

Research into the Impact of the Global Learning Programme in Northern Ireland 2015-2017



**GLOBAL
LEARNING**
Programme

Education for a Fair and Sustainable World



ACKNOWLEDGEMENTS

The Centre for Global Education and Ulster University would like to extend their sincerest thanks to the members of Senior Leadership Teams and Lead Teachers who took part in the Global Learning Training Programme from 2015 to 2017. They are particularly indebted to those who participated in the research through online questionnaires. In addition, they are extremely grateful to the Lead Teachers in the six schools who took part in face-to-face interviews over the past three years, and provided case studies of good practice in global learning. Special thanks are due to the primary and post-primary pupils who took part in small-group interviews during this time period, and who so willingly answered many and varied questions.

Front Cover Photos: Top Left: Pupils from Donaghadee Primary School Eco Club creating recycled bottle top art to highlight the topics of Waste, Healthy Living and Global Perspectives. Top Right: Pupils from Holy Family Primary School in Belfast sharing their thoughts after the GLP Power to the Pupils event in June 2017.

Bottom: Students from Shimna Integrated College sending messages of hope to individuals whose rights are being denied.



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A Global Learning wall display for Fair Trade Fortnight in St Columba's Primary School in Kilrea.

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Foreword

Becoming Lead Teacher for GLP has had a profound impact on me as a person. I now look at the world differently and try to be a more thoughtful citizen. I get a lot of pleasure making everyone in the school know about the issues GLP raises and feel a sense of responsibility now to continue to get the message across.

(Special School Lead Teacher)

This quotation illustrates the profound impact that Global Learning (GL) has had on the practice and global awareness of teachers who have undertaken training delivered as part of the three-year Global Learning Programme (GLP). Funded by the UK government, the GLP is a formal sector initiative rolled out in England, Scotland, Wales and Northern Ireland. All four jurisdictions have the same goal of embedding GL as regular practice on a whole school basis in 50% of grant aided primary, secondary and special schools at Key Stages 2 and 3. In Northern Ireland, the programme has been managed by the Centre for Global Education, a development, non-governmental organisation that has been delivering GL for over 30 years.

This report carries the findings of a research programme designed to monitor the impact of the GLP on teachers and on pupils - *Pupils are aware that people can bring about change (Post-primary Lead Teacher)*. The support provided to schools over the three years of delivery included: high quality, interactive training days; substitute cover to facilitate the release of teachers to participate in the training; follow-up twilight training sessions in school clusters; resource support by way of a designated website and teaching materials; and certification recognising schools' achievement in global learning.

The research team was led by Professor Linda Clarke and Dr Lesley Abbott, Ulster University, and their mixed methodology included a longitudinal study involving teacher and pupil interviews in six sample schools over the three years of the programme. Statistical and qualitative data were also gathered from Lead Teachers and Senior Leadership Teams through questionnaires and whole school self-evaluation tools. Two cohorts of teachers that undertook training provided by the programme in 2015 completed follow-up questionnaires in 2016 and 2017 to monitor the impact of the training on their classroom practice.

Quantitatively, at the time of publishing this report, the GLP in Northern Ireland has met its target to engage 50% of schools with a total of 523 primary, post-primary and special schools having participated in the programme to date. That such a challenging target has been met with another six months of the programme remaining is a testament to the dedication of a small GLP team in the Centre for Global Education comprising Orla Devine, Helen Ferguson, Anna Grindle and Robyn Scott. They have been ably assisted by a team of highly experienced and dedicated Global Educators who deliver the GLP training, and by a Programme Management Group actively chaired by Terry Murphy and comprising representatives from key statutory formal sector bodies and non-governmental organisations.

Qualitatively, the research findings are very gratifying in reflecting a significant shift in the confidence and progression of teachers in incorporating global issues into their practice, cascading them to colleagues, and, most importantly, conveying them to their pupils - *We must empower the children we teach with the skills and desire to bring about change (Primary Lead Teacher)*. This was measured in movement along the 'Six Stages of Whole School Global Learning Progression' which range from 'non-engaged' to 'embedding'. The report shows clear progress in this regard and suggests that 'Movement from one indicator to the next represented considerable achievement in schools where demands on teachers' time remain numerous and constant'. The challenges to progression include competing demands in the curriculum, ongoing industrial action, and a lack of dedicated

time and funding for GL in schools. The researchers conclude that “the Global Learning Programme needs to have a longer lifespan in order to allow for a deeper and broader development of this work”.

All of the GLP stakeholders endorse this view and sincerely hope that the programme will be extended beyond its current end date of July 2018. The global challenges confronting us all, from climate change to worsening social and economic inequality, demand more global learning that will equip young people with the skills, values, knowledge and attitudes needed to actively engage with development issues. The gravity of today’s global problems mean that activism is no longer an optional appendage to our lives, but a necessary component to everyday living. As the American author Alice Walker said ‘activism is my rent for living on this planet’ (Pratibha, 2013), and education has to be a central plank of this activism.

On behalf of the Centre for Global Education and the committed team of educators that have organised and delivered the GLP’s activities this past three years, I want to thank Linda Clarke and Lesley Abbott for the rigour of their research and presentation of their findings. I hope you take the time to read the report and reflect on its recommendations.

Stephen McCloskey

Director, Centre for Global Education



Global learning display in St Columba’s Primary School (Straw) which demonstrates global learning progression right across the school.

INTRODUCTION

THE GLOBAL LEARNING PROGRAMME

Global Learning (GL) helps learners make sense of the increasingly globalised, complex and rapidly changing world in which they live. It enables them to think critically about world issues and to develop an awareness of the impact their own actions can have on others. A holistic approach to global learning equips young people with the essential knowledge, skills, attitudes and dispositions that will enable them to realise their potential and make a positive contribution to a fair and sustainable world. Key Global Learning concepts include poverty, global inequality, social justice, sustainable development and global interdependence.

The Global Learning Programme (GLP) is a four-year initiative supported by the Department for International Development (DFID) for primary, post-primary and special schools. It is designed to strengthen the capacity of teachers and senior leaders to embed Global Learning as a whole-school approach, that is, through curriculum teaching and learning, effective leadership, community connections, and awards and extracurricular activities (see diagram 1). Participating schools are provided with flexible teacher training, resources and guidance grounded in the Northern Ireland Curriculum. Each participating school from the first two cohorts in 2015 (those participating in the research) nominated a teacher to lead on global learning. This 'Lead Teacher' attended two full training days plus two follow up twilight sessions, two months and twelve months after the initial training.

Diagram 1: The Four Areas of the Whole School Global Learning Framework



There are Global Learning Programmes taking place in England, Scotland and Wales as well as Northern Ireland, all funded by the UK Government. In Northern Ireland, the GLP is managed by the Centre for Global Education, a resource base for global learning situated in Belfast (see www.centreforglobaleducation.com). The target set was to reach 50% of grant-aided primary, post-primary and special schools. At the date of publishing this report, 523 (50%) schools in Northern Ireland have already taken part in the core GLP training.

THE RESEARCH

The research is set within the context of the revised Northern Ireland Curriculum's distinctive approaches to both content and pedagogy (CCEA, 2007). The Department for International Development's recent youth strategy states that it 'wants to support young people to be global citizens - young people who are passionate about development and advocate for the delivery of the Global Goals' (DFID, 2016).

The learning context across all Key Stages in Northern Ireland is set by CCEA's particular emphasis on active learning approaches, collaborative learning, and building personal skills. The Global Learning Programme NI has focused on the following five concepts: social justice and fairness, poverty, sustainable development, equality, interdependence and globalisation. Further, it explores the connections between the local and the global, building knowledge and understanding, as well as developing skills and attitudes (DFES, 2005, cited in UKaid, 2010).

Research aim

The aim of the research was to assess the impact of the Global Learning Programme delivered by the Centre for Global Education (CGE), in meeting its stated aim of enhancing Global Learning practice in 50% of grant aided primary (P), post-primary (PP) and special (S) schools in Northern Ireland, specifically at Key Stages 2 and 3. Over the 3-year lifespan of the current GLP, the intention was to examine the progress of pupils in Years 5 to 10, as well as the implementation of Global Learning by the schools and Lead Teachers.

METHODOLOGY

A mixed methods approach was used in the research, as exclusive reliance on one method may bias 'the particular slice of reality' being investigated (Cohen et al., 2011, p195). Convergent validity was addressed as findings from the different research instruments allowed triangulation of data (ibid, p189). In all three years of the project, an online platform was used to generate statistical and some qualitative data from Senior Leadership Teams (SLTs) and Global Learning Lead Teachers (LTs). The questionnaire was to be completed collaboratively. To measure the schools' level of involvement in GL over the 3 years on a wide range of issues, 6 stages were used (see diagram 2) to help each one self-evaluate under the four areas of the whole-school GL framework. In ascending order, these were 'non-engaged', 'early-engaging', 'defining', 'developing', 'expanding' and 'embedding' (CGE, 2015).



Diagram 2: The Six Stages of Whole School Global Learning Progression

For Cohort 1, the survey returns rate in Year 3 was 33.92% (19/56), slightly more than in Year 2 (22.41%, 13/58) although less than Year 1 (67.24%, 39/58). Cohort 2 received GLP training and took part in two years of research evaluation with returns rates of 59.18% (58/98) in Year 1 and 37.75% (37/98) in Year 2. This report will focus on the evidence of progress made in Cohort 1 schools. The findings for Cohort 2 schools over their two years of participation in the GLP, were very largely similar to those of Cohort 1 and can be viewed at: www.globallearningni.com/uploads/myresources/whole_school_C2_report.pdf. The findings should be interpreted with some caution because of relatively small numbers for both cohorts.

The qualitative element of the research consisted of one-to-one, semi-structured interviews with LTs in 6 schools (3 primary, 3 post-primary) in each of the three years. Small-group interviews (based on circle time) were conducted with pupils between Primary 5 - 7 and Years 8 - 10, a novel methodology previously used by the researchers (Clarke & Abbott, 2016). There was awareness of the time some children may take to answer (Kellet & Ding, 2006), and caution was exercised with prompts to ensure reliability of responses without leading (Lewis, 2002). In Year 1, 61 pupils agreed to take part, in Year 2 there were 90, and in Year 3, 66 pupils giving a total of 217. Pupils could not be tracked over the three years as participation was entirely voluntary and some different pupils took part each time. Thematic analysis was carried out for both teacher and pupil interviews with verbatim extracts as appropriate to illuminate the data and give a 'detailed and nuanced account' (Braun & Clark, 2006, p83). Full ethical approval was obtained from Ulster University's Research Ethics Committee.

