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Do teachers see global school partnerships as a tool to deliver anti-racist and inclusive approaches?

Anne Roots
2022

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Disclaimer:

This paper is written by Anne Roots and is a result of her own independent study. The author does not speak on behalf of the British Council and its consortium partners. All secondary sources of information have been acknowledged fully in footnotes and references and a bibliography of all literature used in the work have been provided.

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Abbreviations

BAME	Black Asian Minority Ethnic
BLM	Black Lives Matter
CCGL	Connecting Classrooms through Global Learning
CCGL SP	CCGL school partnerships
CCGL LA	CCGL Local Advisor
CPD	Continuing Professional Development
DEGL	Development Education through Global Learning
DfID	Department for International Development (UK)
EIF	Education Inspection Framework
GL	Global Learning
GLL	Global Learning London – Development Education Centre
GSP	Global school partnership
LA	Local Authority
NEU	National Education Union
SDGs	Sustainable Development Goals

Acknowledgements

Abstract

The aim of this study was to research whether teachers see global school partnerships as an effective tool to support anti-racist and inclusive approaches and deliver practice that reflects, is representative of, and engages all pupils. Over the last year, events have led to increasing debates around Black Lives Matter, the urgent need to de-colonise and re-design the curriculum and develop teaching and learning practice that responds to our diverse school communities and contexts.

Although there are many schools involved in the Connecting Classrooms Through Global Learning programme it is unclear how many are actively using this work to address and respond to this need. This study aims to assess whether links can be made between the two agendas so that teachers can understand, embed within the rationale for and use their global learning work and global school partnerships as a vehicle to develop and evidence anti-racist approaches.

Research data was gathered from both teachers and senior leaders via a simple online questionnaire for schools involved in Connecting Classrooms Through Global Learning school partnerships and used to gauge whether they are addressing the agenda and to what degree they can see these links as a tool to enable and evidence impact. This was followed by more qualitative data collected via virtual interviews with three teachers identified from their responses to the initial questionnaire.

What is clear from the findings is that teachers acknowledge that a global learning approach and global school partnerships specifically have real relevance when developing anti-racist practice.

Contents

Introduction

In this study I will provide an overview of current debates around the need and expectation for schools to examine existing teaching and learning practice / curriculum development and delivery to ensure these are anti-racist and inclusive. This research study is particularly pertinent in light of the events surrounding George Floyd's death, the subsequent growth of the Black Lives Matter (BLM) movement, and wider discourse around decolonising the curriculum, challenging systemic racism, racial inequality and the need to celebrate diversity. I will set this within the wider context of global learning (GL), global school partnerships (GSPs) and intergroup contact theory context, as there is a growing recognition that global connectedness and intergroup interaction can help pupils develop empathy and understanding and in turn recognise the need to challenge injustice, prejudice and racism. A key question posed is whether teachers see Connecting Classrooms Through Global Learning school partnerships (CCGL SPs) as an effective tool to respond to this need. I will also examine the methods (both qualitative and quantitative) used and particular challenges and problems faced. Findings are presented using a variety of tools, and then followed by a final conclusion and future recommendations.

Many London schools and their Local Authorities (LAs) have very large Black Asian Minority Ethnic (BAME) communities (a term which in itself, is seen as problematic and the focus of much on-going discussion). All are having to think about diversifying the curriculum and developing more inclusive practices that reflect and represent the whole school population – issues that are at the forefront of local policy but which are now being addressed nationally by the wider educational community. As a London based British Council Schools Ambassador and Connecting Classrooms Through Global Learning Local Advisor (CCGL LA), I have supported many schools in developing their global learning provision and supported a range of GSPs. There is an ongoing debate about whether these can further exacerbate the notion of the 'poor' South being carried by the 'rich' North as an altruistic benefactor, leading to a '*paternalistic portrayal of the 'other' as child-like, unable to help her/himself without financial support or direction from the fatherly figure of the West*' (Ashcroft, Griffiths & Tiffin in Martin & Griffiths 2012:5).

I would argue however that an equity-based, reciprocal, sustainable, well-supported and well-planned link can be a tool to facilitate real and meaningful global connections and collaboration between pupils. Such partnerships, when done well, can enable the development of active citizenship knowledge, skills and understanding, leading to greater appreciation, empathy and celebration of both similarities and differences between those from different cultures, multi-ethnic backgrounds and nationalities. For many years, researchers and those working in this field have argued that global learning can help address issues around inequality, peace and justice, and active global citizenship (challenging stereotypes, celebrating diversity, identity, etc.).

> 'Martin goes on to suggest however that when teachers look at links and learning about issues from the Global South in terms of mutuality and equality, and concepts such as global citizenship, then linking can have considerable educational value' (Bourn 2014:11)

In light of the current debate around the need to develop anti-racist practice, this research will explore whether teachers see global learning and CCGL SPs specifically as a vehicle to do this.

For the basis of this research, I have used the following guiding questions:

1. What importance do teachers place on anti-racist and inclusive approaches?
2. What do teachers see as the links between anti-racist approaches, global learning and GSPs?
3. To what extent are teachers incorporating anti-racist approaches within CCGL SP activities?

These questions were explored using the following methods:

- A sample of 19 teachers involved in CCGL SPs and global learning responded to an online questionnaire. This aimed to create an overall picture of the current landscape and reflect views from this group in relation to the research questions and rationale.
- Interviews were also conducted with selected teachers in order to interrogate in more depth how teachers are responding to the debate around the anti-racist classroom and if teachers see GSPs specifically as way to do this. Teachers were chosen for interview based on their questionnaire responses.

Background

To set the context for this study, and to understand the key programmes that schools are involved in, I have provided the following overview.

Global school partnerships in the UK

Schools in the UK have been encouraged to develop global links and partnerships since early 2000 – as laid out in the DfE's 2004 'International Strategy For Education – Putting The "World" Into World Class Education' supported by the British Council. This developed into a move to support specific partnerships between schools in the UK and the Global South which by their nature have inter-group contact at their heart. These partnerships have been seen as a major vehicle '*to 'make real' learning and experiencing global and development themes'* (Bourn and Cara, 2012: 6). Leonard characterises a 'partnership' as '*a sustainable, reciprocal relationship between schools in the global South and the global North, which is embedded in the curriculum*' (Leonard in Leonard 2012: 9).

CCGL school partnerships

The British Council Connecting Classrooms through Global Learning Programme (2018 – 2021) is a merging of the previous Department for International Development Global Learning Programme (2013 – 2018) and British Council Connecting Classrooms Programme. Schools are supported through continuous professional development (CPD), funding, resources and CCGL Local Advisors to develop equitable curriculum-based sustainable partnerships with schools in the Global South in order to '*understand the big issues that shape our world*' (British Council 2021). The programme focusses on the Sustainable Development Goals (SDGs) and '*strengthens the knowledge, skills and attitudes pupils need for life in today's world, encouraging them to make a positive contribution in their local community and the wider world'* (Geography Association, 2021).

Key Concepts and Approaches

The following section examines the approaches and key concepts referenced throughout this study and draws on relevant literature to explore these. By providing an overview of what anti-racist practice might be, and its importance, a definition of global learning and highlighting the benefit of intergroup contact and connection, I will illustrate how interlinked and relevant to each other all three approaches are.

Anti-racist approaches in education

There is a growing recognition that schools need to re-assess the curriculum and have anti-racism as a core-value, so here I will try and explore further what an anti-racist approach might mean.

> 'Anti-racism is an active and conscious effort to work against multidimensional aspects of racism' (Patterson, 2020).

As a caveat to this it should be noted that this small-scale study cannot attempt to reflect the much wider complex educational and societal debates about racism which are currently taking place.

The Runnymede Trust Report 'Integration for All - Why Race Equality Matters' (2018) asserts that, in order to achieve a fairer and more equal society, all institutions need to enable integration, and that schools in particular should provide this *'vital opportunity to not simply meet people different from ourselves, but work together towards commons aims and objectives on a more regular or even day-to-day basis* (McIntosh & Khan, 2018: 2).

When exploring what an anti-racist school and approach might mean, there are constant references to the curriculum and school activities needing to be relevant, to reflect, represent, and value all pupils while celebrating difference and promoting other perspectives (enabling a sense of belonging and a world view). As well as this, there is the need to challenge stereotypes, inequality and injustice – for education through a global, rather UK centric lens, with which to critically look at the world, and at history and experience.

The NEU's 'Anti-Racism Charter – A Framework for Developing an Anti-racist Approach' offers the following starting point for schools by identifying the need for an education that empowers both BAME staff and pupils to '*explore and express what matters to them: support young people's right to speak out and engage as active citizens with the issues around racism that they care about and 'challenge racial inequalities and oppressive racial norms and assumptions*' (NEU 2020).

Teach First's guidance 'Becoming an Anti-racist School' explains that, in order for all pupils to achieve and for education to be fair for all, it needs to be fully inclusive – recognising the lack of BAME representation and experiences within the curriculum and ensuring that their voices are 'heard and valued' (Teach First 2021).

In terms of national policy, the UK National Curriculum must be one that is broad and balanced, and which develops a pupil's spiritual, moral, social and cultural skills (SMSC) '*and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'* (DfE 2014).

