



Citizenship &  
Teacher Education

## Briefing Paper for Trainee Teachers of Citizenship Education

### **Working Together: Schools and Voluntary Sector Organisations**

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## Overview

*This paper explores the links between schools and voluntary sector organisations with particular reference to Citizenship Education. It will benefit schools and teachers who are looking to draw on the resources and expertise of the voluntary sector. The paper explores ways in which the two sectors could work better and closer together. It also considers the mutual benefits that schools and voluntary sector organisations can gain when they work together. It suggests that when school and voluntary sector partnerships are strong they can help enrich the citizenship education experience of students.*

## Citizenship Education and the Voluntary Sector

Many voluntary sector organizations (although by no means all) have much to offer Citizenship Education not only in terms of resources and expertise but also in relation to partnership working and models of good practice. The *Programme of Study* for Citizenship Education states that schools should seek to develop ‘community partners’ such as ‘voluntary sector organisations (QCA KS3, Programme of Study, 2008). Voluntary sector organisations should be able to help citizenship teachers who are struggling to deliver all of the key contents and processes of the curriculum.

For example, Amnesty International would have plenty of expertise to offer a teacher who was trying to get his or her students to:

*‘Consider how democracy, justice, diversity, toleration, respect and freedom are values by people with different beliefs, backgrounds and traditions’ (1.1c)*

Or, a big volunteering charity such as CSV might be a good partner for a teacher who is trying to teach his or her students how to *‘take informed and responsible action’ (2.3)* or to *‘negotiate, plan and take action on citizenship issues’ (2.3b)*

In most areas of the Citizenship Education curriculum – for both the key concepts and the key processes – voluntary sector organizations could have sometime to offer a teacher struggling for knowledge and / or inspiration.

Despite this, some schools have little or only very weak links to voluntary sector organisations. This paper looks at why these links might be weak and offers some practical guidance on how they might be strengthened. It shows how stronger and better partnerships could be mutually beneficial to both schools and voluntary sector organisations.

## **Why should school seek partnerships with voluntary sector organisations?**

Schools that are looking to develop their citizenship education programmes, can benefit greatly by developing partnerships with local, national or international voluntary sector organisations. Many voluntary sector organisations have substantial expertise and resources which can help schools to deliver citizenship in innovative and inspiring ways. Some voluntary agencies have direct experience of working with schools and colleges, delivering citizenship education based programmes. Many of these organisations have specialist education departments, whose main remit is to develop teaching and learning programmes for younger people. These departments develop programmes and resources specifically aimed at schools and colleges and other educational establishments. Their varied experiences and techniques often make them highly effective at generating enthusiasm and results.

The benefits of such partnerships are not only for schools. Many voluntary sector organisations are funded to educate young people on the different issues they are passionate about. Teachers who invite these organisations into their schools are also helping the organisations to also achieve their goals. By their very nature the issues that voluntary sector organisations deal with day in day out are often the same issues that citizenship education teachers are expected to teach. Therefore, the voluntary sector is full of individuals who not only have a great deal of expertise on particular citizenship topics, but are also very passionate about the need to teach others about them. Individuals who work for voluntary sector organisations often welcome the opportunity to spread their work further.

However, like all partnerships, there are potential issues that can prevent them being successful. These potential issues should be considered before organisations start working together. I am going to explore these issues now, and suggest ways to overcome any challenges they might present.

## **Challenges to Schools and Voluntary Sector Organisations creating successful working partnerships**

### **Great expectations:**

Sometimes, what on paper looks like a perfect partnership, can falter down the line when the expectations of the two parties involved turn out to be different. For example a school that is seeking to run a project on recycling with its students, might invite in a local environmental voluntary sector organisation to help them out. The voluntary sector organisation is happy to help, but they are hoping to run projects across the whole of the local community, rather than just in one school. However the school, due to health and

safety concerns, can only run the project on school grounds. If these different expectations have not been explored at the outset it could lead to both organisations being disappointed as well as a great deal of time and energy wasted. It must be recognised that schools and voluntary sector organisations both have commitments they must fulfil, as well as restrictions they must adhere to. Both organisations should be honest with each other about their objectives and only enter a partnership if they feel they can be met. It might be that only when both a school and a voluntary sector organisation share the same or at least similar expectations can a successful working partnership be formed.

