

Development Education Research Centre Research Paper No.9



Global Learning In Primary Schools In England: Practices And Impacts

Frances Hunt

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Abbreviations and Definitions

DE	Development Education
DECs	Development Education Centre
DFE	Department for Education
DFID	Department for International Development
EYFS	Early Years and Foundation Stage
FSM	Free School Meals
GL	Global Learning
IB	International Baccalaureate
KS	Key Stage
ISA	International Schools Award
Ofsted	Office for Standards in Education, Children's Services and Skills
PSHE	Personal Social Health and Economic Education
P4C	Philosophy for Children
RRSA	Rights Respecting Schools Award
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs

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I also would like to thank the individuals and organisations who passed on my request for data collection to schools (a list of these can be found in Table 21).

But above all, I would like to thank the hundreds of people who used their free time to complete the online survey and to the head teachers, teachers and pupils in the three case study schools. This research would not have been possible without you.

Fran Hunt

Preface

Many primary schools include some element of learning and engagement with global and international development themes be they within specific curriculum subjects, whole school activities, assemblies and one-off projects. But there has been little research to date that has looked at the impact of this activity either on the wider school performance or views and outlooks of both teachers and pupils.

This very important research report bring together a summary of existing research, evidence from a survey with over 200 primary schools and case studies from three contrasting schools.

It is the first major research study on global learning and primary schools in England and has been produced at a time of change within both the content of the curriculum for schools and support for global learning.

It has been produced with the financial support of the Department for International Development (DFID) and we would like to thank them for their support for not only this report by also the Development Education Research Centre from 2006 to 2012.

Douglas Bourn

Director, Development Education Research Centre, Institute of Education

Executive Summary

The report focuses on the nature and impact on pupils of global learning in primary schools in England. It looks at what global learning and how it is practiced in the context of primary schools. It identifies factors which both encourage and limit global learning. It also explores how global learning can impact on children's learning and development. While previously small-scale school-level impact research has been carried out, larger-scale evidence of the impact of global learning has been lacking. The report attempts to fill this gap, identifying patterns of engagement and measurable evidence of impact.

The research responds to three questions:

1. What does global learning look like in practice in primary schools?
2. What are the facilitators and barriers to including global learning in primary schools?
3. How does global learning impact on children's learning in primary schools?

The research design combines both quantitative and qualitative research methods. The main method of data collection was an online questionnaire administered via Survey Monkey to be completed by school staff (mainly teachers and school management). 217 responses were received to the questionnaire. Additionally qualitative data was gathered via interviews with pupils in three schools at different stages of engagement with global learning.

The analysis locates the data alongside previous research and evaluations that explore aspects of global learning practice or impact. It is hoped the research will be of value to teachers and school leaders, teacher educators and policy makers.

Findings

Analysis relates to the three research questions.

Global learning in practice

The research outlined a range of findings related to global learning in practice. These included:

- Global learning at primary level is strongly linked to awareness of other cultures and diversity and developing learners as socially-aware, responsible global citizens.

- Primary schools use global learning to enhance pupils' awareness and interactions with diversity, both for schools with a diverse cultural intake and also for those with little diversity.
- Subjects perhaps perceived to be too critical, complex or difficult for either / both pupils and teachers are less prevalent in primary schools. This includes learning about conflict, the political, economic and social contexts of people within the world and social justice. Schools tend to promote a 'soft', non-threatening global learning.
- While the research indicates the types of global learning approaches and activities prevalent and less prevalent in schools, less evidence has emerged specifically about what age children are involved in specific activities. Research shows that as children progress through primary school the volume of global learning activities increase.
- For most children active engagement in global learning seems to relate to their interactions with link schools overseas, fundraising activities and making small scale lifestyle changes.
- Schools that practice global learning include it into subject knowledge and curriculum content – particularly in subject areas such as Geography, PSHE and Citizenship.
- School award schemes and linking programmes are popular ways for schools to get involved in global learning. Most global learning schools are involved in one or more activity. Schools where global learning is seen as embedded are likely to have a link with another school and be part at least one award scheme.
- Schools do fundraising irrespective of being involved in global learning initiatives.
- Schools with more embedded global learning are more likely to have a global learning coordinator.

Facilitators and barriers to global learning

The research outlined a range of facilitators and barriers to global learning in primary schools. Most prominently:

- The role of motivated individuals is most important in enabling global learning in schools.
- Involvement in school awards and school links come out strongly in terms of facilitating global learning.
- External support via Development Education Centres (DECs), Non-governmental organisations (NGOs) and, to a lesser extent staff training, comes out less strongly.

- Demand on time is identified as the biggest inhibitor to global learning, followed by the need to focus on core subjects and demands on pupil time.
- There could be a link between Ofsted rating and the extent to which global learning is embedded in schools, but this requires further study.

Impacts of global learning

The research looks at the impacts of global learning on schools and pupils. It indicates:

- The large majority of respondents think global learning has had a positive impact in their school. Benefits to schools include enhanced community cohesion, school ethos and pupil voice.
- The impact of global learning increases as global learning becomes more embedded within schools.
- The inclusion of global learning in curriculum content and as topic-based learning is perceived to have a positive impact on pupils.
- Involvement in certain activities is seen to have a greater impact on pupils. This is particularly the case for UNICEF's Rights Respecting Schools Award, but also school linking programmes and the International Schools Award.
- Involvement in global learning can increase some pupils' attainment levels. This impact increases as global learning gets more embedded within schools.
- Staff see global learning as having a positive impact on pupil's subject knowledge.
- Pupils with global learning more embedded in their school appeared more knowledgeable of global issues and their complexities. The evidence suggests global learning assists pupils' understanding of 'global' concepts and gives them confidence to use them.
- Global learning impacts positively on a range of pupils' skills.
- Learning about global issues does not necessarily translate to children' involvement in social action, but is more likely to lead to encourage small-scale lifestyle changes and developing a greater interest in global issues.
- Global learning enhances pupils' awareness and interactions with diversity and tends to support mutual respect and responsibility towards others.

About the author

Dr. Fran Hunt is a Researcher in the Development Education Research Centre at the Institute of Education (IOE), University of London. She has recently led the Global Dimension in Initial Teacher Education project at the IOE and is involved in a range of other research activities. Fran has written on citizenship and human rights in education, student councils and dropping out from school. She was previously Research Fellow for the Consortium for Research on Educational Access, Transitions and Equity (CREATE) in the Centre for International Education, University of Sussex.

1

Introduction

This report focuses on the nature and impact on pupils of global learning in primary¹ schools in England. It looks at what global learning and how it is practiced in the context of primary schools. It identifies factors which both encourage and limit global learning. It also explores how global learning can impact on children's learning and development. While previously small-scale school-level impact research has been carried out (e.g. Tanswell, 2011), larger-scale evidence of the impact of global learning has been lacking. The report attempts to fill this gap, identifying measurable evidence of the impact of global learning.

The study adopts a largely quantitative approach to data collection and analysis, using an online questionnaire to gather over 200 responses from staff in primary schools in England. Specifically, it responds to three research questions:

1. What does global learning look like in practice in primary schools?
2. What are the facilitators and barriers to including global learning in primary schools?
3. How does global learning impact on children's learning in primary schools?

The analysis locates the data alongside previous research and evaluations that explore aspects of global learning practice or impact. The research looks at the relevance of current global learning conceptualisations for primary schools and proposes a revised evidence-based model of practice. It is hoped the research will be of value to teachers and school leaders, teacher educators and policy makers.

This report starts with a discussion of global learning and the approaches schools can take to global learning. The methodological section outlines the approach to research and methods used. The data analysis section is divided into three: mapping global learning in primary schools, contributing / inhibiting factors and impacts of global learning. The final concluding section draws together discussion raised in the analysis with key debates and literature.

¹ I use the term primary school throughout, but the study includes infant schools, first schools, primary schools, junior schools, middle schools and 'all through' schools which cater for children from early years to KS4. The vast majority are primary and infant schools (see: Table 1).

2

Understanding global learning

In the following section I explore the concept of global learning which helps locate the study and shape the analysis. I look at the current policy context and how global learning is interpreted within schools.

2.1 What is global learning

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. Global learning connects the local to the global and advocates that people throughout the world are agents in interconnected, sustainable and thoughtful living. In England the term global learning is used alongside others including the global dimension, global citizenship education and development education. I use the term global learning in the belief that it is more understood and accessible to schools.

There is no definitive conceptualisation of global learning, with organisations involved in global learning (and influencing perceptions and practices at school level) emphasising a range of learning goals related to pupils' knowledge, skills and values (see: Table 18 in Annex 2). The 'eight key concepts' (DFID/DFES, 2005) of the global dimension (i.e. global citizenship, interdependence, social justice, diversity, human rights, sustainable development, values and perceptions and conflict resolution), have strongly influenced perceptions of global learning over the past seven years. Table 18 shows an apparent differentiation in focus, where NGOs and Development Education Centres focus more on pupils' critical engagement and challenging injustice, whilst award schemes have a greater focus on the development of pupils' values. These elements that make up perceptions of global learning are incorporated into the research design, with the study looking to identify which make most practical sense within the context of primary schools (as discussed in 9.1).

Having said that categorising global learning is not straightforward, as Shah and Brown (2009) argue:

'All of the major concepts that global learning is concerned with are contested' and unpacking the concepts are, they suggest, 'live debates about which there is no consensus' (Shah and Brown, 2009: 2).

Part of the complexity is undoubtedly in the way global learning attempts to combine so much. It can be hard to comprehend the limits to what knowledge and understanding might be needed to teach such concepts and the sense that

global learning relates to the world means the potential scale of it might be daunting.

Global learning is also not only what is taught, but also how it is taught. Researchers on global learning promote its active and participatory learning and ways of teaching that are questioning and critical (Bourn, 2011; Shah and Brown, 2009). These approaches see the teacher not as the sole transmitter of knowledge, but engaging students to contribute to the construction of knowledge in the classroom. This knowledge may be complex where concepts are contested and understandings not straightforward. Global learning challenges stereotypes and asks participants to feel comfortable with ambiguity and multiple perspectives. It promotes responsible social action to generate change.

Andreotti (2006) argues for a 'critical' global citizenship education, contrasting the critical with a softer global citizenship education. While softer approaches to global citizenship education emphasise a common humanity and moral responsibility to help others, a more critical approach calls for an understanding of historic power relations and their links to current inequalities and injustices. In this case individuals would critically analyse their own cultural and contextual positions whilst taking responsibility for decision making and action (see: Table 19 in Annex 2).

The question in relation to primary education remains as to how (and whether) young children can and might engage with complex critical issues of injustice and power relations, and at what age do certain themes become more appropriate. There is a body of knowledge (Beck, 2003; Oberman et al, 2012; Ruane, et al, 2010; Smith et al, 2003) which shows that children begin to develop prejudices at an early age, but also that they start to understand concepts such as fairness, empathy and justice early on too. While there is no real consensus about which age to introduce which global concept, there appears to be an emerging sense that primary school pupils can take on board controversial and complex issues, if the teaching is done appropriately (Cowan and Maitles, 2002; Oxfam, 2006a; Oberman, et al, 2012; Tanswell, 2011).

Rather than seeing global justice issues as outside of the understanding of young children, educators should work at making complex ideas accessible in age-appropriate ways (drawing on Bruner, 1960, cited in Oberman et al, 2012: 40).

Advocates for early intervention suggest it can challenge negative stereotypes before they get too entrenched and provide a scaffold onto which more complex themes can be added at a later age / stage. Holden (2006, drawing on Croll, 2005) warns against leaving global teaching too late as 'aspirations for the future are often fixed by the time they leave primary school'.

A major question, and something this report explores, is to investigate whether teachers feel comfortable and able to take on teaching complex and controversial

issues with primary-age pupils. Previous research (Mundy and Manion, 2008; Oberman, et al, 2012, Sebba and Robinson, 2010) suggests this is not always the case, not surprising given the National Curriculum (see: Table 20) does not embrace this level of criticality as a goal.

Linked to this, Bourn (2011) and Bryan (2011) explore the perceived recent de-radicalisation and de-politicisation of development education. The global learning agenda promoted by government offers a non-threatening, non-confrontational agenda which raises awareness of identity, equality and justice, but perhaps does not advocate for the critical complexity of understandings and action advocated by Andreotti (2006). As Bourn (2011: 16) confirms:

a government funded programme on development education is very unlikely to see DE as about critical pedagogy.

Similarly, Biccum (2007: 1111-4) describes how the UK Labour government marketed the development agenda in UK schools in order to produce “little developers’ imbued with the capability to go out and do developing’. She describes the aim as ‘little developers’ being inculcated into ‘mainstream way of thinking about development’ (Biccum, 2007: 1116), ‘leading young people toward ‘legitimate’ democratic civil society campaigning and activism, which can be controlled and monitored and does not undermine or question the entire liberalisation agenda’. The product of development education would be: ‘cosmopolitan activists lobbying the government for change within the parameters of Western constitutional democracy’ (Biccum, 2007: 1116).

This report will address these arguments raised in this section, in particular, relating them to the practices of global learning in primary schools. In the next section I visit academic discussion about age and learning.

2.2 Landscape of global learning

The extent to which schools and individuals within schools engage with global learning varies. For some schools, global learning will be embedded within the school ethos and run through the entire teaching and learning programme. For others, global learning will be on a smaller scale, perhaps located in one subject area or event. The following are types of global learning approaches and activities that might be evident in schools:

- Topic and theme-related teaching sessions around a particular focus e.g. water, trade and human rights.
- Global learning might be embedded within subject knowledge within the curriculum.

- There are a number of school award programmes around particular themes and run by a variety of organisations, often NGOs. These include the Eco-Schools Award, the Sustainable Schools Award, the Rights Respecting Schools Award, the Fairtrade Schools Award and the International Schools Award².
- School linking programmes, generally between schools in the UK and those overseas or other schools in the UK.
- Cultural exchanges.
- Other interventions include Philosophy for Children (P4C) which encourages critical and creative thinking, potentially around a global issue and the International Baccalaureate which is a curricular intervention aimed at preparing students for a rapidly globalised world.
- Schools often work with external bodies such as Development Education Centres (DECs) and non-governmental organisations (NGOs). DECs are independent local centres that raise the profile of global issues in schools. Many NGOs have a global learning / education arm of which the focus differs depending on the aims of the organisation.
- Many schools are involved in fundraising (although whether that constitutes global learning is discussed in 5.3.3).
- Active involvement in campaigning or social action for change.

(see Edge, et al, 2009 for a list of approaches and activities in secondary schooling contexts).

2.3 Curriculum links

Within the context of primary schools in England global learning can contribute to the Aims, Values and Purposes set out in the National Curriculum³ (DFE, 2011). It particularly helps with the overall aim of creating responsible citizens who:

- Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world;
- Appreciate the benefits of diversity;

² For further information go to: <http://www.keepbritaintidy.org/ecoschools/>; <http://www.sustainableschoolsaward.co.uk/>; <http://www.unicef.org.uk/frsa/>; <http://www.fairtrade.org.uk/schools/default.aspx> and <http://schoolsonline.britishcouncil.org/International-School-Award>
³ At the time of writing the primary curriculum is under review with discussion drafts available. This study focuses on the practice and impact of global learning in relation to the outgoing curricula and so has used this policy information as a guide.

- Challenge injustice, are committed to human rights and strive to live peaceably with others;
- Sustain and improve the environment, locally and globally;
- Take account of the needs of present and future generations in the choices they make;
- Can change things for the better.

In the Early Years Foundation Stage Framework, 'Understanding the World' is a key early learning requirement in the new Early Years framework. It includes elements on:

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes (DFE, 2012a: 9).

Subject-level schemes at KS1 and KS2 (DFE, 2012b) provide further insight into how the national curriculum currently addresses global learning (see Table 20 in Annex 2). The primary curriculum presents a 'soft' (Andreotti, 2006) approach to global learning which emphasizes culture, diversity and interdependence.

There are links between global learning and Every Child Matters (ECM). The Centre for Global Education York (n.d.) has mapped the five ECM outcomes against the eight global dimension key concepts. The document suggests making a positive contribution could include work on citizenship, children's rights and supporting the environment; enjoying and achieving might include aspects of participation, equality and identity; and economic well-being could link to lessons on Fair trade and sustainable development.

There are also links between global learning and Social and Emotional Aspects of Learning (SEAL), which focuses on social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Hirst (2011) notes mutually supportive links between the global dimension and SEAL.

3

Research methodology

The research design for this report combines both quantitative and qualitative research methods. The report explores patterns of engagement and measurable evidence of impact, alongside a small number of in-depth, situated accounts of the impact of global learning in specific schooling contexts. The research responds to three research questions:

1. What does global learning look like in practice in primary schools?
2. What are the facilitators and barriers to including global learning in primary schools?
3. How does global learning impact on children's learning in primary schools?

3.1 Impact analysis

This report looks at the impact of global learning on pupils (and to a lesser extent schools) which can be attributable to a global learning intervention. The impact of global learning might show where global learning has caused changes in schooling practices and pupils' knowledge, skills and values. Specifically this impact analysis provides evidence to inform both policy and practice by providing data from schools on the activities which have greatest influence on pupils' learning and where this impact is. It supports policy makers and practitioners to make informed decisions about future engagements with global learning.

Up to now, there has been a dearth of impact analyses carried out on global learning in schools, possibly because of the potential difficulties in evidencing impact. There are questions as to whether quantitative data methods can respond to the complexities of global learning, where concepts are contested and individual intentions and understandings are difficult to unpick. Direct causal links of the impact of global learning on children might be difficult to gauge as children have a range of influences, many external to school. Also the impacts of global learning may only be seen in time and may not be immediate (Tanswell, 2011).

This study primarily looks at teachers' and school leaders' perceptions of impact on pupils. It asks staff to identify where they see the impact of global learning and asks respondents to provide evidence of impact where available. The study builds up a larger picture based on the individual perceptions of respondents and by collating these responses we begin to see patterns of impact emerging.

There are potential caveats to this approach. Firstly, time did not allow for a baseline survey to map impact findings against, it is hoped future studies will

take this forward. Secondly, this research asks respondents to isolate the factors that make up global learning and the impacts of the approaches adopted. Yet, it is difficult to specifically pull out some or all of the impacts of global learning, a range of fluid, interacting factors influence how schools and pupils within them progress and causality can be difficult to isolate. Lastly, using school staff to identify impact on pupils in general is problematic in so far as there will be different impacts for different individuals and respondents might not be aware of the scale of impact on individual pupils. Qualitative studies with pupils would go some way in response.

3.2 Research Methods

The following section looks at research methods used in the research.

The main method of data collection was an online questionnaire administered via Survey Monkey and to be completed by adults working in schools (i.e. teachers, deputies, head teachers, governors or teaching assistants). I designed the online questionnaire in consultation with experts in global learning and/or questionnaire design⁴. I used concepts of global learning drawn from Table 18 and in particular DFES/DFID (2005) the eight key concepts to frame discussion. The questionnaire was divided into five main sections:

1. Background information on the schools and the respondents;
2. Identifying the approaches used to global learning and the range of global learning activities in the school;
3. Indicating enablers and challenges of global learning.
4. Identifying perceptions of impact on the school and pupils within the school (in terms of pupils' knowledge, skills and values).
5. Providing evidence of impact where available.

The questionnaire was sent to a range of contacts who I hoped would pass it onto schools either via mailing lists or online platforms, which includes Development Education Centres (DECs), local authorities in England and a range of organizations known to be working in the field of global learning (see Table 21 for a complete list). The route into schools obviously has implications for the sample of respondents that participated. It is not a nationally-representative sample of schools. Those contacted via DECs, NGOs and global learning organisations are more likely to have some involvement in global learning. Incorporating many schools with a global learning profile is not problematic in terms of the analysis, as it gives us more information on impact.

4 See: <https://www.surveymonkey.com/s/8QMR33R> for questionnaire design.

I collected qualitative data via school-based group interviews with students in year 5 in three primary schools in England. The aim of the interviews was to find out about children's knowledge and awareness of global issues and how their school-based learning had influenced the discussion and conceptualisations. Specifically, I used and adapted the following tools developed by RISC (Allum et al, 2008) to guide discussion (see Annex 1 for the qualitative data collection tools).

In Africa: what would you see in a country in Africa (Allum et al, 2008: 17-9).

How can we make the world a better place: adapted from 'Why are people hungry?' (Allum, et al, 2008: 106-9).

These tools were chosen partly because they had already been used in previous studies to measure forms of impact (Lowe, 2008; Allum et al, 2008). To some extent their content was less important than their ability to generate discussion. All interviews were recorded and transcribed.

A range of relevant literature and evaluative data was reviewed for inclusion in the report. This includes academic journal articles, theses and NGO literature. Where literature specifically relates to research questions it is embedded within the analysis section.

Data analysis is structured around the three main research questions. SPSS⁵ was used to analyse the questionnaire data and interview transcriptions were coded to draw out relevant themes and insights.

⁵ A software package for quantitative data analysis.

4

Research participants

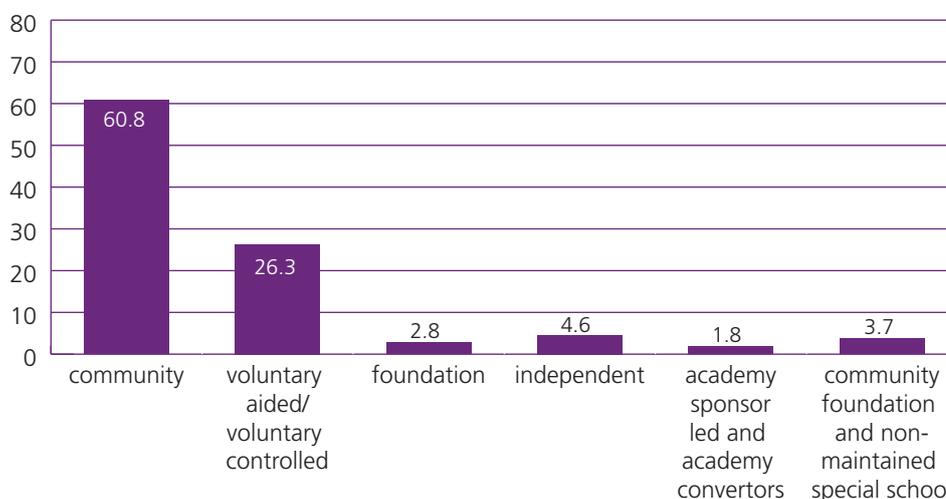
This section provides information about research respondents and their schools.