I would therefore argue that, in order to prepare pupils for this '*later life'* (which will be increasingly diverse and interconnected), education must be a global lens that enables a world view.

Global learning in schools

Global learning (linked very closely to active global citizenship) can be defined in a number of ways, but for the purposes of this research it is broadly understood as teaching pupils about issues that affect and connect us all wherever we are in the world. This might include issues around equality, rights and responsibilities, peace and justice, interdependence, challenging stereotypes and preconceptions, and celebrating diversity – giving pupils the '*knowledge, skills and values they need to engage with the world*' (Oxfam 2021).

For Bourn, following discussions about how to '*promote learning and understanding about global and development issues*', development education is the pedagogy on which global learning is built. This is an approach '*which 'opens up minds' to see a broader global vision, to deepen knowledge and understanding, to encourage critical thinking and reflection and encourage dialogue around a values base of social justice and challenging inequality*' (Bourn 2014: 34). Key to this is an understanding of different perspectives (Bourn 2014: 8).

Within global learning, schools are also using the UN Sustainable Development Goals as a whole school curriculum framework to inform their vision and values, and are often set within a wider equalities, diversity and inclusion context. The SDGs address and respond to issues around injustice and inequality and can be seen as a direct call to challenge prejudice and discrimination on whatever level:

> '*Global learning helps equip children and young people to live successfully and responsibly in an interconnected world*'. (CODEC 2021)

Intergroup contact theory

Defined by Allport as '*meaningful interaction between members of different social groups*' (Allport in Abbott and Cameron 2014: 6), intergroup contact theory can be helpful when exploring whether GSPs can be used to support anti-racist practices.

Researcher in residence at The School Linking Network, Cameron (2019: 2) states:

> '*Perceived similarity (and difference) is thought to be a main driver of prejudice in children… Contact is most impactful when differences are examined, and respected, and similarities are explored and emphasised*'.

As with both anti-racist and global learning approaches, and as highlighted in the Runnymede Trust Report cited above, Cameron talks about intergroup contact with others as being affective in challenging and changing attitudes and stereotypes, celebrating diversity, difference and other perspectives, developing empathy, reducing ethnocentrism and enabling positive attitudes (Drapela and Nesdale in Abbot and Cameron 2014: 7), supported by evidence that this is '*one of most powerful tools we have for tackling prejudice and stereotypes'* (Wölfer et al., in Cameron 2020: 2).

As noted in my introduction, it has been argued that GSPs, if done badly, can work to reinforce stereotypes. However, the recognised foundations for successful intergroup

contact and GSPs are an equity-based link, quality guidance and support, and collaboration with a common goal.

I would therefore argue that what links all three approaches above is that they all: challenge stereotypes and injustice; promote critical thinking, pupil voice and action for change; and enable a world view, multiple perspectives, and a less Euro-centric mindset so that pupils are visible, reflected and represented in the curriculum.

Methodology

For this very small-scale research I collected both qualitative and quantitative data via interviews and questionnaires. Having worked in the global learning field for many years and having supporting schools to develop collaborative GSPs, I was also able to draw from a range of other school experiences, activities, evidence, training, resources and research to inform the study.

My research questions were as follows:

1. What importance do teachers place on anti-racist and inclusive approaches?
2. What do teachers see as the links between anti-racist approaches, global learning and GSPs?
3. To what extent are teachers incorporating anti-racist approaches within CCGL SPs activities?

Data collection methods

The following methods were used in order to explore the research questions:

Questionnaire

The online questionnaire was a Google Form within which there were a mixture of both qualitative and quantitative questions. Within the questionnaire, and for the purposes of this study, teachers were given a definition of global learning for reference (see Appendix 1).

The form included check boxes, short and narrative answers, and a series of Likert Scale questions, with a response for each of these answers required in order to progress through the form. In total, 19 teachers took part (see Appendix 3) and were also asked to provide some basic data including their names, email address, school type / phase and ages of pupils taught.

The form was sent to schools who I have worked with in my capacity as a CCGL LA, via Global Learning London (GLL), who have also been delivering Anti-Racist CPD, and via other CCGL Las with whom I work closely.

I chose this data collection method as most schools were still closed due to COVID19 and it seemed the most practical vehicle to do this. During school closures however, teachers were overwhelmed with the challenges of an online workload, which may have impacted on their willingness or ability to participate. Linked to this, it should be recognised that face-to-face contact and engagement can enable real discussion and debate – creating a connection with teachers that can be more challenging via online / virtual communication.

Teacher interviews

From the 19 teachers who completed the questionnaire, I identified three female primary educators (one headteacher and two class teachers) to be interviewed. Selection was based on their responses to the questionnaire and my knowledge of their involvement in the CCGL

programme, as well as work I had done with them previously. Interviews were semi-structured during which interviewees were asked to elaborate on and consider in more depth their questionnaire answers (see Appendix 2). All Interviews were carried out virtually on Zoom, recorded and then transcribed.

The participants

The teachers participating in this research were involved in either one-to-one or cluster CCGL projects with a range of partners in the Global South. Many have received some form of anti-racist training provided by their school or attended specific anti-racism training such as GLL's '*Towards an Anti-racist Curriculum'*. All 19 schools were initially emailed with an outline of the research and a request to confirm their agreement to take part. As noted above, this was also circulated more broadly. Three of the participating teachers were from the same school, but their global learning experience varied.

Participating schools (16 primary, 2 secondary and one special) are located in the UK. The majority have a very diverse school community, but a range of global learning / GSP experience. Several had attended training around global learning as a tool to develop inclusive practice, but one of these was not yet been involved in a partnership. The majority were involved in CCGL clusters or one-to-one F2F / online projects, however due to COVID19, none of the schools had been able to carry out visits, which had a huge impact on the development of relationships with their partners. Several had received CCGL CPD and were familiar with and committed to developing global learning across the school – often seeing the SDGs as a vehicle to do this. Those that had provided detailed responses and been able to carry out at least some partnership activities were then interviewed – using their questionnaire responses as the basis for further in-depth discussion.

Data analysis

The online questionnaire data was automatically collected via the Google Form. Both individual and summary responses were then extracted and analysed before interviewees were contacted.

When analysing interview data, I looked for and highlighted key themes – particularly when teachers were able to provide concrete examples linked to the guiding research questions or raised a particularly interesting idea or reflection.

Google Forms were also used to create pie charts and to export the Likert form data into Microsoft Excel in order to explore key trends and to create a range of analytical figures and tables which are presented in the findings.

Ethical considerations

A range of ethical considerations were taken into account for the study. This was particularly important given the research topic and need for teachers to be able to reflect and respond honestly. The online questionnaire stated that confidentiality and anonymity for teachers,

schools and any pupils referenced would be ensured, with no sensitive data being collected and participants not being identifiable. It was also stated that any data used in reports or publications would ensure teacher contributions and school names were anonymised and confidential. Inclusion in the research was voluntary, with all contributors given the option to withdraw from the research at any time. A *Research Ethics and Consent Statement* referring to all of the above formed part of the initial questionnaire and was signed by all respondents. The research adheres to stakeholder Privacy and Data Protection Policies and legislation, and ethical issues associated with the study were also considered carefully in line with British Council guidance.

Research limitations

This nine-month research project took place across the late Spring and Summer terms of 2021 – during both lock-down and the re-opening of UK schools, but in many cases partner schools in the Global South had not re-opened at the same time.

Due to COVID19, many schools have been unable to carry out visits as planned. This lack of direct contact and dialogue between partnership schools had not been anticipated and impacted on this research. During lockdown, partnerships also faced real challenges in terms of communication and being able to carry out collaborative class-based work, while also having to deliver a core curriculum during school closures. The total number of participating teachers was also less than hoped - because of capacity, but also perceptions that not enough collaboration had taken place for them to be able to respond fully to the study's key questions.

Findings

The starting point for this study was to gain an overview of the wider educational landscape in terms of what anti-racist approaches are, whether they are being developed and / or seen as a priority. I then needed to understand the context of the sample group in relation to this - particularly as the schools are located in diverse settings, serve different communities and may not yet be actively addressing anti-racist practice. Without knowing the extent of this work taking place, it would be hard to assess whether teachers could see global learning and CCGL SPs specifically as a vehicle with which to respond to this agenda. This information was gathered from questionnaire responses (Fig 1 & 2) as well as my own knowledge of each school and is presented in Appendix 5.

In the following sections, I will now further explore the data collected and present the findings from the study.

The importance of anti-racist and inclusive approaches to teachers

The updated Ofsted Education Inspection Framework (EIF) now includes a separate 'Equality, Diversity and Inclusion Statement' and places a duty on inspectors to assess how far schools are compliant with equalities legislation (See Appendix 4). When asked if their schools were actively addressing these issues (Figure 1) and saw this as priority for their schools and Local Authorities (Figure 2), in both cases 84% either Strongly Agreed or Agreed.

Figure 1: Developing Anti-racist approaches – school context

Is your school actively thinking about how to develop more anti-racist and inclusive approaches in light of current debates (for instance, in terms ... professional development of staff, or other areas?)

