

Global Learning Programme Year 1 Research Report



**GLOBAL
LEARNING**
Programme

Education for a Fair and Sustainable World



Acknowledgements

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Contents

Foreword	4
Executive Summary	5
The Global Learning Programme	8
Research	9
Findings: Whole-School Self-Evaluation Survey	11
Findings: Lead Teacher Survey	13
Findings: Lead Teacher Interviews	15
Findings: Pupil Interviews	23
Discussion	30
Recommendations	33
References	36
Further Reading	38

FOREWORD

I am very pleased to welcome the year one research report on the implementation of the Global Learning Programme for schools in the North of Ireland.

The Global Learning Programme is a three-year initiative that aims to embed global learning on a whole-school basis through an extensive training programme at primary and post-primary levels. It is the most significant curricular initiative to be provided for schools for some time. Its intention is to provide a programme of support and training for teachers and school leaders which will help them understand the importance of the study of global issues and how that can best be embedded within the school curriculum.

Our children live in an increasingly interdependent world in which people are more mobile than ever and where communication is increasingly convenient and effective. However, it continues to be a very unequal world in which the goal of social and economic equality for all citizens has yet to be achieved. To educate young people about the concepts and processes that shape our economies and communities is very important and something that should be given a much greater priority in the modern curriculum.

The initial research findings presented in this report indicate that there is much to be done before the importance of Global Learning is appropriately embedded in the educational minds of our educators and in the planning and implementation of the curriculum in our schools. While the processes of awareness raising and training for schools will continue in the coming years of the Global Learning Programme, it will also be important for the programme team to work closely with the Education Authority, the Council for the Curriculum Examinations and Assessment, the Department of Education and the Education Committee of the Northern Ireland Assembly in continuing to move Global Learning to a more central position in the agreed priorities for the future.

It is clear from this report that children are very keen to learn about global issues and to form their own views about them. However, the challenge of ensuring that they will have access to global learning is a considerable one in an educational system where the curriculum is already full and the emphasis on assessment performance continues. However, the programme team will remain steadfast in their determination to help schools appreciate the importance of Global Learning for the lives of their children and how it can provide an excellent context in which the important educational skills and concepts can be developed.

I am pleased to chair a Project Management Group comprising experienced and passionate educators committed to Global Learning that has been established to support the roll out of the programme and its staff. On behalf of the Programme Management Group and the programme team I wish to thank the research team from the Ulster University for this report. Its recommendations are very welcome and will help inform the shape and emphasis of the programme in its second year of implementation.



Terry Murphy

Chair, Project Management Group, Global Learning Programme

1. EXECUTIVE SUMMARY

1.1 Whole-school Self-evaluation Survey

Most of the 39 schools were 'early-engaging' in all but one of 9 different aspects of Global Learning (GL) within the curriculum. Most were also 'early engaging' in respect of 5 aspects of effective leadership.

Schools were fairly equally divided over sharing and collaborating with other schools between 'early-engaging' and 'not engaged'. Slightly more were 'early-engaging' with external partners. Most were 'not engaged' in helping parents/carers to understand GL.

The majority of schools were 'not engaged' in respect of the UNICEF Rights Respecting Schools Awards (RRSA). An equal number were in the highest category of 'embedding' or in the second lowest, 'early-engaging', when incorporating a global dimension into the Eco-Schools Award topics.

A large majority were 'not engaged' in the British Council's International Schools Award, the Fairtrade Schools Awards or the Trócaire Awards.

Thirty schools were highly positive about the GL Guidance Document as a baseline to enable them to focus on their present position within GL, and to help them plan for the future. Suggestions for improvement concerned simplifying the completion of self-evaluation.

1.2 Lead Teacher Survey

The *causes of global poverty* before the Global Learning Programme (GLP) training were, predominantly, environmental conditions, governments, war/conflict, the lack of resources and economics. After training, they remained largely political and environmental, but there was recognition of numerous, interconnected factors. *Ways of reducing global poverty* before training were through charities and education, with a discernible shift after training towards a greater emphasis on education, awareness-raising, and individual and collective responsibility.

A comparable increase was noted in teachers' *understanding of 5 global learning concepts* before and after training, and also in *their understanding and perceptions of, and attitudes towards, 5 aspects of global learning*.