### ***Some suggestions:***

#### *Both parties should be honest:*

Before schools and voluntary sector organisations agree to work together they should both be honest about what they hope to get out of the relationship. It is a good idea to write down the expectations for future reference as well as helping both parties to see where, if anywhere, they cross over.

#### *Be willing to do a bit extra:*

It might be necessary for teachers to go over and above their own expectations in order to help meet the needs of the voluntary sector organisation they are hoping to work with. However, in return they could get the help and support they require to run the citizenship education programme they have set up. Also, by going further than originally planned, the activity might turn out better than originally expected.

#### *Review regularly:*

It is a good idea to write into any programme that involves partnerships, regular reflection opportunities. Time should be set aside in these review sessions to check if the expectations of both parties are being met.

### **Different cultures:**

Schools and voluntary sector groups are different types of organisations. The cultures they operate within are normally different and this difference can have an effect on the type of people they might employ. The area where these cultural differences can be most exposed is when voluntary sector organisations and schools try to communicate with one another.

It is not unusual to hear a voluntary sector employee say '*I can never ever get hold of teachers*' or for a teacher to say '*so and so organisation is constantly contacting me, do they not know I am busy*'. A common complaint from voluntary sector organisations is that they are unable to get hold of teachers on the phone to make arrangements for a programme that has already been agreed. This is extremely frustrating for the voluntary sector employee as they don't know what is happening with the programme and become worried about fulfilling a job they have been funded for.

However voluntary sector employees should also understand that teachers operate in different ways from them, which often makes communication sometimes very difficult.

Whereas voluntary sector staff might be regularly sat in front of desks with phones and email accounts that are easy to access, teachers are on their feet, teaching or doing other activities and don't have regular or easy access to a phone or the internet. In a busy school, messages often get forgotten, or a teacher is unable to find the time to make a call as more immediate issues keep cropping up, such as problems with a particular students' behaviour etc. School staff and voluntary sector staff work on different time scales and often have different priorities.

***Some suggestions:***

*Agree lines of communication:*

At the start of a partnership, voluntary sector staff and teachers, should agree the best method for them to communicate effectively together. For a voluntary sector member of staff simply knowing when and how best to contact a teacher can make a relationship much better and also mean a great deal of frustration can be avoided.

*Email:*

There are ever increasing means of communication, which is making it easier for people to stay in touch – even if they are operating in different ways. Email is a great way for teachers and voluntary sector staff to communicate. It is quick and easy and does not depend on both parties being available at the same time. Teachers might have to be willing to give the voluntary sector staff their private email address if they don't have a school one.

## **Professionalism**

Some teachers worry that voluntary sector organisations might not be professional. Schools have a right to be nervous about working with another organisation which they believe will not be professional and therefore not adhere to the same standards that the school keeps. They are also right to be nervous about inviting in individuals from the voluntary sector who may not be suitable to work with their students. However these fears are based on a common misconception is that all voluntary sector organisations are reliant on minimal amounts of funding and are therefore unprofessional and understaffed. This is not the case most of the time. Many voluntary sector organisations are extremely professional and run on budgets that run into millions. In order to attract this funding it is in their interest to look professional. Therefore many voluntary sector agencies employ HR, IT and finance staff like any other business. They are also often staffed by professionals and experts in their fields – in fact many ex-teachers work in voluntary sector education departments. Many teachers are actually surprised by how professional voluntary sector organisations are when they start to work with them.