FINDINGS

Section (a) reports the whole-school questionnaire findings (n=19), section (b) the Lead Teacher Interviews (6), and section (c) the pupil interviews (66). For analysis of the survey, the main headings were Curriculum Learning and Teaching, Effective Leadership, Community Connections, and School Awards and Extracurricular Activities. For the teacher interviews, they were Teaching and the Impact on Global Learning; Effective Leadership, Community Connections, Awards and Extracurricular Activities; the Pupils and Global Learning; Resources and Support; and Global Learning in the Future. For the pupils, the key sections were Knowledge and Understanding of Globalisation and Interdependence; Knowledge and Understanding of Social Justice and Equity; Skills, Attitudes and Dispositions towards Social Justice and Equity; Knowledge and Understanding of Power and Governance; and Awareness of Global Learning.



Post-Primary STEM Teachers at GLP training building their own water filters and exploring unequal access to clean water in the world



Students from Dromore High School learning about their locality and how art can regenerate neighbourhoods



Left: Students from Shimna Integrated College taking action to raise awareness of the plight of Syrian Refugees through a virtual reality tour and petition. Right: Students from St. Louise's Comprehensive College exploring Sustainable Development Goal 4 on Quality Education and performing a dance routine to accompany a major speech given by Malala



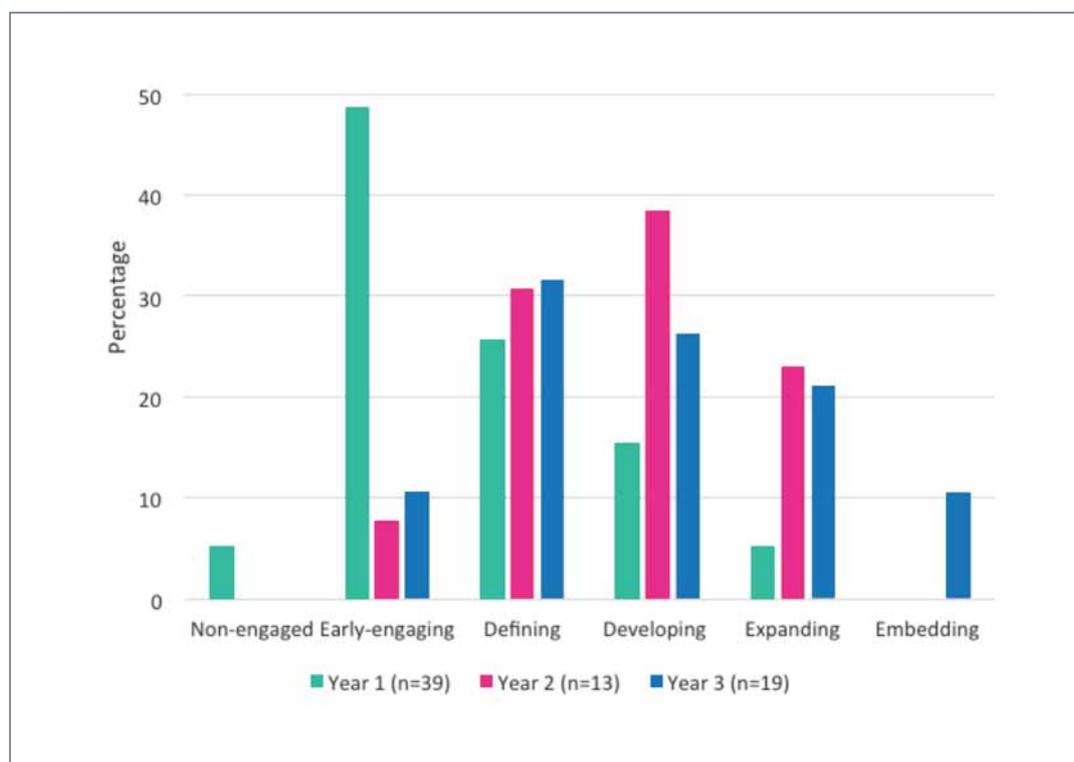
Impact of GLP at whole-school level (questionnaire)

Curriculum Teaching and Learning

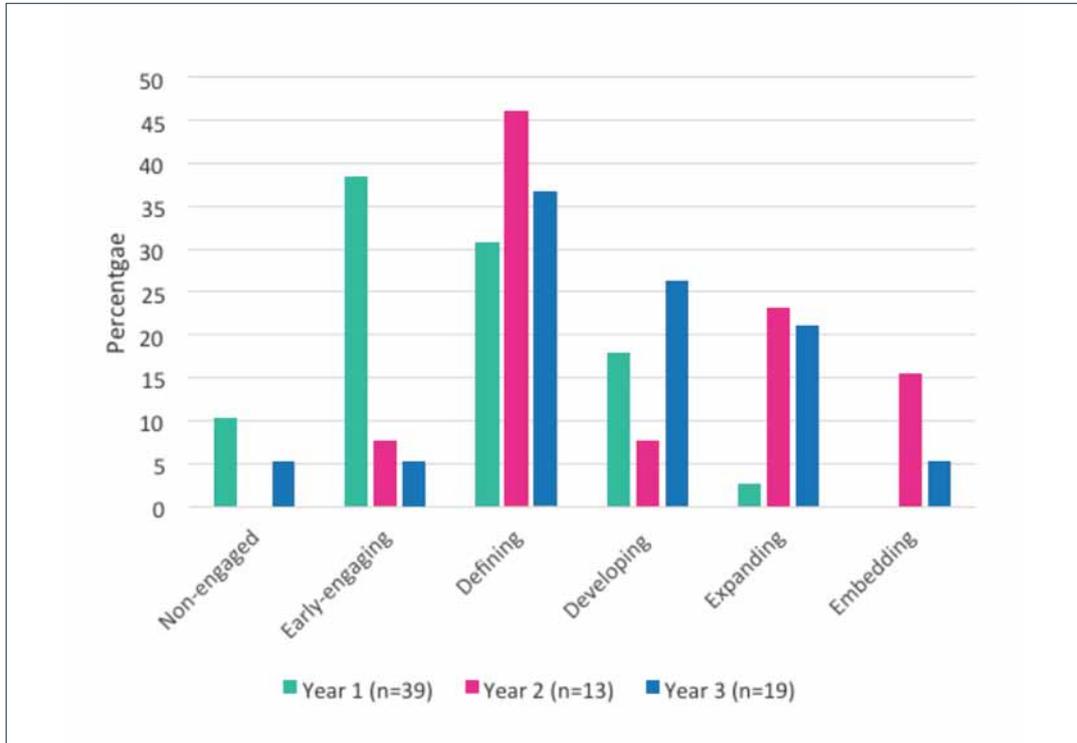
There was progression in pupils' exploration of the 5 GL concepts with none non-engaged since Year 1, and a swing towards the top four more positive indicators in Year 3 including a small number who were embedding, unlike Years 1 and 2. Concerning their knowledge and understanding of the concepts, most schools saw a marked movement away from the early-engaging category with continued repositioning towards the higher criteria in each successive year, again with a few who were embedding. A more exact measurement of current pupil progress (on a scale of 0 – 10 and by school sector) in regard to their understanding of the GL concepts showed convincing improvement between Years 1 and 3 among primary and post-primary pupils, with special schools maintaining their position. Similarly, regarding their knowledge of the causes of poverty and inequality and their understanding of how society might make a difference, there was a positive shift upwards in all three phases from baseline to endpoint.

Growth was noted in Lead Teachers' own understanding of the GL concepts in Year 3, since a large majority now occupied one of the higher categories with continued improvement since Year 2. Their confidence, too, had grown with most now defining or else expanding. Progress was made over time in the delivery of themes/topics through connected learning with markedly fewer now in the two lowest categories than in Year 1, although a few still described themselves as non-engaged or early-engaging in Year 3. While there was some fluctuation among the more positive indicators over the three years, those at the defining stage remained a constant group and those that were expanding had grown in number, with some embedding in Years 2 and 3 in respect of a cross-curricular approach with GL.

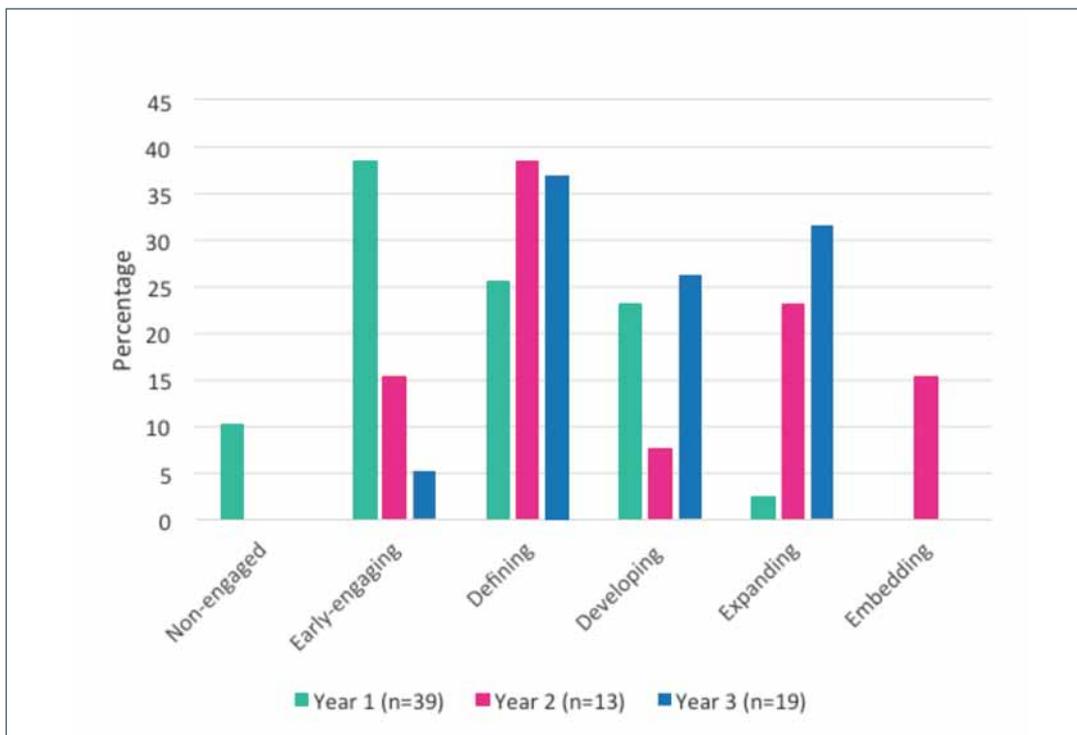
Bar Chart 1: Pupils' knowledge and understanding of the global learning concepts by year (%)



Bar Chart 2: Extent to which teachers delivered global learning themes/topics through connected learning by year (%)



Bar Chart 3: School's current understanding of how global learning can support the NI curriculum requirements outlined in the 'Big Picture' by year (%)



Schools' understanding of how GL can support the Northern Ireland Curriculum requirements outlined in the 'Big Picture' had improved in Year 3, with those locating themselves against the middle three criteria (defining, developing, expanding) forming the majority. Further, there was progress over Years 1 to 3 in schools' undertaking a GL approach to whole-school initiatives, progressing from almost half initially early-engaging, to nearly half defining, to over half currently developing.