Concerning *pupils' current understanding of GL concepts, the causes of global poverty and inequality, and the reduction of poverty*, Lead Teachers at Key Stages 2 and 3 mostly rated their pupils between 2 and 5 (on a scale of 0-10). Very few allocated 6, 7 or 8.

The main *challenges when implementing GL* were: shortage of time; getting colleagues to cooperate; finding resources; and other teachers' lack of knowledge of GL.

Favourable *impacts on practice* through the GLP were: a greater awareness of the meaning of GL;

recognising the need for more specific planning for GL; and a greater sense of responsibility by Lead Teachers in their own role. The *most positive aspects of the training* were: networking with other professionals; sharing ideas and information; having access to a range of resources; and meeting the GLP facilitators.

1.3 Lead Teacher Interviews

The Lead Teachers in 3 primary and 3 post-primary schools had taught GL to an extent in 2014-15 through topics or within schemes of work, some in as cross-curricular a way as possible.

The key benefits of a cross-curricular approach were: GL was made more cohesive for pupils; it broadened their knowledge; accommodated different learning styles; helped them absorb the language; and strengthened connections between subjects.

Lead Teachers saw greater awareness of global issues as the main impact on pupil outcomes of their implementation of GL. Pupils now had a clearer perception of the rights they themselves have that are denied to others.

The primary Lead Teachers were doubtful about the impact of GL delivery on pupils in relation to Northern Ireland curriculum requirements and outcomes, and clarification of these would be welcomed. At post-primary level, pupils were more aware of, and empathetic with, global issues. The main barriers to implementing GL were: lack of time; literacy and numeracy seen as priorities; persuading colleagues to get involved; incorporating GL into subject areas; and GL being seen as an 'add-on'. At post-primary level, additionally, it was a challenge for GL to be implemented outside geography (the ideal vehicle) with inherent difficulties for the needs of other subjects.

There was consensus that a Lead Teacher was needed to ensure GL was taught, monitored and resourced; to build staff confidence to plan, develop and monitor it; and to provide impetus within the school, with the role, ideally, shared.

Lead Teachers found colleagues receptive to international issues, but were doubtful about how much progress had been made.

Primary colleagues' difficulties were: time and its management, interpreting GL for younger classes and, again, the perception that it was an 'add-on'. Post-primary counterparts highlighted examination pressure, and accessing the right resources.

Improving future GL teaching meant finding resources; networking with other schools to share ideas; and training colleagues. Whole-school self-evaluation would help, as would putting GL into the School Development Plan.

Better pupil outcomes in GL meant embedding their knowledge and skills every year; ensuring continuity of experience; and providing age-appropriate resources to foster engagement. The use of appropriate ICT would allow interaction with others elsewhere.

All six Lead Teachers were emphatic that more training was needed, as were cluster groups and a website. Primary teachers wanted help to embed GL in the school's ethos and disseminate its aims within and beyond the school; as well as support from senior leadership.

1.4 Pupil Interviews

The 61 pupils identified notably more features of being 'very rich' than being 'very poor', the former characterised by having plenty of money, bigger houses, material possessions and healthy food. For the latter, the converse was the case, but poverty also meant the likelihood of becoming ill and no freedom of choice.

Trade connections between Northern Ireland and other countries were identified by most pupils, both imports and to a lesser extent exports.

Pupils demonstrated understanding of human needs by highlighting food and water, in addition to numerous other needs. All 61 agreed that not everyone had their fair share of the most important human needs, and all could see the unfairness of the plight of others.

Empathy and concern, coupled with a clear insight of injustice elsewhere, were displayed in respect of reasons for unfairness in the world, often exemplifying situations in specific countries. Most pupils saw inequality as having money compared to having no money.

Several emotions were expressed about global inequality and unfairness, the most prevalent by far being sadness, followed by feeling 'sorry' (mostly primary children). The pupils stressed collective responsibility for making the world a fairer place, making a range of suggestions with a strong emphasis on giving.

All 61 children wanted to make the world a fairer place. Most had done something to contribute to equality, mainly giving to charity, and this made them feel happy or proud. They now understood that what was no longer of use to them was of considerable value to others.

Measuring the extent of post-primary pupils' media literacy, two main reasons for the different ways in which the media present global poverty and inequality were identified: raising awareness, and increasing people's understanding of the situation in poor countries. They were said to be drawing attention to different kinds of poverty to encourage people to help, and to ensure that everyone could understand and be motivated to do so.