4.1 Participating schools

I received and analysed questionnaire responses from 217 schools. 210 of those schools were located in 88 different local authorities indicating a wide geographical range. The local authorities have five or more responding schools: Durham, Hampshire, Dorset, Cheshire East, Cheshire West and Chester, North Yorkshire, Wandsworth, Bradford, and Cambridgeshire.

Figure 1 provides a breakdown in types of school responding. Compared to national averages this sample is broadly representative. There is a slightly higher percentage of community schools and academy sponsors/convertors and a lower percentage of voluntary aided/ controlled schools in the sample⁶.

Figure 1: Breakdown of school type (%)



The large majority of responding schools are primary (75%) (see: Table 1). Middle schools (2.3%) and 'all through' schools (5.1%) will include pupils outside of the primary age range (i.e. EYFS, KS1 and KS2), but their numbers are low so should not significantly alter the analysis.

⁶ A comparison was done using national statistics of primary schools from DFE (2011b) and specifically National Tables from the SFR (June 2011 data). These tables do not differentiate special school or independent school by stage, so the comparative analysis only included community, voluntary aided/controlled, foundation and academy sponsors or convertors. In this analysis survey data vs. national data were as follows: community schools 66.3% vs. 60.1%; voluntary aided/controlled: 28.6% vs. 36.8%; foundation stage: 3% vs. 2.9; academy sponsor/convertor: 2% vs. 0.2%.

Table 1: Stage of school

Stage of school	Frequency	Percent %
primary	162	74.7
first	7	3.2
infant	21	9.7
junior	11	5.1
middle	5	2.3
all through ⁷	11	5.1
Total	217	100

Table 2 shows the religious affiliation of participating schools. 68% of responding schools do not have a religious affiliation, which is slightly higher than the national average⁸ with 63% of state funded primaries having no religious affiliation. The sample has fewer Church of England and Catholic schools compared to the national average (as per DFE, 2011b).

Table 2: Religious denomination of participating schools

Religious denomination of school	Frequency	Percent %
No religious affiliation	142	67.7
Christian	5	2.3
Church of England	49	22.6
Catholic	11	5.1
Inter-denominational	1	0.5
Methodist	1	0.5
Not known	3	1.4
Total	217	100.0

Recent Ofsted inspection data was available on 208 of the participating schools (taken from September 2011), with the majority of independent schools not being Ofsted inspected. Table 3 shows that 24% of responding schools were considered outstanding, 52% good and 24% satisfactory. No respondents from schools classified as inadequate by Ofsted took part.

⁷ Schools that start at reception but go up into the senior phase – in this study these are generally independent or schools catering to children with special educational needs.

⁸ Although the national averages exclude SEN and independent schools, the sample here is including them.

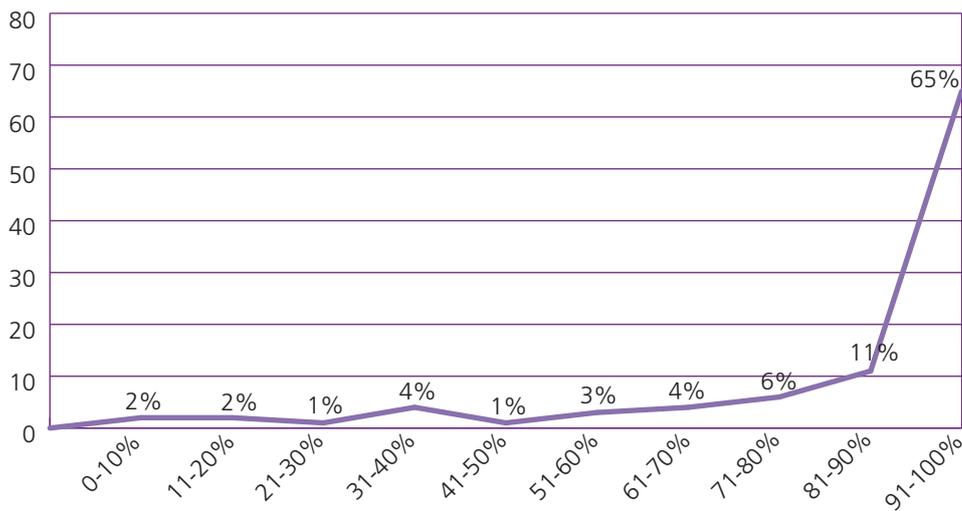
Table 3: Ofsted rating of participating schools

Overall effectiveness of schools (recent Ofsted rating)	Frequency	Percent
outstanding	50	24
good	109	52.4
satisfactory	49	23.6
Total	208	100

Comparing the most recent Ofsted rating of responding schools (Ofsted, 2012:13) versus the most recent for primary schools nationally, there are a higher percentage of respondents from outstanding and good schools (and lower from satisfactory and inadequate). This may suggest that schools measured by Ofsted as outstanding or good are more likely to be involved in global learning activities or possibly linked into global learning networks⁹.

Figure 2 indicates the percentage rates of English as a first language within participating schools. Data on 210 schools (DFE, 2011b) shows that 65% of participating schools had 91-100% of pupils with English as a first language. It also shows that 23% of participating schools have fewer than 80% of pupils with English as a first language and 2% have fewer than 10%.

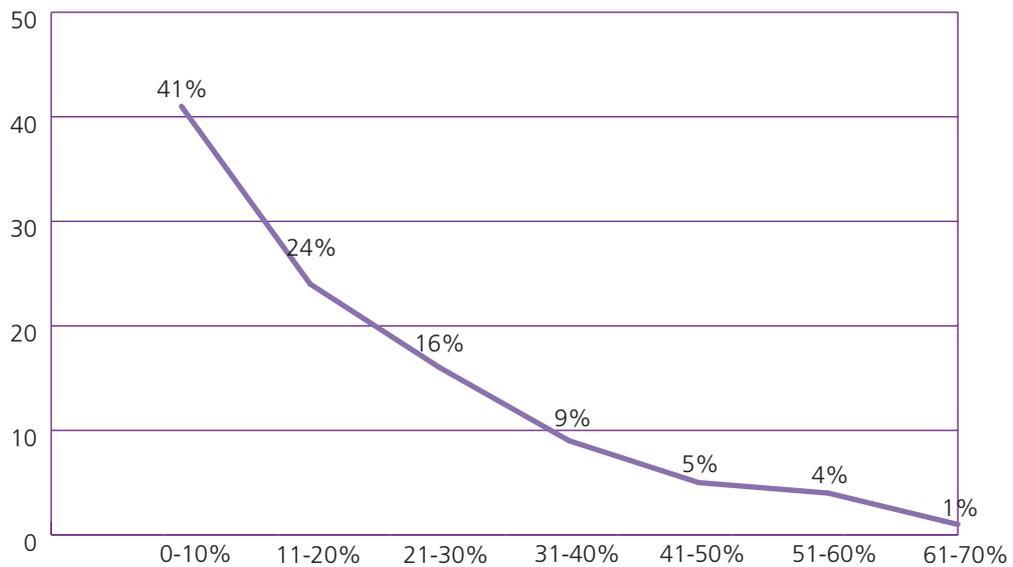
Figure 2: Percentage rates of English as a first language in responding schools



⁹ Alternately, they might be more prone to completing on-line questionnaires.

Free-school meal data from 193 participating schools (DFE, 2011b) indicates that 65% of schools have fewer than 20% of students eligible for FSMs, but 10% of participating schools have over 40% of students with FSMs.

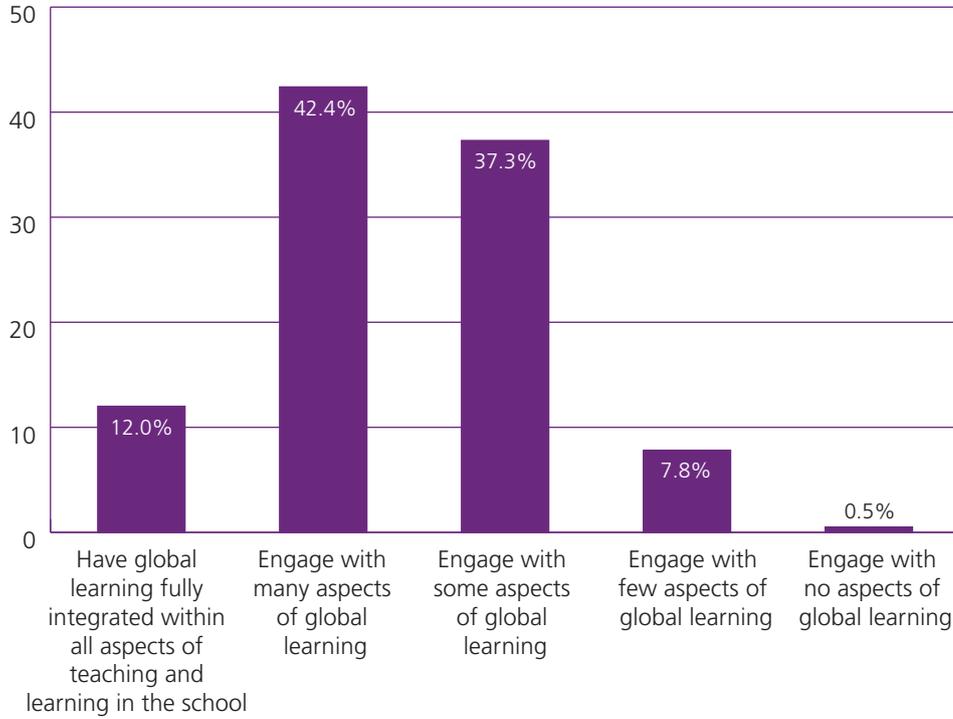
Figure 3: Percentage rates of free-school meals in participating schools



4.2 Global learning in participating schools

A discussion on concepts and practices of global learning can be found in 2.2 and 2.1. Of the sample schools, most are engaging with global learning in some form. Respondents to the questionnaire were asked to identify one category which best fit their perception about the extent of the global learning coverage in their schools. Figure 4 shows that 42% of respondents think their school is engaging with many aspects of global learning and 37% with some aspects. 12% of respondents' feel global learning is fully integrated within all aspects of teaching and learning in the school. While we don't have national figures on global learning coverage it is unlikely that this sample of schools is representative of the school-population more fully. It does though inform us of the types of work schools involved in global learning are doing and the impacts of those initiatives.

Figure 4: Extent of global learning coverage in participating schools (%)



In terms of how long participating schools have been working on global learning, Table 4 shows global learning generally as an emerging rather than established focus in schools. 65% of participating schools have started working on global learning in the past five years, with only 26% of respondents in schools having more than five years' engagement.

Table 4: Length of time school has been working on global learning (years)

Length of time school has been working on global learning	Number of responses	Percent of responses
less than 3 years	65	30.4%
3-5 years	75	35.0%
5-10 years	44	20.6%
over 10 years	12	5.6%
not sure	9	4.2%
it doesn't explicitly work with global learning	9	4.2%
Total	214	100.0

4.3 Questionnaire Respondents

In this section I provide detail on the people who completed the questionnaire. The large majority of questionnaire respondents were teachers (48%) or held management positions (48%) within their schools (heads and deputy heads). Table 5 provides detail of the breakdown of main roles.

Table 5: Main role of questionnaire respondents in schools

Main role of respondents in school	Number of responses	Percent of responses
Teacher	104	47.9%
Teaching assistant	6	2.8%
Non-teaching school staff	2	0.9%
Head teacher	72	33.2%
Deputy head teacher	31	14.3%
School governing body member	2	0.9%
Total	217	100.0%

Respondents were also asked if they were the global learning co-ordinator in their school. Table 6 shows that 66% of those responding¹⁰ to this question were global learning coordinators either on their own or as a shared role. See Section 5.5 for further analysis of global learning coordinators.

Table 6: Respondents' global learning role in schools

School's global learning co-ordinator	Number of responses	Percentage of responses (%)
yes	71	48.0
school doesn't have role	36	24.3
share role	26	17.6
no	15	10.1
Total	148	100.0

¹⁰ The responding number is slightly lower because some head teachers did not respond to the question.

4.4 Case study schools

Table 7 provides information about the schools I visited for qualitative data collection purposes and the numbers of interviews carried out (as outlined in 3.2). The location, intake and extent to which global learning was embedded in schools were purposefully different between the sample schools. Moreover as Table 7 suggests the sample groups within schools sometimes varied. The focus is on comparative analysis of interviews with year 5 pupils.

Table 7: Schools visited for qualitative data collection

Schools	Location and intake	Global learning profile	Information on interviews
School 1	South London primary school. 14% free school meals; 27% first language other than English.	No global learning profile.	Interview 7 students in year 5.
School 2	Semi-rural Hampshire primary. 6% free school meals; 5% first language other than English.	Emerging global learning profile	Interview 6 students in year 5. Interview with head teacher.
School 3	North London primary. 41.5% free school meals; 89% first language other than English.	Established global learning profile	Interview 6 students in year 5 for diamond ranking activity. What would you see in a country in Africa exercise was whole class activity and led by teacher.

(data source: DFE, 2010).

5 Mapping global learning in primary schools

The next section maps global learning approaches and activities in the responding schools. It explores what schools and the responding individuals are hoping to gain from global learning, how it is practiced and the types of activities involved. It provides a broad overview of global learning practices in England.

5.1 Aims of global learning

Respondents were invited to indicate up to three responses that most closely match their response to the question: What do you think the main aim(s) of global learning is in your school? The pre-set category responses in Figure 5 link to the key concepts of the global dimension and responses to a similar question set in previous research (Bourn and Hunt, 2011). Respondents were able to add to the categories where the pre-set categories were not appropriate.

Figure 5: Aims of global learning in schools

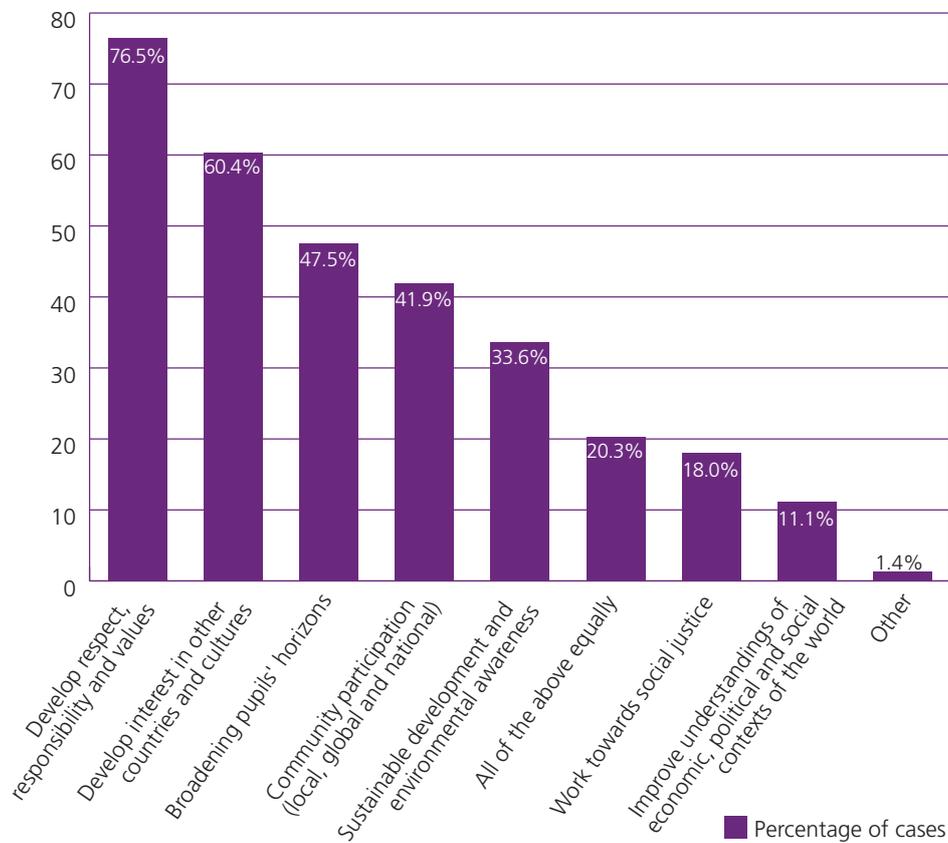


Figure 5 shows that developing rights, responsibilities and values came out most strongly as an aim of global learning in schools with 77% of respondents providing this answer¹¹. This was followed by developing interest in other countries and cultures (60%) and broadening pupils' horizons (48%). The responses suggest a focus on global learning to foster interpersonal skills, responsibility towards others and respect for diversity and culture, i.e. 'soft' global citizenship education, with less importance placed on the role of global learning as a tool for activism and for understanding the roots of injustice, i.e. 'critical' global citizenship education (Andreotti, 2006). The responsibility is to respect others but without necessarily challenging injustices or understanding why they come about. Pupils are asked to develop an interest in cultures and countries, but not to fully understand the contexts (economic, political and social) of the people living there. The responses raise questions about whether engaging with softer approaches to global learning is more appropriate for younger children (and can potentially act as a precursor to more critical approaches as they get older) or whether teachers do not feel comfortable / able to teach more critical approaches to global learning.

5.2 What global learning is taught in schools

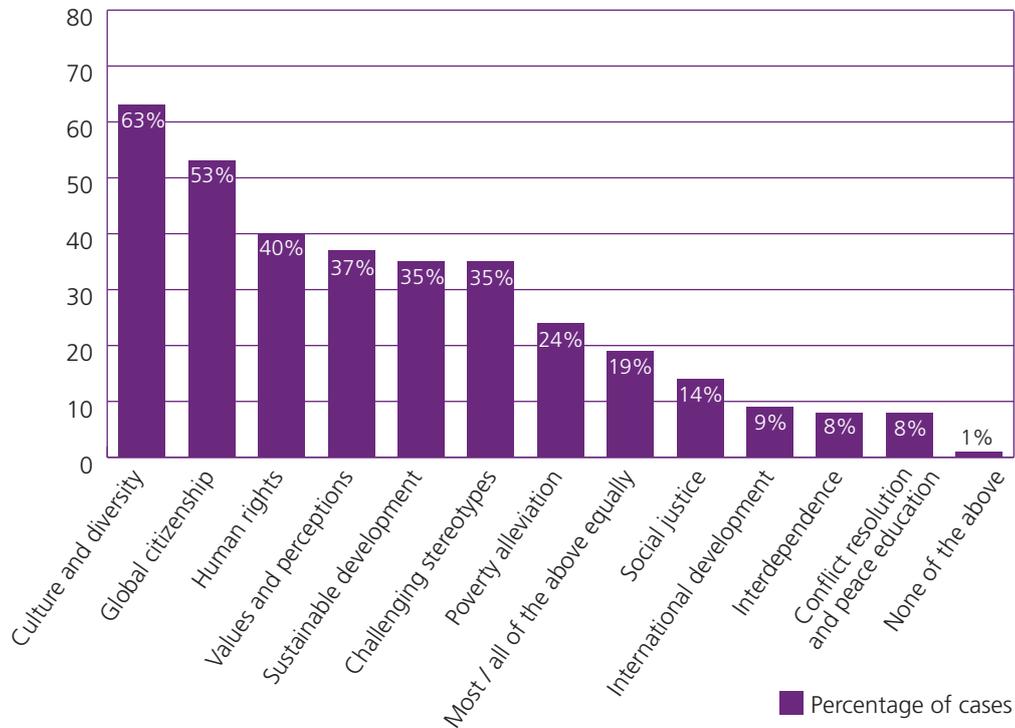
This section provides insight into what global learning is taught and practiced in schools. Questionnaire respondents were asked to provide up to four responses to indicate which areas of global learning they thought their school or class focused on the most. The particular categories relate to the eight key concepts of the global dimension (DFID/DFES, 2005) to which I added other fields I thought were relevant to the study (international development, poverty alleviation and challenging stereotypes)¹².

Figure 6 suggests that learning about culture and diversity is the most prevalent focus of global learning in primary schools, followed by global citizenship and human rights. Almost 20% of respondents indicated that most categories were covered equally.