19 responses

- Strongly disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

52.6%
31.6%
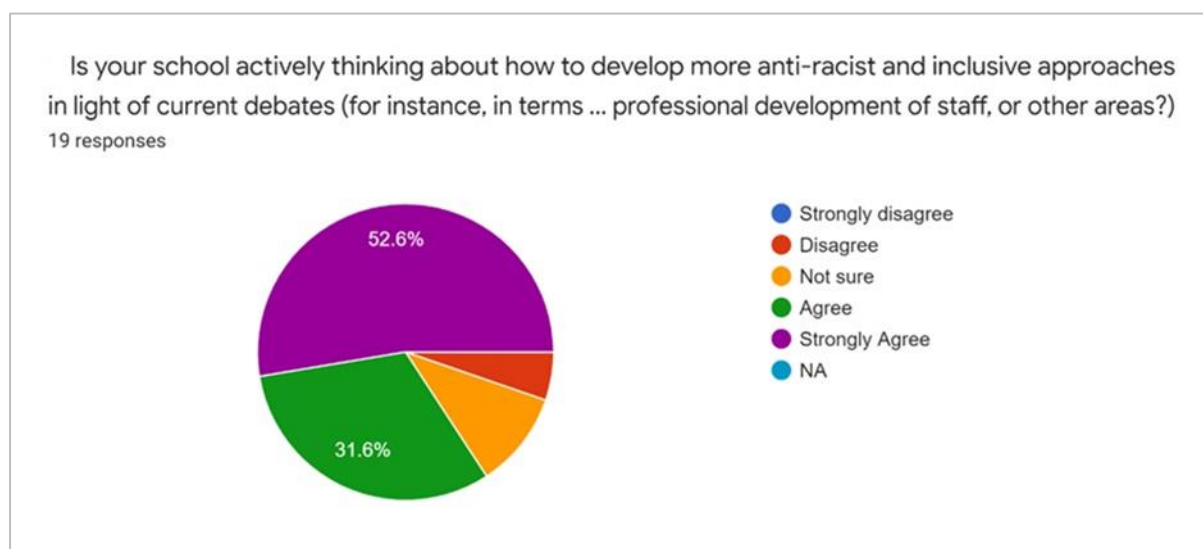
Figure 2: Developing Anti-racist approaches – school and local context

Is this a priority for your school / local authority and if so why?
19 responses

- Strongly disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

42.1%
42.1%
10.5%
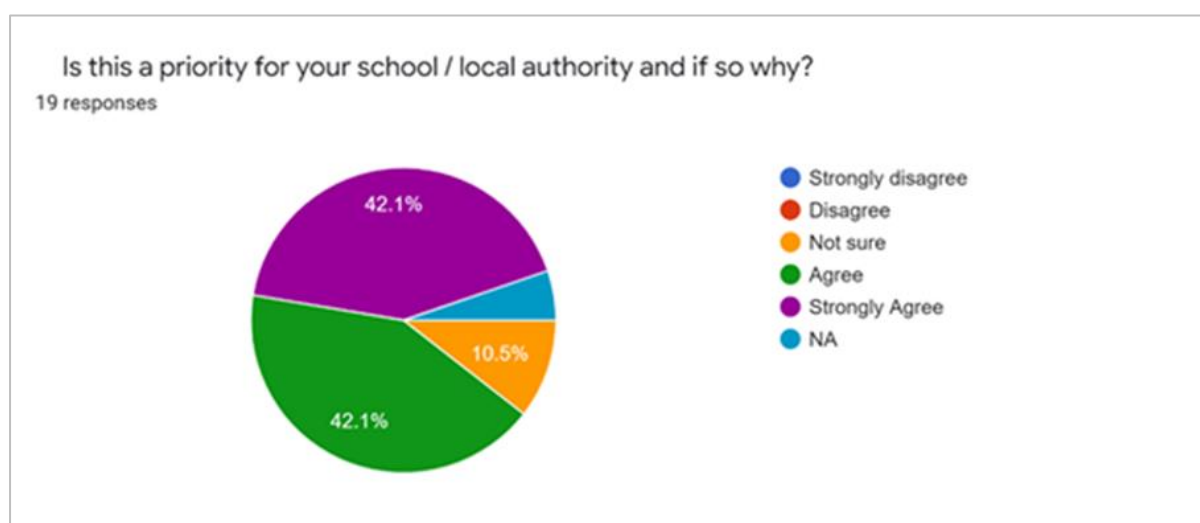
In terms of why this agenda is a priority, several teachers fed back that their schools felt it essential that all children feel represented and had '*a true sense of belonging'*. Another noted that '*Our curriculum, teaching and learning aims to be inclusive, celebrating diversity and multiculturalism that our school represents*'. This was also identified as key for one teacher whose school has a monocultural community in which pupils are not exposed to other cultures and identities. One teacher directly referred to this work in the context of global learning, noting that anti-racist practice was part of their core curriculum and intrinsically linked to developing their pupils as active global citizens.

Several mentioned wider Local Authority policy around anti-racism practice and curriculum development and that they are identifying the importance of enabling and empowering students to have a voice and to be heard. One teacher, from a Stephen Lawrence Foundation Ambassador School talked about how they equip their pupils with knowledge and confidence to tackle injustice, looking at '*planning and provision with a critical eye*' and '*using resources to best represent our community and the global reality'.* When asked specifically about whether they were re-designing the curriculum and developing new teaching and learning practice (Figure 3) 79% either Strongly Agreed or Agree with a range of positive responses to this question.

Figure 3: Developing Anti-racist approaches – changing practices

Are you re-designing the curriculum and developing teaching and learning practice in light of this?

19 responses

- Strongly disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

47.4%
10.5%
10.5%
31.6%
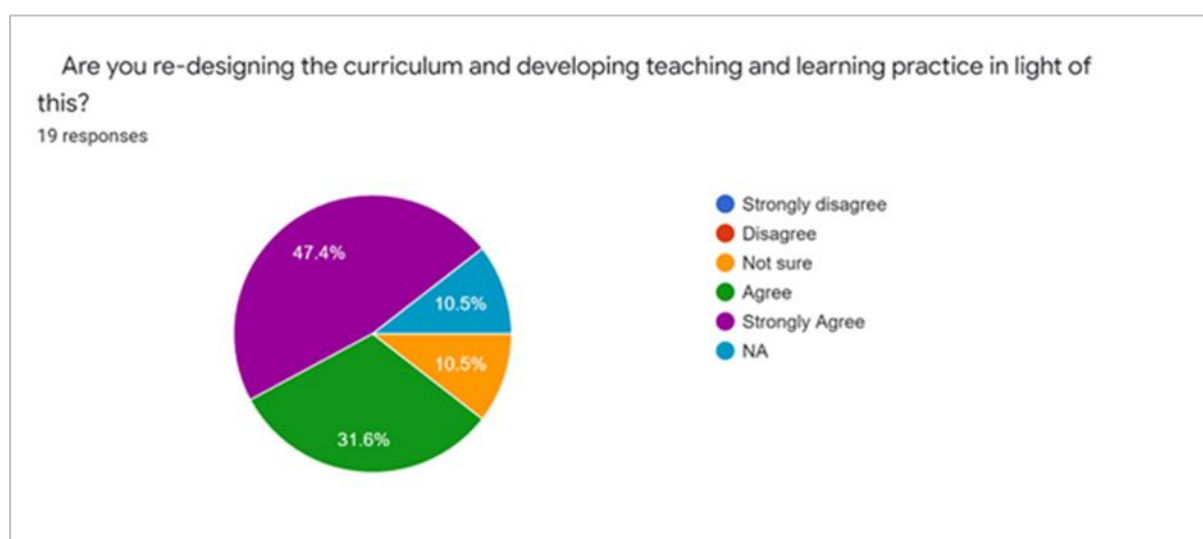
Of all 17 who agreed with the above, each outlined a range of ways in which they are doing this (Appendix 5) including: anti-racist CPD; auditing, reviewing and re-designing the curriculum; re-assessing resources; and inclusion and representation, which for one school's Local Authority is a 'core thread'.

One teacher explained how they had used their CCGL SP and the SDGs as a framework for much of their equalities work and to develop a whole school global learning approach with an '*equity lens'* being used across all subjects and to suit their school catchment. At the same school they do *'stories worth sharing*' in assemblies that help celebrate equity for all.

One school (which is now involved in a CCGL Supported Partnership) was keen to develop a link as they see global learning and GSPs as a way to bring their re-designed curriculum, values and ethos alive through direct and meaningful contact with schools globally. This could also be seen as linked to the ideas of intergroup contact theory. Key to this is '*representing the diversity of our school community in all year groups*'.

Teachers' perceptions of links between global learning and anti-racist approaches

Having established a context for this work across the sample of teachers and having gained an insight into their understanding of both anti-racist and global learning practice and whether they see these as important, I wanted to gauge whether the teachers involved in this research were therefore able to make the links between the two. This is further explored in this section.

When looking at research around global learning there are clear links, recurring themes and similarities between this and the aims of anti-racist approaches, with Hunt noting that global learning raises pupils' awareness and interactions with diversity; supports mutual respect and responsibility towards others and the development of skills '*whereby children can challenge stereotypes and preconceptions*' (Hunt 2012: 11).