***Some suggestions:***

*Do your research:*

Schools should always look into the backgrounds of any potential partners before they agree to work with them. It is a fairly quick and easy job to get a picture of a particular organisation. Looking at their website will give a clue about what sort of organisation they

are and how successful they are at achieving their aims. You can also look up most charities listing at the website of registration bodies such as the charity commission ([www.charitycommission.org.uk](http://www.charitycommission.org.uk)).

#### *Safeguarding:*

A school need to be sure that any voluntary sector staff that will be working directly with their students is suitable and passed all the relevant checks. Schools should ask voluntary sector organisations if they CRB check their staff and also what other training their staff has undertaken to ensure young people are safeguarded. Many larger voluntary groups will have departments that carry out CRB checks, as well as staff who train on issues such as children's safeguarding, as well as HR departments that draw up detailed policies on such issues.

## **Benefits of School and Voluntary Sector Partnerships**

So far we have looked at the issues and challenges associated with voluntary sector groups and schools working together. However there are also a great many benefits for both these groups when they work together – and this section will explore some of them.

### **Making time for the subject**

To teach citizenship education well takes time. Time is required for teachers to plan and prepare learning activities, and time is required for students to carry them out properly. However, time is one thing that teachers and students never have enough of in schools. An overcrowded curriculum means that citizenship education is often squeezed out and is taught poorly. This situation is not helped by the fact Citizenship Education is a demanding subject that covers a great deal of content. It is also a subject best taught not wholly in the classroom, but when students are able to consider what it means to be a citizen not simply through learning knowledge but by taking part in activities in the community. However, as a result of time pressures many teachers either choose to, or are forced to, adopt more 'traditional' styles of teaching. Citizenship Education in many cases is carried out almost exclusively in the classroom.

Schools should look to voluntary sector organisations to help them find the time required to teach citizenship education well.

Voluntary sector organisations can help schools find time by:

**Getting you started:** It can take a great deal of time to set up a new citizenship teaching activity. However, teachers should turn to voluntary sector organisation first, before they reinvent the wheel. Many organisations have examples of projects, and models of how best to run them, already established. They may even had resource packs with everything you need to successfully run the project. Using an 'off the shelf package' could save a busy teacher loads of time.

**Finding Volunteers:** Voluntary sector organisations work with volunteers all the time. Many recruit volunteers to support their work in schools. Managing volunteers can actually be another job for a teacher, so maybe it is better to access volunteers through voluntary sector organisations who already have systems in place to undertake this management role. The organisations will have expertise at recruiting suitable volunteers, be able to CRB check them as well as make sure they have all the relevant and required policies in place to ensure they are properly managed.

Volunteers could be called upon to run citizenship education activities in the community, or to support trips to places such as local town halls councils etc, or to help teachers research and set up new projects. As part of the package some voluntary sector organisations offer schools a volunteer to run a specific project alongside a group of students.

**Offering staff support:** In some cases voluntary sector organisations employ staff that have been trained to work with schools. These staff can act as facilitators who can run particular activities. They may be able to be called on run training sessions to develop particular citizenship skills, or able to actually facilitate citizenship learning activities – such as conducting a campaign, running a community event etc. Another advantage of calling on such staff is they will bring new expertise and experience into a school. They will do this from a perspective outside of school, which can often be an immensely valuable for students.

## **Who pays?**

Schools should be aware that sometimes voluntary sector organisations have to make a charge for their services, but sometimes they have funding and can offer out their staff time for free.

### **Voluntary sector is funded to run projects in schools:**

Some voluntary sector organisations are often externally funded – either through statutory, private or charitable funding, to run citizenship education type activities in schools. The funding they get is often to run pilots to test new and innovative ideas. It is always worth schools regularly contacting organisations to see if they are currently running any such programmes. If voluntary sector organisations gain funding they are normally really keen to find willing schools to work with. Many organisations keep a list of schools who are interested in what they do to work with. It is worth schools trying to get on such a list, so they are contacted next time such funding comes in. Sometimes funding also covers schools costs – such as travel for students and costs for staff cover etc.