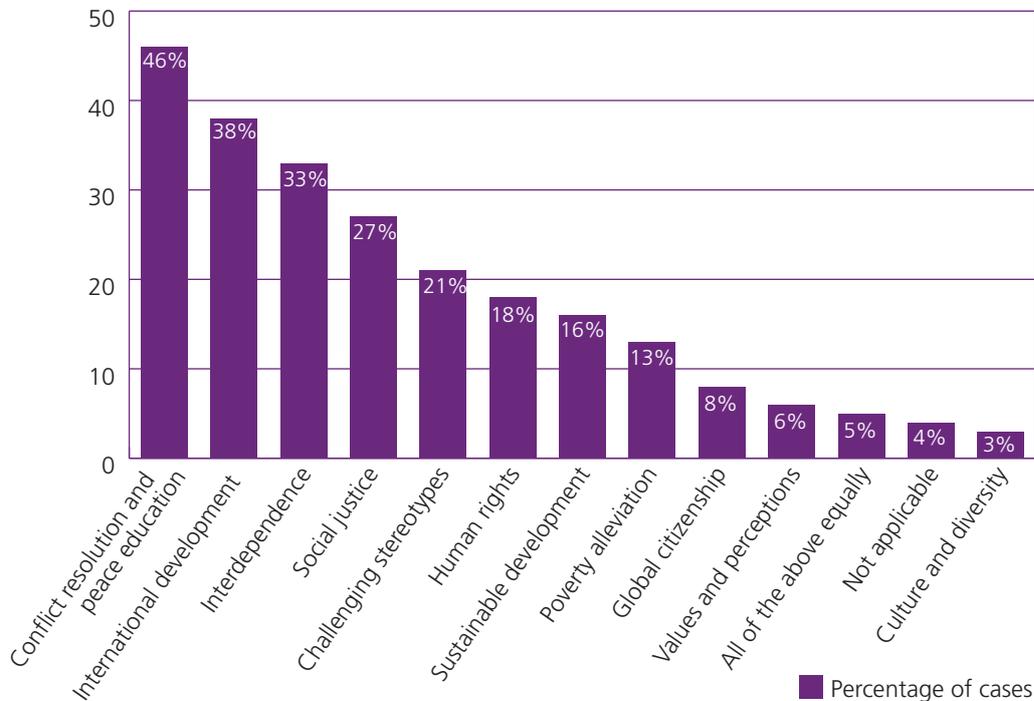
¹¹ Interestingly, 60% of schools involved in UNICEF's Rights Respecting Schools Award put this as a response, compared to 40% of schools not involved in the award.

¹² These categories also largely tie in with those identified by teachers in Bryan and Bracken (2010).

Figure 6: Focus of global learning teaching in participating schools



Conversely, respondents were also asked to identify up to four areas of global learning that were less of a focus in their school or class. Here conflict resolution and peace education, international development, interdependence and social justice came out most strongly (see Figure 7). Interesting in there is the different status afforded to international development and poverty alleviation. This could be an issue of terminology, with poverty alleviation potentially more accessible and understandable to respondents than international development (Dominy et al, 2011 have some discussion on public understandings of international development terminology).

Figure 7: Areas that are less of a focus in participating schools

Findings from Figure 6 and Figure 7 largely support those found in Section 5.1. Global learning at primary level appears to be strongly linked to awareness of other cultures and diversity and developing learners as socially-aware, responsible global citizens. Subjects perhaps deemed too critical, complex or difficult for either / both pupils and teachers are less prevalent. Other literature touches on this division of focus at primary school level. Holden (2003: 24-5) describes how primary teachers have a history of teaching social and moral education, but are less likely to teach (well) community and political literacy (including the discussion of topical, controversial issues) and those that did 'were the exception'. In one school:

One year 6 teacher, for example, covered 'death row' in the USA, pollution, the Bosnian war and the United Nations with her class as these issues arose in connection with other work, whereas a younger teacher said she steered clear of such issues and only 'did circle time' as she had covered this in her Initial Teacher Education and felt confident to do this (Holden, 2003:25).

Similarly:

Existing research ... suggests that teachers are often taught to avoid 'political' issues that differ from conventionally accepted beliefs embedded in the formal curriculum and that they learn to teach defensively to reduce controversy, student

resistance, parental objections or administrative sanctions (Bryan and Bracken, 2011: 213).

5.3 How is global learning taught in schools

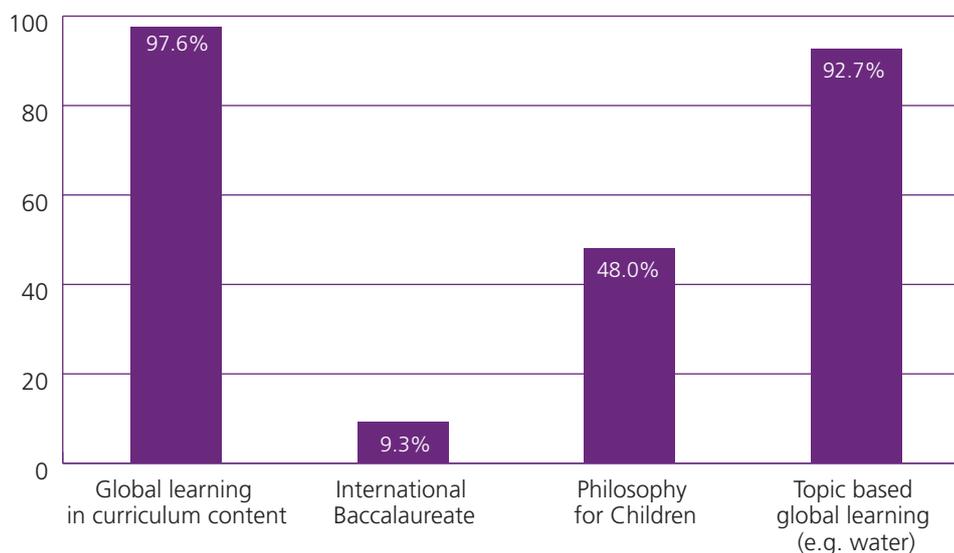
In the next section I use the questionnaire data to explore how global learning is taught (and practiced) in the participating schools. I look at global learning within subject disciplines, at key stages and via approaches and activities.

5.3.1 Global learning within the curriculum and subject disciplines

In this section I look at how global learning is incorporated into the curriculum and subject disciplines in the participating primary schools.

Figure 8 appears to strongly show that global learning is being incorporated into curriculum content (98% of respondents) in the participating schools via topic-based learning. It goes some way to challenge Bourn's (2012) claim that the incorporation of global learning into subject knowledge is often overlooked, with the focus being on values and skills education.

Figure 8: Global learning in curriculum and approaches to teaching



I also looked at how global learning is incorporated into subject disciplines in the participating primary schools. Before doing so, I note that the largely topic-based, inter-disciplinary approach to teaching that takes place in primary schools might make it difficult for some respondents to define how global learning is broken down in this way (possibly indicated through the 20% of 'not relevant' responses in Table 8).

Respondents were asked to identify the subject area(s) where global learning is located in their schools and they could select as many responses as they liked. Table 8 shows the respondents quite firmly placed global learning within Geography in most schools (73% of cases), alongside subjects like PSHE, Citizenship, RE and Art and Design. Interesting to note is the lowly inclusion of global learning in core subjects of Mathematics (5%), Science (8%) and English (higher at 39%), a point raised by Bourn (2012, drawing on Hicks and Holden, 2007; Gadsby and Bulivant, 2010) where global learning can be seen as extra to the core knowledge of the subject. The data suggests that in most schools while linked to subject knowledge and curriculum content, global learning is not fully embedded across the curriculum, with potential gaps in coverage where global learning could be targeted.

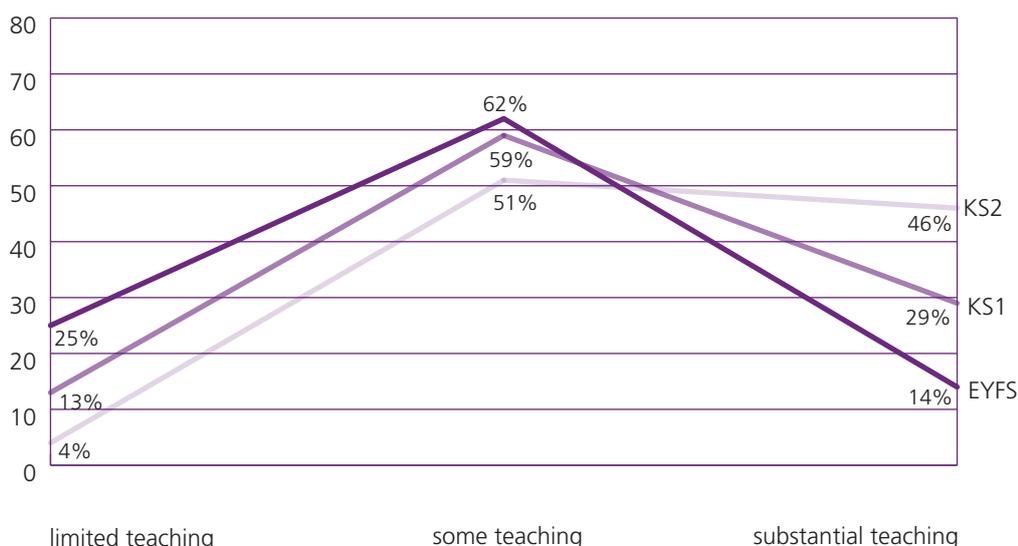
Table 8: Subject areas which include global learning in schools

Subject area(s) including global learning	Number of responses	Percent of Cases
Geography	159	73.3%
PSHE	132	60.8%
Citizenship	125	57.6%
RE	96	44.2%
Art and Design	89	41.0%
English	84	38.7%
History	75	34.6%
Languages	70	32.3%
Music	63	29.0%
ICT	51	23.5%
Not relevant - most teaching is cross-curricular	44	20.3%
PE	19	8.8%
Science	17	7.8%
Maths	10	4.6%
Other subject area	3	1.4%
None	2	0.9%
Not one subject area more than others	2	0.9%
Total	0	479.7%

5.3.2 Global learning at Key Stage

The following section looks comparatively at global learning in the different stages of teaching and learning at primary: Early Years Foundation Stage (EYFS) - nursery and reception; Key Stage 1 (KS1) - years 1 and 2; and Key Stage 2 (KS2) - years 3-6. Respondents were asked to note levels of teaching according to stage in relation to their school or class, as appropriate. While the response sets themselves are open to interpretation, some interesting data emerges. Figure 9 indicates that the amount of teaching about global learning increases as children progress through primary school. Percentage responses for 'substantial teaching' are higher at KS2 (46%), than KS1 (29%) and EYFS (14%). The number of responses per stage were similar: KS2=140, KS1=139 and EYFS=136.

Figure 9: Level of teaching according to Key Stage



The questionnaire confirmed global learning in classroom activities is mainly topic based, with the trend towards subject-based learning increasing as children progress through the school to KS2, which would reflect teaching and learning in primary more generally.

The question about what learning takes place at different ages and key stages is a very important one for global learning practitioners and policy makers (see 2.1). While the data indicates a quantitative increase in global learning as pupils' progress within the school, less data emerged about the type of learning against age and stage. Cross-tabular analysis failed to show any difference in approach to teaching across the key stages, but this is probably due to the questionnaire design. It would be difficult for one respondent to identify all global learning activities in one whole school.

5.3.3 Global learning activities

Respondents were asked about the various global learning activities and approaches that their school is adopting, this included, school awards, school linking and external links with speakers and development organisations.

Figure 10 shows the percentage of participating schools taking part in school awards schemes. 70% of responding schools are part of the Eco Schools Award scheme, 61% the International Schools Award and 56%, UNICEF's Rights Respecting Schools Award. The overall numbers indicate that schools engaging with global learning are likely to be involved in a school-based award scheme.

Figure 10: Schools adopting school awards (%)

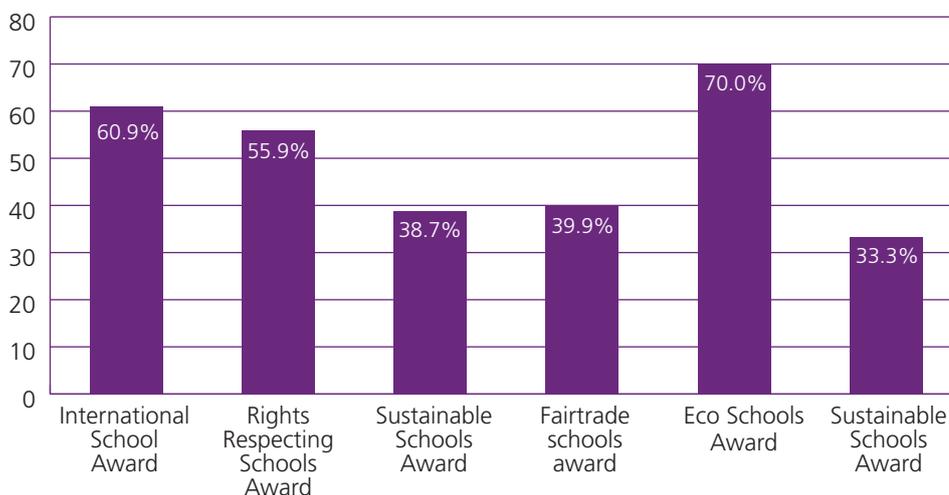
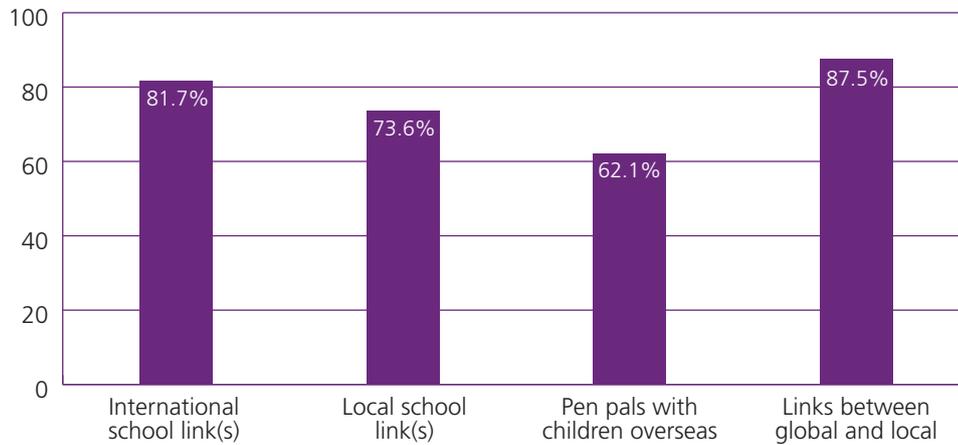


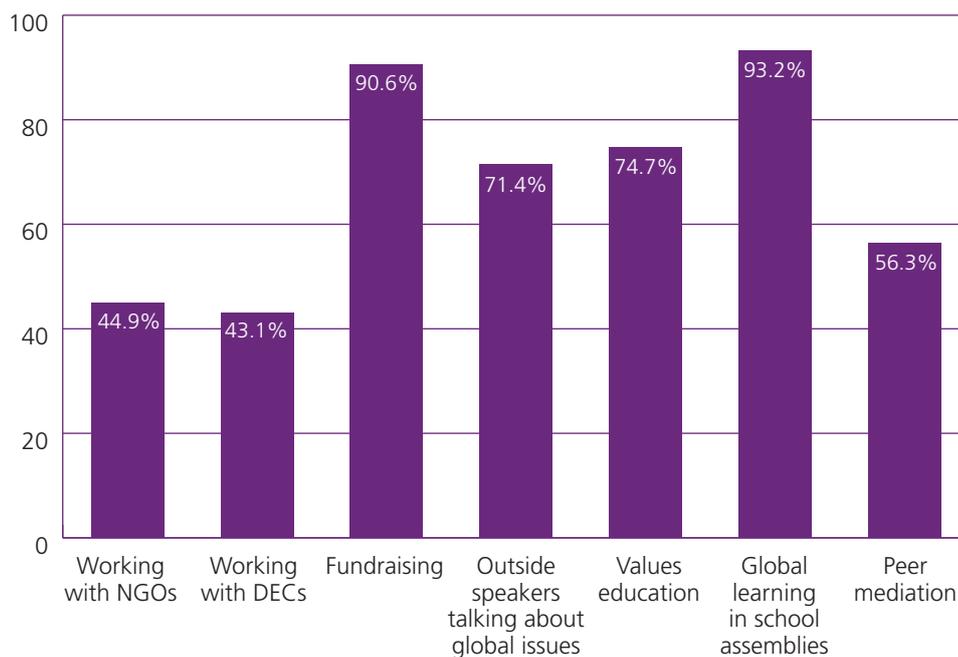
Figure 11 looks at the number of schools involved in linking activities (both in terms of school partnerships, but also how teaching can make the link between local and global). School linking programmes are popular with 82% of participating schools having an international link and 74% a local (UK-based) school link. Again, the numbers indicate that schools engaging with global learning are likely to be involved in a school linking programme.

Figure 11: Schools adopting local and international links (%)



A range of other approaches that schools adopt in relation to global learning are seen in Figure 12. Some interesting facts emerge. External inputs via non-governmental organisations (NGOs), development education centres (DECs) and outside speakers are high, but possibly not as high as I might have imagined - only 43% of responding schools work with DECs and 45% with NGOs. The role of fundraising is high, with 91% of schools participating in fundraising activities. Also prevalent is the use of whole school approaches via assemblies to introduce global issues.

Figure 12: Schools adopting other global learning activities (%)



The role of fundraising whilst prevalent in schools (see Bryan and Bracken in Ireland, 2011), is much debated in terms of whether it can be and should be part of a global learning agenda. The moral argument used for fundraising reproduces but does not challenge the unequal relations at the heart of poverty (Andreotti, 2006). Bryan and Bracken (2011:210) talk of:

... a fundamental tension between the action and educative dimensions of Development Education, when the active dimension alleviates the symptoms but does little to transform the situation that produces the conditions of poverty and human suffering in the first instance (Bryan and Bracken, 2011: 210).

Yet, the dilemma for educationalists is not always evident. The large majority of responses in favour of fundraising suggest that ethical debates on its merits in the context of global learning are not foregrounded. But, there are some exceptions:

Because the projects were always based on equity, even though the reality might be that there is a financial element which isn't equitable. We don't fundraise because we want to promote the idea that everyone is the same and the West and our school and our place is one which creates a sense of this responsibility to give money to help poor people ... some of the big events, we'll not be really active with, or we'll be really careful about how we approach it, I think (local fundraising can be) ... more valuable than a story or something that reinforces the flood of media images that they get generally (about poverty) (head teacher, School 2).

5.3.4 Approaches to knowledge, skills and values used in global learning in participating schools

Respondents were asked (through yes/no responses) to identify the focus of their global learning work with pupils in relation to categories related to pupils' knowledge, skills and values. It is possible the question could be problematic in so much as it is asking respondents pull out the approaches that they / the school use specifically in relation to global learning (where many could be inherent in primary schooling itself). The difficulties in the question could be apparent in the response set as Table 9 shows a uniform set of responses, whereby a range of skills, values and understandings are developed through global learning across the participating schools. What is most notable is the one approach that scores less well: the development of pupils' personal agency through global learning. Perhaps though, this could be partly attributed to a lack of understanding on the part of staff.

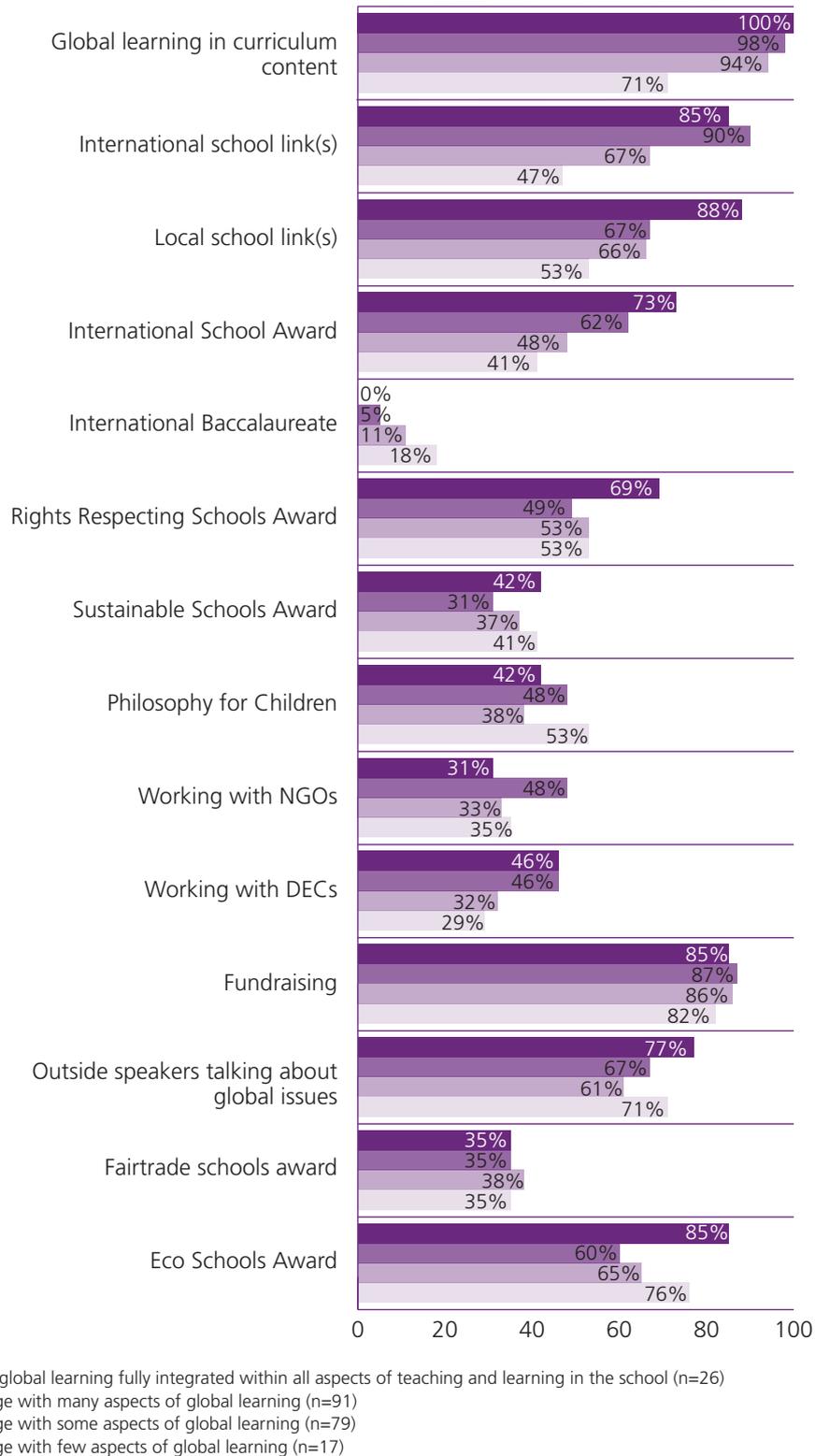
Table 9: Global learning: Approaches to knowledge, skills and values used in school

	number	% of respondents indicating it was a focus
Communication skills	207	97%
Awareness of other cultures	214	100%
Challenging stereotypes / preconceptions	210	96%
Subject knowledge	207	99%
Critical thinking skills	211	98%
Social skills	210	98%
Motivation to study	209	98%
Personal links with children in other countries	208	88%
Values base	210	97%
Voice within the school	207	96%
Understandings of poverty / international development	208	97%
Pupils' sense of identity	207	98%
Awareness of wants vs. needs	211	96%
Self esteem	206	97%
Willingness to learn from the experiences of others around the world	207	98%
Motivation to effect change	205	94%
Knowledge of current affairs	208	96%
Personal agency	192	74%

5.4 Analysis of global learning coverage and global learning activities

In this section I wanted to look at the types of global learning activities schools were involved in and whether this changed as global learning became more or less embedded within schools, and whether any patterns were emerging. In order to do this I cross-tabulated data from Figure 4 with data in Section 5.3.3, the resulting Figure 13 provides some interesting insights.