The Teaching and Learning Checklist within the NEU's Anti-racism Charter (2020:13) makes direct links between global learning and anti-racism, outlining how global citizenship can be used as a vehicle to engage pupils:

> *'This is not an additional subject area but rather an overarching approach to classroom practice that is best embedded across the curriculum (core, extra and hidden) and life of the whole school and its community'.*

The charter also references the UNESCO framework for Global Citizenship Education (2018) as further tool to support delivery.

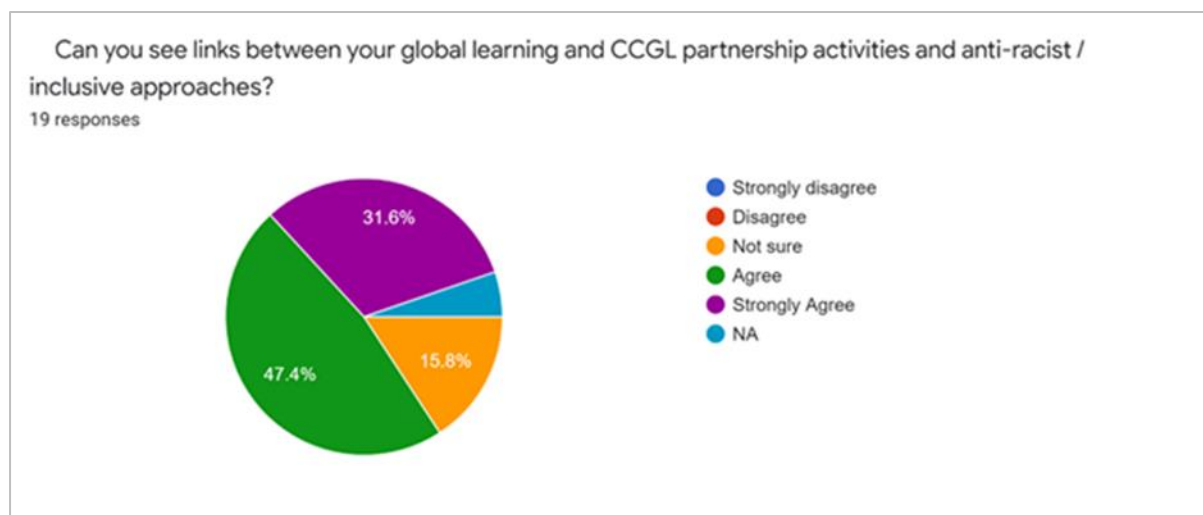**Figure 4: Links between an anti-racist and global learning approach**

Figure 4 illustrates that the majority of respondents could see the links, although anti-racism may not be something that they were overtly exploring within their CCGL GSP. One teacher could identify that there were 'definite links' and another recognised that global learning and CCGL SPs '*both broaden one's outlook and understanding of other cultures*'. Similarly, one teacher noted that their partnership '*addressed misconceptions about cultural differences*' (perhaps in support of Intergroup Contact theory) and another – whose project focused on Peace and Injustice – '*gathered a range of topics from racism to homophobia and war*'. Several agreed that links could be made between the two agendas (evident through discussions with staff and pupils) and that often the same resources would be used for both. A recuring GSP theme is around role models and ensuring that these are representative, relevant and diverse, with one large Multi Academy Trust noting that:

> *'Learning about other cultures, traditions, religions, etc. enables more awareness and inclusivity.'*

Global learning is also being linked to ongoing work to de-colonise the history and wider curriculum and helping both staff and pupils to develop an awareness of racism and misconceptions related to ethnicity and inequality.

One of the interviewees – from a London infant school – felt, as others had also noted, that literacy, books and storytelling was particularly useful to enable wider representation, critical thinking and discussion. Although set in different countries and cultures, pupils could identify with characters facing challenging situations, wanting to help others, being resilient, thoughtful, generous and courageous – in other words, giving pupils a sense of togetherness.

The potential of GSPs as a tool to develop anti-racist approaches

As illustrated above, the sample group perceived the links between anti-racist and global learning approaches and the potential relevance GSP collaboration might have to these.

In order to further interrogate this, teachers completed the Likert Scale questions (Figure 5) which reflected the common threads within this research study in terms of what might constitute anti-racist practice and prompted respondents to consider the benefits and outcomes of GSPs in relation to these.

When considering the answers given in Figure 4, teachers understand the theoretical links between the two agendas, that they share common goals and that collaborative CCGL SPs could be used as a vehicle to address both, although when asked to provide further examples of practice (Figure 5) some teachers found this a bit difficult to do.

Figure 5: Perceived benefits of CCGL SP collaboration in relation to anti-racist approaches
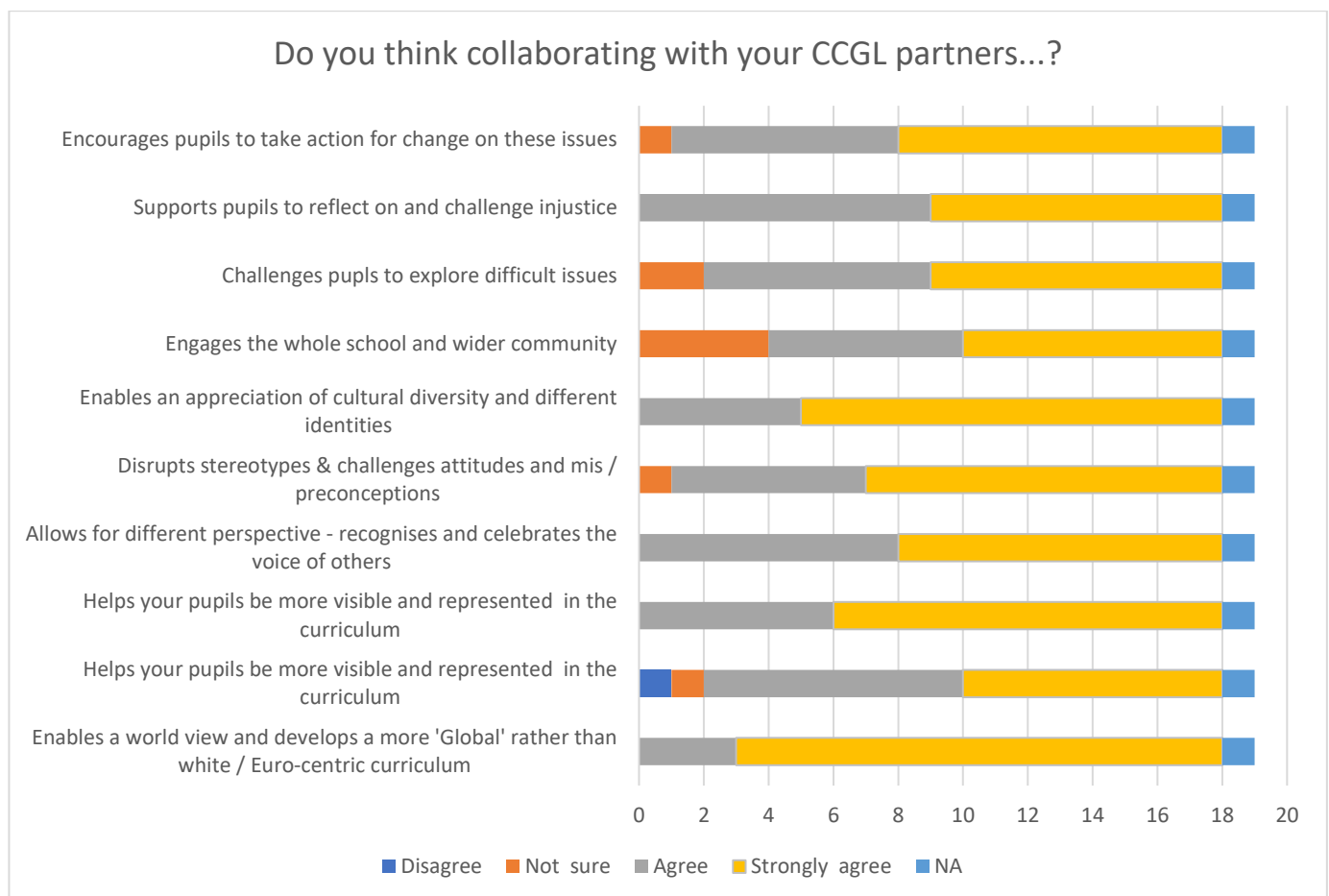
Almost 75% of teachers either agreed or strongly agreed with each statement (two were unsure, as they had been in Figure 1, and one responded NA as they do not have a partnership).

When asked whether CCGL SPs engage the whole school, two of the teachers interviewed said that their link with Nepal had been a meaningful way of exploring their own Nepali community too – celebrating, being relevant to, and reflecting the whole school community.

During the study, teachers also highlighted the real need to involve parents, as students' views and attitudes can often come from home and external influences. All interviewees commented on the need for parents / carers and pupils to feel proud of and able to share their home languages, cultures, backgrounds, and experiences as '*a way of bringing everyone together so that everyone has something to celebrate*'. Again, one of the teachers interviewed spoke with real feeling about the need for schools to work hard to support parents' perceptions of their own diversity, to develop their confidence in sharing their language and culture – something that their link had encouraged.