Whereas in Year 1, LTs said that colleagues' awareness of where to access resources to support GL in their own subject area(s) was at an early stage, in Years 2 and 3 it was more likely to be defining or developing. However, the assessment of GL pupil outcomes (knowledge, understanding, skills, dispositions) was an area of some concern for teachers. In Year 3, nearly two-fifths remained at the lowest indicator, with a third slightly better at early engaging. None in any year reached the embedding stage.

Actions taken in the past year relating to Curriculum Teaching and Learning included cascading class or Key Stage activities in a whole-school context (e.g., peer education during assemblies) - *The pupils learn about global learning concepts in class and then cascade their learning to the rest of the school in the form of an assembly (P)*. There was more detailed planning - *Placed into subject Schemes of Work (PP)*. Topic links to GL were set up - *Journey of a Syrian refugee - Year 3/4 Worlds Apart - Study of Africa - Year 6 Homes in Developing countries - Year 2 Schools in developing countries (PP)*. There was also a focus on school awards - *We have now begun to work towards Eco School's Award and have Eco Warriors appointed who attend regular Eco School's meetings (S)*, and fundraising continued - *Fair Trade coffee morning (P)*.

The impact of these actions, first, on pupils in both sectors was that they acquired greater awareness of the meaning and relevance of GL - *Children are more aware of the causes of poverty and how they as individuals can help (P)*. They could better understand their own place in the community and the wider world - *I would argue that our students have been given numerous opportunities to develop a range of skills, qualities and dispositions. [This] has allowed students to show respect for others, integrity, curiosity, tolerance, concern for others and self-belief that they can have an impact on the lives of others on a local and global scale (PP); Empathy -concern for others -community spirit -personal responsibility -fairness and social justice (P)*. Moreover, children could now recognise the links between their topics and the GL concepts - *Pupils see the relevance of global issues related to the topics covered (P)*. Sixth-year pupils in one post-primary school now acted as 'peer educators' for younger children in a GL context - *All Year 8 pupils have experienced a morning of global learning on a key topic. Sixth year students have become involved as peer educators for fellow students (PP)*.

A second favourable impact was on LTs' greater capacity to embed GL and more confidence in promoting it throughout the school - *By helping others identify GL opportunities, researching resources and by completing the numerous self-evaluations, I feel that I have the confidence to embed GL within my subject and guide others (PP)*. Their pupils now knew more about the world - *The pupils' knowledge of global issues has increased and can be discussed with prior knowledge (P)*. Two wanted further training and support, and spoke of their commitment to other initiatives - *I feel I'm still learning and need the support of all the staff to keep global learning in the forefront of our minds and use all opportunities to develop it throughout the whole school (P); Demands of other initiatives have been a challenge (PP)*.

Third, in respect of how far other school staff were able and prepared to implement GL, reference was made to their increasing willingness to engage - *Staff willing to incorporate relevant activities into their lessons (PP); ... willing to engage more than in previous terms (P)*. Training was being translated into action - *All staff have been trained in global issues, Rights Respecting and Eco issues, and are actively involved in promoting these (P)*; teachers were directed to relevant resources and could see the whole-school picture - *Staff are made aware of useful resources for their classes, they're aware of the audit outcomes and have a clear direction of where we're going (S)*.

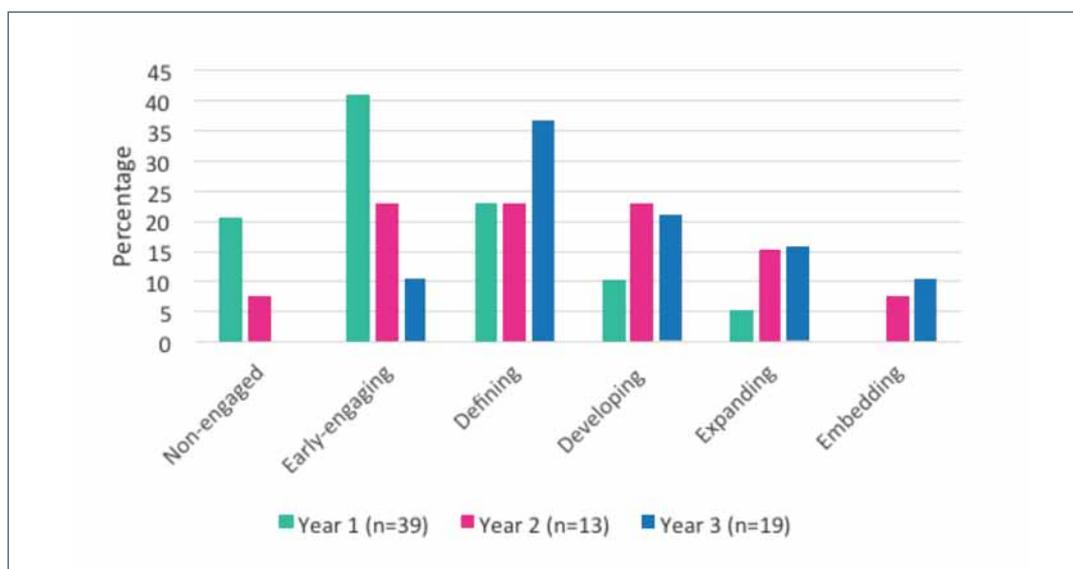
Effective Leadership

Evaluation of the effectiveness of leadership in GL had improved substantially, with numbers occupying the three middle categories much higher than in Years 1 and 2. A good result was that none in any year were non-engaged. Similarly, schools' ethos and vision with respect to GL had steadily grown over the three years with some now in the highest category. The inclusion of GL in school policies had increased year on year with a very small number currently using the highest indicator, although a fifth remained early-engaging. There was a steady upswing, too, in the schools' inclusion of GL in the School Development Plan, with again a small number embedding but some still early-engaging.

Opportunities for staff development in GL was an area in which most schools remained early-engaging in all 3 years, although some moved up to defining in Year 2 and, in Year 3, an equal number were early-engaging or had reached the developing category. Just one school was currently in the highest grouping, an indicator unused in Years 1 and 2.

The impact of actions taken in the past year relating to Effective Leadership resulted in planning, monitoring and target-setting being given priority - *Working group to monitor implementation and progress - action plan to ensure targets are set and achieved- this feeds into school development plan (P); Global Learning is an integral part of the School Development Plan ... fully supported by Senior Leadership and staff (P). GL was cascaded and best practice shared - Cascading to all staff has taken place (PP); [The Lead Teacher] carried out a sharing good practice meeting with all staff and outlined the outcomes of the GLP audit and where we are moving toward (S).*

Bar Chart 4: Current inclusion of global learning within the school development plan by year (%)



Notable progress was made since Years 1 and 2 in taking the pupil voice into account when planning to implement GL. By Year 3, most had moved towards the three middle criteria with a few embedding (increasing a little each year), and a small number still at the early stages. Both the School Council and the pupil voice had been given a growing profile - *School Council and student voice consulted on regular basis (PP)*, and work was continuing towards school awards - *[The Lead Teacher] is now supported by a teacher from the Primary and Secondary Departments who are working towards gaining the Eco School's Award (S).*

First, the impact of these actions on pupil outcomes included more opportunities to take their GL forward in class, in whole-school assemblies and in extracurricular activities - *Pupils have plenty of opportunities to develop their global learning in class and through extracurricular activities e.g. Mandarin lessons for KS2 pupils, celebration of Chinese New Year (P).*

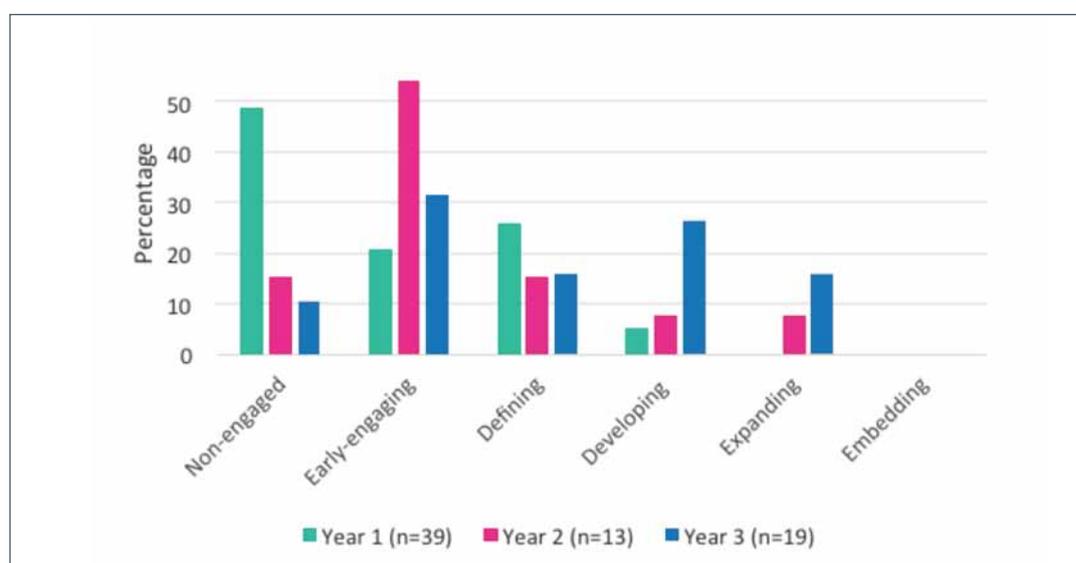
Second, the impact on teachers related to opportunities to plan, embed and disseminate GL more widely, particularly increasing new teachers' awareness - *More opportunities through Shared Education to plan and deliver lessons with a global learning theme (P); Global learning has been disseminated to new teachers who have successfully engaged in a variety of themes (P).* The importance of unrolling GL to pupils and to the wider school community was stressed, as was the benefit of having help from colleagues to implement it more widely, rather than the role of LT being a solitary one - *Having support of x2 colleagues is invaluable and enables us as a school to spread the news to more staff and pupils (S).*