Figure 13: Extent of global learning coverage and global learning activities



A usual (and expected) pattern is for schools to become involved in more approaches to global learning as global learning becomes more embedded. Figure 13 shows this works for global learning in curriculum content, national school linking, involvement in the International Schools Award and schools working with DECs¹³. It indicates that the percentage of schools that engage in those approaches increases as (respondents perceive) schools move from engaging with few aspects of global learning, to engaging with some aspects; to engaging with many aspects and finally to having global learning fully integrated into teaching and learning. It suggests that respondents' view these approaches as important indicators of whether schools are actively 'global'.

In other cases this pattern of engagement is not replicated. Being involved in the International Baccalaureate (IB) does not correlate with increased global learning in schools, rather the opposite. Also, involvement in Philosophy for Children (P4C) also appears to decrease as schools become more involved in global learning (perhaps because of the indirect global learning link).

In some cases patterns of engagement in an activity are flat meaning the extent to which schools engage in global learning does not seem to be affected by the activity. In particular this is the case for fundraising,¹⁴ where schools tend to fundraise at all stages of global learning coverage (with neither an increase nor a decrease as global learning becomes more embedded). This suggests that participating schools might not view fundraising necessarily as global learning, or there should be fluctuations in the extent of fundraising activities at different stages of global learning involvement. Moreover, as claimed in 5.3.3, the moral case for helping others appears to outweigh a more critical engagement with global learning, which could lead to schools questioning the ethics of fundraising.

5.5 Who manages global learning in schools

In terms of organising global learning in schools, 76% of responding schools had a global learning co-ordinator (see: Table 6). I thought it important to find out more about those staff members who were global learning coordinators in their schools (either alone or in a shared role).

Table 10 suggests that teachers who are newly qualified (0-2 years' experience) are less likely to be global learning coordinators and complete questionnaires about the status of global learning in their school. From three to five years' experience, six to ten years and ten years upwards, global learning coordinators as a proportion of overall teacher responding were similar (64-71%). However, in absolute numbers there were more teachers responding with over 10 years' experience.

¹³ Involvement in international school links and the RRSA have small fluctuations on this pattern.

¹⁴ But also the Fairtrade Schools Award and the Sustainable Schools Award.

Table 10: Length of time teaching and global learning coordinator status

Global learning coordinator				
length of time teaching	Number of teachers as GL coordinators	Percentage of responses	Overall number of teachers responding	Percentage of GL coordinator vs. length of time teaching
0-2 years	0	0.0%	4	0.0%
3-5 years	10	10.6%	14	71.4%
6-10 years	23	24.5%	36	63.9%
over 10 years	61	64.9%	91	67.0%
Total	94	100.0%	145	

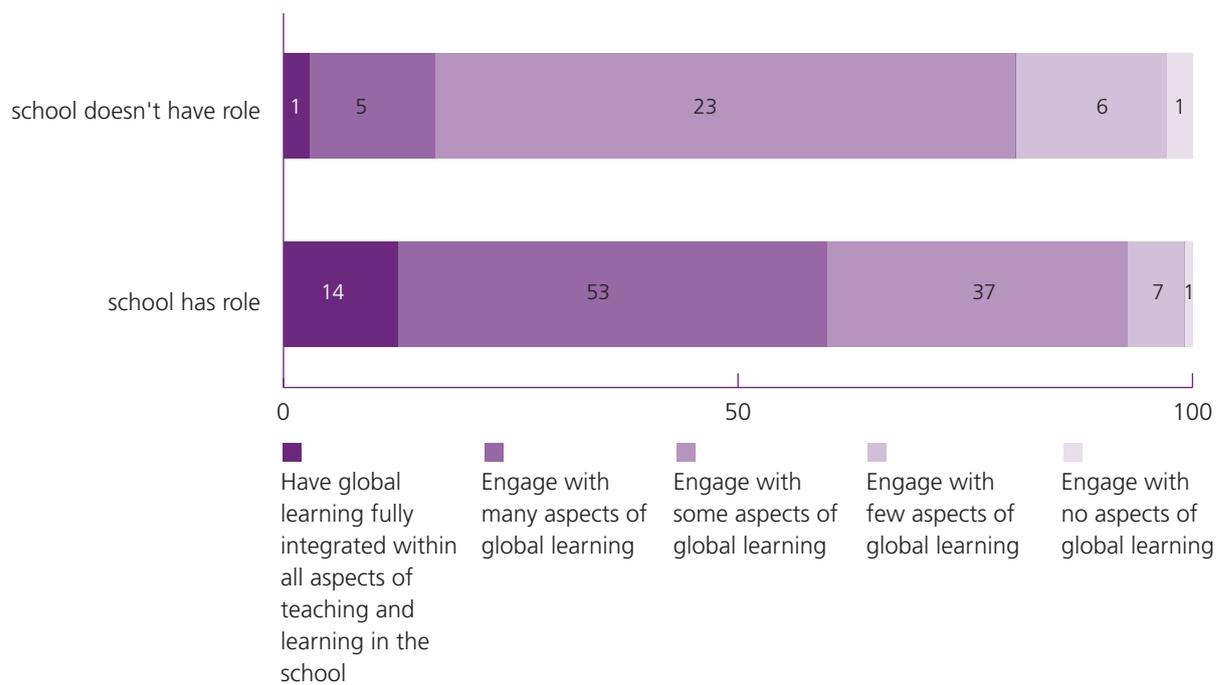
Table 11 shows the main subject area (either in terms of university training or practice in schools) of teachers who are working as global learning co-ordinators. Rather than being restricted to one or two subject areas, global learning co-ordinators cross a range of subjects (note the importance of 'other' highlighting the largely topic-based, inter-disciplinary approach to teaching that takes place in primary schools).

Table 11: Specialist subject areas of global learning coordinators in schools

Global learning coordinator		
subject area	Number of responses	Percentage of responses across subject areas
art and design	0	0
citizenship	1	1.4
English	10	13.9
geography	5	6.9
history	0	.0
ICT	2	2.8
languages	5	6.9
maths	4	5.6
music	1	1.4
PSHE	6	8.3
RE	4	5.6
science	4	5.6
other	30	41.7
Total	72	100

The role of global learning coordinator appears important, particularly as schools progress their engagement with global learning. Figure 14 shows that of those schools that indicate they have global learning either fully integrated in all aspects of teaching and learning or into many aspects of global learning, 92% of them have a global learning coordinator. Contrastingly in schools that engaged with few or no aspects of global learning 53% of schools had a global learning co-ordinator role.

Figure 14: Global learning coordinator and the extent of global learning in schools



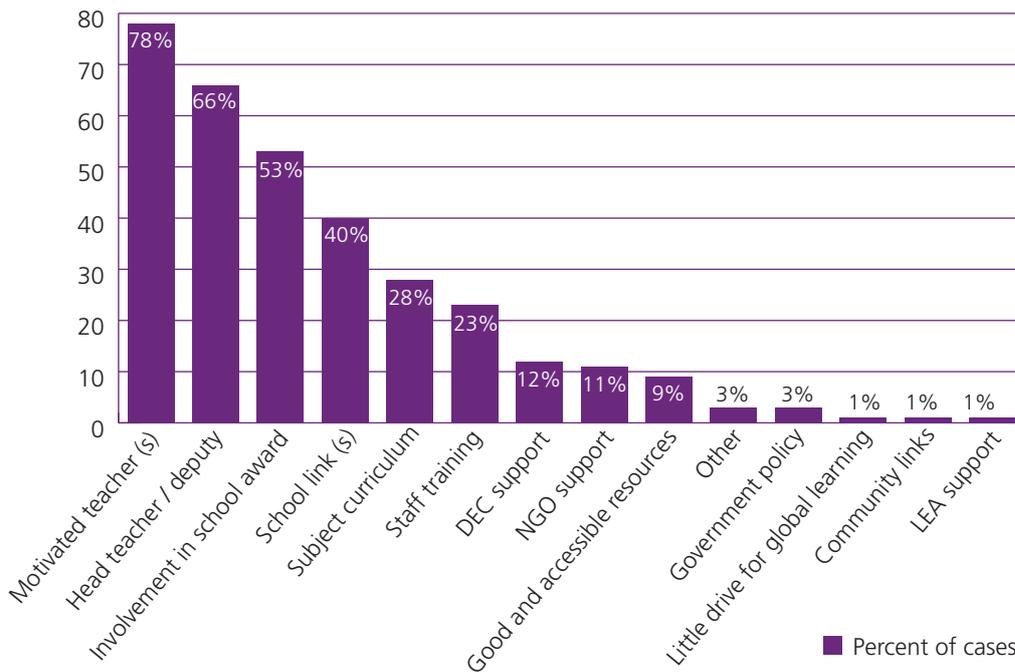
6 Understanding contributing factors

This section explores respondents’ perceptions of factors that support global learning in primary schools, alongside factors that act as barriers or challenges to global learning.

6.1 Factors encouraging global learning in schools

Respondents were asked to identify up to four enablers of global learning in their school. Figure 15 shows that motivated staff come out most strongly as drivers of global learning in primary schools, with 78% of respondents indicating motivated teachers were enablers of global learning and 66% of respondents noting head teachers / deputies were. Involvement in school awards (53%) and school links (40%) also come out strongly. Interestingly, external support via DEC’s, NGOs and staff training, do not come out as strongly as one might have thought, with linking and awards programmes (often administered via NGOs) taking precedence. Previous research has also looked at factors that encourage global learning. Hogg’s (2010) analysis varies slightly - highlighting the role of people, sufficient good and accessible resources and training courses where teachers have some ownership.

Figure 15: Factors encouraging global learning in schools



In order to understand these motivating factors more, I cross-tabulated the responses with the three main job roles (teacher, head teacher and deputy) to understand if enabling factors differ according to job role. While many of the responses are similar across job group, Table 12 highlights some interesting comparative differences in responses¹⁵. Specifically, while 90% of responding school heads and 81% of deputies thought school management was a main factor encouraging global learning in schools, only 44% of responding teachers thought so. Similarly teachers rated their role higher in terms of encouraging global learning than head teachers and deputies, by around 20 percentage points. Teachers put more emphasis on the role of the subject curriculum and resources, whilst head teachers emphasized school links more. Deputy heads appeared to put less emphasis on staff training.

Table 12: Motivating factors by job (breakdown of selected responses)

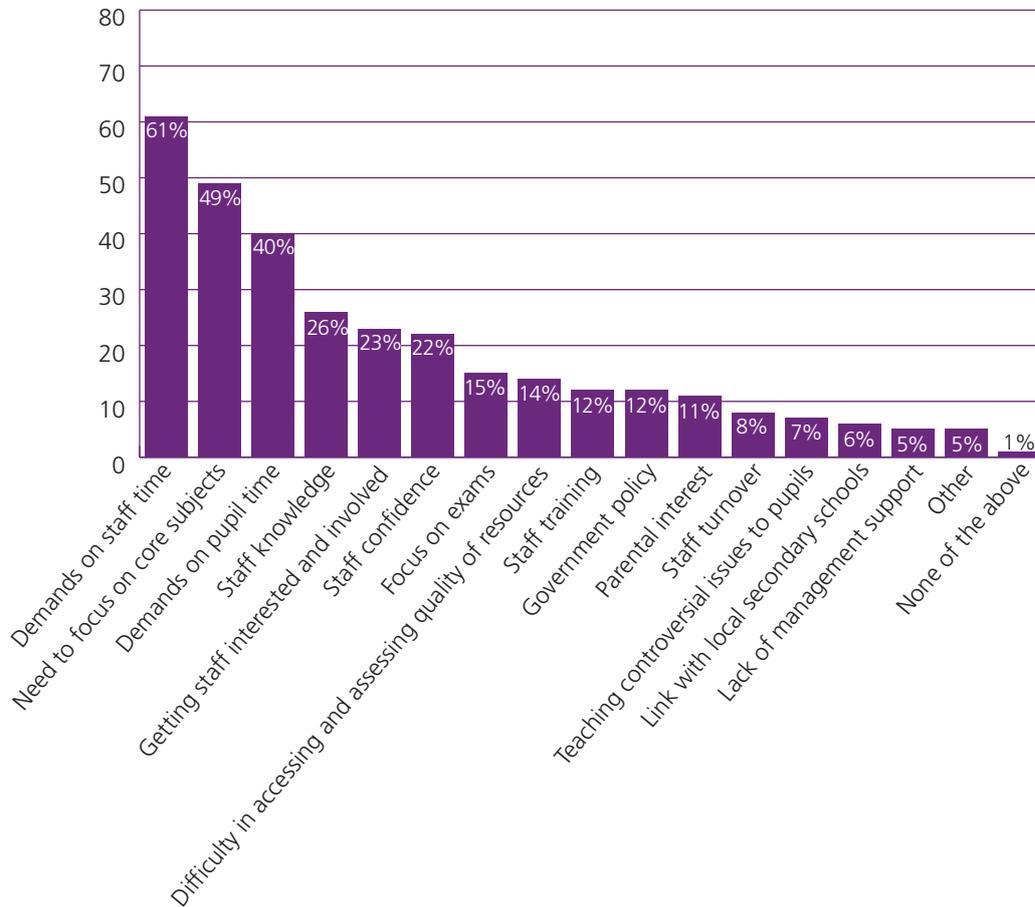
Respondent	Motivating factor					
	Head teacher / deputy	Motivated teacher (s)	Staff training	Subject curriculum	School link (s)	Good and accessible resources
Teacher	44.2%	87.5%	24.0%	32.7%	35.6%	11.5%
Head teacher	90.1%	69.0%	23.9%	23.9%	49.3%	7.0%
Deputy head	80.6%	67.7%	12.9%	29.0%	29.0%	6.5%

6.2 Inhibitors and challenges to global learning in schools

Respondents were asked to identify up to four of the greatest challenges / inhibitors to global learning in their school. Figure 16 shows that demand on staff time was perceived as the most prominent inhibitor to global learning, with the need to focus on core subjects and demands on pupil time also significant. Responses that highlight the need to focus on core subjects infer that for many, global learning is still viewed as an add-on and not central to all subject disciplines (this adds to findings in Table 8). Holden (2003: 24) confirms this, describing:

a tension between the demands of teaching such topics (those related to citizenship education) and the time currently devoted to the teaching of literacy and numeracy in order to meet government targets. Schools which might previously have abandoned the timetable to devote a week to global or community issues ... are often wary of losing such time from the core subjects.

¹⁵ Those that were largely similar were omitted from analysis.

Figure 16: Barriers / inhibitors to global learning in schools

As in 6.1, I cross-tabulated the responses with the three main job roles (teacher, head teacher and deputy) to understand if inhibiting factors differ according to job role. While many of the responses are similar across job group, Table 13 highlights some interesting comparative differences in responses¹⁶. There is an emphasis from teachers on focusing on core subjects, staff development, staff interest and confidence. Teaching controversial issues to children is also seen as an inhibitor. Contrastingly, head teachers see more external issues, e.g. government policy and links to secondary schools as barriers. Teachers provided more responses to this question on barriers (hence the larger number of percentage replies), suggesting inhibitors might seem more pronounced for them.

¹⁶ Those that were largely similar were omitted from analysis.

Table 13: Barriers and inhibitors by job (breakdown of selected responses)

	Lack of management support	Need to focus on core subjects	Getting staff interested and involved	Staff turnover and training	Link with local secondary schools	Teaching controversial issues to pupils / age of children	Staff confidence and knowledge ¹⁷	Gvt. policy
Teacher	10%	61%	26%	27%	3%	11%	56%	6%
Head teacher	1%	28%	13%	21%	10%	3%	42%	24%
Deputy head teacher	0%	53%	30%	20%	3%	3%	43%	3%

Bourn (2012: 6) confirms some of these concerns:

The research and broader evidence also suggests that many teachers ... feel ill-equipped to incorporate a global learning perspective into the subject because of lack of confidence and skills to address the complexity of development and global themes. There was also considerable evidence to suggest that teachers' engagement in global themes depended a great deal on personal motivation, wider world experience and broader social outlook.

6.3 Ofsted rating and links to global learning

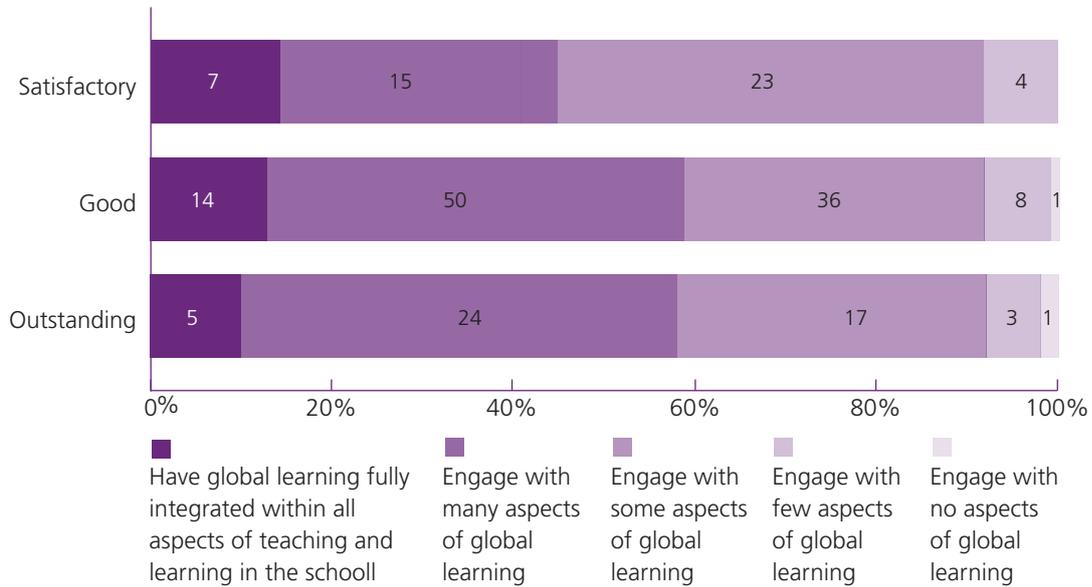
In the next set of analyses I tried to explore perceptions of whether a school's Ofsted rating¹⁸ had any relationship with their coverage of global learning. I wanted to see if schools perceived to be more engaged in global learning are more likely to have stronger Ofsted results.

Figure 17 indicates there is little difference in percentage terms between global learning coverage for good and outstanding schools, with just less than 60% of respondents from these schools categorizing their schools' coverage as fully integrated or engaging with many aspects of global learning. This percentage drops down to 45% for schools measured as satisfactory by Ofsted. It may indicate a link between global learning coverage in the school and Ofsted rating, although this would require more research. Alternately it could point to the strength of leadership in a school to push an agenda forward.

¹⁷ The two responses were collated here in order to show the differences. If I were designing the survey again I would adjust this in the design phase.

¹⁸ Table 3 provided data on the Ofsted rating of schools who responded to the survey. In their most recent Ofsted inspection 52% of responding schools were measured good, 24% outstanding and 24% satisfactory. There were no respondents from schools marked as inadequate by Ofsted.

Figure 17: Link between Ofsted rating and global learning coverage in schools



In other research, Clarke and Carter (2010) describe how global learning helped one infant school respond to Ofsted inspectors’ questions about inclusion:

Ofsted asked “where’s inclusion in this predominantly white infant school?” The (global learning) portfolio provided all the evidence needed and impressed the inspectors (2010: 6).

Coe (2007) describes how global learning was used over a two year period to move a failing primary school in Cheshire into a school recognized by Ofsted as ‘good with outstanding features.’ The school secured support from Oxfam and the Cheshire Development Education Centre and changes included: whole school activity directed towards promoting the global dimension, support to curriculum development, and support to development of teaching strategies, e.g. Kagan¹⁹ and Philosophy for Children. Coe’s (2007) evaluation places great emphasis on global learning as the stimulus for improvement. Comments in the school’s 2007 Ofsted report (taken from Coe, 2007: 10) include:

The school places a strong emphasis on moral values. This has resulted in excellent behaviour and pupils adopting very mature and sensible attitudes. Staff commitment and the systems put in place by the school ensure that the care, guidance and support for children are outstanding.

Pupils really enjoy coming to school. They say, ‘Ours is a safe and happy school and all our teachers help us do well’. Pupils’ spiritual, moral, social and cultural development is outstanding.

¹⁹ http://www.kaganonline.com/about_us.php

7 Impacts of global learning on schools

This section looks at the impact of global learning on primary schools, specifically focusing on perceptions of impact, where the impacts might be and factors influencing impact.

Respondents were asked to identify one pre-set response that most closely matched their perception of the impact global learning is having in their school. Figure 18 shows that the large majority of respondents (84%) think that global learning has had an impact in their school. Most respondents (53%) think global learning is having 'some important impacts' in their school, whilst 15% of respondents think the impact is 'significant – reshaping the way the school approaches most things'. Only 3% of respondents feel impact has been minimal, with little change having taken place.