What is clear is that teachers feel there is still much to do – that, although a project might challenge stereotypes and preconceptions, more work is needed to explore, critically think about, and reflect on the nature of partnerships so as not to perpetuate misconceptions or colonial / patronising attitudes. One of the teachers interviewed recognised the need for a dual approach – reflecting that some have more than others, but that this might not necessarily mean a better 'quality of life' – that critical thinking is needed to avoid a hierarchy of perspective between pupils and their different lives. Teachers did also comment that a partnership can be a beneficial tool to highlight and examine similarities and differences and the reasons for these: '*When planned properly, global learning can be highly valuable'*.

During interviews, one colleague from an inner London school reported that pupils of African descent had expressed real enthusiasm for the link and felt able to contribute in a positive way - feeling proud of their heritage and fully engaged during class discussions. The link had helped pupils to challenge their perception of Africa being a *'poor continent without water or supplies of food'*. There was, however, a recognition that pupils needed lots of guidance and direction so that assumptions can be challenged and interrogated when they arise. A noticeable highlight had been the similarities pupils drew from comparing their school life such as playground games and subjects: '*dialogue has been essential in encouraging pupils to critically reflect and compare our cultures*'. The teacher felt that this was an important opportunity to build empathy and connections outside students' normal social groups – intergroup contact being key to this.

Work around the SDGs had highlighted '*that inequality sits at the heart of these bigger global issues and could be springboard for wider reflection on equality*'. As one teacher noted, '*the SDGs lead to rich cultural conversations*' and '*offered us the opportunity to make our curriculum more inclusive and create new resources*'.

Figure 6: Using global learning and CCGL partnerships as a vehicle to address anti-racist approaches
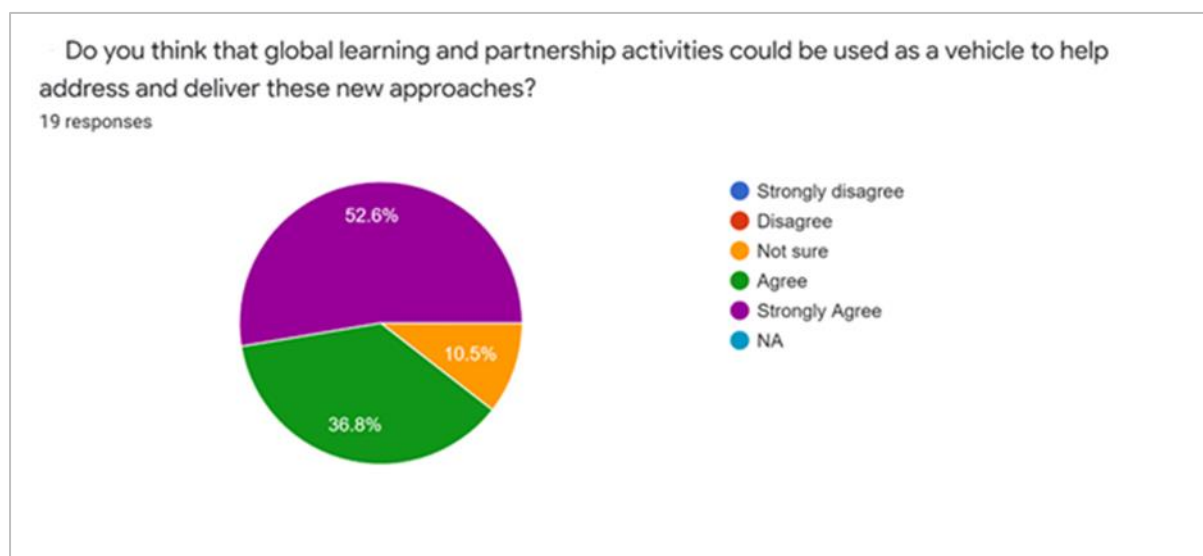
90% of teachers questioned (Figure 6) believed that global learning and GSP activities could be used as a vehicle to help address and deliver these new approaches but again, when asked to elaborate, several felt their schools were not doing this as of yet. One talked about the link opening up conversations on issues in which pupils are able to share experiences, learn about and be exposed to other cultures, identifies and backgrounds.
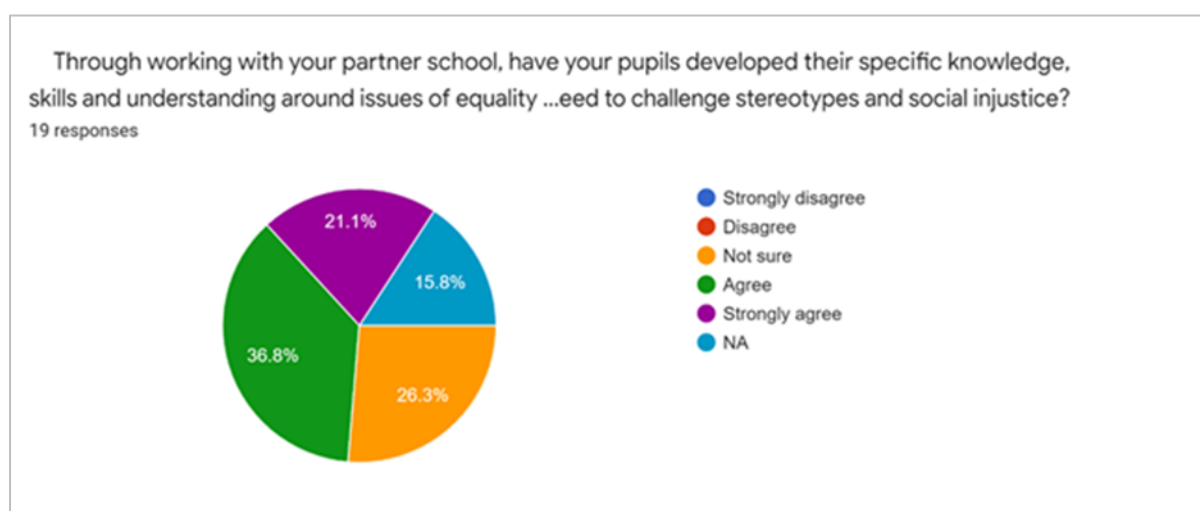
One of the interviewees noted that through their global learning work, pupils are gaining emotional literacy and that they are better '*equipped for their role in a global community'*. The headteacher reflected that since their link with Nepal, pupils had become more empathetic and understanding of lives beyond their immediate community: '*a year ago our children knew very little about anywhere outside the borough*'.

Again, one of the interviewees reflected how global connections are about '*building empathy, relationships and challenging "otherization" through greater exposure and a celebration of difference and similarities*'. The same teacher, from an inner-city London school already doing a lot to address diversity and inclusion, saw this as a key area for development and that their new link would be a '*good opportunity'* to do this. Staff are now exploring, addressing and incorporating this work into whole school activities and across the curriculum.

Others talked about pupils having direct, meaningful and empowering connections which they can relate to – helping them explore differences and common goals in a real and relevant context. One also reflected that pupils take a '*less ethnocentric or self-centred point of view… now active participants who see the world through the eyes of another community*'. A teacher from another multicultural London school actively developing anti-racist practices noted that their project '*will provide a good foundation for our children to view their partners as equals*'.

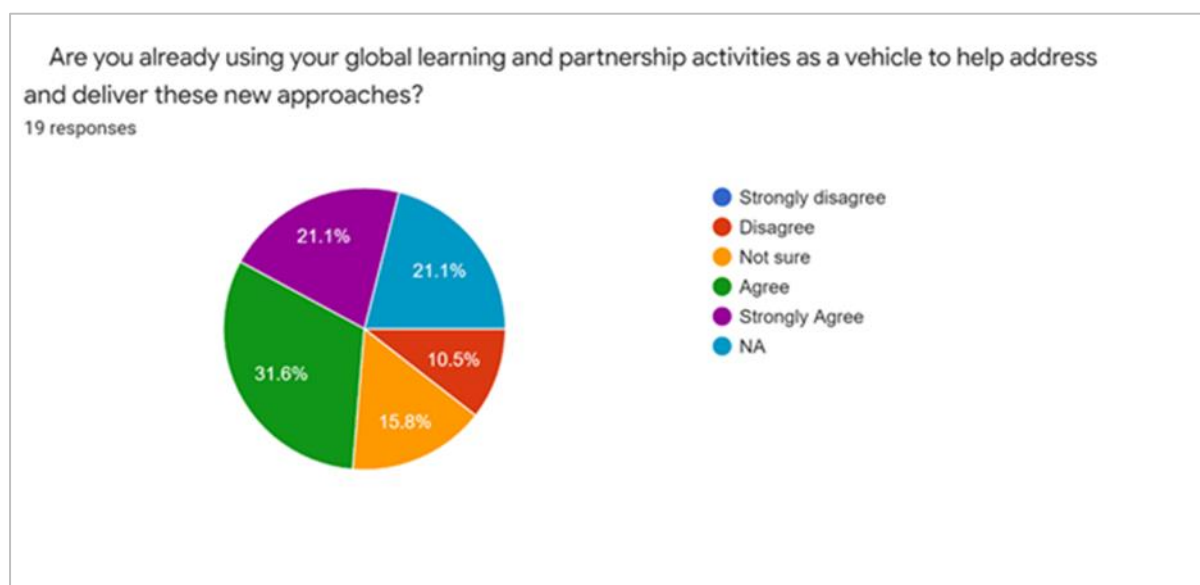A recuring theme supported by literature is, however, the need for quality support, guidance, planning and training to be able to do this work well. I would also argue that the concrete links between this work and other educational priorities – such as the National Curriculum and Ofsted's EIF – needs to be overtly made by policy makers and programmes to enable a strategic sustainable whole school approach.