The willingness of other teachers to be involved in GL was again praised - *Majority of staff willing and able to deliver global learning (PP).* LTs spoke of greater participation by classes in events as well as more awareness, enthusiasm and motivation to implement GL with the help of external agencies - *... encourages school staff to get involved when outside agencies help them to deliver the curriculum using personal knowledge (P); Other staff are now aware of the issues that need to be covered and are working towards them (S).* Teachers were also seeking GL links - *More school staff look for links to help with GLP projects (P).*

Community Connections

Sharing and collaborating with other schools in relation to GL were still early-engaging in Year 3 with over a fifth at the lowest indicator, although more than a fifth were expanding. Progress had been made since Year 2 concerning connections with external partners to help strengthen GL and its outcomes. Schools in Year 3 met the top four criteria, with correspondingly fewer set against the lowest two. There was quite marked progress in Year 3 in respect of helping parents/carers to understand the aims and benefits of GL, with notably fewer in the two lowest categories than in Years 1 and 2. Actions taken were through school websites and newsletters - *We put in our newsletter and website any news about global issues we're working on and our topic work. We keep parents updated on our link with our partner school. We also include a different UN Convention on the Rights of the Child article each month in our newsletter (P).*

Bar Chart 5: Helping parents/carers to understand global learning by year (%)



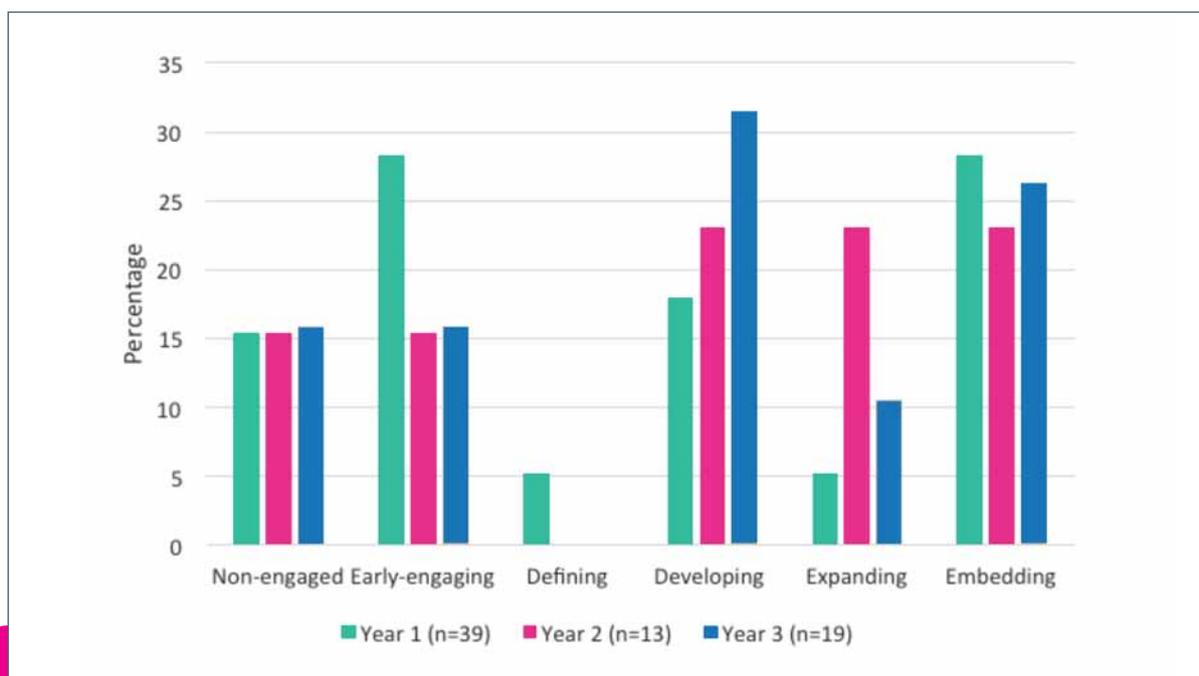
Concerning Community Connections and GL actions in Year 3, there was involvement with other schools/ partners (local and/or further afield) – *I feel the work we've done within the college and our partner primary school has enabled us to move to the 'expanding' stage ... also strengthened our link with Habitat Northern Ireland, Amnesty International and the United Nations Association (PP)*. Links were also made with local businesses - *Fair Trade coffee morning with parents and local businesses (money raised for Oxfam) (P)*, and there was fundraising for charity - *The school has worked hard to ensure that the children develop a good understanding of the plight of refugees in other parts of the world. Fundraising activities and school assemblies have focused on the charity 'Reading for Refugees' (P)*. Lastly, work on school awards continued - *Our Rights Respecting Schools coordinator has been involved with other schools as a mentor for the programme. We have links with schools from USA, Ireland and Malaysia, increasing the pupils' knowledge of global issues (P)*.

First, the impact of these actions on pupils was better understanding of other children's suffering and lack of basic human needs - *Children are more aware of wealth and poverty and the difference of places in the world. They know that something can be done by everyone to change these differences (P)*. There were more opportunities for them to explore issues of social injustice and inequality, having learned about these from teachers, children in other countries and their own community - *Classes engage with pupils in their local community about global issues (S); Pupils have the opportunity to explore social justice and equality (PP)*. One response was more cautious - *Still in early stage. It is too soon to comment on outcomes at present (PP)*. Second, some teachers were helped to embed GL through events organised in school - *Having an actual event taking place in the school helps to focus on what we're aiming to do and I keep everyone updated using our website and global learning board (P)*. Community connections were a valuable means of embedding, *using a different 'voice' than the classroom teacher (P)*.

School Awards

Engagement over the 3 years with four School Awards, namely, the UNICEF Rights Respecting Schools Award, the British Council's International Schools Award, Trócaire's Better World Award (Primary)/Whole School Solidarity Award (post-primary), and the Fair Trade Awards, was mostly at the lowest criterion (non-engaged), although less so in Year 3. By contrast, incorporating a global dimension into the delivery of Eco-Schools Award topics was rated much better, as most schools were now at the developing stage with over a quarter in the highest category.

Bar Chart 6: Incorporation of a global dimension in the Eco-schools Award topics by year (%)



GL actions taken concerned awards that schools currently held, were working towards, or were renewing - *Rights Respecting Level 2- the school can demonstrate that it has acted as an ambassador for Children's' Rights. Trócaire Better World Award is ongoing (P); We're currently working towards Eco- Schools Award and collaborating with another primary school (S); The school is currently working towards renewing the Green Flag Award, and has identified global perspectives as the main topic (PP)*. A few were not involved in awards, one blaming industrial action and another calling for support from other staff because of the substantial time commitment.

However, the impact on pupils was still in evidence. Working for awards instilled a sense of fairness and empathy about the environment in the wider sense and for the greater good - *Developed skills of empathy (PP)*. It fostered greater awareness of global inequality and the pupils' own role in it - *Children can demonstrate and articulate that they've a good understanding of the issues relating to global inequality, Eco awareness and their part in it (P)*; and there was continued, full engagement with the awards - *The children continue to be fully involved through [school] council membership in achieving the awards and being very knowledgeable about the relevant issues. They're very proud of our achievements this year! (P)*.

Impacts of these actions on teaching meant that pupils could better understand the GL activities undertaken - *I'm happy that the children know why we carry out all the activities that we do and they're well established in our school (P)*; awards facilitated the inclusion of GL in teaching and helped it to remain centre stage in school - *Global learning continues to be at the forefront of school life (P)*; and international links had been made in one post-primary school with more planned - *I've had the chance to develop two new strands to our international work this year, in India and America. We have an established partnership with a group from Sweden and are planning a link with Belgium (PP)*. However, the willingness of teacher colleagues to participate in school awards ranged from enthusiasm to reluctance - *All staff have been involved in and have contributed to the achievement of these awards, including being interviewed to achieve our RRSA Level 2 (P)*; or, *It has been difficult this year to get further staff on board due to pressure of prior commitments (PP)*.

Global learning lessons or activities with pupil outcomes

The schools provided numerous examples of particular GL lessons or activities delivered, together with outcomes relating to pupils' knowledge, understanding, skills and dispositions. These appear in Appendix 1 of the full Cohort 1 survey findings indicating school sector. Almost three-quarters of schools gave pupils opportunities to take action on issues related to fairness or sustainability, and examples of the learning processes and pupil outcomes appear in Appendix 2 of the full Cohort 1 survey findings.

Global Learning in the Future

The impact of participation in the GLP meant all schools now had plans to continue the journey towards embedding Global Learning, but they still asked for additional help to do so more fully. First, more support was required for LTs, SLTs and other staff in order to sustain momentum, with the point made that it was becoming more difficult to reach the embedding stage. Second, specific help could embrace twilight sessions, visits to schools by a member of the GLP team to address *all* staff, and ongoing advice from GLP advisers. Third, where an SLT member had left a school or a different LT had to take over, their replacement should be able to seek appropriate guidance from the GLP staff to continue their roles. Fourth, sector-specific resources were needed, whether online or through email contact with the GLP, to identify and exemplify ideas, suggestions and initiatives. Lastly, cluster groups were proposed, including online networks. Very positive comments included:

A fantastic programme that has been extremely well received by staff and pupils. In an increasingly linked global world, it is important that the children get the opportunity to see how they can have a positive impact on the world beyond their local community. (P)

We're so glad to add this strand to our World Around Us programmes. The children are our future and at least in primary school, the children have a wonderful sense of fairness and can see the adults' hypocrisy. Long may it continue. (P)

Becoming Lead Teacher for GLP has had a profound impact on me as a person. I now look at the world differently and try to be a more thoughtful citizen. I get a lot of pleasure making everyone in the school know about the issues GLP raises and feel a sense of responsibility now to continue to get the message across. (S)

It would be wonderful if there was funding available for global learning leaders to get time to work in school to develop and fully utilise all the great resources that are out there! (PP)

Our school has embraced the Global learning concept and as a result we feel that we are more connected - curriculum, community and charity work have now all taken on a new meaning and perspective. (P)

Support from the global learning team has been excellent. (S)

The full report is available at: www.globallearningni.com/uploads/myresources/whole_school_C1_report.pdf



Display by GLP School Bridge Integrated Primary at an Eco-Schools Celebration event at the Lough Neagh Discovery Centre

Impact of GLP on Lead Teachers from Six Schools (interviews)

Impact of Global Learning on Curriculum Teaching and Learning

Post-GLP training in Year 1, Key Stage 2 LTs spoke somewhat tentatively about actions taken to embed GL - *We've just touched on it, more through topic work (P)*. However, by Year 3 they had progressed to a more informed, confident stance where links were made through school awards, environmental work, topics or thematic units - ... *looked at a lot of aspects of Africa [and] global learning was a big part of it (P)*. Initial Key Stage 3 actions were similar - *We would touch on some areas of poverty when we're looking at different countries, also migration ... (PP)*. Now, though, more positive post-primary activity was at pastoral level and through awards and charitable campaigns. However, GL was predominantly implemented in Geography as in Years 1 and 2, and to some extent in Learning for Life and Work. One school could not proceed further this year due to limited capacity.