Figure 18: Impact of global learning in schools (%)

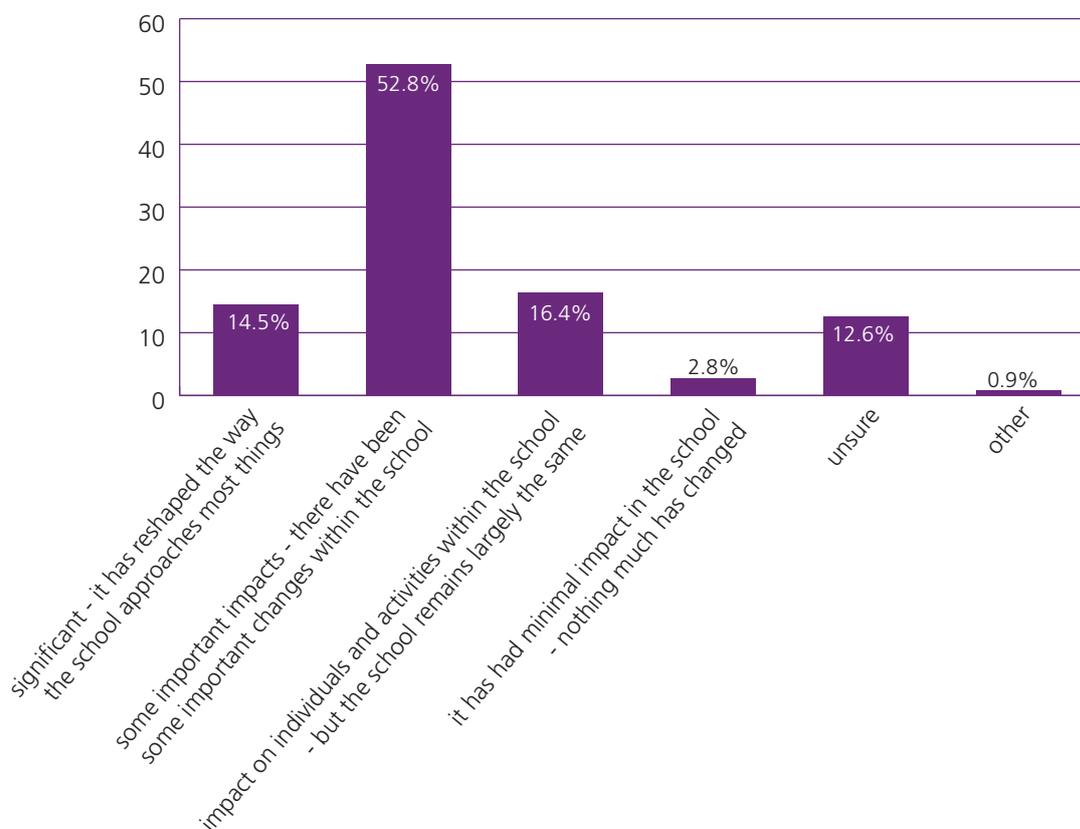
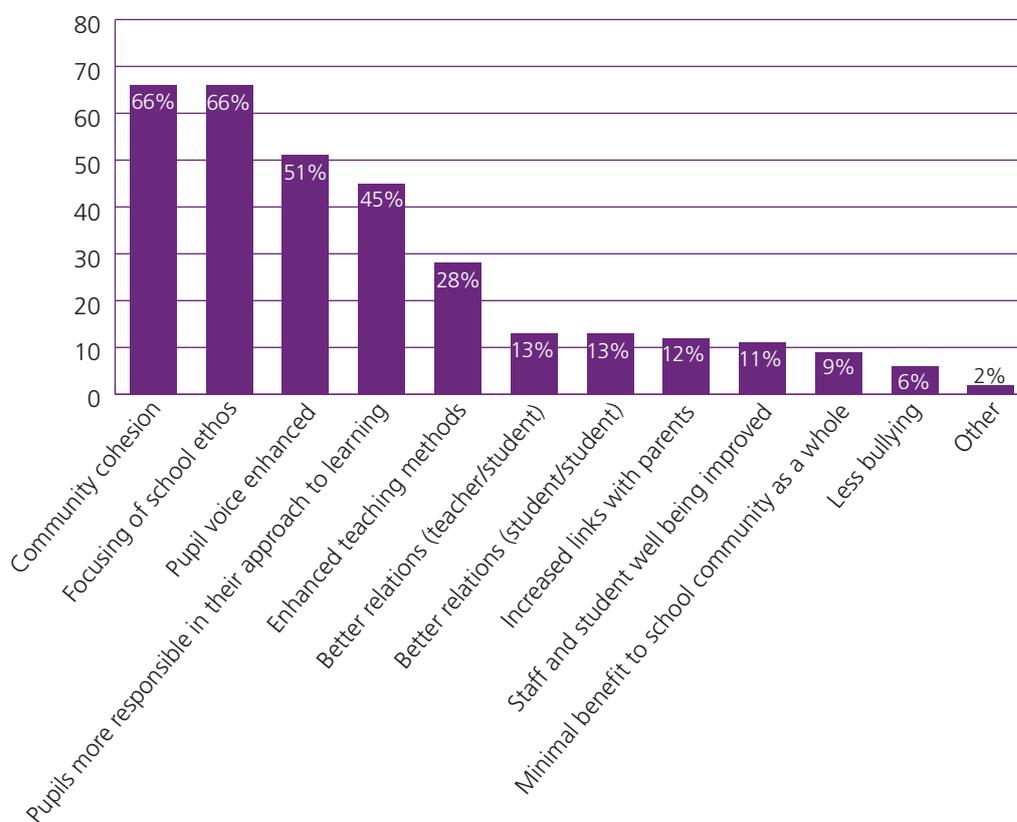


Figure 19 shows respondent responses to the question what have been the greatest benefits to the school community (as a whole) in relation to global learning? (Respondents were asked to give up to five answers). These results indicate that global learning has a strong impact on community cohesion, school

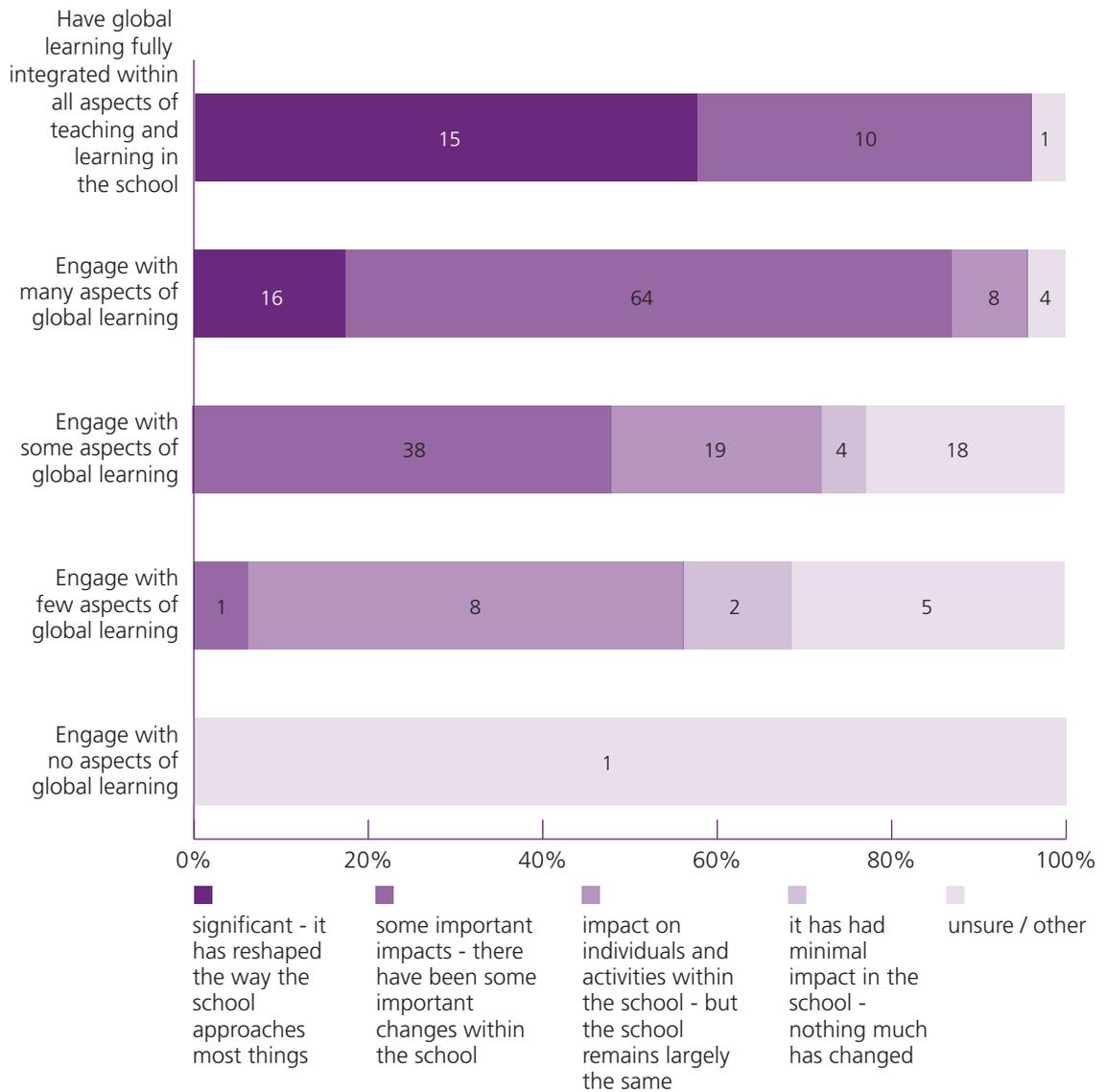
ethos and student voice. Global learning appears to have less obvious impact on schooling relations e.g. teacher/student, student/student, parent/school and bullying. Clarke and Carter's (2010: 6) research also highlights the link between global learning and community cohesion with schools taking part in the Global Schools Award noting impacts which included: 'more understanding towards other people within their community and the wider world.'

Figure 19: Benefits of global learning to the school community



In this next section I wanted to understand if there was a link between the extent of a school's engagement in global learning and its perceived impact. Particularly, I wanted to see if the impact of global learning becomes greater as global learning becomes more embedded in schools. Results in Figure 20 show that there is a correlation: as global learning is more embedded in schools it has a greater impact. So for example, 58% of respondents coming from schools perceived to have global learning fully integrated into teaching and learning think the impact of global learning is significant, while only 17% of schools that engage in many aspects of global learning think there is significant impact. Similarly, 70% of respondents from schools that engage with many aspects of global learning think there have been some important impacts, whilst this number drops to 48% for schools engaging in some aspects of global learning.

Figure 20: Analysis of the impact of global learning and the extent to which global learning is integrated in school



8

Impact of global learning on pupils

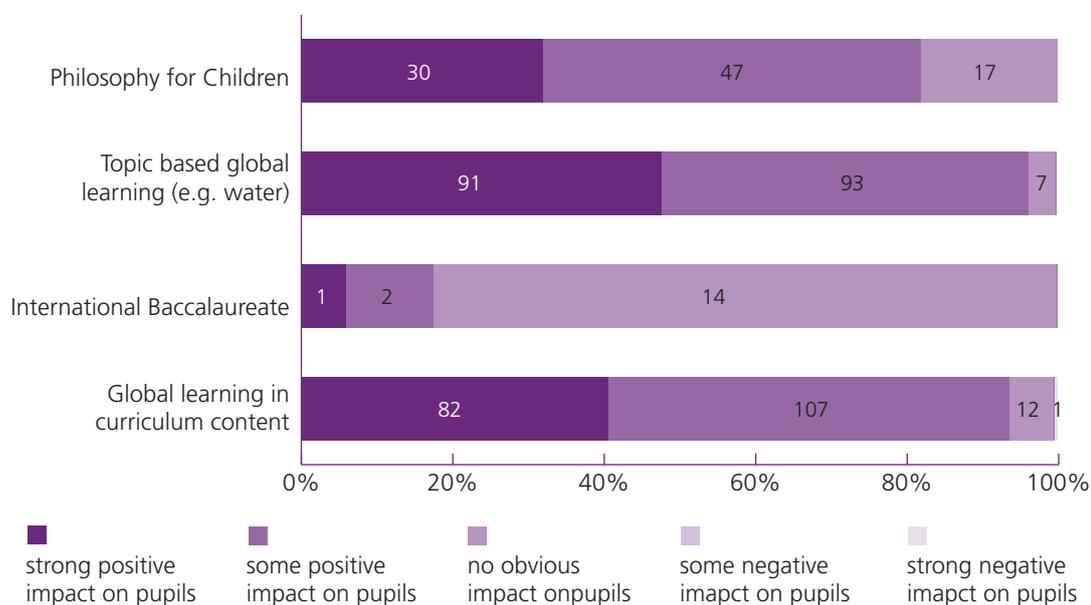
This section looks at the impact of global learning on pupils (see: 3.1 for further discussion). It explores the types of approaches and activities that are seen to have the greatest impact and the impact global learning is thought to have in relation to pupils' knowledge, skills and values. The development of pupils' knowledge, skills and values are key objectives of the national curriculum (DFE, 2011a; DFE, 2012b), global learning policy documentation (DFID/DFES, 2005: 1; QCA, 2007) and global learning advocates (Oxfam, 2006b, Allum, et al., 2008). They are also terms through which teachers would be familiar. The analysis of impact attempts to cover these elements of pupils' learning, but the division between knowledge, skills and values at times can be artificial. Moreover, to construct the questions on impact without making them overly complex, I asked respondents about 'impact on pupils' (rather than impact on pupils' skills, values and knowledge).

8.1 Impact on pupils of global learning approaches and activities

In this section the various approaches to global learning that schools adopt identified in 5.3.1 and the activities identified in 5.3.3 are analysed in terms of their perceived impact on pupils' learning. Respondents were asked to identify impact of approaches and activities (if used and appropriate) logging one response as to whether they thought there had been strong positive impact, some positive impact, no obvious impact, some negative impact or strong negative impact on pupils as a result of the global learning approach / activity.

Figure 21 looks at the impact of global learning on pupils in relation to how global learning is integrated into the curriculum and approaches teaching. Most strikingly, respondents felt the inclusion of global learning in curriculum content and as topic-based learning has a positive impact on pupils (94% and 96% of responses, respectively), while there are no negative impacts. Other research indicates the perceived benefits to including the global dimension in the school curriculum (Clarke and Carter, 2010: 5) and the importance of global learning in subject knowledge (Bourn, 2012).

Figure 21: Inclusion of global learning in the curriculum – evidence of impact on pupils



Of the 94 schools (48% of respondents in the sample) that were involved in the Philosophy for Children (P4C) programme, 82% indicated a positive impact on pupils. These findings reinforce previous research (Trickey and Topping, 2004) on the learning benefits of P4C. A systematic review of 10 research studies found a ‘consistent moderate positive effect’ on a range of outcome measures. Research (P4C, 2012) has also highlighted the benefits of P4C in terms of cognitive development, improved maths scores and increased participation in class discussion.

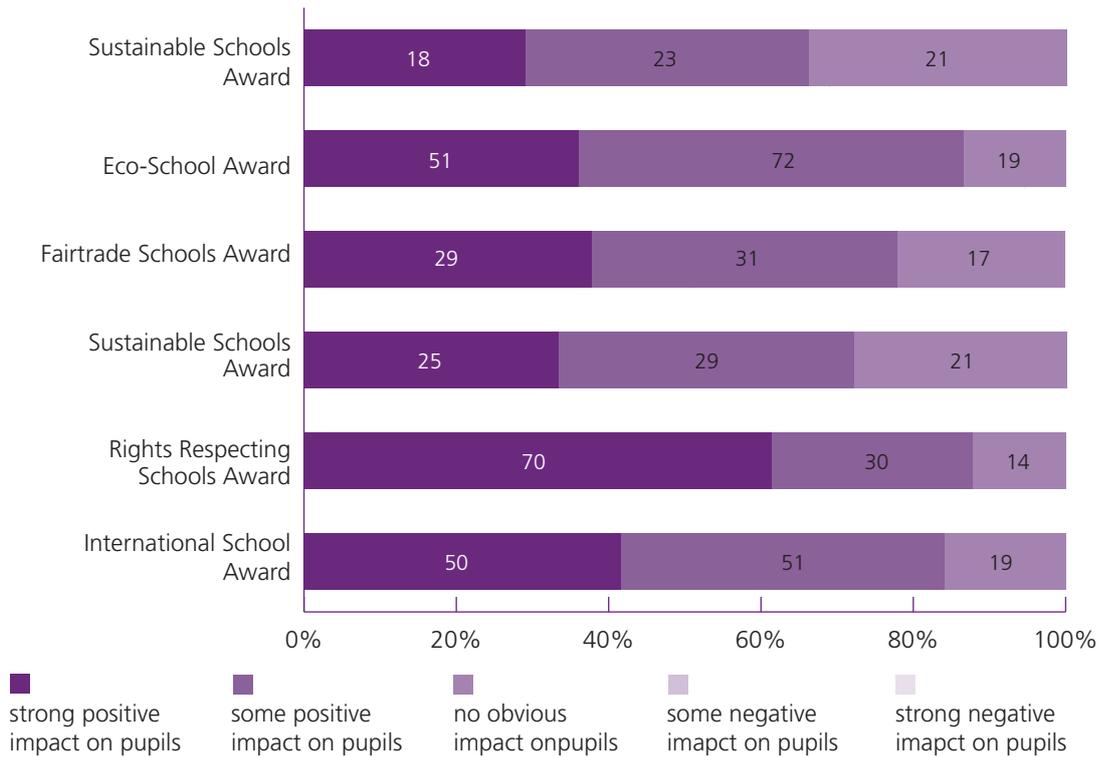
Contrastingly, the International Baccalaureate (IB) does not appear to have such a positive impact on pupils (18%) from the small number of schools in the sample. This is at odds with research on the International Baccalaureate which claims the programme fosters intercultural perspectives and understandings (IBO, 2007). However, Doherty and Mu (2011) note some of the complexities of moving the official discourse on IB which promotes interculturality and global citizenship, into practice in (secondary) schools:

The mismatch between the espoused curriculum and its interpretations by teachers and students suggest that there is work to be done on the ground to produce a ‘thicker’ appreciation of the cosmopolitanism ethic (Doherty and Mu, 2011: 16).

Figure 22 explores the impact of school awards on pupils. It shows significant positive impact of school awards, in particular for UNICEF’s Rights Respecting Schools Award (RRSA), where 61% of respondents from schools involved in the award think it has a strong positive impact on pupils and 26% some positive

impact. 85% of respondents in participating schools think the International Schools Award (ISA) has a positive impact (both strong and some) and 87% of respondents in schools partaking in the Eco-Schools Award thought likewise.

Figure 22: School awards – evidence of impact on pupils



The 2010 evaluation of the RRSa (Sebba and Robinson, 2010) in 31 schools supports the claim of impact on pupils. Nearly two thirds of the 31 schools raised their attainment over the period 2007–2010, engagement in learning in the majority of schools and attitudes to diversity were reported to have improved. Similarly Covell and Howe’s (2008) evaluation findings from a three year study of the Rights, Respect and Responsibility²⁰ programme in Hampshire include:

Teachers in the schools in which the RRR was fully implemented reported that their pupils showed higher levels of engagement, rights-respecting behaviours, and participation ... Pupils in the schools in which the RRR was fully implemented demonstrated a greater understanding of rights and responsibilities than did their peers in the schools in which the RRR was less fully implemented. They had knowledge of the specific rights of the Convention, they understood the nature and value of respecting rights, and they understood that rights imply but are independent of responsibilities... The RRR has been demonstrated to be a very effective means not only of children’s rights education, but also of education (Covell and Howe, 2008: 1-2).

²⁰ A precursor to RRSa.

Sebba and Robinson raised interesting claims around RRSA potentially mediating the influence of poor socio-economic circumstances on learning outcomes. Covell et al (2011) investigated this further, comparing three of the 16 schools in their sample in Hampshire:

The pattern of data supports the expectation that rights-respecting schools can have beneficial effects on disadvantaged students. Compared with their peers in a socially disadvantaged school that has yet to develop a comprehensive rights approach (School 2), and to their peers in a relatively advantaged area that has partially implemented rights in the school (School 3), the students in the disadvantaged area who attend a fully rights-based school (School 1) show significantly higher levels of school engagement on each of the four subscales of its measure. These subscales measure students' perception of how rights-respecting their school is, their academic orientation, the extent of interpersonal harmony among students and staff, and the level of student participation at school. Comparisons between the two schools in disadvantaged areas showed that the students attending the fully rights-respecting school had fewer social problems at school, were more optimistic about their futures, wanted to stay in school longer and had higher self-concepts ... In terms of national testing, the students at School 1 achieved scores that would not be expected from students coming from disadvantaged homes. Overall, then, as hypothesised, the students from School 1 showed a socio-demographic profile that parallels that of students attending School 2, while they showed an achievement and personal profile that parallels that of the more advantaged students at School 3. Since this research is a case study of only three schools, we are cautious about generalising from these data (Covell et al, 2011: 201 -2).

This study's findings on the impact of RRSA on pupils, adds to the positive messages coming out about RRSA in other research.

In terms of previous impact data on pupils' learning from other awards programmes, there is less available information. Research by Smith (2011:80) on the Eco-schools programme focuses on energy:

This study has found evidence of Eco-Schools positive impact on schools' success in tackling energy issues ... (although not statistically significant) ... However, pupils have a poor understanding of their school's energy performance and active evidence-gathering is not widespread...