### **Schools pay Voluntary Sector organisations to run projects**

Often when activities have proven to be successful, voluntary sector organisations will offer these back out to schools and other educational organisations at a cost. This obviously means the school has to either use its core budget or find outside funding to help pay for the activities. Schools should find out the cost before hand and also ask the voluntary sector organisation what budgets other schools pay to buy in the service – whether it is a particular subject funding, enterprise funding etc. It is also worth asking how the activity will fit with the wider objectives of a school to make a stronger case for the funding. The

voluntary sector organisation, if good, should be able to tell you how their activities fits with educational agendas such as SEAL, Every Child Matters, Extended schools, the national curriculum etc.

## **Getting Funding**

Well run citizenship education activities cost money. Money might be required to pay for additional resources, additional staff time or for the cost of trips etc.

Again Voluntary sector organisations might be able to help with finding funding. Many voluntary sector organisations are experts at attracting funding. They have to be, otherwise they cannot survive. It is worth schools contacting their local voluntary sector organisations to see if they are interested in making a joint bid to a possible funder. Partnership bids are also often looked at more favourably by trusts. Voluntary sector organisations also often have fundraising departments, with experts who can be called on to help make a successful bid.

Voluntary sector organisations also sometimes offer funding direct to schools which they can bid into.

### **Example: CSV**

CSV is the UK's largest volunteering and training charity. It has an education department, which runs a variety of citizenship education type projects. In the past it ran the Barclays New Future Programme. This programme enabled schools to make bids for money to run citizenship education type projects. The best ideas were rewarded funding up to £10,000 and also a member of CSV staff supported the schools to run the projects. CSV has also run other funding initiatives – recently, alongside ACT, they ran the Crick awards – where young people could bid for up to £500 to run a citizenship project.

## **Resources**

Finding suitable resources, or even coming up with a good idea in the first place can be another challenge that citizenship education teachers face. Again turning to the voluntary sector can help:

Voluntary sector organisations are excellent places to start when looking for resources on certain topics. It is widely agreed that some of the larger NGOs create some of the best citizenship education teaching resources currently available. There are a great many resources out there – and these range from packs that can be used by a teacher to teach a certain issue in the classroom, to toolkits that guide teachers through activities that take place in the local, national or international community. Even better news is that many of these packs are often made available to schools for free, normally downloadable from their websites, or in some cases the organisations may even post them out. Voluntary sector organisations are occasionally funded to create these resources it therefore it is in their interest to show funders that they have distributed them to as wide as possible an audience.

Therefore voluntary sector organisations are normally very keen for teachers to contact them to say they have used their resources. In some cases the voluntary sector organisation might ask the teacher / students to give them an endorsement which they can show to the funders.

The best resources are often created by the larger charities and NGOs concerned with global issues. Oxfam is a great example. On their website you can find a whole section for the citizenship teachers.

## **Innovative Learning Styles and Activities**

Voluntary sector organisations can bring something new to schools as well as being good people to call on to liven up citizenship education programmes. Many outside agencies have direct experience of working with schools and colleges, delivering citizenship style education. Their varied experiences and techniques can make them highly effective at generating enthusiasm and results.

Voluntary sector organisations are constantly dealing with 'current and real' issues in their area of expertise. They therefore have first-hand experience of these issues. This firsthand experience can be a great tool to cultivate enthusiasm in young people which in turn is a prerequisite to encouraging learning. As Citizenship is all about looking at and running activities connected to 'real' issues, outside agencies are great potential partners to help bring meaning to the subject.

Staff at voluntary sector organisations may also approach the subject from a different perspective from a teacher. Teachers often think of all the things that might make an activity not happen, whereas voluntary sector staff often has more space to think innovatively and develop ideas and activities that teachers might not consider. The voluntary sector has come up with many imaginative learning activities that address different citizenship education topics, and are interesting and engaging for the students.