Embedding GL with the rest of the school at primary level grew in Year 3 as a result of more emphasis on planning - *Within year groups the teachers, every six weeks, were to do some kind of related activity or discussion depending on pupil age that would link into a global perspective (P)*. Plans put in place with the help of a GLP adviser included the World Around Us and cross-curricular topics. Post-primary, whole-school activities filtered through all Key Stages, engaging with the concepts of equality and fairness, with differentiated resources from Year 8 to Upper Sixth. A 6-week programme focused on infusing GL with all year groups related to the Trócaire campaign, said to be *the only initiative that has crossed over from a pastoral dimension into curriculum development (PP)* with the benefit of joined-up thinking among all staff involved.

In Year 1, there was tentative implementation of GL across primary subject/topics in a connected way, with planning in place in Year 2 to integrate it at appropriate points in thematic units from the Foundation Stage. This cross-curricular approach embraced History, Geography, ICT, Personal Development and Mutual Understanding (PDMU) and Maths, an increase of 4 subjects since Year 1. In Year 3, primary LTs continued their connected delivery, for example through PDMU and combined, say, History or Maths with ICT.

Benefits of inter-connected delivery in Year 2 were greater scope for children to engage with topics, develop investigative skills, conduct research and present findings, all linked with literacy, communication and ICT. It generated more pupil enthusiasm, with teachers actively incorporating GL into their topics. Additional benefits noted in Year 3 were a more expanded cross-curricular approach promoting wider pupil knowledge and understanding, and transferable skills development. Teaching was less segmented, and both classroom and time management were facilitated.

Similarly, in the post-primary sector, Year 1 cross-curricular delivery of GL was at an information-gathering stage to evaluate progress in different departments, and links were highlighted with Learning for Life and Work (LLW). In Years 1 and 2, Geography was the main vehicle, with Maths and Science now included. In Year 3, the more practical activities of Drama and Dance were added to Geography, History, Religious Education and LLW - *as a result of the Syrian Refugee Crisis, the LLW and the Dance Departments worked collaboratively on a piece of original dance ... so the learning was connected through what they were having in a dance class to what they were studying in their LLW core curriculum at Key Stage 3*.

One benefit was a re-emphasis on pupils' skills development - *It reaffirms the skills and qualities that students are developing, and then they realise 'Well, we don't just do that in Geography' ... I found we were doing some stand-alone lessons in Geography whereas now it's built into schemes of work, say, in English ... (PP)*. As well, pupils were helped to become more empathetic - *It allows them to develop things like empathy and tolerance to ethnic minorities within Northern Ireland and in our locality; and the whole-school element was a salient feature - It strengthens their understanding if they can do it on a whole school basis*. GL was thought more accessible to pupils in creative form, with more positive feedback and greater understanding that fostered emotional intelligence - *The creative subjects are feeding into the curricular subjects ... (PP)*.

Effective Leadership, Community Connections, Awards and Extracurricular Activities

Since Year 2, primary school actions attributed to Effective Leadership in the form of Senior Management support were the inclusion of GL at Key Stages 1 and 2 in the School Development Plan *for the next three years, building on what we've already done (P)*; strong emphasis by the SLT on the importance of global issues - *more of a team effort where the senior management team were involved in being responsible for their key stage levels ... a continuation since last year (P)*; and the LT's vigilance for anything that could help [the development] of global learning co-ordination (P).

There was praise for primary colleagues' cooperation and GLP support was highly valued, although constraints like industrial action by teaching unions (for example, no directed time) prevented after-school meetings to monitor and evaluate progress, as well as ongoing pressures on teachers - *As you know, everyone's very busy, but they were very good at [integrating] global learning ... just a matter of making sure the children knew they were doing [it] (P)*. Changes in themes and planning could also adversely affect global learning, although help was sought - *That's why I had (a GLP adviser) in to see if she could pull in strands or new things ... we'd worked hard at including global learning in our themes last year, and we're now being asked to reassess the whole thing ... aspects of it will then have to be readdressed (P)*.

At post-primary level, a change in the SLT responsible for GL in one school meant no huge actions in the previous year, but support for the dissemination of its aims and implementation remained strong. Work beyond the school and attendance at external events was encouraged - *Support has been good in terms of community partnerships, charity work, working with Habitat for Humanity, Amnesty International ... At the beginning of the year, I'd approach Senior Leadership [about] planning and strategy meetings ... add in weeks that I'm going to deliver resources for the Global Learning Programme ... staff and the Senior Leadership Team are grateful for [these] (PP)*.

Close cooperation in another school with a member of SLT in charge of Curriculum and Development meant information about connected learning went to Heads of Departments, *so the model remains the same as it did last year ... still very supportive*. The remaining post-primary LT who reported no real movement because of staff shortages, was adamant that future plans were in place - *I have fought for and got back another session [of Geography] for next year in Year 10. My plans for Fairtrade were put on hold this year, but I've the unit of work ready and hopefully next year I'll be able to deliver it to the current Year 9s*.

The 3 post-primary LTs met with mixed support from teacher colleagues - *It's basically left to me. [Some] staff are more proactive ... others do the minimum in terms of global learning. They won't look for resources and will expect me to deliver them*. Another LT had more people involved this year than last year, but they were still

in the minority - *Departments are focused on the delivery of the syllabus they have to teach ... we're in a slightly different, more difficult sector to deliver global learning at whole-school level (PP)*. There was unanimity that secondary teachers had no option but to focus on their own subject(s) - *We are bombarded. Literacy and numeracy have to take precedence,* except for LLW and Geography which could integrate GL.

None of the 6 LTs had dedicated time for their role - *Absolutely not (PP); None (P)*. In no case either was it shared, although one primary LT said that the growth and demands associated with, for example, school awards warranted additional support, with agreement from a post-primary counterpart who had some help from a Vice-Principal on an *ad hoc* basis.

There were differences across the two sectors in regard to the inclusion of GL in school policies. One primary school had included it - *I put Global Learning into our World Around Us policy and it's also in our Pastoral Care Policy and PDMU (P)*; one had not, and the third was doing so. No actions had been taken in the post-primary phase - *It's been put into our Action Plan, but it was just one of those things that was given a back seat this year because of other priorities that the school has to have (PP)*. As for the School Development Plan, again there was disparity between phases, as the secondary schools had not yet included it - *Maybe that will be something for the future (PP)*. In the primary sector, one LT reiterated that GL was part of the World Around Us, although the hope was that it would eventually be included at both Key Stages, but industrial action once more precluded evidence being gathered to make the case for this. In addition, none of the 6 LTs had taken any action to promote differentiated Continuing Professional Development (CPD) within GL.

All but one of the 6 LTs described actions concerning the pupil voice in the past year, two referring to them as continuing, not new. These related to fundraising in two primary schools, and to a recent initiative in another in which even the youngest pupils could express their views on learning, Eco schools and global issues. Two post-primary schools worked with the School Council, and a girls' school looked at the role of women internationally and the topic of misogyny.

GL actions in relation to Community Connections were mainly links with local schools, but also shops and a voluntary organisation - *We've started to build up a really wide link with the community in all sorts of ways (P)*. One post-primary LT had learning-themed links with a primary school and another described involvement with a recently piloted international initiative.

Just two of the 6 schools had external partnerships with Non-Governmental Organisations (NGOs). The primary LT described contact with Oxfam and making use of their resources, as well as taking advantage of training provided by the British Council to foster leadership with children - *We've established quite a few links with NGOs, since [last year] ... staff now are aware of Oxfam and their resources and make use of them (P)*. The post-primary school had actively worked with NGOs - *We work with Amnesty International, Habitat for Humanity ... last July we took a group of 13 to Ethiopia to build houses and sanitation facilities, and we're going out again in 2018. The planning ... covers nearly all of the global learning concepts, skills and qualities, so the students develop, and the younger ones will take part in fundraising, assemblies, looking at what is poverty, at the cycle of poverty, how can it have greater implications, whose responsibility is it (PP)*.

Actions taken concerning GL and parents/carers were negligible in the 3 post-primary schools, but social media/school websites constituted a valuable source of contact and information, dependent on parents/carers being technically literate. Two primary schools kept in touch more directly with parents/carers in a GL

context either with fundraising or school activities, the third stating *that would be something that would probably need developed further (P)*.

There was little movement in Year 3 relating to existing School Awards and Extracurricular Activities in either sector, with time constraints and industrial action again cited - *If I'm being honest, it's very difficult and very time-consuming, so I'm reluctant to bring in another thing that's maybe going to add an extra workload onto staff (P)*. However, the 3 primary schools were continuing with existing awards and in two cases were contemplating other work.

Similarly, two of the 3 post-primary schools were continuing with actions related to existing awards, but again with little time for new ones. Some part-time assistance was needed if this element continued to grow at its present rate - *The main awards that we'd be looking at would be Fairtrade Awards and Eco Schools, and it's again left to myself, so I think in the future we'd need shared responsibility where it's growing into a much bigger thing (PP)*; *We continue our relationship with our school in Sweden ... an annual visit from the Swedish students (PP)*. Concerning post-primary GL extracurricular activities, one LT referred to those already underway, but with no new ones identified or anticipated - *I think the awards and the activities that we offer are quite substantial (PP)*.

The Pupils and Global Learning

GL actions taken by teachers in classrooms resulted in greater pupil knowledge of the key concepts of globalisation; a widening understanding of their own potential impact on the world including collective responsibility; a clearer perception of interdependence, inequality and poverty; and a grasp of sustainability and self-sufficiency. They could now recognise how world events are presented in the media, and had more awareness of events outside school.