Figure 7: Impact of CCGL partnerships on learning outcomes

Through working with your partner school, have your pupils developed their specific knowledge, skills and understanding around issues of equality ...eed to challenge stereotypes and social injustice?

19 responses

- Strongly disagree
- Disagree
- Not sure
- Agree
- Strongly agree
- NA

21.1%
15.8%
36.8%
26.3%

When asked whether pupils were developing their specific knowledge, skills and understanding around issues of equality and the need to challenge stereotypes and social injustice through their CCGL partnership, there was a more mixed response (Figure 7). Teachers explained that COVID19 had had a real impact on activities which made it hard to evaluate or monitor as of yet.

Figure 8: Current practice – using global school partnerships as anti-racist teaching and learning tool

Are you already using your global learning and partnership activities as a vehicle to help address and deliver these new approaches?

19 responses

- Strongly disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

21.1%
21.1%
31.6%
10.5%
15.8%

Similarly, when asked whether they are already using their CCGL SP to help deliver this work, teachers found this less easy to quantify. Although teachers might be developing and changing practice, COVID19 had significantly affected collaborative partnership work, making the impact on learning outcomes harder to assess.

Several teachers stated that they either had not led or done enough class-based work around this yet, were planning to do this in the future and or thought that it was needed.

Figure 9: Use of CCGL partnerships as a tool to explore to anti-racist issues

5. Has your CCGL partnership work helped you explore issues specifically linked to equality / social justice / challenging stereotypes?

19 responses

- Strongly disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

15.8%
10.5%
10.5%
10.5%
52.6%
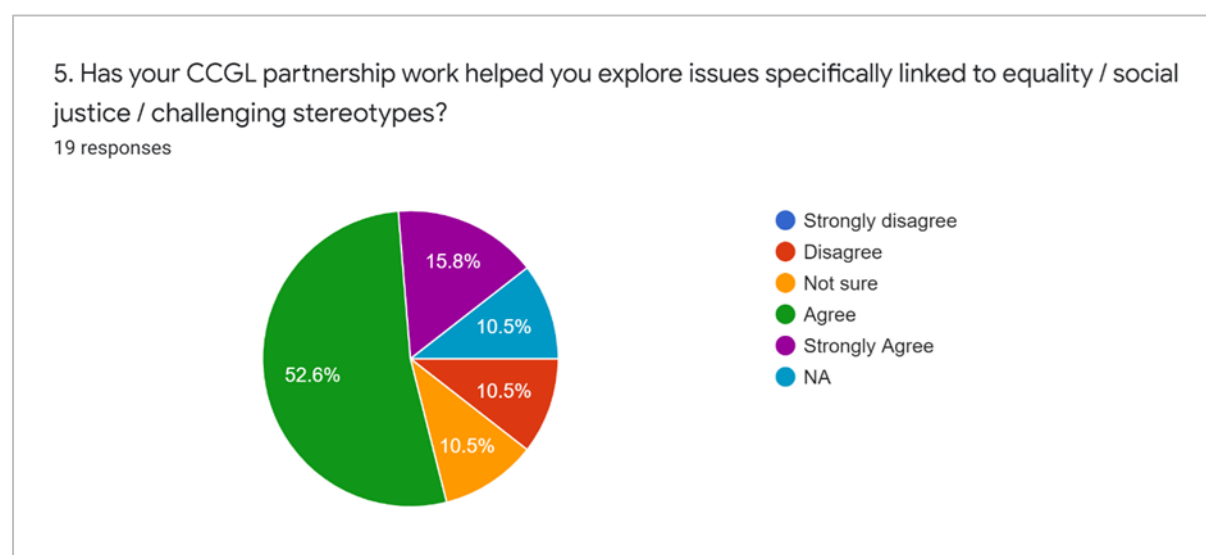
Similarly to the data in Figures 7 and 8, Figure 9 also shows that, although 68% responded positively about the potential use of GSPs to explore anti-racist approaches, several felt unable to comment specifically as their project had been affected by COVID19. Most teachers could see the use of CCGL SPs to address anti-racism in theory, and this was highlighted by their appreciation and understanding of the relevance and links between global learning and anti-racist approaches. However, whether teachers were able to evidence this through their current CCGL SPs, or talk about it with concrete examples of practice, was more difficult.

The infant schoolteacher interviewed reflected that, through their involvement in a CCGL partnership they had received whole school CCGL CPD, helping them to develop diversity across the curriculum and giving staff the chance to examine the whole agenda, action plan around it, and think about how to sustain and embed it into long term, practice, policy and curriculum delivery.

One secondary school linked with Rwanda had been surprised that gender equality was such an issue there, which informed wider equalities work. As a result of their links with Nepal, two schools had participated in a pilot study in which they had jointly examined how minority communities are represented within the science industry. Others made general comments about how their partnership had enabled both staff and pupils to celebrate and '*embrace the rich multicultural diversity within the school community*' and develop a more global perspective:

> '*The collaboration gave us the opportunity to explore the culture and stereotypes of other countries and to challenge staff and pupils to find solutions*'.

Discussion and Conclusions

At the heart of global learning, active global citizenship, and built into the requirements of a CCGL SP is the aim to address issues around inequality - challenging injustice, disrupting stereotypes and celebrating diversity – all of which are intrinsic to an anti-racist approach.

The purpose of this small-scale study was therefore to explore the following overarching question:

Do teachers see GSPs as a tool to deliver anti-racist and inclusive approaches?

To do this I explored the following research questions, the findings from which are outlined below.

What importance do teachers place on anti-racist and inclusive approaches?

I began by exploring the pertinence of the anti-racist agenda which has been part of the recent narrative, and which is now being formally addressed by schools and their LAs. This is now a national requirement for schools within both the updated EIF and National Curriculum, and the importance of which is reflected in the literature cited in this study. As asserted by the NEU – what is needed is an education '*with equity and social justice at its heart*' (NEU 2020: 11).

The sample of teachers in this study, most of whom are from diverse inner-city schools, clearly recognise the need to address these issues so that all pupils feel represented and celebrated within the curriculum. Those more 'monocultural' schools also see this work as necessary in raising awareness and thereby an understanding of diversity, identity and multiple perspectives. Teachers commented that this work is increasingly part of the Local Authority's CPD and core-curriculum delivery policy. I would argue that from this research, there is clear evidence that teachers feel this is 'essential' and a key factor in delivering an education that is inclusive and responds to the needs of the whole school community.

What do teachers see as the links between anti-racist approaches, global learning and GSPs?

I have explored how GSPs have been seen as '*reinforcing rather than challenging stereotypical views - perpetuating global inequalities'* (Martin, Disney, Edge et. al. in Martin & Griffiths 2012: 2) - reiterated by one of the participating teachers who noted that, although their project questions preconceptions, pupils still felt '*so much more fortunate than others and had an almost a sympathetic view of children in other countries*'.

However, in the main, sample teachers could see that their global learning work could be an effective tool to enable critical thinking and reflection and a '*springboard for anti-racism work and visa-versa – if you are doing one then you will be doing, or it will help you do the other*'. Within this study, respondents constantly referenced the fact that global learning (as an approach) and GSPs specifically (as an intergroup contact tool), enable critical thinking, disrupt misconceptions, celebrate similarities and differences and increase understanding

between pupils. This was summarised by one teacher who commented that '*this opportunity to build empathy and connections outside their normal groups and across the world has been very important*'.

As noted by Hunt, global learning:

> '*challenges stereotypes and asks participants to feel comfortable with ambiguity and multiple perspectives. It promotes responsible social action to generate change* (Hunt 2012: 15).

To what extent are teachers incorporating anti-racist approaches within GSP activities?

The timing of this research in light of COVID19 has impacted on the ability of teachers to effectively evaluate concrete teaching and learning outcomes and the development of knowledge, skills, and understanding.

However, CCGL SPs have, by nature, global learning and intergroup collaboration at their heart and, as explained, I believe the relevance of global learning to anti-racist practice is tangible. As reflected throughout this study by both literature and data from respondents, global learning links very closely to and can be a tool to deliver anti-racist approaches, challenge prejudice and engender a respect for and understanding of diversity:

> *Global learning is a term used to define aspects of the whole school curricula that relate to people's place within the wider world, their relationships with others, their histories, their presents and futures.* (Hunt 2012 :14)

Building on feedback from this research and my experience supporting schools, I have also created Appendix 6, which could be a useful tool for teachers when linking these agendas.