## Links

Below is a list of Voluntary Sector organisations that might be useful to Citizenship Education teachers.

<b>Organisation</b>	<b>Link</b>	<b>Background</b>
Citizenship Foundation	<a href="http://www.citizenshipfoundation.org.uk">www.citizenshipfoundation.org.uk</a>	Apart from disseminating information the foundation also runs major competitions for young people including the Youth Parliament competition, the Bar National Mock trial competition and the Magistrates' Court Mock Trial competition.
ContinYou	<a href="http://www.activecitizens.org.uk">www.activecitizens.org.uk</a>	ContinYou coordinate "Active Citizens in Schools" (ACiS), an award scheme that empowers young people to get involved in projects that benefit their school and wider community. It supports schools to address the citizenship curriculum through real-life opportunities. The scheme provides an innovative and exciting approach to school and community-based work, which can help schools address the citizenship curriculum through motivating, real-life opportunities for young people.
CSV Community Partners	<a href="http://www.csvcommunitypartners.org.uk/">http://www.csvcommunitypartners.org.uk/</a>	The CSV Community Partners website is designed to help universities, colleges and schools develop opportunities for citizenship education through community involvement. A comprehensive list of community contacts is provided on the website along with a number of resources to assist teachers, students and their community partners in implementing active citizenship.
CSV Education for Citizenship	<a href="http://www.csv.org.uk/Services/Education/">http://www.csv.org.uk/Services/Education/</a>	CSV Education for Citizenship has produced a number of resources to assist teachers, students and their community partners in implementing active citizenship. CSV Education for Citizenship specialises in citizenship education through community involvement, and provides materials and training.
Go-Givers	<a href="http://www.gogivers.org">www.gogivers.org</a>	This site uses interactive animation characters, the Go-Givers, to show primary children what it means to be part of a caring society. As well as sections for parents and children, there are case studies suited to assemblies, activities to stimulate discussion and access to a wide range of resources that can be used in citizenship teaching.
Peace One Day	<a href="http://www.peaceoneday.org">www.peaceoneday.org</a>	The Peace One Day Citizenship Resource, recommended for teachers of Key Stages 3 and 4, accompanies Jeremy Gilley's documentary, The Day After Peace. The film charts one man's journey to establish the world's first day of global ceasefire and non-violence with a fixed calendar date. Over 6000 School Edition DVDs of the film have been delivered free to every secondary school in the UK and

		teachers are able to access it <b>online</b> .
Royal British Legion	<a href="http://www.britishlegion.org.uk/remembrance/schools">www.britishlegion.org.uk/remembrance/schools</a>	Aimed at teachers of Key Stages 1 to 4 in citizenship and history, This School's Pack is designed to assist teachers to introduce specific themes into the classroom.

British Youth Council	<a href="http://www.byc.org.uk/">http://www.byc.org.uk/</a>	The British Youth Council (BYC) is led by young people for young people, aged 25 and under, across the UK. We connect with our community of member organisations and network of Local Youth Councils to empower young people to have a say and be heard.
Changemakers	<a href="http://www.changemakers.org.uk/">http://www.changemakers.org.uk/</a>	The Changemakers Foundation exists to discover, inspire, develop and connect young people who want to lead positive change in their world.
Envision	<a href="http://www.envision.org.uk">www.envision.org.uk</a>	Envision enables young people to realise their capacity to make a difference. The programme supports 16-19 year olds to develop their own social and environmental projects in their schools, colleges and local communities. Our youth-led approach empowers young people, builds confidence and encourages active citizenship. Previous projects have tackled issues relating to homelessness, climate change, recycling, fairtrade, poverty, healthy living, bullying and diversity.
ESSA Student Voice	<a href="http://www.studentvoice.co.uk">www.studentvoice.co.uk</a>	ESSA is working to become the representative body for secondary students in England. It aims to support students in expressing their views about education by providing workshops and a network of support with other secondary school students.
HeadsUp	<a href="http://www.headsup.org.uk">www.headsup.org.uk</a>	Run by the Hansard Society, HeadsUp is a moderated, online space for under 18s to debate the political issues important to them. Young people share viewpoints with their peers and decision-makers up and down the country.  Through the forums, HeadsUp develops young people's political awareness and promotes active citizenship so they can play an effective part in the democratic processes that affect them.  HeadsUp enables politicians to consult with young people, to find out their ideas, experiences and opinions. There is ample background information to prepare students for debates as well as teachers' notes and activities.
National Council of Voluntary Youth Services	<a href="http://www.ncvys.org.uk">www.ncvys.org.uk</a>	The National Council for Voluntary Youth Services is a diverse and growing network of over 170 national organisations and regional and local networks that work with and for young people. Our mission is to ensure the development and recognition of a