Pupil skills gained were improved critical thinking and the ability to question; growing ICT literacy for presenting research and information *such as on famine, emigration and refugees (P)*; and the ability to consider cause and effect - *Certainly, critical thinking and ... a greater knowledge and understanding of inequality, because of our partner school in India and how they're keeping us informed on the whole agenda of inequality for young women ... Some pupils wouldn't have been as aware that there was an imbalance ... perceived education as being a universal right, and that everybody had the same access to it, so we've really started from 'ground zero' with a lot of those topics, and we're building on those (PP)*.

New pupil dispositions noted were greater respect for life and the dignity of all human beings; the ability to empathise; and more interest in the wider world. The 3 primary LTs had learned to avoid alarming younger pupils about certain events and to present information in a differentiated way - *with the famine activity ... I was very wary of them going on the internet and searching for pictures [that could be] disturbing ... so I'd airdrop them that I'd already got six or seven photos that I thought put the point across (P)*.

Two post-primary LTs said features of GL were integral parts of their schools' ethos; another regretted that the considerable growth in knowledge, skills and dispositions was not more widely applicable throughout the school - *In Geography, not necessarily Year 10, we've looked at sustainable development in terms of giving aid, ... and poverty, and recycling with the Year 9s ... the whole areas of migration and working together as a global community to help other people who are in less fortunate positions than ourselves (PP)*.

The impact on primary pupils of GL delivery during the past school year in relation to meeting the Northern Ireland Curriculum requirements was due to implementing some global topics in a cross-curricular way; highlighting where they were connected to their teaching of curriculum topics; and adding to the development of pupil skills and capabilities - *With regards to it being cross-curricular, we would use some of the [GL] topics or themes and ensure that we meet our requirements for World Around Us and also PDMU (P).* At post-primary level, the impact from including GL in Citizenship as a secondary level subject *made the young people much more questioning about some of the news stories they've been discussing at pastoral level where they've had global lessons targeted at the refugee crisis ... a greater understanding of poverty (PP).*

Assessment of primary pupils' GL knowledge, understanding, skills and dispositions in the past year was described as informal and *hard to measure (P) - That's been quite informal, just through discussions, and new ways of questioning. The formal way is that the teachers are now ... using Bloom's Taxonomy to develop higher order thinking. ... what was said or if the children understood the concepts, but that's as formal as it's got (P).* Still, attempts to assess succeeded in showing the impact on pupils so far - *[Progress] can be seen ... if I'm getting a piece of evidence from Key Stage 2 [with] more detail that shows that they've researched it a wee bit more, that they tried to problem solve, that they used different media sources ... So you're seeing the older children get ideas easier, and have more of an awareness of why we need to do this and what we could do. They're starting to think on their own (P).* Otherwise, measurement related only to normal teaching assessment through teachers' comments in planners on *what worked or didn't work (P); I haven't really done any sort of assessment. ... no real written assessment or anything that's current ... It's quite difficult even to think about that because global learning is such a wide area ... what is it you're trying to get across? And what are you trying to measure? (P).*

Assessment of changes in post-primary pupils' GL knowledge and skills were only measured through the pupil voice or by teacher observation - *Nothing written down (PP).* Further support from the GLP was explicitly requested - *It's mainly done through the pupil voice ... no real paperwork or data collection. The evidence base, there's nothing really there. It's something that support could be better for in terms of training from the Global Learning Programme. Support would be appreciated in terms of how and what should be adequate baseline assessment, how we can measure it (PP).* However, some measures were put in place by one school, although not in all departments, and self- and peer-evaluation was used to give feedback to the LT - *whether [the Head of LLW] feels that the pupils have a much better understanding of global issues after they've taken that unit, than prior to starting ... the year has progressed through step learning opportunities ... LLW did, Drama did and [in] Geography self and peer evaluation is used widely (PP).*

Other impacts of the GLP were at whole-school level: encouraging primary pupils who now had better insight into world issues to be good citizens and, having created this firm foundation, stressing the value of what they derive from GL such as caring for the environment and having an awareness of global inequality. However, more work was needed - *I still think it could be more of a priority in the curriculum ... but it's a big undertaking (P).* Further impacts were generated by meeting in cluster groups along with a GLP facilitator which motivated and inspired. *[The facilitator] went around and asked everyone what they were doing ... It spurs you on a wee bit if you're not getting any training and you're just left to yourself. You could fall by the wayside very easily ... (P).* A post-primary LT praised the GLP and had instigated a partnership with another school, knowing support was available ... *working with the Centre for Global [Education] has allowed me to have ... a very valuable contact with another post- primary school - I've been able to get further resources if I felt I was unsure of a topic. ... [and] with the best intentions in the world, we had hoped to initiate a project through*

science and drama this year on the water cycle, but we're in the third term now and we haven't had a chance to get it off the ground (PP).



There was negligible consensus in respect of current whole-school evaluation after 3 years based on the six criteria. Four of the 6 LTs chose two indicators: defining/developing or early-engaging/defining (primary), and expanding/embedding and developing/embedding (post-primary) - *just sort of early engaging, maybe moving into defining now (P); best placed in developing in the majority, and in some cases embedding (PP).* The third primary school classified itself as defining, and the remaining post-primary school had regressed because of circumstances over the past year that unavoidably curtailed GL. However, this represented marked progress since Year 2, when the overall assessment in implementing GL tended towards early-engaging across the two sectors

Global Learning Lead Teacher Andrew Bradley from Clarawood Special School outside the school's greenhouse. This was made from plastic bottles by Key Stage 1 pupils as part of a project that used the school's outside space to enable them to take a very 'hands on' approach to learning about recycling and growing their own produce.

Resources and Support

Generally, the LTs found the resources needed, praising those from the GLP and other online sites. They were satisfactory to varying degrees, but needed to be more subject-focused and Key Stage-specific for both phases - *Yes, they're useful, but I do feel still that there's an issue for teachers because of workloads and ... they're reluctant to use resources that maybe are broad ... teachers aren't sure how to use them (P); Quite good. Some of them can be quite wordy ... so you just go through and pick out your bits (PP).*

All but two LTs supported teacher colleagues in the past year. They suggested how to incorporate GL topics into the curriculum, and located suitable resources as staff had no time. Teachers were then more likely to pursue global issues - *I can signpost them to ideas, but I've noticed that some teachers would say ... I'd like something a bit more focused (P); I've worked with new colleagues this year, but always during school time, and not during staff development time as such. It's trying to fit it in as an additional need (PP).* Responses about colleagues' attitudes were largely positive, and it helped to have GL in the School Development Plan - *Much more positively [as] it's the second year of the Global Learning Programme being in the School Development Plan. Staff are aware that they have to do it. It's not going to go away (PP); Very supportive and very interested, and they've tried their best to include it in their learning themes (P); Some of them do say it's one more thing that we have to do. Time is a big thing, a big issue (P); Very favourably ... and it was something that they all agreed they wouldn't have had an opportunity to participate in ... well-resourced and an enjoyable and good learning activity for the young people ... very worthwhile (PP).*

No new challenges to delivering GL were identified in Year 3, but all 6 LTs re-stated the lack of time, multiple demands, curriculum priorities and industrial action (although short of strike action), all of which impeded the collection of evidence about the progress and impact of GL in classrooms. The teachers felt that time was needed to introduce new ideas, make pupils aware that they can fundraise in different ways, and at the same time attempt to instil a social justice mentality. To these, post-primary LTs added the difficulty of

persuading some teacher colleagues to integrate GL into their timetables, and the limitations imposed by staff absence.

Global Learning in the Future

Singling out actions to embed GL better in the future and improve pupil outcomes, two LTs sought more effective leadership; two wanted to broaden and consolidate the key concepts across all primary year groups and in all post-primary subjects respectively. There was a need to return to the process previously in place prior to teaching union action (like regular feedback from staff), and to locate key concepts in topics where links are obvious. GL needed to be better established in school planners, policies and the School Development Plan; it needed to be more sustainable; and there should be more of a 'continuum' of progress from Primary 1-7 - *A more structured system (P)* that incorporated the unchanging requirement for proper assessment. Dedicated time was needed to generate more opportunities for GL through curricular work - *the more opportunities they have, the more experience to develop the skills (P)*.

Future key objectives for the GLP were more practical training by way of staff development for both LTs and teacher colleagues; advice for the LT specific to school needs; afternoon training (twilight sessions); new resources and new ideas including those from LTs in other schools. More direct contact with GLP staff was called for with tailored advice on future directions - *More visible support (PP); Something that widens out staff development, but also advice or development for me coordinating global learning, and that is personal to our situation and to our school. What do I need to be doing now? (P)*.

The 6 Lead Teachers provided case studies of good practice to share more widely. These have been added to the GLP website Case Studies section which can be found at www.globallearningni.com/case-studies. The full report can be found at: https://www.globallearningni.com/uploads/myresources/lead_teacher_experience_report.pdf.

Impact of GLP on Pupils in Six Schools (interviews)

The primary aim of the GLP was to build the capacity of teachers to develop children's and young people's knowledge and understanding of global poverty and the ways in which it can be reduced. The GLP training in Northern Ireland promoted the progression (ages 3-19) of learning outcomes (knowledge, skills, values and attitudes) in the Oxfam Curriculum for Global Citizenship (Oxfam, 2015).

Knowledge and understanding of globalisation and interdependence

As in Years 1 and 2, pupils in both sectors in Year 3 recognised reliance on other countries, and again saw economic relations as the principal feature of wider global connections and interdependence. Some again referred to political links (this time, Brexit), to migration (with more knowledge now of the reasons), and to the sharing of resources where countries might be in need (natural disasters like earthquakes) or in a state of conflict.

Primary children in Year 2 saw the main actions affecting people in other countries 'in a good way' as, first, trade and, second, donations of money and clothes. In Year 3, the latter actions were rated highest. In addition, some now saw volunteering as a means of making others' lives better by, for example, building hospitals and schools or digging wells for water, buying Fair Trade, and protecting the environment. The predominant action affecting others elsewhere 'in a bad way' was pollution (littering, waste). Brief mention

was made of conflict as 'bad', namely, the European Union (EU) and Brexit negotiations and their possible repercussions, the Northern Ireland political situation, and (expressed quite forcibly) the building of peace walls here, seen as divisive.

Post-primary pupils were asked more generally what Northern Ireland people might do that could affect other parts of the world. In a positive vein, most again identified trading including supporting Fair Trade, raising money for countries in need, giving to charity, creating jobs, supporting tourism, or providing refuge from war. Actions negatively affecting the lives of people elsewhere related to the environment (global warming, air and water pollution). Responses revealed a much wider knowledge in Year 3 of numerous potentially good and bad effects, and the ability to look further ahead to the impact of both.