2. THE GLOBAL LEARNING PROGRAMME

The Global Learning Programme (GLP) is a three year formal sector project funded by the Department for International (DFID) and managed by the Centre for Global Education. The project aims to increase and improve delivery of global learning in 50% of grant aided primary, secondary and special schools in Northern Ireland. It will support schools in embedding global learning as regular practice across curriculum subjects and through whole school initiatives.

The Global Learning Programme provides an important lens through which to explore the existing curriculum in primary and post-primary schools, and forms a valuable, relevant and integral part of it. The project activities are very much grounded in the Northern Ireland curriculum at Key Stages 2 and 3 and schools can use existing opportunities to embed global learning as a whole school approach. The training provided through the programme seeks to develop within pupils the essential knowledge, skills, values and attitudes needed to contribute toward a fair and sustainable world. It will also enable teachers to meet core curriculum targets while delivering global learning in the classroom.

The GLP involves several strands of activity designed to embed global learning in schools and monitor progress in delivery. These strands include:

- ensuring that Senior Leadership Teams (SLTs) understand the benefits of a whole school approach to global learning and agree to commit their schools to participation in the programme;
- delivering an extensive programme of Continuing Professional Development (CPD) to teachers which will strengthen their capacity to embed global learning as a whole school approach and improve practice, in particular in Key Stages 2 and 3;
- publishing a whole school guidance document for teachers linking global learning to the Northern Ireland curriculum;
- equipping schools with resources that will support classroom practice in global learning at Key Stages 2 and 3;
- providing schools with a self-evaluation tool to assess the extent of their current global learning practice and support them to identify actions for their school development plans which will enable them to embed global learning further;
- compiling quantitative and qualitative research with participating schools to measure change in learning and practice over the three years of the project; and
- creating a web site to support interaction with schools, promote training events and share global learning resources (visit: www.globallearningni.com).

Researchers from the Ulster University, Lesley Abbott and Linda Clarke, were commissioned to carry out the GLP research. This report provides the findings of the research activities carried out in year one of the project to measure the impact of training on teachers and classroom delivery. It summarises the quantitative and qualitative data gathered through the school self-evaluation and lead teacher questionnaires, and qualitative feedback from teachers and pupils in a sample of six partner schools. The report provides us with useful baseline data from which to chart the project's impact on the sector in enhancing practice in global learning on a whole school basis.

3. THE RESEARCH

3.1 Research aim

The aim of the research was to assess the impact of the Global Learning Programme (GLP) delivered by the Centre for Global Education (CGE), in meeting its stated aim of enhancing Global Learning (GL) practice in 50% of grant aided primary, secondary and special schools in Northern Ireland, specifically in Key Stages 2 and 3.

Over the 3-year lifespan of the GLP, the progress of pupils in Years 5 to 10 is to be examined, as well as the implementation of Global Learning by the Lead Teachers. In the 2014-15 school year, the research involved pupils in Years 5 and 8.

3.2 Research objectives

The objectives were to:

- assess changes in pupils' knowledge, skills, attitudes and understanding of GL issues over a 3-year period;
- examine the extent to which the GLP is strengthening teachers' knowledge of GL and their implementation of it in the classroom;
- investigate the extent to which schools are developing more coherent teaching and learning strategies that address different aspects of global citizenship and GL;
- determine the extent to which the programme is supporting a cross-curricular approach to GL delivery across thematic and subject boundaries.

3.3 Methodology

A mixed methods approach was used to evaluate the training undertaken by the teachers and its effectiveness in implementing GL in classrooms. The justification for a mixed methods approach is to 'expand the scope or breadth of research to offset the weaknesses of either approach alone' (Driscoll *et al.*, 2007:19).

Methodological triangulation (using two or more methods of data collection) within a multi-methods approach allows more detailed and richer data to be collected, as 'Exclusive reliance on one method ... may bias or distort the particular slices of reality' being investigated (Cohen *et al.*, 2011: 195). It is also possible to increase validity by seeking the views of different individuals (*ibid*), namely, members of Senior Leadership Teams, Lead Teachers who coordinate GL in schools, and pupils in Key Stages 2 and 3.

Prior to conducting the research, full ethical approval was granted by both the Research Governance Filter Committee for Education and Ulster University's Research Ethics Committee.