		vibrant, sound and diverse voluntary and community sector that involves, empowers and meets the needs of all young people.
UK Youth Parliament	<a href="http://www.ukyouthparliament.org.uk">http://www.ukyouthparliament.org.uk</a>	The UK Youth Parliament (UKYP) enables young people to use their energy and passion to change the world for the better. Run by young people for young people, UKYP provides opportunities for 11-18-year-olds to use their voice in creative ways to bring about social change.
v	<a href="http://www.vinspired.com/">http://www.vinspired.com/</a>	vinspired is the volunteering site for 16-25 year olds in England.
Volunteering England	<a href="http://www.volunteering.org.uk">www.volunteering.org.uk</a>	Volunteering England works to support and increase the quality, quantity, impact and accessibility of volunteering throughout England.
Youth Action Network	<a href="http://www.youthactionnetwork.org.uk">www.youthactionnetwork.org.uk</a>	Youth Action Network is a national organisation with unique experience and expertise in the Youth Action approach to volunteering. They promote nine principles of Youth Action and offers specialist support to organisations that support youth led volunteering. They offer training, capacity building support, networking opportunities and awards and funding to voluntary organisations that support young people to develop their own volunteering opportunities.

Action Aid	<a href="http://www.actionaid.org.uk/100006/schools.html">http://www.actionaid.org.uk/100006/schools.html</a>	Schools section provides curriculum-linked resources, school talks and campaigns, encouraging young people to take action in their schools on issues such as climate change and global education.
Amnesty International	<a href="http://www.amnesty.org.uk">www.amnesty.org.uk</a>	An independent, worldwide human right movement that works for the release of prisoners of conscience and for fair trials for political prisoners through investigations, campaigning and lobbying. In the UK, Amnesty has 200 children's urgent action letter writing groups, 670 local school groups, 100 student groups and over 155,000 individual members.
Children's Rights Alliance for England	<a href="http://www.crae.org.uk">www.crae.org.uk</a>	An alliance of over 270 organisations that promote children's human rights.  CRAE protects the human rights of children by lobbying government and others who hold power, by bringing or supporting test cases and by using regional and international human rights mechanisms. They provide free legal information and advice, raise awareness of children's human rights, and undertake research about children's access to their rights. They also mobilise others, including children and young people, to take action to promote and protect children's human rights.
Equality and	<a href="http://www.equalityhuma">http://www.equalityhuma</a>	This commission promotes civil rights. Presents an

Human Rights Commission	<a href="http://nrights.com/">nrights.com/</a>	overview of rights, case studies and information.
Save the Children	<a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>	This international organisation highlights global issues of children's rights. The website offers up to date news and information about campaigns and how young people in the UK can get involved.
Scout Association	<a href="http://scouts.org.uk">http://scouts.org.uk</a>	The aim of the Scout Association is to promote the development of young people in achieving their full physical, intellectual, social and spiritual potential, as individuals, as responsible citizens, and as members of their local, national and international communities. This website has resources that can be incorporated into the classroom such as bullying, and equal opportunities for girls and boys.
Young Co-operatives	<a href="http://www.youngco-operatives.coop">www.youngco-operatives.coop</a>	Young Co-operatives give young people a practical introduction to co-operative enterprise by helping them to set up and run their own businesses.