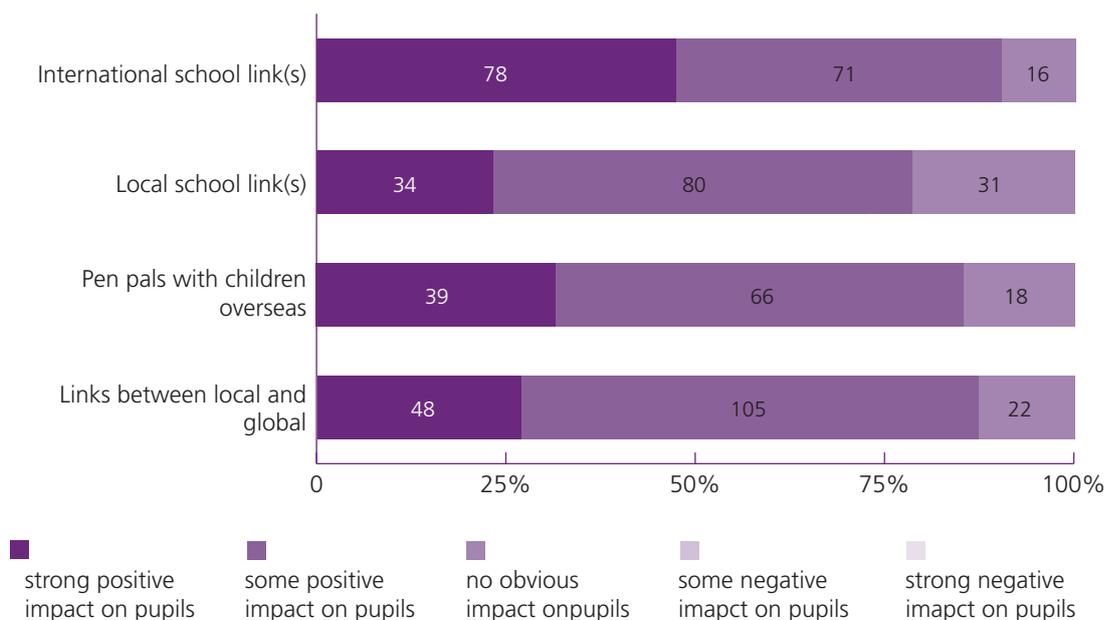
Tanswell (2011), a primary school teacher, notes the different initiatives her school has recently started (e.g. values-based education, the ISA, Eco-School award) and states:

it has been noticeable that children are more able to talk about issues affecting them and others around the world. They are also able to say what can be done

about it, which will hopefully empower them to become active citizens and realise they can make a difference in their immediate and more wide reaching global community (Tanswell, 2011: 35).

Figure 23 examines the impact of school linking programmes on pupils, as well as initiatives to link the local to global and children across the world through pen pal programmes. International linking programmes between schools in England and those overseas come out strongly. Of the 165 schools who indicate they run an international link, 90% think it has a positive impact on pupils (both strongly positive impact and some positive impact), this compares to a 79% positive response rate to respondents from schools running a local (UK-based) link programme.

Figure 23: School links – evidence of impact on pupils



These findings are corroborated a 2011 NFER study (Sizmur et al, 2011), which points to the learning benefits of the Global Schools Partnership programme on pupils' global awareness, understanding and attitudes towards global issues in primary and secondary schools. The NFER study did not look at wider learning benefits to students.

A mid-term evaluation of the Link Community Development, Partners in Development Programme, drawing on data from 42 (mainly primary) schools involved in school links in nine countries found that:

There is considerable evidence that pupils in the UK and Ireland increased their knowledge and understanding about development and global issues and that

having a partnership with a school in Africa made this learning real. Pupils learnt about the lives of pupils from their partner schools. A theme that emerged from pupils in both European and African schools was the recognition of the importance of similar topics such as environment, health and social justice. However there was some evidence from pupils in the European schools of paternalistic notions towards their counterparts in Africa. ... In both regions, there is noticeable evidence of increased learning, skills and confidence in teaching global and development themes as a result of engagement in the project (Bourn and Cara, 2012: 6-7).

Evidence from qualitative data collection in the three participating schools support Bourn and Cara's (2012) claim that school links make learning about Africa more 'real.' Pupils from one of the case study schools (School 3), with a link are able to describe in an interview the context of their peers overseas:

Int: what do you know about Sierra Leone?

St: that's our link school. ... they've got a river called XX and at the end of the river they wash their clothes.

Int: and what's the school you link with like?

St: the school is kind of big, but it's really long, there's a lot of people in one class.

Int: And the children are they the same age?

St: some of them are, some of them are younger.

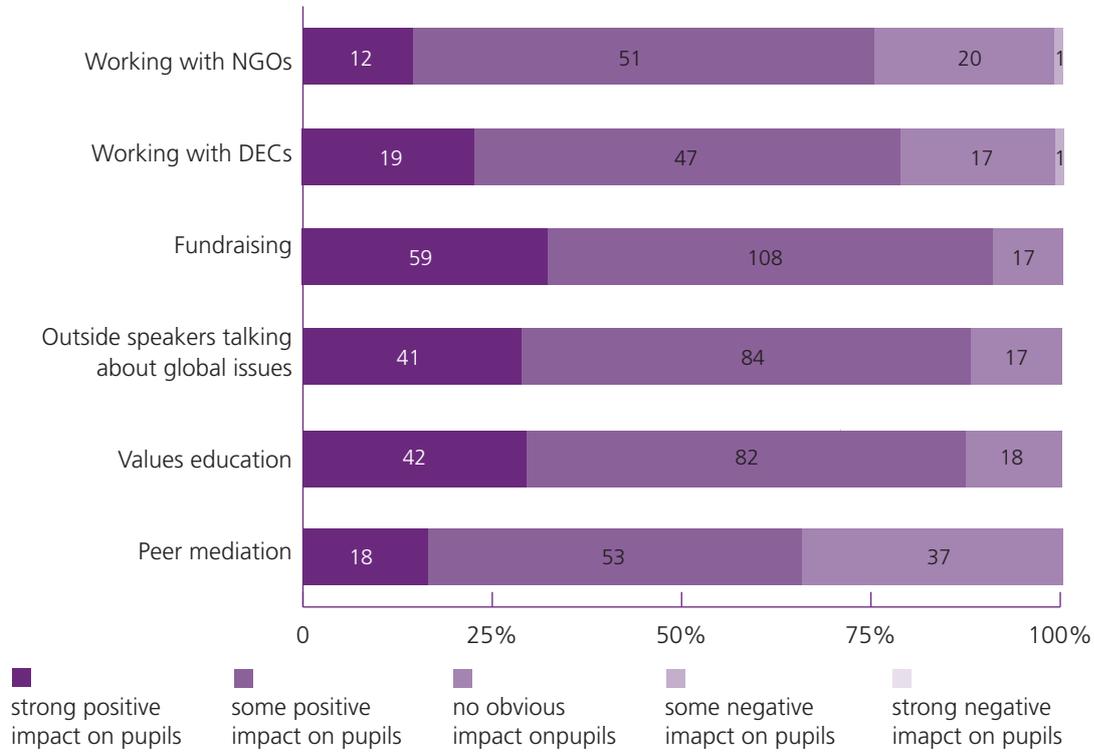
Int: and the children are they learning the same as you?

St: they are not learning as much about English.

There is strong evidence of primary schools making links between local and global issues in Figure 23. These findings are slightly at odds with 5.2 where respondents placed limited importance on interdependence as an approach to global learning. Perhaps this could be put down to a difference in perception.

Figure 24 shows other evidence of global learning's impact on pupils in relation to external links with DEC's and NGOs and other activities schools might be involved in. The responses show positive impacts on pupils from schools working with DEC's (79%) and NGOs (75%), however the proportion of these responses being 'strongly positive' are fairly low (22% for DEC's and 14% for NGOs). 88% of respondents from schools bringing in outside speakers to talk about global issues think this has a positive impact on pupils and 91% of respondents from schools involved in fundraising think this is positive for pupils. Perhaps a further study might unpack these claims some more, identifying where the learning benefits might be.

Figure 24: Other approaches – evidence of impact on pupils



Overall certain approaches and activities come across as having larger ‘strong’ positive responses than others, suggesting these may be the most beneficial to pupils. Table 14 provides detail of activities and approaches perceived to have high strong positive impacts:

Table 14: ‘Strong’ positive impacts of approaches to global learning

Approach	% of ‘strong’ positive impact responses
International schools award	42%
International school links	47%
Global learning in curriculum content	41%
Topic-based global learning	48%
Rights respecting schools award	61%

8.2 Impact of global learning on pupils’ knowledge

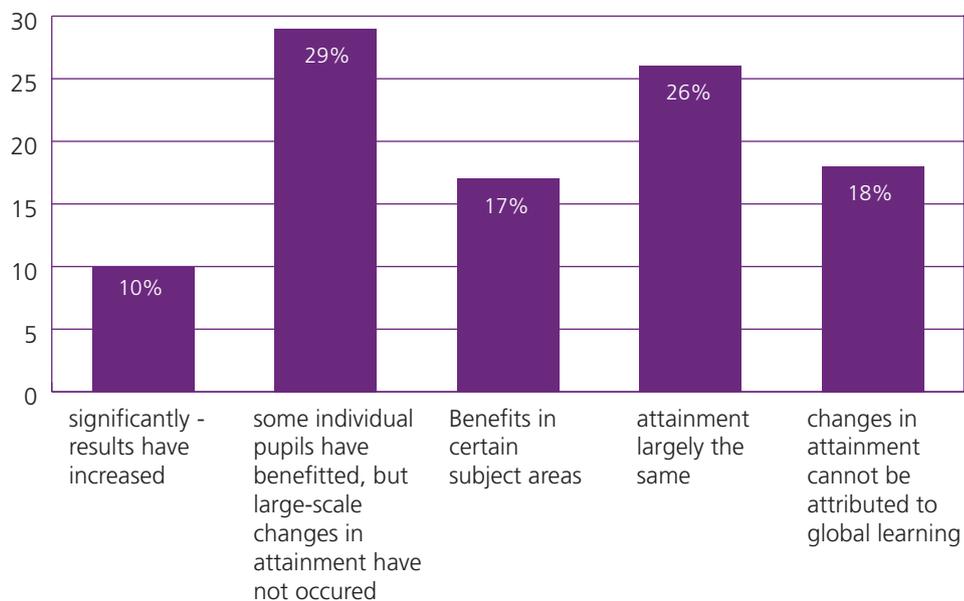
In this section I explore how global learning is perceived to impact on attainment levels in schools and types of knowledge gained. I explore the qualitative data in relation to pupils’ comparative knowledge and awareness of Africa and their understandings of global learning concepts.

8.2.1 Global learning and impact on attainment levels

Previous research has found it difficult to claim links between global learning and attainment levels in schools (Nicholas, et al, 2010). Participants of the review of International Dimension in Education in Wales thought that children's attainment levels had risen through involvement in the global dimension, but noted difficulties in causally linking this attainment rise to the global dimension (Nicholas, et al, 2010). This report provides a larger sample, drawing together perceptions of impact across a range of schooling contexts.

Questionnaire respondents were asked how global learning has impacted on pupils' attainment levels in school, with participants from 188 schools providing one response to pre-set categories. Figure 25 shows that 56% of respondents think there have been impacts on pupils' attainment levels that are attributable to global learning. 10% of these respondents thought there had been a significant positive impact on results at their school, attributable to global learning – while 29% saw benefits to individual pupils and 17% in certain subject areas. Contrastingly 44% of respondents did not see changes in attainment, or changes in attainment that were attributable to global learning.

Figure 25: Global learning's impact on pupils' attainment levels



The head teacher in school 2 responds to a question about the influence of global learning on children's attainment in the school, which he had indicated as significant in the questionnaire. He started introducing global learning initiatives when he arrived at the school five years ago and results have improved, but as he says global learning is one element in a raft of changes that have developed the school.

So I arrived at the school five years ago and children were quite disengaged, quite unmotivated, and learning as such, because of the context of the school, the school seemed to do relatively well. I think as the measures have become increasingly more focused we've realised that there's quite a lot of underperformance there too. The Connecting Classrooms work we do, the Global Schools Partnership work²¹, the international links had an impact on the curriculum ... they had an impact is so far as teachers were using their own experiences to bring to the classroom to talk about things they are passionate about. It's not just one element there are huge elements, but I'm thinking about directly how international work has had an impact on achievement...

In terms of results:

In the first year with myself as head, results were about 90% level 4 and 30% level 5, that's positive ... The following year there were some holes and children who had gone through the school had not had access to good-enough teaching, so in that year results didn't look so good. Last year was the first year you really saw children coming through the school who've had this (global) experience and their results were excellent – 90% level 4 and 50% level 5, results look strong again this year but next year they look up through the roof. So it's one element of a number of changes, but I would say essentially outcomes are not only better than what they were but they are sustained now throughout the school.

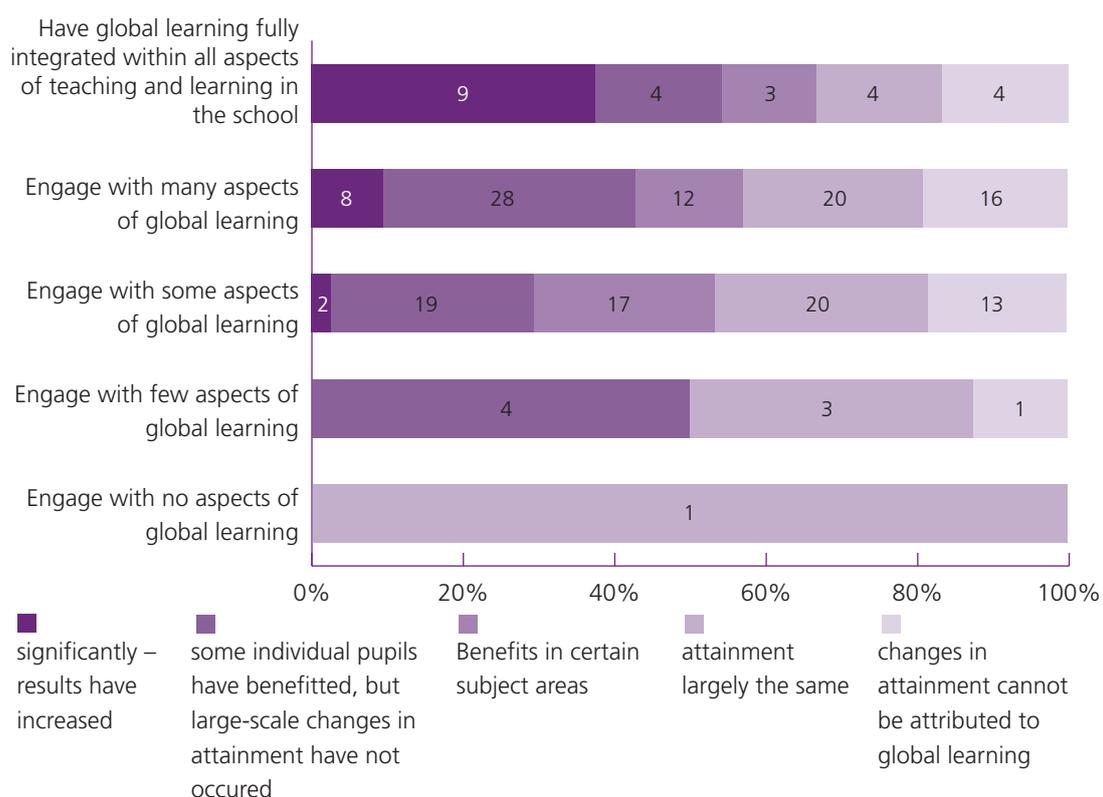
In cases where some children had seen more gains to attainment, the head thought it was down to the enthusiasm and expertise of a particular teacher who had been recruited because of her global learning expertise.

Figure 26 explores whether the impact on results increases as schools become more engaged in global learning. It shows that schools that are more engaged in global learning have seen greater positive impact on pupils' attainment levels which respondents attribute to global learning. Those schools with some, little or few aspects of global learning have not seen the same benefits to attainment levels attributable to global learning. For example, 67% of the 24 schools with global learning 'fully integrated into all aspects of teaching in learning' identify positive impacts on attainment that could be attributable to global learning (including 38% stating significant impact on results). Comparatively 57% of the 84 schools engaged in 'many aspects of global learning' had seen positive impacts

21 Connecting Classrooms and Global Schools Partnerships are school linking programmes.

on attainment that could be attributable to global learning (with 10% stating significant impact on results). And 54% of the 71 schools engaged in ‘some aspects of global learning’ had seen positive impacts on attainment that could be attributable to global learning (with only 3% stating significant impact on results).

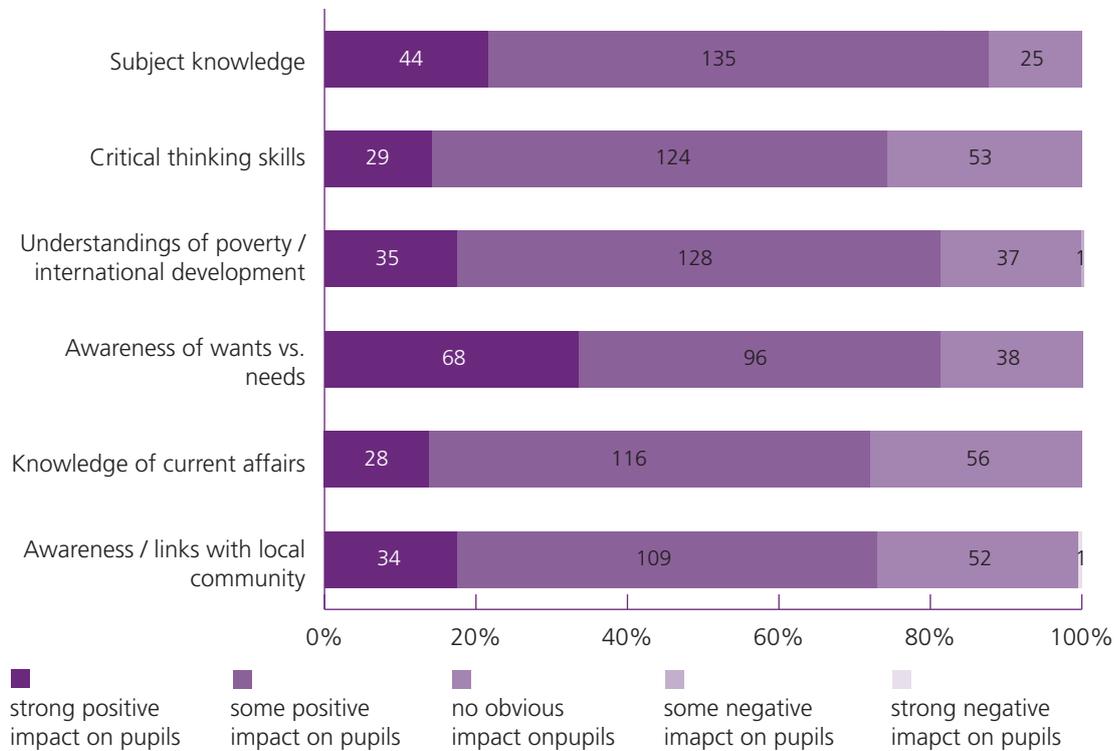
Figure 26: Extent of global learning and impact on attainment



8.2.2 Global learning knowledge and learning skills development

In this section I unpack the types of ‘global’ knowledge and awareness pupils might gain through global learning initiatives. I also explore learning skills potentially attributable to global learning, with a focus on critical thinking.

Figure 27 shows the types of knowledge respondents think pupils have gained through global learning and the types of impacts of that knowledge. Most significantly, 88% of respondents thought global learning had a positive impact on pupil’s subject knowledge, 81% thought it had a positive impact on pupils’ understandings of poverty and international development and 72% of respondents thought global learning positively impacted on children’s knowledge of current affairs.

Figure 27: Impact on types of knowledge

In Bryan and Bracken's (2011: 194) study of global learning in post-primary Irish schools, teachers described pupils' awareness of development issues as very limited before coming into contact with such global learning in schools, with a sense that introducing aspects of global learning in these contexts broadening pupils' horizons, cultivating critical thinking and developing empathetic understanding. This is reinforced by quotes in Clarke and Carter (2010: 6) where children with limited awareness of global issues 'benefited greatly' from being involved in the Global Schools Award programme.

Figure 27 also explores the perceived impact on the critical thinking skills of pupils through global learning. Shah and Brown (2009) advocate for the importance of critical thinking within global learning. While a large number of respondents think there is some positive impact on pupils' critical thinking skills, only 14% identify this as a 'strong positive' impact and 26% can see no obvious impact. This links to the emphasis (described in 5.1 and 5.2) on softer approaches to global learning often adopted in primary schools.

8.2.3 Pupils' knowledge and understandings of Africa

I carried out qualitative case study research in three primary schools using the exercise 'In Africa: what would you see in a country in Africa' (Allum et al, 2008: 17-9). In this exercise I gave students an outline map of Africa and asked them with various prompts to imagine what they might see if they visited Africa (see Annex 1 for more details on the exercise). While this is only a snapshot of a located and contingent reality, through the images constructed by students and the discussions that took place, it is possible to gain insight into learners' knowledge and perceptions of Africa, as well as some broader global learning-related issues. The focus is on the comparison between pupils in the three schools.

As discussed in 4.4 the students I interviewed attend schools with different global learning profiles. School 1 has no active global learning agenda, School 2 has some good engagement with global learning though not possibly as much as School 3, where global learning is more fully integrated into teaching and learning. For the purposes of this analysis I am comparing data (via interview discussion and visual representation²²) from the three schools to identify whether pupils in the schools with global learning show evidence of the impact of learning. I have broken down responses into categories where possible for the purposes of comparison.