3.4 Quantitative data

A Whole-school Self-evaluation questionnaire was sent through an online platform, Survey Monkey, to be completed collaboratively by Senior Leadership Teams and Lead Teachers in 59 schools who took part in Year 1 of the GLP provided by the CGE. There was a response rate of 71.1% (39 cases). The advantages of this online tool include its low cost relative to other methods and the fact that it can facilitate better response rates (Marra & Bogue, 2006: 2); disadvantages are the 'crowded' formatting of certain question types (ibid: 5).

Similarly, an online survey was sent to 59 Lead Teachers who had undertaken GLP training and were designated by their schools to coordinate Global Learning. There was a response rate of 81.35% (48 cases). For both questionnaires, the variables of school sector and school management type were applied for the purposes of analysis as appropriate. Both percentages and raw figures are provided because of small numbers, and the interpretation of findings must be tentative.

3.5 Qualitative data

The qualitative strand of the study was located within 6 sample schools: 3 primary and 3 post-primary, representing two Catholic maintained, two, (mainly) Protestant controlled and two Integrated schools (one primary, one post-primary) across the 5 Education Sub-regions. They were selected on the basis of a convenience sample, and were drawn from the first 75 who registered with the CGE for the training programme delivered in the 2014-15 school year.

First, one-to-one, semi-structured, 30-minute interviews were conducted with the 6 Lead Teachers who gave voluntary informed consent. Second, 15-minute, small-group interviews were carried out with Year 5 and Year 8 pupils who had given their assent. These were based on the circle time technique (Mosley, 1996; Miller & Moran, 2007; Clarke & Abbott, 2015), as children may be less intimidated talking in a group with peers than on one a 1:1 basis, particularly when the interviewer is not known to them (Lewis, 1992). Caution was exercised to avoid leading the pupils and thus ensure reliability of responses (Lewis, 2002), and they were given ample time to answer (Kellet & Ding, 2006).

4. FINDINGS: WHOLE-SCHOOL SELF-EVALUATION SURVEY

When completing the whole-school survey, the respondents were asked to refer to Appendix 8 of the Self-evaluation Tool within the GLP Guidance Document. This contained *inter alia* six criteria (or indicators) to describe each school's current level of involvement in Global Learning, whether in Key Stage 2 or Key Stage 3. In ascending order, they were: 'not engaged', 'early-engaging', 'defining', 'developing', 'expanding', and 'embedding'.

4.1 Respondent profile

From the 39 schools that responded, 74.36% were primary (29), 17.95% were post-primary (7) and 7.69% were special schools (3). The majority were Catholic maintained (58.97%) (23), 30.77% (12) were mainly (mainly) Protestant controlled, 7.69% (3) were integrated and one was a voluntary grammar school (2.56%).

Most were from the North-eastern Education Authority sub-region (33.33%) (13), followed by western (23.08%) (9), then south-eastern (17.95%) (7), with equal numbers from the Belfast and southern sub-regions (12.82%) (5 each).

4.2 Curriculum learning and teaching

Most schools rated themselves as 'early-engaging' in all but one of 9 different aspects of GL within the curriculum, most likely due to very recent training. These included: Key Stage 2/3 pupils' opportunity to explore global poverty and inequality; their knowledge and understanding of global learning concepts; Key Stage 2/3 teachers' knowledge and understanding of these; their confidence in implementing the concepts; and how far they had delivered GL themes/topics through connected learning, across curricular subjects.

Additionally, 'early-engaging' applied to most schools' current understanding of how global learning can support NI curriculum requirements outlined in the 'Big Picture' for Key Stages 2/3 (CEA, 2007a, b); the extent to which they have undertaken a GL approach to whole-school initiatives; and to teachers' awareness of where to access resources to support GL for their subject area(s). Notably, however, in respect of the assessment of GL pupil outcomes, the largest group of schools was 'not engaged'. Outcomes here referred to knowledge and understanding, skills, attitudes and dispositions.

4.3 Effective leadership

In the same way, most schools were 'early engaging' in respect of 5 aspects of effective leadership. Within a GL context, this assessment applied to the School Leadership Team, to the school's ethos and vision, to school policies, to the School Development Plan, to staff development, and to the extent to which the pupil voice was taken into account in planning of the school's GL implementation. A main finding, though, was that over one-fifth categorised the inclusion of global learning in the School Development Plan as 'not engaged'.