Eco-Schools	<a href="http://www.eco-schools.org.uk">www.eco-schools.org.uk</a>	Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life.
Friends of the Earth	<a href="http://www.foe.co.uk">www.foe.co.uk</a>	One of the leading environmental pressure groups, with a large local network. Its website offers information about how to get involved in campaigns, fundraising and environmental issues. Also features free National Curriculum-based teaching resources, creating ways for young people to explore environmental issues, citizenship and sustainable development.
Greenpeace	<a href="http://www.greenpeace.org.uk">www.greenpeace.org.uk</a>	Visit the Greenpeace website for information on current campaigns, research and how young people can get involved.
Groundwork	<a href="http://www.groundwork.org.uk">www.groundwork.org.uk</a>	Groundwork supports communities in need, working with partners to help improve the quality of people's lives, their prospects and potential and the places where they live, work and play.
Living Earth Foundation	<a href="http://www.livingearth.org.uk">www.livingearth.org.uk</a>	The foundation offers environmental training and education for schools. They have produced a variety of environmental education resources and guides in a number of countries, for children, teachers and the informal sector.
RSPCA	<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>	Provides free online tried and tested curriculum-linked resources written by teachers. The RSPCA has produced a large number of curriculum-linked resources. Topics range from Animals and the Law to Biodiversity. They are aimed at different age groups and cover curriculum material for Key Stage 1 to 4.

Wildfowl and Wetlands Trust	<a href="http://www.wwt.org.uk">www.wwt.org.uk</a>	A leading UK conservation organisation saving wetlands for wildlife and people across the world. Offers active learning programmes, downloadable lesson plans, data sets and information on school visits to WWT wetland centres.
Wildlife Trusts	<a href="http://www.wildlifewatch.org.uk">www.wildlifewatch.org.uk</a>	A partnership of conservation trusts with 47 local branches and 791,000 members, 150,000 of whom belong to the junior branch, Wildlife Watch. They aim to encourage children to engage in their environment and the issues affecting it through Watch groups, projects and members' publications.

DEA	<a href="http://www.dea.org.uk/">http://www.dea.org.uk/</a>	DEA is an education charity that promotes global learning.
Global Gateway	<a href="http://www.globalgateway.org.uk">www.globalgateway.org.uk</a>	International site offering educators everywhere opportunities to become involved in creative partnerships. Illustrates how to develop an international dimension in education.
Global Links	<a href="http://www.globallinks.org.uk">www.globallinks.org.uk</a>	Global links is ActionAid's interactive global citizenship site for schools. It explores life around the world and encourages users to ask questions, share ideas, vote on issues and take action.
Oxfam	<a href="http://www.oxfam.org.uk/education/">http://www.oxfam.org.uk/education/</a>	Oxfam Education offers a huge range of ideas, resources and support for developing the global dimension in the classroom and the whole school. All of the resources here support Education for Global Citizenship – education that helps pupils understand their world and make a positive difference in it.
Red Cross	<a href="http://www.redcross.org.uk">www.redcross.org.uk</a>	A volunteer-led humanitarian organisation that helps people in crisis, wherever and whenever they are. They have a number of opportunities for young people to get involved.
UNICEF	<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	This United Nations organisation helps schools to teach about development issues and the UN Convention on the Rights of the Child. Provides a teacher zone, educational resources, campaign details, award opportunities...
Worldaware	<a href="http://www.worldaware.org.uk">www.worldaware.org.uk</a>	Worldaware works in the UK to raise awareness of international development issues. Runs a directory of development resources to help you find relevant printed and online publications.