Knowledge and understanding of social justice and equity

Exhibiting their understanding of fairness, pupils in both sectors in Year 2 identified numerous items considered important for 'a good life' (shelter, doctors, education, food, water and clothing). Unlike Year 1, doctors appeared high on the list. In Year 3, answers closely reflected those from Year 2, with shelter and other essential needs plus education again given priority, but also this time children's rights and family, parents and friends. Although referred to by just one pupil in each case in Year 3, there was an element of more mature recognition that, in addition to immediate, physical needs, an effective Government as well as peace and a safe environment were needed for a good life, the last two threatened by war.

All but two primary pupils were quite definite that not everyone in Northern Ireland had what was necessary for a good life. In Year 1, the main cause of poverty and inequality was felt to be lack of money. By Year 2, however, there was a greater insight into homelessness as the predominant social problem, with unemployment highlighted as the cause of financial difficulty. The Year 3 responses were similar to those in Year 2, but the Primary 7 pupils now gave better informed, more articulate reasons for their answers and spoke with considerable concern about persistent poverty exemplified by seeing homeless people begging in different cities in Northern Ireland and the attitudes of others toward them. Some could now speculate on other reasons, like drug abuse and unwise spending.

Post-primary pupils, for their part, showed deeper awareness of the main causes of poverty and unfairness in Northern Ireland and could see some potential outcomes, demonstrating development since Year 2 and appearing to be more conscious of social justice. Causes were substance abuse, unemployment, debt, a disadvantaged family background and lack of education that could cause 'a ripple effect'. Additionally, it was said that people who used Government benefits dishonestly denied them to those in genuine need. Unfairness was also exemplified by discrimination, either racial or because of sexual orientation.

Concerning the rest of the world, all primary pupils were similarly emphatic that not everyone had what they needed. Reasons were similar to Years 1 and 2, but this time most cited environmental conditions and natural disasters first, about which they were fluent and well-informed, and second corrupt foreign Governments' failure to provide money, a factor very low down the list of reasons in Year 2. In Year 3, too, the need for charitable support was underlined, and an understanding of homelessness and poor living conditions, financial problems and disease was in greater evidence. This indicated progression in the Primary 7s' deeper thoughts about global inequality.

Similarly, post-primary pupils saw the causes of poverty and unfairness in the rest of the world as a lack of

food and clean water as well as an inability to grow food due to adverse environmental conditions. They also pointed to a lack of opportunities to trade with other countries, to get fair remuneration, or to work in proper conditions. No education, corrupt Governments who spent money wrongly, and donations from charities not reaching the right source were also listed. The Year 10s perceived those in need to have no voice, no opportunities, and to suffer from a sense of isolation, speaking articulately about each of the causes of extreme need and unfairness that they themselves highlighted.

Key Stage 3 pupils only were asked how people's lives in Northern Ireland might be better. With consensus that by no means everyone locally had what they needed for a good life, ideas put forward for improvement mostly involved 'giving' - charity work and fundraising, and donating food, clothes and support to the less fortunate. But they also pointed to the need for financial help from the Government, help with education, and encouragement of those in need to join a support group and to make friends. They displayed obvious conviction that the poor and homeless deserved help; they speculated upon what form this might take; and saw themselves, the charities and the Government as the main sources of help with the immediate and longer-term needs of the poor in Northern Ireland.

For those elsewhere in the world, the immediate provision of human needs was seen as crucial to having better lives. The Key Stage 3 pupils knew Governments spent money on war instead of shelter and education. It was felt that the rich should help those in poverty and also be taxed more highly; resources sent should be guaranteed to reach those in need; people should form together in groups to share ideas; and there should be better worker rights in certain countries. Here, the Year 10s demonstrated an understanding of the scale and effect of global poverty (including the risks for some of the most vulnerable). They could see the challenges faced in attempting to improve their lives, from environmental conditions outside their control to the practical help needed from Governments.

The main differences in the lives of people who did and not have the most important things were seen by the Key Stage 2 children as a lack of the most basic needs and a poor standard of living for the latter. Opportunities in life were few for those in poverty unless donations were made or a charity stepped in, they had no families and no education. On the other hand, those who had everything took it for granted. In Year 2, the primary pupils had painted quite vivid pictures of extreme deprivation and hardship, and could exemplify and contrast the lives those for whom life was fair and unfair, although in simplistic terms. In Year 3, however, it was clear that they could go further and spell out the drastic consequences of extreme poverty. In so doing, they demonstrated empathy, compassion and a strong grasp of the very harsh realities of the lives of those in absolute poverty, not only highlighting those they perceived as very rich and what were perceived as their uncaring attitudes, but also themselves in more fortunate positions.

Most Key Stage 3 pupils felt that the principal effect of poverty and unfairness in Northern Ireland was on the mental health of the poor, also raised in Year 2 but explaining more fully in Year 3 that this manifested itself in depression and a sense of worthlessness. There could be discrimination and prejudice meaning they were viewed very differently in society and treated with unfair suspicion. Homelessness because of poverty included sleeping rough, sometimes with dire consequences, and the poor could also suffer ill health and turn to crime. Their remarks showed keener understanding of their plight, whereas in Year 2 the pupils tended to be more tentative as to the effects of poverty and unfairness.

Skills, attitudes and dispositions related to social justice and equity

There was almost complete consensus in both sectors about the unfairness of stark contrasts between the very rich and the very poor, just two post-primary pupils arguing that if people had worked for their money, then they deserved it. Unsurprisingly, a very wide range of negative feelings were generated by both Key Stage 2 and 3 pupils. Combining those denoting forms of anger (annoyance, disgust, irritation) formed the largest category, almost equalling the merging of negative personal emotions (bad, horrible, guilty, sorry, greedy, selfish, uncomfortable, 'sick to the stomach'). In Years 1 and 2, the most prevalent emotion by far was sadness although anger had begun to emerge in Year 2, growing rapidly by Year 3. Hence, there was increasing, genuine concern for others over the three successive years exemplified by articulate, sometimes graphic, comments at both Key Stages and clear, obvious motivation to help.

The efforts of pupils in both sectors to make the world better and fairer related principally to charitable actions both within and beyond school, almost equally divided between giving money to charity and the more proactive raising of money for good causes. The giving of their outgrown clothes and toys to raise money also figured quite prominently, there were strong connections with charities, and mention of the influence of family and the example they set were also apparent in respect of helping the less fortunate. Two pupils stated that their families did not give to charity, one expressing regret. Whilst similar to Year 2 findings, the pupils' remarks in Year 3 were more focused, eloquent and prolific, demonstrating by their attitudes and dispositions a nascent sense of responsibility to helping those in need, both locally and globally. Feelings at having helped in some way were positive in all 3 years. Equal numbers in Year 3 were proud or happy, closely followed by a few who felt like nicer people, although one Key Stage 2 child pointed out astutely and with commendable candour that the reason for giving or helping was not to make oneself feel better.

Asked to suggest further ideas to create a fairer world, pupils in both sectors repeated the need for efforts at Government level to alleviate poverty and help the poor, particularly providing more accessible shelter for the homeless; attracting more volunteers to build houses, hospitals and schools in poorer countries, in addition to training staff to work in them; sustaining the environment; donating money and clothing or raising money for charity; and making the very rich more aware of the importance of giving. These were reflective of Year 2 responses, but responses this year were more perceptive, with quite definite pupil views that both citizens and Governments can contribute towards the alleviation of poverty and longer-term sustainable development.

Knowledge and understanding of power and governance

In Years 1, 2 and 3, most pupils in both sectors believed it to be everyone's responsibility to make the world fairer, demonstrating a social conscience, with Governments and politicians included. Year 2 pupils had identified charities, although in Year 3 they were mentioned by only a very small number, more again believing that rich people should help.

Asked specifically, first, about the role of charities, the pupils who offered responses felt they should donate basic needs to poor and homeless people, dividing resources fairly between them; they should arrange fundraising activities (like sponsored walks); raise awareness through television appeals; and organise regular rather than one-off contributions. Second, the media should tell people what is actually happening, telling the truth 'rather than present a biased view'; there should be more free advertisements for charity

and charitable events; more information should be given, not merely what is already known; and sponsored events should be promoted. Third, politicians could organise financial help for charities; be part of awareness-raising and persuading the public to help; bring down taxes but ensure the rich give to the poor; and not spend money on war ('guns, bombs, ammo'). Politicians here could put pressure on other countries to improve human rights, and allow more refugees into this country. Lastly, supermarkets and shops could help by donating goods to the poor; making charitable donations; lowering their prices; and supporting Fair Trade products. They could create a shop for the homeless staffed by volunteers, support food banks, and be accepting of homeless people.

Awareness of global learning

Most pupils learned about world events from a range of sources. Mainly, in the primary phase this was through the TV news, parents or friends, just one Key Stage 2 child referring to school as a source. Key Stage 3 pupils mostly specified school subjects, principally Geography and RE but also LLW and Dance, but there was comparable mention of social media such as YouTube and Facebook although fewer cited newspapers, TV advertisements, the internet and radio. Overhearing others, magazines, Youth Clubs and fundraisers were sources of information for a few.

Post-primary pupils identified ways in which the media and charities might tell people about poverty and unfairness. For the media, these related to making more advertisements and documentaries to inform people, once more expose the real truth, show where help was most needed and how it could be given, and (almost) shock the public. Charities should have contact with schools (workshops), thus using formal education as a vehicle; and, like the media, act to make things appear even more serious than they are in order that people might change 'making things seem worse ... because people aren't acting'.

Pupils at both Key Stages recounted what they had learned since the start of the past year about global issues and how the world might become fairer. It is important to note that, although selection at age eleven was officially discontinued in 2009, many grammar schools still conduct entry level tests (Niens & Reilly, 2012, p106), for example the Association of Quality Education (AQE) administers a Common Entrance Examination (CEA) as a method of maintaining academic selection. Hence, Primary 7 children interviewed were likely to have been preparing for this in the early part of Year 3 of the GLP.

As to what they had done in school in the past year to learn about issues of unfairness in the world, the primary pupils had previously learned about GL in thematic units and topics and could see connections with the purpose of school fundraising events. However, in Year 3 they saw such links through the study of novels which had clearly affected their perceptions of poverty and its ramifications, such as child labour in Victorian times and children's rights today. They displayed a sound grasp of such topics and their compassion was clear. Neither Year 2 or 3 primary children identified discrete subjects that dealt with global issues.