4.4 Community connections

Under this heading, the schools were asked, first, how far they had shared and collaborated with other schools in relation to global learning; second, to what extent they had established links with other external partners to help strengthen global learning and its outcomes; and, third, whether they had helped parents/carers to understand the aims and benefits of global learning.

Respondents were fairly equally divided on how far they shared and collaborated with other schools, with one-third 'early-engaging' and just under a third 'not engaged'. Just over one-fifth were 'developing'.

Slightly more schools were 'early-engaging' with external partners than with other schools to strengthen global learning and its outcomes, although one-fifth were 'not engaged'. Almost half were 'not engaged', however, in helping parents/carers to understand the aims and benefits of global learning, although over a quarter were 'defining' and over one-fifth 'early-engaging'.

4.5 School awards

The majority of schools were 'not engaged' in respect of the UNICEF Rights Respecting Schools Awards (RRSA), with just over one-fifth 'early-engaging'.

As to how far they incorporated a global dimension into their delivery of the Eco-Schools Award topics, an equal number were in the highest category of 'embedding' but also in the second lowest, 'early-engaging'.

Concerning schools' engagement with the British Council's International Schools Award and the Fairtrade Schools Awards, a large majority (approaching three-quarters) and over half, respectively, were 'not engaged'.

Again, a substantial majority overall were 'not engaged' with the Trócaire awards. Sector breakdown showed that most primary schools were 'not engaged' in Trócaire's Better World Award (Primary) (nearly 80 per cent), and the majority of post-primary schools were 'early-engaging' in the Whole School Solidarity Award (Post-primary) (just over two-fifths).

4.6 Suggested improvements

Thirty out of 39 schools were highly positive about the GL Guidance Document.

Eleven out of 30 schools stated that it provided a baseline and context to enable them to focus on their present position within GL. Seven felt that the self-evaluation tool could help them to plan, develop and improve their global learning in the future, one mentioning its inclusion in the school development plan.

There were 10 suggestions for improvement related to two main issues, first, concerning the

simplification of the 6 measurement criteria, and some difficulty in completing the self-evaluation. Second, four schools felt that Key Stage 1 should be included in the tool. Third, there was reference to auditing GL for Key Stages 2 and 3, and that this should be done by individual teachers then collated, including collaboration with the senior management teams.

5. FINDINGS: LEAD TEACHER SURVEY

5.1 Respondent profile

Like the whole-school survey, the respondents were predominantly from the primary sector (76.92%) (40), 15.38 per cent from post-primary (8) and 7.7 per cent from special schools (4). Most Lead Teachers in each sector were female (over three-quarters). The majority had been teaching for 6-10 years.

Over half were from Catholic maintained schools, under two-fifths from (mainly) Protestant controlled and just over five per cent from integrated schools, with one from a voluntary grammar school. There was an uneven distribution of responses across the Education Authority sub-regions, with most from the western and north-eastern areas (under one-third and a quarter, respectively) and fewest from the southern sub-region.

Primary teachers taught a spread of year groups, but most were clustered around Years 6 and 7. Although most post-primary teachers taught more than one subject, five of the eight taught geography. A large majority had coordinator responsibilities (91.6%) (44) (in the primary phase: *The World Around Us*; in the post-primary sector: 5 Heads of Department, with a small number coordinating *Learning for Life and Work*).

5.2 Causes of global poverty

The *causes of global poverty* before training were predominantly said to be due to environmental conditions, governments, war/conflict, the lack, or misappropriation, of resources and economics. After training, reasons were still largely political and environmental, but there was also marked acknowledgement of a range of complex, interconnected factors. Whilst one-third of Lead Teachers gave the same responses before and after training, a number now recognised additional reasons for poverty. Moreover, they now underlined the need for individual and collective effort.

5.3 Reducing global poverty

Ways of *reducing global poverty* before training were largely attributed to charities, either supporting them or proactively fundraising, and to education. After training, there was a discernible shift towards a greater emphasis on education, on awareness-raising and, again, on both individuals and teams/communities assuming a more proactive role.

5.4 Understanding global learning concepts

The Lead Teachers were asked about their understanding of 5 global learning concepts: global interdependence, globalisation, social justice, sustainable development and global inequality. A comparable increase was noted in their understanding, by comparing the mean, median and mode in each case before and after training.

