Eco committees. Participation is about more than taking part. It is about listening, sharing experiences and learning from each other. It is an on-going dialogue with children and young people that values their voice on matters that are important to them and hears and considers their views when we are making decisions that affect them.

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC)⁶ states that ‘you have the right to an opinion and for it to be listened to and taken seriously.’

A purposeful context for enhancing learner voice provides learners the opportunity to make real-life decisions and influence change. Taking part in campaigns or school committees, for example, helps to develop strong and persuasive communication skills. Young people also learn to respect and represent one another fairly.

Partnerships are important for participation because they broaden perspectives and offer new real-life experiences. Effective practice might include visits or visitors from MPs, MSPs and councillors; workshops and creative projects with charities and third sector organisations; and involvement in local community projects.

The ‘**7 Golden Rules for Participation**’ from Scotland’s Commissioner for Children and Young People is a valuable resource for reflecting on current practices and developing further opportunities for learner leadership, learner participation and learner voice that are both concrete and meaningful.

<http://www.cypcs.org.uk/education/golden-rules>

Professional learning

There are a number of professional learning resources to support practitioners in schools and community settings to develop professional dialogue, understanding and application of the key skills of political literacy in schools and communities. They could equally be used or adapted to engage parents, guardians and carers in the discussion.

External continuous lifelong professional learning links

Scottish Parliament - Professional learning opportunities

The parliament education team offer training sessions throughout the year for teachers both in the Scottish Parliament building and locations around Scotland.

<http://www.parliament.scot/visitandlearn/Education/15203.aspx>

Children’s Parliament

Children’s Parliament provide a training and development programme in rights and participation for children, parents and carers, teachers and children’s services professionals and policy makers.

<http://www.childrensparliament.org.uk/>

⁶ <http://www.cypcs.org.uk/rights/uncrcarticles/article-12>

UK Parliament - CPD opportunities

The Parliament's Education Service provides training and support for trainee teachers and teachers of political literacy related subjects.

<http://www.parliament.uk/education/teacher-training-cpd-opportunities/>

European Parliament - Professional learning workshops (Edinburgh)

The European Parliament office in Edinburgh offer professional learning workshops for teachers.

<http://www.europarl.org.uk/en/edinburgh-office.html>

Amnesty Education - Human rights education

Amnesty's human rights training course will help you gain expertise and skills to explore human rights in your school and community setting.

<https://www.amnesty.org.uk/get-involved-human-rights-education>

IDEAS for Global Citizenship: Global Learning Programme

Global Learning Programme Scotland offers practical fully- funded support to clusters, schools and teachers to develop global citizenship across the curriculum and through whole school activities. The Programme is aimed at all sectors - primary, secondary (including transition) and additional support needs.

<http://www.ideas-forum.org.uk/education/schools/projects/global-learning-programme-scotland>

Oxfam education - Workshops for schools

Oxfam provide a range of inset workshops to help equip practitioners with the skills and confidence to further embed Global Citizenship.

<http://www.oxfam.org.uk/education/teacher-support/inset-workshops-for-schools>

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