Year 10 responses, however, were very largely subject-based and showed that Geography was the central channel of learning about global issues in the past school year, with fewer references to RE and LLW. Most pupils exemplified issues covered in these subjects, showing concern for serious problems on a global scale and empathising with the most vulnerable – 'In LLW, we did a topic on street children which I found worried me the most because it was talking about children, whereas in Geography it was mostly like you were seeing older people that were poor'. This year, there was wider understanding of the implications of serious

problems on a worldwide scale, and more confidence in highlighting the possible outcomes of poverty and unfairness.

Finally, pupils were asked if there were other world issues they would like to understand better. A diverse array was aired with considerable (almost unexpected) eagerness, frequently in the form of questions (usually 'why?'), and indicative of a quite impressive depth of knowledge of current affairs locally and further afield. Although several issues were common to both Key Stages, in the primary sector, racism was emphasised by most, followed by wars and terrorism including ISIS (Islamic State of Iraq and Syria) and why it was formed, poverty and homelessness, sectarianism and discrimination. Post-primary responses mainly related to seeking the reasons for war and terrorist attacks, for extreme and persistent poverty and why more money was not raised to alleviate it; how Governments actually became corrupt and failed to help the poor; sectarianism in Northern Ireland; as well as racism, human rights, pollution and substance abuse. Several primary and post-primary pupils spontaneously mentioned the US President and his wish to build a wall between America and Mexico, some asking if he was racist.



This open-ended question allowed insight into the thinking of 10/11-year old and 13/14-year old children and young people, characteristic of a new generation genuinely perplexed and, indeed, worried about conflict, corruption and poverty (locally and globally). There was convincing evidence that they knew more about world crises than in Year 2 when only a few in two schools responded to the invitation for further comments, and they now had pressing questions to ask.

Pupils from Dundonald Primary School sharing their thoughts after the GLP Power to the Pupils event in June 2017.

The full report is available at:

www.globallearningni.com/uploads/myresources/pupil_experience_report.pdf

Conclusions

It is pleasing that the online questionnaires and Lead Teacher interviews over three years showed progress in almost all areas with clear trends away from the early-engaging criterion towards expanding, although few reached the embedding stage which may be an indication that the Global Learning Programme needs to have a longer lifespan in order to allow for a deeper and broader development of this work. Movement from one indicator to the next represented considerable achievement in schools where demands on teachers' time remain numerous and constant. Discernible change had occurred although it was gradual: *Progress is slow, but there is progress*, as one Primary Lead Teacher noted. Key enablers seem to be emerging from the teachers' perspective. These include clear support from senior managers and colleagues, availability of increased timetable capacity and opportunities for collegiality and preparation, connectedness to other parts of the curriculum, to the pastoral dimension, to working with other NGOs, and even to other countries in the Global South (one school had developed a partnership with India), and, crucially, to inclusion within individual teachers' planners and within whole school development planning.

A very positive feature of the research is that no new challenges were identified by the Lead Teachers who were interviewed in depth by the researchers, but all six re-articulated the existing ones. Once again, the key impediments included colleagues' busyness (although they generally welcomed help from the Lead Teachers), timetable restrictions (prioritisation of academic subjects in the post-primary sector and of the Transfer Tests in Primary 7, but P5 and 6 Lead Teachers also referred to lack of time), industrial action by some teaching unions in certain schools (with impacts on meetings and on extracurricular activities), and the fact that none of those interviewed had been given dedicated time or designated funding for this work.

Ten years after the introduction of the revised Northern Ireland Curriculum (CCEA, 2007), it seems that the relative freedom of choice in respect of its content and the concomitant encouragement for 'connected learning' from CCEA is bearing some fruit. There appears to be some expansion of the 'connectedness' of the project within the Northern Ireland Curriculum (NIC) (CCEA, 2001) where connected learning is advocated, notably according to one post-primary Lead Teacher who said that Global Learning was *the only initiative that has crossed over from a pastoral dimension into curriculum development*. In post-primary schools, some Lead Teachers and their colleagues had taught GL in a connected way across different subjects in Year 3 including Geography, History and RE, LLW, Drama and Dance, the last two creative areas said by one post-primary LT to generate more positive feedback and greater understanding, and to foster emotional intelligence. All this has contributed towards the importance of sustaining GL and, in this regard, there is a case to be made for Geography to be a leading (but by no means sole) subject home for this work (Geographical Association, n.d.), within the purview of expert and committed practitioners, while still integrating GL into primary thematic units and other secondary subjects to allow for more meaningful and relevant connected learning for pupils.

The surveys and interviews suggested the Lead Teachers' colleagues were becoming much more aware of the meaning of the Global Learning Programme, were finding and using the resources on its website, developing and using their own materials, and liaising with the Lead Teacher in this regard. The Global Learning Programme website now features as part of an online curriculum resource base. There was some considerable evidence of GLP schools working with others (in Area Learning Communities (ALCs) to avoid isolation and to share ideas), with NGOs (Eco-Schools, Oxfam, Children in Crossfire, British Red Cross, the Malala Institute, Trócaire, Habitat for Humanity, Amnesty International, CADA), and with initiatives such as

the World's Largest Lesson (UNICEF) and My Welcoming City (cities across the world - including Belfast), the Confucius Project (Ulster University) and local Fairtrade initiatives. However, there was still relatively little progress on School Awards although it is likely that, again, industrial action may have had an adverse impact on this, but mention was made, too, of the significant time commitment required. Perhaps teaching unions might consider making an exception for the GL project which seems to have considerable congruence with their own global concerns.

Assessment remains a challenge - and has been in other areas of the curriculum, not least because the original curriculum documents detailed content and pedagogy, but not assessment, although formative assessment is recommended and exemplified in support documentation. In the primary schools in Year 3 of the GLP, any assessment of GL has so far remained informal. This is often the case in any curricular areas where objective facts and figures form only a small part of the content, where learners' values and dispositions are developed, and where external examinations are not mandatory. There are distinctive challenges associated with assessing GL (IDEA, 2013), and impact evaluation against a set of criteria is a means of identifying actual, rather than assumed, change (Hunt & King, 2015, p28). Difficulties relate to its complexity, its focus (whether on pupils, teachers or the whole school), and the fact that there are a range of sources from which children learn about global issues, many outside school (ibid), as was shown here.

However, 'it is important to recognise progress, no matter where the starting point' (IDEA, 2013, p24). Outcomes in terms of pupils' knowledge, skills, attitudes and dispositions were evidenced, and teachers throughout the data reported that the children and young people had considerable awareness of prominent global events (as they themselves said). Teachers were still very conscious of the considerable conceptual difficulty around combining charitable fundraising with developing a sense of social justice and concern for the environment. Nonetheless, this is a challenge which is worth the effort for, as Simpson (2016, p16) argues, the role of educators in encouraging young people to develop a social justice mentality is more significant than ever, as is the need to overcome a charity mentality and see beyond our colonial psyche to engender a truly equal global society. In Year 3 only, pupils were asked *inter alia* about their interest in learning about other global issues. The wide range of responses they identified and the questions they asked plainly showed their curiosity, perplexity and, moreover, their concern about some of the more prominent problems which are prevalent in a range of media.

As the current programme approaches its final stages, it is important to note that the work is subject to a range of janiform (two-way) linkages (pre-project and post-project). The connections with the previous DFID Global Dimension in Schools Project which supported the development of Global Citizenship in the NI Curriculum, have been supportive during the current one, particularly within the revised curriculum with which both the content and pedagogical approaches of GL are in harmony, and also the ongoing commitment and knowledgeability of teachers, the interest of pupils, and the work of a range of NGOs.

In pragmatic terms, however, other initiatives can come along to consume teachers' time and passion, and, without a named position in the curriculum, without a designated, committed and capable champion in the staffroom, and without sustained government funding and support for GL, the impact of the Global Learning Programme may well eventually diminish over time. This concern has congruence with Worden and Smith's (2017) disquiet about the positioning of Local and Global Citizenship in the NI Curriculum. There may be an opportunity to revisit this in a future curriculum review, and the evidence shows that those teachers who have been trained through this programme and have enabled their schools and pupils to

make commendable, steady progress, will be competent to argue the case. The GLP demonstrates that the statutory position and framing of GL is as important as issues of timing, conceptualisation, and sustainability.

Recommendations

The quantitative and qualitative evidence which is discussed in this report demonstrates that there has been considerable progress on a number of fronts in relation to previous recommendations. A number that might inform any initiative that follows on from the Global Learning Programme in Northern Ireland are set out below for each of the key partners, in light of the key findings.

For the Centre for Global Education

The Centre for Global Education, with its unique network, should continue to work with local Higher Education Institutions, teacher education providers, curriculum authorities, teaching unions, local NGOs, and both local and national government to sustain the progress made by the GLP in relation to pupils' learning and teachers' confidence. It should use the evidence of 'what works' within both social media and more formal publication venues in order to extend its reach within and beyond Northern Ireland. There is evidence of a clear need for future CPD provision to extend and consolidate the work of the Global Learning Programme.

For Schools

Couched within the realities and competing demands identified in the research evidence, schools should persevere with the provision of opportunities for pupils to engage with Global Learning across the curriculum. To do so, teachers need ongoing guidance and support to develop actions in partnership with pupils that reflect the latter's increasingly nuanced understanding of global issues resulting from the Global Learning Programme input. It is certain that these issues will continue to impact upon every aspect of their lives at local and global levels, and building the pupils' knowledge, understanding, skills and dispositions in Global Learning is demonstrably in accord with the aims of the NI curriculum. Schools should, where possible, consider the role of Lead Teacher as a shared one.

For National and Local Government

Finally, it will be very difficult, perhaps impossible, for the Centre for Global Education and teachers to make progress without support at national (Department for International Development) and local (Department of Education) government levels. Policy development might usefully encompass curricular change (including both content and pedagogy as well as measures which address the teachers' on-going concerns about assessment), initial teacher education, and both school governance and inspection.

Specifically, support from the Department for International Development might encompass funding to sustain the expert support for schools (both face-to-face and online, via the GLP website) and the ongoing collection of research evidence, so that a longitudinal analysis might be maintained during transition and be further developed as the programme is extended. The research dimension should ideally permit collaboration with relevant Higher Education Institutions across the UK, and also enable dissemination of findings to wider audiences. The extension of the Global Learning Programme in Northern Ireland might usefully support broadening it to other curricular areas and phases with accredited/certificated course provision, including professional cooperation between teachers, locally, nationally and internationally. Such progress would only be possible within a fully engaged, supportive, high-level policy environment.

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