5.5 Understanding and perceptions of global learning

Using the same measurement, comparisons before and after training, once more, showed an increase in teachers' understanding and perceptions of, and attitudes towards, 5 aspects of global learning. Improvements concerned the application of the five concepts to achieve pupil outcomes; the extent to which Lead Teachers valued the aims of GL and its benefits; meeting the Northern Ireland Curriculum objectives through a whole-school approach to GL; and their motivation and confidence in respect of embedding it.

Regarding their pupils' current understanding of GL concepts, the causes of global poverty and inequality, and the reduction of poverty, Lead Teachers in both Key Stages 2 and 3 tended to rate their pupils mostly between 2 and 5 (on a scale of 0-10), with only very small numbers achieving 6, 7 or 8.

5.6 Challenges and impacts of global learning

Just over a quarter of the teachers had encountered challenges when implementing global learning: finding time to fit it into the curriculum; enlisting the cooperation of colleagues; finding resources; and other teachers' lack of knowledge of GL. Three teachers felt it was too early to judge, with training having just recently taken place.

Numerous favourable impacts on practice were fostered following the GLP, both professional and personal: a greater awareness of the meaning of GL; recognising that more specific planning for GL was needed; and Lead Teachers feeling a greater sense of responsibility about their own role.

The most positive aspects of the training were: the opportunity for Lead Teachers to network with other professionals; sharing ideas and information; having access to a range of resources; and meeting the programme facilitators.

6. FINDINGS: LEAD TEACHER INTERVIEWS

6.1 Participant profile

The three primary teachers taught Years 2, 6 and 6/7 (composite class). The Primary 2 teacher previously taught Primary 6 and could thus explain about global learning at Key Stage 2. Two post-primary teachers taught geography and one taught chemistry. In respect of gender, all six teachers were female. Here, as with the pupil interviews, a small number of verbatim extracts from the data are used to illustrate the text (Braun & Clark, 2006).

6.2 How far global learning was taught in the 2014-15 school year

All six schools had taught GL to an extent in the past year, however, it was said by two primary Lead Teachers not to have been delivered 'as a subject in itself' (P, C) or in any depth, or 'unless something comes up in the news ... no formal learning' (P, M).

In two primary schools, GL was through topic work and one school incorporated it into Fair Trade, environmental issues and biodiversity. Two post-primary schools delivered GL within schemes of work. One did so as part of *Learning for Life and Work*.

As a Geography teacher, I feel I've delivered Global Learning throughout the scheme of work at Key Stage 3 ... migration ... sweat shops and where our clothes are produced. (PP, I)

We would touch on some areas of poverty when we're looking at different countries, also migration would be a big issue and we did some work on that, and global warming is a key topic ... (PP, C)

Only in the context of Learning for Life and Work lessons, so through citizenship, really, we would have some kind of focus on Global Learning. (PP, M)

6.3 Implementing GL across subject areas in primary schools or in an inter-connected way in post-primary schools

Just one primary teacher said her school had tried to 'make it as cross-curricular as possible' (P, I) with examples from mathematics, drama and music to ensure GL was integrated as far as possible rather than exist as an 'add-on'.

... the P6s would have done about the rain forests which would have been their World Around Us topic ... they would have written letters which involved their literacy skills. They would also have worked out costings and ratios to do with Fair Trade and pricing, so that would have brought in their Maths ... a bit of drama and music to do with the destruction of the rainforests.

Two primary teachers were delivering it to a certain extent through topics:

I know the teachers are doing it, maybe not as formal as what the Global Learning Programme would like, but it's happening every now and again, especially in one class where their topic is Africa ... so at the minute the Year 6s are doing most of the Global Learning. (P, M)

Post-primary Lead Teachers reported that GL was most likely to be delivered through geography and *Learning for Life and Work*, although there was some scope for it within chemistry. A geography teacher had raised the issue of GL with other colleagues to get a whole-school picture, but so far there were no connections with other subjects although some current global issues were incorporated into pastoral care.

... everybody in the Geography Department will take part in Global Learning [but] there is not necessarily a direct link with other subjects as yet. (PP, I)

6.4 Benefits of cross-curricular implementation of GL

The key benefits of a cross-curricular approach to global learning were: GL was made more cohesive for pupils; it broadened their knowledge, especially in subjects they liked; it accommodated different learning styles; it helped pupils absorb the language of GL; it strengthened connections between subjects; it heightened its importance; and pupils could see issues both within and beyond school.

