Inclusion criteria for resources to be listed on the Global Dimension Website and to be 'badged' as supporting the Global Learning Programme

In order to be listed on the **Global Dimension Website**, a resource must fulfil **ALL** the essential criteria and **at least 3 out of the 5** desirable criteria listed below.

In order to qualify for a **Global Learning Programme 'badge'**, resources must be aimed at Key Stages 2 or 3 or both (or be easily adaptable to these age-ranges). They must also:
- fulfil the Global Dimension criteria as outlined above AND
- support the main aim the Global Learning Programme and link to one or more of the knowledge elements of the GLP, as set out in the GLP key themes (and listed below, p3).

Global Dimension – criteria for inclusion
A global dimension teaching resource:
- enhances skills and knowledge that enable understanding of the relationships between local, national and global affairs, focusing on one or more of the concepts of: interdependence, citizenship, diversity, sustainable development, social justice, values and perceptions, conflict resolution and human rights
- promotes the development of positive values and attitudes, and an outlook that encourages active participation, co-operation, respect for cultural diversity and democratic citizenship
- challenges stereotypes, discrimination and social exclusion, and promotes social inclusion
- provides opportunities for participatory learning.

No.	Criteria
Global Dimension essential criteria (ALL of these must be fulfilled)	
1: Global Dimension content	Does the resource include a significant global dimension? (see definition above)
2: Curriculum relevance	Does the resource include explicit links to the school curriculum in England? If not, is it easily adapted to fit into the school curriculum in England?
3: Classroom and/or background relevance	Does the resource include lesson plans, discussion points or teaching activities for use in the classroom? If not, does it include significant useful background reading material to inform teachers or students? (In which case it will be categorised as background information rather than a teaching resource)
4: Format	Does the resource fall within one or more of the following resource types? - CD-ROM - DVD - Poster with discussion points / activities / lesson plans - Book - Booklet - Magazine/Comic - Leaflet - Film clip

	• Teacher's Pack • Website • Game • PowerPoint • Word document • PDF • Image bank • Map / Atlas
5: Focus on learning	If the material has a fundraising and/or campaigning element, is the main focus of the resource educational?
6: Currency	Was the resource published within the last 10 years? If not, is the information still relevant to, and usable by teachers today?
7: Availability	If the resource is only available in hard copy, is it easy to order online?
8: Quality	Is the presentation of the resource of a good quality? E.g: if a website, is it easy to navigate and use? If a paper resource is it sturdy, printed on good paper and bound properly?

Global Dimension desirable criteria (Three of these must be fulfilled)	
1: Clarity of information on how to obtain a copy etc	Does the resource have clear information on the website / cover / packaging about the following? • Who it is published by • Price (if applicable) • Subject and age group the resource is for • Year of publication • Where to order it (if applicable)
2: Support for less experienced teachers	Does the resource offer advice or ideas to teachers who might be new to teaching development education? Does the resource help teachers to develop their own teaching and questioning techniques?
3: Differentiation	Does the resource have provision for different ability pupils such as those with English as an additional language, or other special needs? Does the resource cater for different learning styles as well as differing abilities? Does the resource provide opportunities for students to lead their own learning?
4: Assessment	Does the resource provide opportunities for assessment, e.g: assessment for learning, links to formal assessments, opportunities for pupils to demonstrate or evaluate their own progress?
5: Currency	Is the information within the resource up-to-date and likely to remain relevant for 2 years or more?

Global Learning Programme (GLP) 'badge' – criteria for inclusion

In order to qualify for a GLP 'badge' the content of a resource must support the main aims of the programme, which means it will help young people gain a critical understanding of global poverty and development. There should be substantial content around one or more of the following:

- developing countries, their economies, histories and human geography
- the basic elements of globalisation
- the different ways to achieve global poverty reduction and the arguments around the merits of these different approaches
- the concepts of interdependence and sustainability
- supporting enquiry and critical thinking about development and development issues.

The GLP is targeted at Key Stages 2 and 3. Resources for older age groups can also be 'badged', provided they can be easily adapted for younger pupils.

The Global Dimension Website and the Development Education Consortium reserve the right to change these criteria and to not list or 'badge' a resource if it is not considered appropriate.