Conclusions

This research has aimed to highlight links between global learning and anti-racist approaches, but global learning also has a much wider relevance for schools in terms of delivering the NC, responding to the requirements of Ofsted's EIF, and could arguably also be used as a tool to explore and reframe British Values and cultural capital agendas. The need for ongoing and quality support around this has also been noted by many working in the field so that it can be meaningful and embedded within education practice:

> '*Global learning is not an 'additional subject' to cram into an overcrowded curriculum, but goes to the heart of what education is for*' (CODEC 2021)

The urgent need to challenge racism as a society, and in all its forms, is at the forefront of current debate - something this limited study only touches upon. I have, however tried to reflect how global learning and GSPs can be of real benefit when developing more inclusive education practice – preparing pupils for their role as global citizens within a diverse and interconnected world.

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Appendices

Appendix 1: Online Questionnaire

Do teachers see international school partnerships as a tool to deliver anti-racist and inclusive approaches?

Thank you for taking time to take part in this research.

The aim of this research is to find out whether teachers see Connecting Classrooms Through Global Learning partnerships as an effective tool to support anti-racist and inclusive approaches and deliver practice that reflects, is representative and engages all pupils.

I would be very grateful if you could complete the following questionnaire as this would form part of the Connecting Classrooms through Global Learning Practitioner Research project that I am carrying out - supported by the British Council in collaboration with UCL Institute of Education.

All responses will be confidential and anonymised; no-one apart from me will see the individual data responses which will be stored securely.

Anne Roots, Research Lead

Research ethics:

This research will be carried out via an initial questionnaire with school staff from a range of settings, from which two will be selected for a more in-depth interview resulting in a case study.

- Every effort will be made to protect confidentiality and anonymity for teachers and schools.
- No sensitive data will be collected, and participants will not be identifiable outside the school.
- Any data used in reports or publications will ensure teacher contributions and school names are anonymised and are confidential.
- Inclusion in the research is voluntary. Teachers, pupils and schools can withdraw from the research at any time.
- By completing this survey, I consent to take part in this research project and agree that:

- I understand the research ethics information involved.

- I understand that my participation is voluntary, and I can opt out at any time by emailing author

Information about you and your school

Email address

1. What type of school do you work in?

2. What age pupils do you work with the majority of the time?

3. Please describe the community where your school is located.

Global Learning Context:

Global Learning can be defined in a number of ways, but for the purposes of this research it is broadly understood as teaching pupils about issues that affect and connect us all wherever we are in the world (i.e. equality / rights and responsibilities / peace and justice / interdependence / challenging stereotypes and preconceptions / celebrating diversity etc.) so that they are equipped with the knowledge, skills and attitudes to act more thoughtfully, ethically and responsibly as citizens and contributors to society.

1. Please describe any global learning activities that your school is involved in.

Connecting Classrooms Through Global Learning (CCGL) Partnerships:

These are partnerships supported or funded through the Connecting Classrooms Through Global Learning Programme.

2. In which country is your CCGL partner school located?
3. What is the main focus of your Connecting Classrooms project?
4. What SDGs are you focusing on within your collaborative project?

Do you think collaborating with your CCGL partners:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	NA
• Enables a 'world' view • Helps your pupils be more visible in the curriculum / provides different perspectives • Disrupts stereotypes / challenges mis/preconceptions • Recognises and celebrates the voice and experiences of others • Helps develop a more 'Global' rather than white / Euro-centric curriculum • Enables an appreciation of cultural diversity, different identities & perspectives						

• Encourages active engagement & represents all • Provides a more relevant and 'Real life' context • Supports pupils to reflect on and challenge injustice • Challenge attitudes and perceptions • Challenge pupils to explore difficult issues • Encourage pupils to take action for change • Present Positive Images • Develop a less Euro-centric mindset					

Please provide further comments or details of any examples of practice related to your answers above.

5. Has your CCGL partnership work helped you explore issues specifically linked to equality / social justice / challenging stereotypes?
- Strongly Disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

Please provide further comments or details of any examples of practice related to your answer above.

6. Through working with your partner school, have your pupils developed their specific knowledge, skills and understanding around issues of equality and the need to challenge stereotypes and social injustice?

- Strongly Disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

Please provide further comments or details of any examples of practice related to your answer above.

Approaches in your school

1. Is your school actively thinking about how to develop more anti-racist and inclusive approaches in light of current debates (for instance, in terms of its ethos and mission, curriculum and professional development of staff, or other areas?)

- Strongly Disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

Please provide more details below.

2. Are you re-designing the curriculum and developing teaching and learning practice in light of this?

- Strongly Disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

Please provide more details below.

3. Is this a priority for your school / local authority and if so why?

- Strongly Disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

Please provide any further comments to explain your answer above.

4. Can you see links between your global learning and CCGL partnership activities and anti-racist / inclusive approaches?

- Strongly Disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

Please provide any further comments to explain your answer above.

5. Do you think that global learning and partnership activities could be used as a vehicle to help address and deliver these new approaches?

- Strongly Disagree
- Disagree
- Not sure
- Agree

- Strongly Agree
- NA

Please provide any further comments to explain your answer above.

6. Are you already using your global learning and partnership activities as a vehicle to help address and deliver these new approaches?

- Strongly Disagree
- Disagree
- Not sure
- Agree
- Strongly Agree
- NA

Please provide more details below.

Case Study

I would like to select three schools to take part in a more in-depth interview of about 30 / 45 minutes which would feed in to a research case study.

If selected, would you be willing to take part?

Yes

No

Appendix 2. Interview Questions

1. What is your school doing to address issues around anti-racism and do you see your GL work and your GSP as responding to / linked to this?

2. Please elaborate on and give reasons / examples for each of the responses you gave to the Likert question: Do you think collaborating with your CCGL partners….

3. Can you see links between your GL / GSP work and anti-racist practice and how this can be used as a tool to do address this?

4. Can you give any concrete examples of how your GL / GSP work has impacted on specific knowledge / skills / learning outcomes in relation to anti-racism such as challenging stereotypes and misconceptions / exploring ideas around inequality and challenging this / critical thinking etc.?

5. What do schools need to do / what support is needed to help them to explore this work further?

6. Can you see how CCGL SPs can be used as a concrete tool to do this?

7. Has your CCGL SP helped you overtly address issues around racism / challenging and disrupting stereotypes / equality exploring social justice? Please explain / provide any concrete evidence / examples for this.

8. Has your CCGLP SP helped engage your wider school community i.e., families?

9. How can teachers be supported in developing this work?

Appendix 3: Participants

Online Questionnaire Respondents:

Type of school	School Location	GSP	Partner Countries	GL CPD
Primary x 18 Secondary x 1	Greater London x 12 (3 teachers from the same school) Inner London x 3 Nationally x 3	Involved in current CCGL project x 16 About to apply x 1 Not yet involved x 1	Bangladesh Ghana India Nepal Rwanda Tunisia	CCGL CPD attended x 15

Interview Respondents:

Type of school	School Location	Global Partnerships	Partner Country	GL CPD
Primary	Inner London	All Involved in current CCGL cluster projects	Ghana	
Primary	Greater London		Nepal	CCGL CPD attended
Primary	Greater London		Nepal	CCGL CPD attended x 15

Appendix 4: Ofsted EIF Updated Framework: *'Equality, diversity and inclusion statement'*

This includes the expectation that schools and education settings:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- Pupils have an understanding of the protected characteristics and how equality and diversity are promoted
- Prepare pupils for life in modern Britain - Social, Moral, Spiritual & Cultural curriculum (SMSC)

Appendix 5: Overview of CCGL activity and anti-racism work taking place in participating schools

	CCGL Project	Visit	SDG	Collaboration with partner schools	Other GL activity	Anti-racist approaches being developed in sample schools – taken from on-line questionnaire responses
1.	CCGL F2F Bangladesh	Y	6, 13	Google Meets / Visits / Emails / Videos / joint project work	CCGL CPD	This is a key focus for us as a school at the moment. We have developed a new equality and diversity action plan and have started a CPD programme around ant-racism and representation. This is a key piece of our curriculum work at the moment.
2.	CCGL F2F Bangladesh	Y	6, 13	Google Meets / Visits / Emails / Videos / joint project work	CCGL CPD	As above
3.	CCGL F2F Bangladesh	Y	6, 13	Google Meets / Visits / Emails / Videos / joint project work	CCGL CPD	As above
4.	CCGL F2F Nepal	N	4, 13, 17	Emails / Padlet / videos / Zoom meetings / joint project work	Etwinning Global Scholars Erasmus+ VfS Weekly story time re other cultures & customs	Equality and diversity INSET, curriculum audits to explore anti-racism and inclusivity
5.	CCGL F2F Nepal	N	11, 12, 13, 14	Emails / videos / joint blog & project work	CCGL CPD Etwinning Erasmus+	GL underpins every subject of the curriculum daily in our school that is updated regularly. We use both GL and