Interpretations of what the pupils thought they might find in Africa can be found in Table 15. The comparison of data (albeit from this very small sample) strongly suggests that global learning does impact on pupils knowledge and understandings. Most prominently increased global learning appears to increase an awareness of diversity and provides a more accurate account of the multiple realities of Africa. It challenges stereotypes around poverty and gives Africa history, geography and culture. Global learning also appears to increase learners' understandings of some 'global' concepts, giving them the skills to use them in everyday lives.

²² See 4.4 for differences in sample size.

Table 15: Comparative analysis of AFRICA activity year 5 students

	School one	School two	School three
School information	South London primary. 14% FSM, 73% first language English.	Semi-rural school. 6% FSM, 95% first language English.	North London primary. 41.5% FSM, 11% first language English.
Engagement with global learning	None / Minimal	Some engagement	Strong engagement
Number of students interviewed	Seven	Six	Whole class session – I interviewed students as they worked.
Did students know outline map was Africa	Only one student could identify it as Africa – other students' suggestions included Brazil and South Africa.	Yes (confusion was about whether Africa was a country or continent).	Yes. T: is it a country? SS: no, it's a continent. St: made up of 55 countries.
Housing / where do people live	'they don't have buildings'; houses are made of 'mud and straw'; One student noted – they do have some cities in Africa, but students could only identify Cape Town, Cairo and Calais (sic.) as cities.	Houses are made out of mud and straw. For one student this is all houses: 'anything except wood and brick' and for another only some: 'some houses are made of mud and some aren't'. One student includes stilt houses, another, tatty houses and houses made of scraps.	Mixture of buildings. While many students mention mud huts, they are keen to say all houses are not mud huts. St: 'old and new buildings. The buildings are not as big like cities as skyscrapers, they are old and they are not so tall, they are short.'
What adults do	Appears to be mainly farming	Farm, sell goods.	A range of jobs highlighted e.g. cleaning, washing, house workers and farmers. St: 'different people in Africa do work or don't work and they have different work to do.' 'they have less jobs than us.'
Transport	At least one student unsure whether there are cars in Africa; people travel 'on foot'.	Jeep (clarified as South Africa only), horse and cart, boats. One student states: 'in Africa, they don't travel in anything, they just walk'.	A range of transport: e.g. car, buses, bicycle, motorbike, plane.
History	Egyptians, pharaohs, pyramids; black history	Egypt, pyramids, tombs	Awareness of colonialism. One student says: 'in the olden times there were countries who ruled over Africa. Italy ruled Somalia and Ethiopia'. Another notes: 'Holland and France ruled a few countries'.
Culture	Church; African drums; instruments;		Benin masks, dancing, different types of food (carbohydrates, pasta, rice, fufufu, mashed vegetables, plantain), festivals, clothing, religion (Islam, Christianity), Islamic art, etc.

	School one	School two	School three
Famous Africans	Martin Luther King; Nelson Mandela, Rosa Parks, Colonel Gaddafi; Usain Bolt (response – 'no he's Jamaican')		
Environment	Jungle	Jungle, river.	Many plants, trees, deserts, rivers, forests, rain forests, sandy beaches.
Crops	Cocoa beans (to make chocolate), bananas, water melons, fruit, coffee, coconuts	Bananas, coconut, coffee, cocoa beans (to make chocolate).	Bananas, fruits, pineapples, coconuts
Children		Go to school. Type of school they go to is dependent on socio-economic status. One student notes that like them, 'children play and sing'.	Go to school.
Health issues		Health issues - some mothers die when they give birth to a baby in Africa; 'Some die of disease and then the big kids have to look after the babies'.	'many people die in Africa from illness'.
Resources	Lack of water	Dirty water.	Dirty water
Perceptions of poverty in Africa		Students note poverty, but aware not all are poor. 'Some have money and some people are really poor'. An exception made for South Africa which is richer. 'Some poor, some rich'. 'Children in mud huts go to really poor schools.' South Africa not poor: 'In South Africa where it's a little bit richer coz they have big houses and its different houses to Africa because Africa houses are made out of straw, mud, some other things, but the South Africa houses are made out of brick, wood'	Students note poverty, but are aware not all are poor. St: there are many poor people, people don't have enough money to do things. Int: Is that everybody St: no not everybody, some people are reasonable 'In Africa there are a lot of poor people and rich people, but there are more poor people because they don't have money'.
What else will you find in Africa	Racism; Fair trade; 'there's a lot of fighting';	Animals.	Food markets. Animals.
Contact with Africa	One pupil's parents had lived in 'Africa' for two years (unsure where).	One pupil has a South African mother; students have met teachers from Kenya as part of the link.	Link school in Sierra Leone. Several children talk about personal links to Africa e.g. Somalia and Tunisia.

There appeared to be different learning gains as global learning became more embedded in the case study schools.

- Students with global learning as more embedded (School 3) were more aware of the diversity of Africa in terms of its different countries, cultures, history, buildings, transport and religions. Stereotypes of Africa as (only) poor, lacking history and diversity are largely gone.
- Students who went to a school (School 1) with no active global learning referred to the geographical extremes of South Africa and Egypt, but did not refer to anything in between. In some cases (School 2) South Africa was seen as different to Africa
- As global learning becomes more embedded students seem to gain awareness that Africa is not wholly poor, but there are a range of people living in Africa with different socio-economic status. Students in all three schools noted the poverty.
- All three schools described Africans as living in mud and straw huts, but those involved in global learning stated there were different types of housing as well.
- Students who attended School 3 where global learning is more embedded were more aware of the histories of Africa including the colonial history. Pupils in the other two schools relied on information gained from Egyptian history lessons. Students in School 1 on a number of occasions collated Black American history with African history (e.g. Martin Luther King and Rosa Parks).
- In School 1 pupils' lack of knowledge and understanding of Africa can be seen in how they move discussions to more familiar contexts. So, for example when pupils discussed history, Black American history was the focus and when they raised racism in Africa as an issue, they linked it to the experience of Africans outside of the continent.

The exercise showed a range of influences on students' understandings of Africa, with pupils grappling with images and ideas from their home lives alongside those provided by schools. Students in School 1 had limited input from school so in the discussion relied on links to subjects they had studied at school, which were Black American history and the Egyptians alongside external influences, such as the news. Students from School 2 gained insight from the school linking programme:

St: *Mr. X (the head) has a friend who comes from Africa called B. and she came to our school ... and we were learning about Africa with her and she told us lots of things about Africa and she would come out to all of our play times and we would ask her questions and she would answer them for us (pupil year 5).*

They also drew on information from families and local groups, which appear to support the idea of Africa as poor and dependent.

In School 3, the influence of school was evident. Students had previously learned about needs versus wants, children's rights, treating each other equally and environmental issues. They had also carried out small-scale research projects on different areas of Africa to help improve understandings of African diversity. Information from Sport Relief²³ (running that week) was also evident in discussions around poverty and fundraising.

8.2.4 Pupils' understanding of global learning concepts

In the range of discussions with students in the case study schools there was evidence of students grasping with a range of global concepts and ideas, some more successfully than others. The evidence would suggest that global learning assists pupils' understanding of these 'global' concepts and gives them confidence to use them. This deeper understanding could potentially challenge pupils to think more clearly about their place in the world and provide them with the tools to deal with difference and inequality more readily (perhaps the seeds of a more critical approach to global learning).

Table 16 provides comparative data and interpretations of data taken from interviews with the pupils in the three case study schools. Data mainly comes from the diamond ranking task where pupils were asked to think through what might make the world a better place. Many of their initial responses are around safety, war and crime. I compare (where available) what pupils say about diversity and race, rights and responsibilities, the environment, education and fundraising in the three schools.

²³ A fundraising charity which runs high profile media campaigns.

Table 16: Comparison of global learning concepts

	School one	School two	School three
Engagement with global learning	None / Minimal	Some engagement	Strong engagement
Number of students interviewed	Seven	Six	Six
Conceptual understandings			
Diversity and race	Pupils appear to correlate 'blackness' with Africa. They fail to see black historical figures e.g. Martin Luther King and Rosa Parks as nationals of countries, other than 'Africa' (until prompted). Racism is described as 'Rosa Parks, that woman on the bus.'	Pupils promote equality: 'it doesn't matter where you come from or where you are, you can still be friends all over the world'.	Pupils are able to talk about race and difference quite skillfully. Describe difference through terms such as African American and white people.
Education	Pupils describe the benefits of education as a way of keeping people off the streets and helping the world. Acknowledge not all children go to school. Quote: 'I think education's important because if they don't learn about the world then how are they supposed to help it'.	Pupils describe the benefits of education e.g. jobs, income, etc. They also link education to rights. Acknowledge not all children go to school. Quote: 'If they didn't have rights to do things then they wouldn't grow up and learn how to do things'.	Pupils describe the benefits of education e.g. jobs, income, etc. They also link education to rights. Acknowledge not all children go to school. Quote: 'children should have rights because we should have a right to school and people don't get to go to school because their families are poor'.
Environment	Pupils discussed a range of environmental issues e.g. litter, electric cars and wasting water. Their knowledge levels varied considerably. Quote 1: 'Don't keep the fridges open because that's ... bad'. Why is that bad? Because I don't know actually'. Quote 2: 'a new form of electricity, creating electricity pollutes the air and nuclear power stations can be dangerous'	Don't waste water.	Awareness of fossil fuels, green energy and problems with pollution and water shortages. Children able to compare fossil fuel usage between Bangladesh and more developed countries.

	School one	School two	School three
Rights	<p>While some pupils seemed to understand rights, with others there was a lack of awareness.</p> <p>Quote: ‘sometimes when children have their own rights bad things could happen, oh what if you say, I’ve got the right to go to XX on my own and you go to XX on your own and you could get mugged or raped or you could get bad things happening to you’.</p>	<p>Pupils seemed to understand rights, although their articulation was at times clumsy and there were few examples.</p> <p>Quote: ‘If they didn’t have rights to do things then they wouldn’t grow up and learn how to do things’.</p>	<p>Good understanding of rights. Understand the concept of universal rights and that some people don’t have access to rights. Link rights to voice, choice, democracy, education and water. Link discussion to needs vs. wants.</p> <p>Quote 1: ‘The most important is people’s rights ... not just children but everybody has rights’.</p> <p>Quote 2: ‘They are things that we should do and there shouldn’t be anyone to stop us’.</p> <p>Quote 3: ‘we’ve done needs and wants, some people thought that shelter wasn’t a need but a want, but then we realized that shelter is a need, because you can actually die from coldness and you can get diseases.’</p>
Responsibility	<p>Responsibility was located elsewhere. Active involvement around fundraising.</p> <p>Quote 1: ‘I think education’s important because if they don’t learn about the world then how are they supposed to help it’.</p>		<p>Acknowledge everyone has responsibilities and responsibilities are linked to rights.</p> <p>Quote: ‘you have to have the responsibility to all of us.’</p>
Fundraising / charity	<p>Pupils discussed why they think fundraising is important.</p> <p>Quote 1: ‘I think charity is very important I think it’s very good and important because it helps other countries. Some children don’t get to go to school, we give money to them to go to school.’</p> <p>Quote 2: ‘So you think it’s important for rich people to give money to poor people? Yeah I do. I think everyone has to treat each other equally’.</p>		<p>There was discussion about rich people giving money to poor people. While the overall feeling was in favour of donation there were discussions around what form this should be²⁴ (both monetary and non-monetary) and the various benefits.</p> <p>Quote: ‘I think people should, they could give a donation to charity like one or two, three or four pounds, but you don’t actually get that much out of it. You wouldn’t get something that would last you that long, so I say that we should actually, instead of giving money we could give them food, but that would last them a meal, or we could actually give them a plant, they could plant it and they could actually grow their own food and they could eat it from that one plant’.</p>

24 The class teacher carried out the same exercise with her class. On this issue she describes how one girl was alluding to a more critical stance: ‘there was a lot of discussion about rich people giving money to poor people but this girl strongly disagreed because she said you could give on money forever, but what we need to do is change what we do.’

The interview transcripts and selected data above indicate big differences in conceptual understandings in the three schools. There appeared to be learning gains as global learning became more embedded in schools.

- Understandings of global issues appeared more universal in the school where global learning was more embedded (School 3) and patchier in the other schools. There were misunderstandings of rights and race in School 1 where there had been no global learning.
- Pupils in School 3 where global learning was more embedded had begun to think through ways of supporting others in the world, without giving money directly.
- There was a greater articulation around rights in School 3, with pupils talking about universal rights, but understanding that some people didn't have access to them. A range of rights were given as examples and rights were linked to responsibilities. This level of understanding was not evident in the other two schools.
- Dialogue and debate between the pupils about global issues in School 3 was much more enriched and sophisticated than the other schools.
- Dialogue and debate between the pupils about global issues in School 3 was much more enriched and sophisticated than the other schools.
- There was a sense of injustice from pupils in the three schools, but little demonstration of what they might do to become actively involved, other than fundraising.

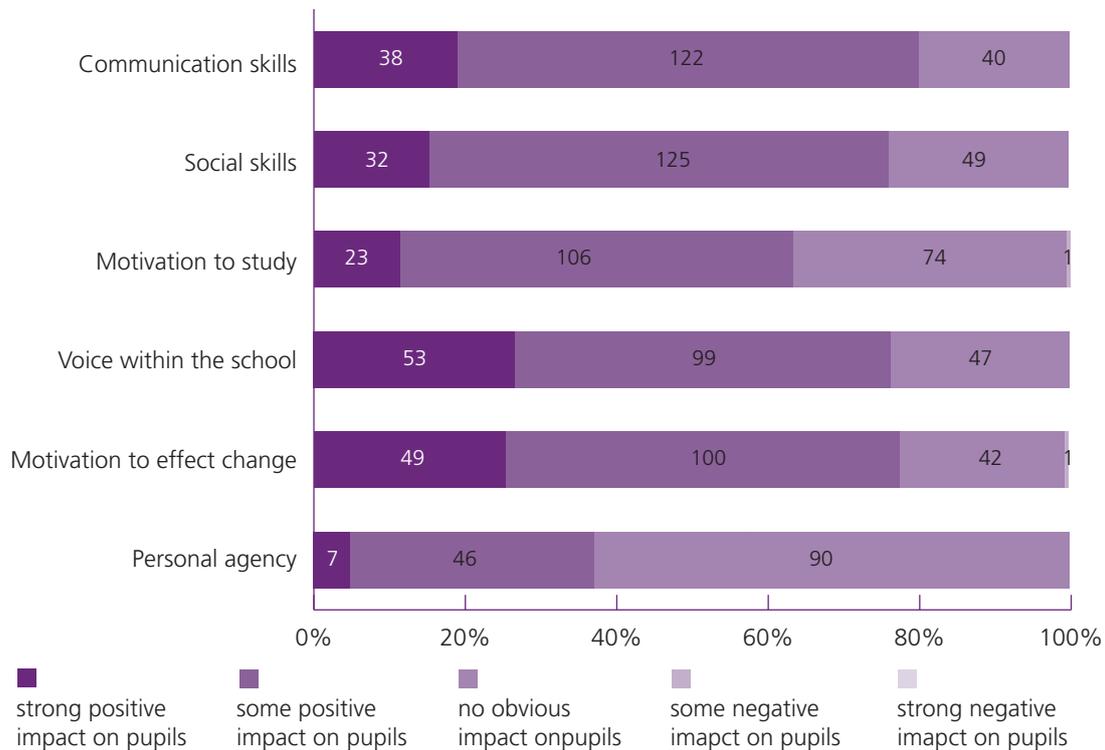
The qualitative data collection provides evidence of pupils' different articulations and understandings of global issues in schools with different levels of global learning. It is not comprehensive and I suggest requires further study. Critics might question the value of pupils studying concepts such as rights, diversity and the environment in school. However, the danger of not examining some of them with children is that underexplored understandings can solidify into truths as pupils' progress through school and into adulthood.

8.3 Impact of global learning on pupils' skills

The importance of the development of skills is seen as a key element of global learning and the development of global citizens (Partnership for 21st Skills, 2011; Bourn, 2008). Respondents were asked how they felt global learning impacts on pupils' skills development in their school. Figure 29 shows that learning activities seemed to most strongly impact on pupils' communication skills (80% positive impact), social skills (76% positive impact) and voice within the school (76%

positive impact). There seems less impact on the personal agency of pupils (37% positive impact) which ties in with results and discussion from Figure 29, but slightly contradicts the 78% positive impact on pupils in terms of motivation to effect change. Perhaps, a notion of individual agency is less pronounced in schools with younger children, with group action more evident.

Figure 28: The impact of global learning on pupils' skills



Global learning has been seen to positively impact on pupils' skills development in other studies. Nicholas et al (2010) note impacts on pupils' thinking, communication, ICT, numeric and problem solving skills. Clarke and Carter (2010: 6) describe evidence of how pupils of schools involved in the Global School Award:

became more educationally motivated and interested in learning. They would try to find out information independently and bring this into school.

8.3.1 Application of learning on action

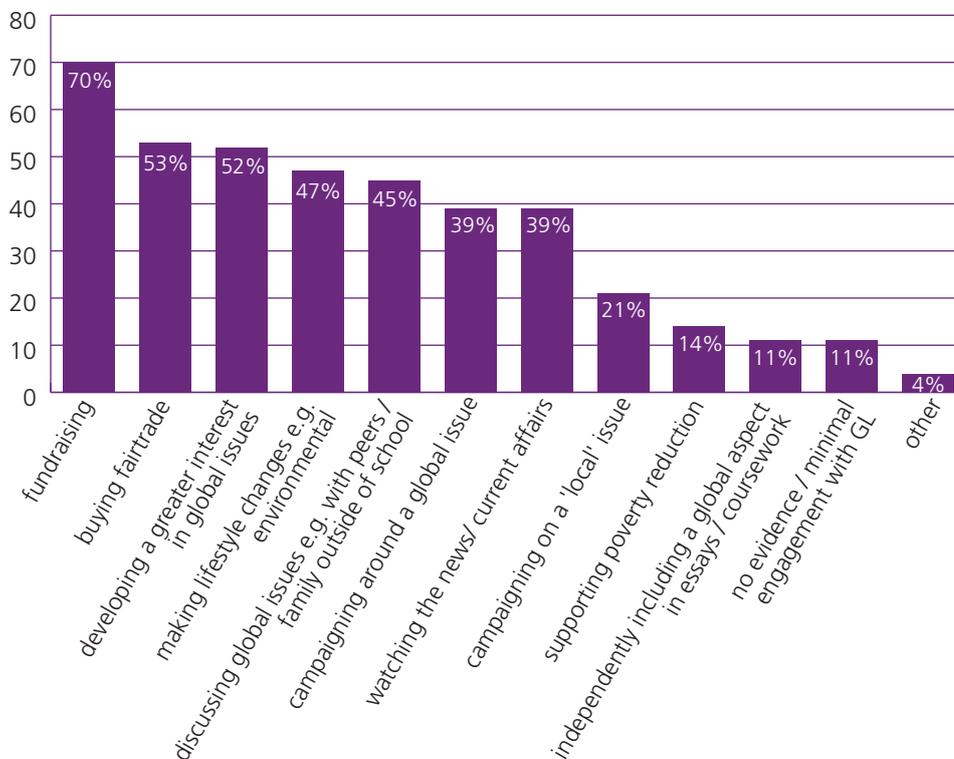
Respondents were asked to identify from range of possible responses whether they had any evidence of pupils applying knowledge, skills and / or values developed through global learning, independently and/or in other areas. Through this question I wanted to focus on how pupils' engaged with global learning outside of the classroom setting and the use of skills practiced via global learning. I was interested if there was evidence of pupils as 'little developers' Biccum (2007).

Respondents were allowed to include as many categories as they wished.

The results are perhaps not surprising. Figure 29 shows activities that require skills and practices which are possibly easier and more accessible for younger people, coming out stronger than those requiring potentially more effort or skill. So, for example, 70% of respondents identify pupils' as fundraisers, while only 39% think they have campaigned around a global issue (21% on a local issue). Of the children who have campaigned around a global issue - perhaps there is evidence of children as 'little developers' (Biccum, 2007). Certainly the evidence from the data (see for example: 5.1 and 5.2) overall suggests any form of activism would be 'legitimate' and mainstream (Biccum, 2007), rather than radical and unsettling.

In another case, the terminology might be problematic. 14% of respondents think pupils have been involved in supporting poverty reduction, but this doesn't really sit with perceptions of pupils buying fair trade (53%), fundraising (70%) and campaigning on a global issue (39%). This suggests that what respondents think of as poverty reduction might be quite closed and worth exploring in more detail (this ties in with discussion around Figure 7).

Figure 29: How pupils' participate outside of the classroom / independently



Other research looks at pupils' active engagement in global issues. In research by Holden (2006) primary age children locate their 'active' involvement in making the world a better place in three broad categories: environment (e.g. not dropping litter, recycling), action or campaigns (often linked to school fundraising) and relationships (fostering good relationships between people).

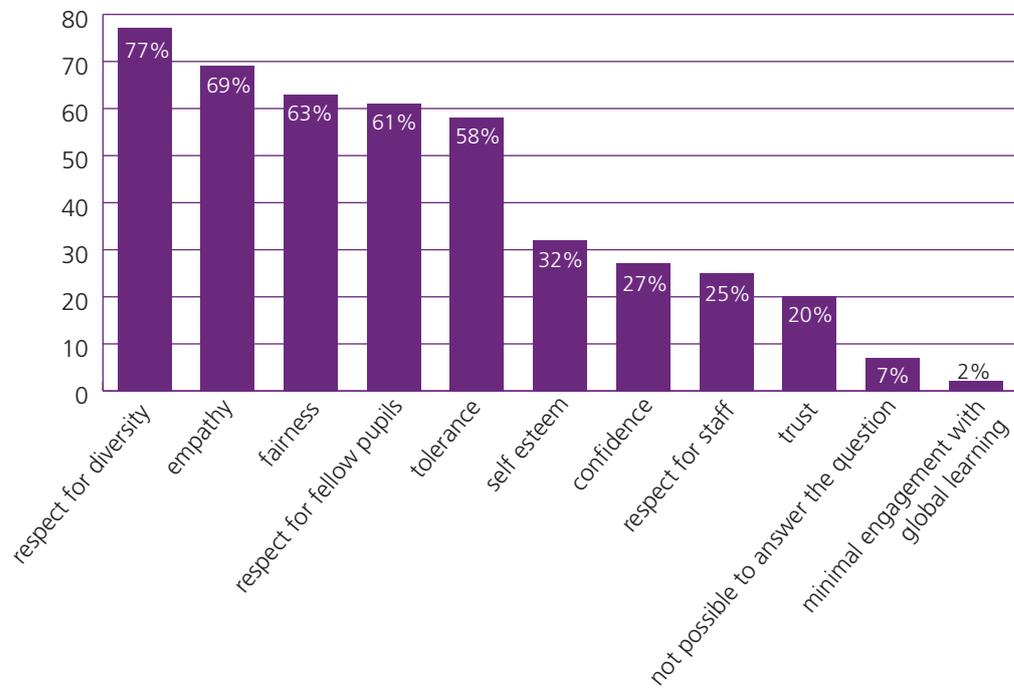
Others explore the idea of children as fundraisers and / or social activists some more. In Irish post-primary schools, Bryan and Bracken (2011: 211) describe how individualised forms of development activism were most popular in schools, while there were fewer instances of 'politically or collectively oriented forms of social action.' Warwick (2008: 267-8) in researching pupil voice in primary schools asks children to identify 'sources of hope' when considering local and global issues. He differentiates between their sources of hope as 'predominantly points of relief and, to a far lesser extent, agents of change'. He suggests:

The dominance of children's references to points of relief rather than agents of change within the consultations raises the possibility that children's capacity for active citizenship is being hindered by their relative lack of contact with, and awareness of, agents of change in public life (Warwick, 2008: 267).

8.4 Impact of global learning on pupils' values

This section looks the impact of global learning on the development of pupils' values and attitudes. I identified pre-set categories and asked respondents to identify areas that may have been enhanced through global learning, with multiple responses available. Specifically I was interested in values that related to pupils' relationships and engagements with others, so included concepts such as fairness, respect and tolerance. While there are obviously potential difficulties in identification and causality related to this question (see 3.1 and Nicholas et al, 2010), the range of responses sees some interesting evidence emerging.

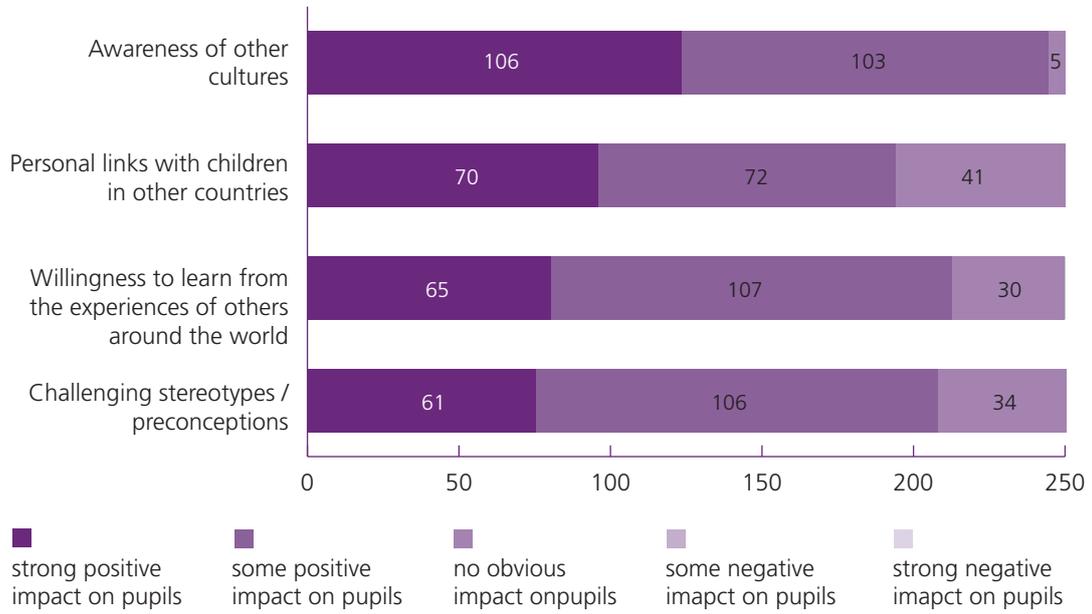
Figure 30 provides evidence of global learning's impact on pupil's values. Specifically, it claims most strongly that global learning supports pupils' respect for diversity (77%), empathy (69%) and sense of fairness (63%). As before, these categories fit in with a 'soft' notion of global citizenship, supporting a common humanity based on mutual respect and responsibility towards others.

Figure 30: The impact of global learning on pupils' values

Other research on global learning provides evidence of impact on pupils' values. The evaluation of UNICEF's Rights Respecting Schools Award (Sebba and Robinson, 2009) linked the intervention to pupils' improved self-esteem, confidence, self-respect and empathy. Involvement in the award had improved schooling relations and decreased points of tension and conflict. The evaluation showed 'strong and extensive evidence' of positive attitudes towards diversity and inclusivity. Similarly, Covell and Howe (2001) looked at the impact of teaching of rights on the development of adolescents' values in ten schools in Canada. Those pupils taught about rights showed higher levels of self-esteem, perceived peer and teacher support and indicated more support for the rights of others, than those who had not had the training.

Other questions were asked which seek to explore the impact of global learning on pupils' engagement with diversity (see: Figure 31). Global learning has a massive 98% positive impact on pupils' awareness of other cultures and evidence suggests it fosters communication and mutual learning between children in English schools and those overseas. Global learning also supports the development of skills whereby children can challenge stereotypes and preconceptions (83% positive impact on pupils).

Figure 31: Impact of global learning on pupils' engagement with diverse cultures



9

Discussion and concluding remarks

This report provides a comprehensive analysis of the nature of global learning in primary schools in England based on questionnaire data from 217 schools. It provides measurable evidence of impact of global learning and raises areas for possible future study.

9.1 Global learning practices and concepts

The study provides a picture of global learning practice within primary schools. It shows that primary schools are most likely to use global learning to:

Address diversity often through the celebration of cultural identities, promotion of mutual respect and inter-cultural learning.

Develop a sense of respect, responsibility and values in pupils.

Encourage pupils' as global citizens.

The study indicates there is less emphasis in primary schools on critical engagements with global learning and the teaching of controversial or 'difficult' issues, such as conflict, social justice and developing understandings of power inequalities in the world. Given the age of primary pupils this finding is not wholly unexpected. Moreover, softer approaches to global learning potentially provide the building blocks through which pupils can engage with more complex global issues as they grow older. That said there is a discussion linked to children's development and the staging/aging of global learning which warrants further research in the future.

I would suggest, this evidence calls for a revision of the conceptualization of global learning specifically for primary schools. I therefore present a revised conceptual model drawn from the research findings and the underlying principles of learning and practice on which global learning is based (see Table 17). The model is a starting point for discussion and debate. It aims to make the terminology of global learning accessible and more relevant to the contexts of English primary schools. It tries to promote pupils' active engagement in global learning a way that's possible and achievable. The conceptual model is shaped around the key principles of:

Learning and Practice: development of pupils' knowledge, skills and values. Opportunities to practice this learning within the context of school, in relationships with children overseas and in international arena.

Local and Global: Link between contexts of pupil's lives and those of people in

different places, both in the UK and internationally. Identifying similarities and differences. Understand how actions locally have impacts internationally.

Table 17: Conceptual model of global learning for primary schools

	Learning and practice	Local / global	Examples
Equality and fairness	Understanding of inequalities. Active engagement with the promotion of equality and social justice.	Engagement with the promotion of equality within local (including school), national and international contexts.	Social justice Equity Rights and responsibilities
Culture and diversity	Exploring different cultures, identifying similarities and differences and challenging stereotypes. Actively engaging with people in / from different cultural settings. Promoting mutual respect and understanding. Challenging discrimination.	Learn about culture and diversity within the schooling / local environment as well as international contexts.	Similarities and differences. School linking. ISA Tolerance Challenging stereotypes
Rights and responsibilities	Knowledge and understanding of links between rights and responsibilities. Practicing rights and responsibilities within relationships. Developing awareness of denial of rights and look at ways that rights might be encouraged.	Practicing rights and responsibilities within the context of schools and externally to school. Developing awareness of denial of rights locally and internationally.	RRSA Resolving conflicts School link.
Sustainable development	Knowledge and understanding of sustainable development issues e.g. climate change, food, waste, water and transport. Make practical inputs and changes to make a sustainable difference to the environment.	Look at how local actions can impact on others in different parts of the world. Explore different aspects of sustainable development through local and global lens. Develop sustainable school plan. Making changes locally that have less negative impact globally.	Climate change SSA Eco Schools Environmental audits School link
Self and others	Self-reflection to explore pupils' ideas in relation to global issues. Encourage positive relationships and respect for others.	Look at how pupils' ideas impact on issues locally and globally and the implications of this.	Self-respect Respect for others Empathy
Thinking	Develop thinking skills. Ask critical questions to develop thinking and space to nurture responses. Critically engage with issues such as self, rights, diversity, justice, sustainable development, etc.	Develop understandings of why the world is like it is. Identify how the local impacts on global issues.	Reasoning Fairness Challenging stereotypes Critical thinking P4C Circle time
Voice	Time and space to enable pupil's to share their views and influence decision making. Discussion and debate allows for views to be challenged.	At school level via school council, circle time and assemblies. Pupils can find voice in a global arena by writing to international policy makers and influencers, developing You Tube clips and developing a blog on a global topic.	Critical thinking P4C Social activism

9.2 Impacts of global learning and implications for policy and practice

Given the evidence of perceived benefits of global learning a case for wider scale implementation and engagement of global learning at school level can be strongly made. The report has shown that global learning is seen to causally impact on the development of pupils' values, knowledge and skills, developing their competences as twenty-first century citizens. The impact of global learning is not narrow and it doesn't only teach knowledge 'about the world'. For many schools global learning has impacted on pupils' attainment, it has developed pupils' awareness and interactions with diversity and has developed pupils' thinking and communication skills. In some cases global learning is used as part of a drive for school improvements, in others it's a way of schools identifying their place in an increasingly interconnected world.

The report raises a number of points for further dialogue amongst global learning practitioners and policy makers. These include:

- School award schemes and linking programmes have proved particularly attractive ways of engaging schools in global learning. Are there particular elements of these approaches that can be identified and incorporated into other global learning approaches and practices?
- How networks of DEC's and NGOs engage with schools might be explored further.
- For policy makers, messages about global learning and its potential scope within the curriculum are important, particularly given the perceived benefits to pupils that this research has identified. With imminent curriculum changes, can an expanded notion of the global be maintained for pupils throughout primary and can the development of critical thinking be further recognized?
- Are there ways that global learning can be enhanced in core primary subjects without a perception that core learning needs are at risk of not being met?
- Policy makers and global learning providers might consider some of the language they use for global concepts and how these are understood at school level.
- Is there a way to make more critical and controversial issues more accessible to staff in primary schools.

9.3 Future research

This research study has improved our understandings of global learning in primary schools and its impact on pupils' learning. It adds to an emerging, but still small, evidence-base. In developing the themes of the research, a number of future studies could be carried out:

- The question about what global learning takes place at different ages and key stages is important. A study of this type could look at learning theory and how pupils' age impacts on their conceptual understandings of global issues. It might involve in-depth mapping work within schools to identify the types of activities located with age group and map how this changes as children progress within the school.
- A related study might look at why and how decisions are made about global learning content, specifically looking at issues of children's age and adults' preferences as determinants.
- Further qualitative interviews with pupils would give us valuable insight into the processes and impacts of global learning at school level.
- Research into the specific approaches and activities that seem to have more impact on pupils. What is it about these activities that produce perceived benefits and what impacts do certain activities have.
- A study might also look at why school award schemes and school linking programmes are seen as popular ways into global learning.
- Finally, questions around the link between global learning and school improvement (e.g. increases in attainment, Ofsted ratings) deserve some follow up.

10

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Annex 1: Qualitative data collection tools

What would you find in a country in Africa?

In this exercise students are given an outline map of Africa and are asked to imagine what they might see if they visited Africa. Students are asked to draw these images or write responses on the outline map (in pairs if possible). Prompts are given such as asking about the people, what they would be doing, what they would look like, the buildings, plants, the environment, transport, culture and jobs people have. Through the images constructed by students and the discussion with researcher and fellow students it is possible to gain insight into learners' knowledge and perceptions of Africa.

Designed to find out what children know and think about countries in Africa. Give pupils (in small groups) an outline map of Africa. And a question – if you visited Africa, what would you see? A pen for each pupil. Ask children to write or draw ideas on the map. If prompts are needed use, e.g.:

- are there any people;
- what would they be doing;
- what would they look like;
- are there any buildings;
- what would they look like;
- what would you see growing;
- what environment;
- history and culture;
- transport;
- jobs – etc.

(label drawings so can be interpreted later).

Diamond Ranking: How can the world become a better place?

I took the diamond ranking idea from 'Why are people hungry?' (Allum, et al, 2008: 106-9) and adapted it to become 'How can we make the world a better place?' In this activity I asked students initially to identify what they think might make the world a better place, eliciting a range of responses. I then asked students to diamond rank some pre-set responses, putting what they thought as the most important towards the top and those that were less important towards the bottom of the diamond. I then asked if any issues are missing from the categories. Students work in twos and threes for this activity and much of the data is gathered from their interactions in deciding which factors are most and which are least important. In the feedback activity towards the end I can probe further with questions about why certain decisions were made. This exercise gives us data on students' knowledge and awareness of global issues and concepts. It can also give us insight into their attitudes towards equality, justice and diversity.

Cut these cards out to lay on your Diamond Ranking grid.

Rich people give money to poor people	People work together to help each other	All children can go to school
Everyone treats each other equally	All children have rights	Everybody takes responsibility for their actions
We make friends with children from overseas	Everyone has enough to eat	We don't waste water

Questions

1. How do you think the world can be a better place?
2. Have you learnt about any of these things in your school (or elsewhere)?
3. Is there anything you have done (from this list) or anything you could do?
4. Is there anything missing from the list?

Annex 2: Additional tables

Table 18: Definitions of global learning ²⁵

Knowledge, skills and values of global learning	DFID/DFES	Oxfam	Think Global	HEC ²⁶	RRSA	ISA	Connecting Classrooms
Global citizenship	X	X	X	X	X	X	X
Interdependence and globalisation	X	X	X	X			
Social justice	X	X	X	X			
Conflict resolution and conflict	X	X	X	X		X	
Diversity	X	X	X	X			X
Values and perceptions	X	X	X	X	X		
Human rights	X	(X)*	X	X	X	X	X
Sustainable development	X	X	X	X	X	X	
Developing respect	X	X			X		
Identity and self-esteem		X	X	X	X	X	
Empathy	X	X					
Children's voice					X		
Fairness	X	X		X	X	X	
Equality					X	X	
Responsibility	X	X			X	X	X
Critical thinking	X	X	X	X			
Argue effectively		X					
Challenge injustice and inequality	(X)	X		X			
Belief that people can make a difference		X					
Understanding power relations		(X)	X				

(Sources: DFID/DFES, 2005; Oxfam, 2006b; Think Global, 2012; HEC Global Learning, 2009; UNICEF, 2010; British Council, 2012; British Council Connecting Classrooms, n.d.) * Those responses in brackets indicate that the knowledge, skill or value is more appropriate for children at key stage 3 or higher.

²⁵ This is not meant to be a comprehensive account of the information from global learning organisations, but a snapshot of the types of information schools might gain.

²⁶ HEC is a Development Education Centre located in Tower Hamlets, London.

Table 19: Soft versus critical citizenship education (abridged)

	Soft Global Citizenship Education	Critical Global Citizenship Education
Problem	Poverty, helplessness	Inequality, injustice
Nature of the problem	Lack of 'development', education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference.
Basis for caring	Common humanity/being good/sharing and caring. Responsibility FOR the other (or to teach the other).	Justice/complicity in harm. Responsibility TOWARDS the other (or to learn with the other) - accountability.
Grounds for acting	Humanitarian/moral (based on normative principles for thought and action).	Political/ethical (based on normative principles for relationships).
Understanding of interdependence	We are all equally interconnected, we all want the same thing, we can all do the same thing.	Asymmetrical globalisation, unequal power relations, Northern and Southern elites imposing own assumptions as universal.
What needs to change	Structures, institutions and individuals that are a barrier to development.	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships.
What for	So that everyone achieves development, harmony, tolerance and equality.	So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development.
Role of 'ordinary' individuals	Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures.	We are all part of problem and part of the solution.
What individuals can do	Support campaigns to change structures, donate time, expertise and resources.	Analyse own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.
How does change happen	From the outside to the inside (imposed change).	From the inside to the outside.
Goal of global citizenship education	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world.	Empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions.
Strategies for global citizenship education	Raising awareness of global issues and promoting campaigns.	Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations.
Potential benefits of global citizenship education	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor.	Independent/critical thinking and more informed, responsible and ethical action.
Potential problems	Feeling of self-importance and self-righteousness and/or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcement of privilege, partial alienation, uncritical action.	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness.

(source: Andreotti, 2006: 46-48).

Table 20: National curriculum guidance at KS1 and KS2 and links to global learning

Subject area	Example of requirements at KS1 linked to global learning. Learners should be able to / taught about:	Example of requirements at KS2 linked to global learning. Learners should be able to/ taught about:
English	take different views into account; and extend their ideas in the light of discussion.	consider an argument critically. Literature should be drawn from a variety of cultures and traditions.
Maths	Not evident.	solve problems involving data; interpret tables, lists and charts used in everyday life; explore and using a variety of resources and materials.
Science	Care for the environment; ask questions.	about ways in which living things and the environment need protection.
Geography	recognise how places are linked to other places in the world [for example, food from other countries].	recognise how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people].
History	past events from the history of Britain and the wider world.	the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world; to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.
MFL (non-statutory)	not available.	consider their own culture and compare it with others; consider the experiences of other people.
RE (non-statutory)	No reference to KS1, but EYFS identified as being able to: contribute to knowledge and understanding of the world.	No reference to KS1, but EYFS identified as being able to: contribute to knowledge and understanding of the world.
Citizenship (non-statutory)	take part in discussions [talking about topics of school, local, national, European, Commonwealth and global concern]	recognise the role of voluntary, community and pressure groups; appreciate the range of national, regional, religious and ethnic identities in the UK; resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment; recognise and challenge stereotypes; differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; take responsibility; participate.
Music	a range of live and recorded music from different times and cultures.	a range of live and recorded music from different times and cultures.
Art and design	differences and similarities in the work of artists, craftspeople and designers in different times and cultures.	the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].
Design and technology	Not evident	Not evident
ICT (non-statutory)	Not evident	Not evident

continued over

Subject area	Example of requirements at KS1 linked to global learning. Learners should be able to / taught about:	Example of requirements at KS2 linked to global learning. Learners should be able to/ taught about:
PSHE (non-statutory)	to realise that people and other living things have needs, and that they have responsibilities to meet them; to identify and respect the differences and similarities between people; take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern]	learn about the wider world and the interdependence of communities within it; develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions; learn how to take part more fully in school and community activities.
PE	create and perform dances using simple movement patterns, including those from different times and cultures.	create and perform dances using a range of movement patterns, including those from different times, places and cultures.

Adapted from DFE (2012b).

Table 21: Routes to teachers and schools

Table 21 provides a list of organisations, local authorities and DEC's that agreed to pass on the questionnaire to schools²⁵. The questionnaire link was also uploaded to Facebook and the London Global Teachers Network.

Organisation / individual	Method
Barnet Council	Email to schools
Bradford Council	On schools intranet
Brighton Peace and Education Centre	Included in email to schools
British Council – Global Schools Partnerships	Link on BC online schools website and GSP newsletter
Jill Ritchie	Schools working on a project in Uganda
Cheshire DEC	Email sent to schools on mailing list (c. 170 schools)
CNDUK	Email to contacts
Cumbria Development Education Centre	Included in CEDC newsletter
Craven DEC	Email to schools on mailing list
DEED	Email to schools on mailing list
Derby DEC	Email to schools on mailing list
Durham Council	Extranet
Gemin-i	Newsletter to schools
Fairtrade Schools	E-newsletter
Guardian Teacher Network	On website and in weekly e-newsletter
Ray Kirtley	Mailing list for Hull area

²⁵ Data was collected from both primary and secondary schools, with analysis of the secondary school data coming at a later date.

Organisation / individual	Method
Halton Council	In schools bulletin
HEC (Humanities Education Centre)	Email to GSP contacts who have attended global education session and email to schools in Tower Hamlets.
International Schools Award	Email to c. 20 schools
Linking Community Development	newsletter
London Borough of Hammersmith and Fulham	On schools intranet
Luton Council	Circulate to schools.
Northumberland council	Via e courier system to schools
North Yorkshire Council	On schools intranet
Oxfam	Via regional office networks and Oxfam website
Partner Ghana	Email to schools in the network
Plymouth City Council	Email to schools
Richmond Council	On e-newsletter to schools.
RISC	Email to schools on mailing list
SEAL and the Global Dimension	e-newsletter to mailing list (about 900)
Sefton Council	Email to schools in Sefton area
Southend Council	Email to schools.
Suffolk Council	On schools website.
Think Global	The Globe - email to 5,500+ teachers; E-noticeboard to Think Global membership.
UNICEF (Rights Respecting Schools Award)	Email sent to over 3000 teachers / head teachers
Wandsworth Council	Email to head teachers in Wandsworth
Warrington Council	Circulate via schools intranet.

Notes

Notes

Notes

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