						partnership activities to deliver these approaches
6.	CCGL On-line Rwanda	N	4, 10	Emails / Padlet / videos / Zoom meetings / joint project work	CCGL CPD Penpals in France & Senegal	We have a SL manager in charge of decolonising the curriculum. In MFL we have changed our approach to focus more on francophone Africa for example and make resources less euro centric and white middle class
7.	CCGL F2F Nepal	N	7, 11,12, 13	Emails / Padlet / Zoom calls / joint project work	CCGL CPD	The school is reviewing and re-designing the curriculum to address these issues and to ensure these areas are incorporated into it.
8	CCGL F2F Nepal	N	11, 12	Emails / Padlet / Zoom calls / joint project work	CCGL CPD RRSA Cross-curricular GL Spanish Link	The school is continually reviewing its policies
9.	CCGL F2F Nepal	N	11,12, 13	Emails / videos / joint project work / Zoom meetings / Padlet	CCGL CPD 'Talk Time' (circle time) to discuss SMSC and global issues VfS	We are changing our curriculum (across all subject areas) to be more representative and inclusive.
10.	CCGL F2F Nepal	N	11, 12, 13, 17	Emails / videos / joint project work / Zoom meetings	CCGL CPD Canada link	Our curriculum, teaching and learning aims to be inclusive, celebrating diversity and multiculturalism to reflect our school community
11.	CCGL F2F Nepal	N	11,12,1 5	Emails / videos / joint project work / Zoom meetings	CCG CPD SDGs embedded across curriculum	We promote Equality and Diversity which is reflected in our curriculum
12.	CCGL F2F Nepal	Y		Emails / videos / joint project work /	CCGL CPD GL integrated curriculum	Part of school ethos but not being overtly

				padlet / Zoom meetings	Annual GL days	addressed through any new practice or policy
13.	CCGL SP	N		Joint Webinars & activities	CCGL CPD Fair Trade & Plastics Pollution Geography Topics Collective worship around climate and global justice Ocean Day	We have written an anti-racist statemen and delivered three anti-racism CPD sessions to all teaching and support staff, We have developed a script to use with pupils when there has been a racist incident including the use of racist language.
14.	CCGL F2F Nepal	N	1, 2,10	Emails / videos / joint project work / padlet / Zoom meetings	CCGL CPD	Developing this work in relation to our Character Values curriculum
15.	CCGL F2F Nepal	N	14, 15 All	Emails / Whatsapp messages	SDGs linked and embedded throughout curriculum, SDP and policies GL Assemblies	Equities committee, role models, de-colonising the curriculum though choice of author, artists, etc. All of our middle leaders have done an audit on our curriculum to see how much of an equity lens we use when teaching each subject- this has then helped us to adapt our subjects to suit the catchment
16.	NA	NA	NA	NA	Celebrating diversity through inclusive curriculum	We have reviewed our curriculum to make it more inclusive and diverse and carried out staff CPD training as a result
17.	CCGL On-line Ghana	N	3	Emails / videos / joint project work / Padlet	De-colonising & embedding GL in the curriculum	We've attended training and are revising our curriculum and supply of literature to ensure that it is reflective of the wider community. Since 2020 we have been developing an 'Untold Stories' project, focused on developing diversity

						and moving away from a euro-centric curriculum
18.	CCGL F2F Tunisia	N		Emails / Zoom		Addressed through the curriculum, PSHE, Safe Space discussion, etc.
19.	CCGL F2F Nepal	N	3	Emails / videos / joint project work	CCGL CPD VfS	Restorative practices

Appendix 6: Using global learning and global school partnerships to support anti-racist approaches

An Anti-racist approach:	Example of global learning and or partnership activity	Relevance / links to other agendas, priorities & frameworks
Enables relevant & 'Real Life' context for learning	Exploring current world events & issues with partners - global assemblies	
Celebrates and reflects the school context leading to wider community engagement	Curriculum that is diverse and relevant to pupils – uses 'real life' resources / data / examples / content /	
	Understanding of the impact of world events in a real context	
Recognises and celebrates the voice and experiences of others through a curriculum that values & celebrates diversity, different identities & multiple perspectives	Schools has a global outlook – evidenced through links and partnerships / embedded within and linked to school vision and values	
	Community language / community celebration days	
	International Evening	National Curriculum
	Inviting parents in to talk / share experiences be actively involved in pupil's learning / migration stories	
	Comparing school community make-up with partners	Diversity & Inclusion requirements & policies
	Curriculum that is diverse and uses a range of resources / tools / texts etc.	Equalities frameworks
	Promoting mutual respect, understanding, positive relationships	Ofsted EIF SMSC Skills Development
	Develop empathy, understanding, appreciation of different perspectives of others	British Values
	Identity work: Who Am I? Who are we? (Individual, school, nationally and globally)	
	Exploring different cultures / experiences / identities / celebrating similarities and differences through partnership work and actively engaging via outer group connections	Rights Respecting & Eco-Schools Awards
Enable a world view = a global lens and less Euro-centric mindset so that pupils are visible & reflected in the curriculum	De-colonising and diversifying the curriculum	Sustainable Development Goals
	Use of diverse range of resources, texts – literature, poetry and art from other countries / maps – colonial history / sharing mentors and key figures in history from partner countries	
	Cultural Capital in a Global Learning context = reframing / enabling debate about a Cultural Capital:	

	• Which is relevant - supports a world view i.e., multiple perspectives, experiences & cultures • Reflects & celebrates cultural capital of both school & wider global community • Knowledge & Cultural Capital needed to succeed in life (Ofsted) = active global citizens • Opportunities to take part in intercultural education projects
Disrupts stereotypes, challenges attitudes, mis/preconceptions presents positive images of others	All of the above Links enable first-hand knowledge about other countries / experiences – challenge misconceptions through baseline Audits of knowledge pre and post linking activity
Promotes student voice and action for change – all pupils are empowered and engaged	Opportunities to discuss, debate and reflect on relevant issues / share views Pupils recognise themselves as agents for change and the need for them to play this role Pupils play a decision-making role in school Eco-council / Global Ambassadors Mini-campaigns / local action projects / sharing *Issue Trees* – exploring with partners what is important to them Understanding of global issues / climate change and need to take action on these common goals Interdependence / impact of our action on others Map the Sustainable Development Goals (SDGs) across the curriculum
Promotes social justice and enables critical thinking around global issues	Knowledge skills and understanding around the need to challenge injustice / rights and responsibilities / peace and justice, conflict resolution, fairness and equality Rights Education Exploring rights with peers in other parts of the world Challenging discrimination Pupils encouraged to think critically / be informed and explore these with partners
Enables and promotes collaboration and connections	Link provides real audience for learning Enables conversation and debate beyond immediate peers / group (intergroup contact)

| | Joint curriculum work to compare and contrast experiences / culture / languages / attitudes | |
| | Shared values identified and developed | |

Develops active global citizenship skills i.e., knowledge, skills and understanding of concepts necessary to become informed, active, responsible citizens

Key Concepts for Global Citizenship: Social Justice and Equity Diversity Globalisation and Interdependence Sustainable Development Peace and Conflict Resolution Human Rights Values and Perceptions

Appendix 7: Useful Readings

Global Dimension, The Global Learning Programme: https://globaldimension.org.uk/the-global-learning-programme/ Viewed 10.1.22

Global Learning London Development Education Centre website: https://globallearninglondon.org/

Nottinghamshire County Council, Equality – Everyone's Business, An Anti-racism Toolkit for Schools and Education Settings (2021) https://em-edsupport.org.uk/Page/21130

Welsh Government – A Curriculum for Wales: Designing your curriculum - Cross-cutting themes - Diversity https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#diversity

About the Author

Anne Roots has been the manager of Connect (The Network for Global Learning in Education) based in North London and worked within Barnet's School Improvement Service for many years providing guidance, support and training for schools around global learning and embedding this approach within the curriculum. She is a British Council Schools Ambassador, a UK Global Learning Association Consultant delivering CCGL CPD and a CCGL LA working closely with schools involved in collaborative CCGL GSPs. Anne also facilitates the on-line Global Scholars Programme for London schools which focusses on the development of active global citizenship and facilitates curriculum-based collaboration with pupils all over the world. In her role as a Global Learning London Associate, she coordinates the London Schools Linking Project and supports the delivery of their Towards an Anti-racist Classroom CPD programme. She also delivers global learning training to PGCE students and has worked with ECT (Early Career Teacher) Local Authority leaders to provide global learning CPD.

About Connecting Classrooms through Global Learning

Connecting Classrooms through Global Learning is a free and flexible programme for schools around the world based on learning, knowledge sharing and international collaboration. Connecting Classrooms supports teachers to equip pupils with the knowledge, skills and attitudes to act more thoughtfully, ethically and responsibly as citizens and contributors to society.

Connecting Classrooms through Global Learning is funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) and runs from 2018 through to 2022. For more information go to: www.britishcouncil.org/connectingclassrooms

The CCGL Practitioner Research Fund

The CCGL Practitioner Research Fund runs from 2019-2022 with the aim to support educators to conduct research related to global learning and overseas school partnerships within schools. DERC was contracted by British Council to support educators in the research and writing process.

About the Development Education Research Centre

The Development Education Research Centre (DERC) is the UK's leading research centre for development education and global learning. The DERC team conducts research on development education, global learning, and global citizenship education, runs a Masters' degree course, supervises doctoral students and produces a range of reports, academic articles and books. DERC also runs a highly successful free online course Global Education for Teachers which is hosted via Futurelearn. DERC is located in the UCL Institute of Education, the world-leading centre for research and teaching in education and social science.

For further information on the Centre visit: www.ucl.ac.uk/ioe-derc

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