... if you're focusing on a topic and you try and use all subjects to teach it, then they end up with a wider sense of what you're trying to teach them ... further opportunities for them to develop their skills if you focus on certain subjects that they enjoy. (P, I)

I suppose it heightens the importance for the kids when they're able to see and make those links ... between one subject and another. [That] would be the main benefit. In some aspects it's more difficult in a secondary school because everybody's curriculum is being squeezed, and squeezed, and squeezed. (PP, C)

6.5 Impact of global learning delivery on pupils in relation to GLP pupil outcomes

Five of the six Lead Teachers saw greater awareness of global issues as the main impact of their implementation of GL on pupil outcomes, thereby improving learning. Pupils now had a broader and clearer perception of their own place in the world, of the implications for them of events elsewhere, and of the rights they themselves have that are denied to others.

We looked at how some children in other countries in the world are denied their basic Human Rights, so it just gave them an awareness of the unfairness and inequality on a global scale. (P, C)

... children, especially at Key Stage 2, need to see the big picture with regards to the World Around Us, that they're not just pupils in our school, that they're part of the United Kingdom, they're part of Europe, they're part of the world. ... so delivering that and putting it into perspective for them helps them to sort of get on board more with the learning. (P, I)

The contextualisation of issues raised in the delivery of GL generated involvement, interest and interaction, with a beneficial effect on pupil outcomes – ‘If you can make it more personal to them, they’re able to put it in context of their lives’ (P, I).

If you’re talking about the Rain Forests ... you bring it back to them ... and they get more involved and more interested in the learning ... more sort of interaction with them so they’re more likely to fulfil their learning outcomes. (P, I)

Post-primary teachers agreed that their delivery of GL extended pupils’ outlook and developed empathy. Although one was doubtful about the extent of the impact of GL delivery – ‘I wouldn’t say it had a huge impact’ (PP, M), she admitted that once the pupils’ interest was awakened, it generated a sense of reality and genuine concern:

... at least an individual look at a country ... even that empathy of what would it be like to actually live there and have to cope with the circumstance ... (PP, M)

6.6 Impact of global learning delivery on pupils in relation to Northern Ireland Curriculum requirements and outcomes

The primary Lead Teachers were doubtful about the impact of global learning delivery on pupils in relation to Northern Ireland curriculum requirements and outcomes, one believing them to be neither ‘teacher friendly’ nor ‘pupil friendly’ and to be in need of clarification.

Not really sure how directly it’s linked to the Northern Ireland Curriculum. It kind of covered the PDMU (Personal Development and Mutual Understanding) area, so we’re hitting those targets. (P, C)

I’ve had to think very carefully about what skills are in the Northern Ireland curriculum, and then try and develop the Global Learning around it. (P, I)

The impact at post-primary level lay in making pupils aware of, and empathetic with, global issues.

Since the Northern Ireland curriculum fosters independent learning, they could then research these themselves. GL delivery also helped address some citizenship requirements within the curriculum including equality, diversity and poverty.

6.7 Barriers to implementing GL

The barriers to implementing GL identified by Lead Teachers were lack of time; the focus on literacy and numeracy as priorities, particularly in the primary sector; the difficulty of persuading colleagues to get involved; trying to incorporate GL into subject areas; and GL being seen as an ‘add-on’.

In addition, it was difficult to get other classes organised for GL within their topics; to get GL across to staff, and to make some colleagues aware that they were already doing so.

It’s not that the staff ... aren’t willing, but ... when you’re a class teacher, there isn’t enough time

in the day. There is this focus on literacy and numeracy ... Everything else comes after it ... they honestly are overloaded with things. (P, I)

At post-primary level, it was a challenge for GL to be implemented outside geography (the ideal vehicle) with inherent difficulties for the needs of other subjects; to ask other departments to put GL in schemes of work on a year-on-year basis ('because for the likes of Maths, English ... they're jam packed as it is' (PP, C)); and to communicate effectively with colleagues to show how it could be timed, with slightly more flexibility with course content in *Learning for Life and Work*.

Timing would be a key thing ... tricky for most people. (PP, I)

Specifically, I can't see it working to ask French [teachers] etc., to do a whole unit of work over a prolonged period of time on an issue of Global Learning. (PP, C)

It was imperative that GL was not seen as 'a little superficial' (PP, M), and the GLP training had been a means of explaining the roots of poverty to pupils to help them better appreciate injustices.

6.8 Resources and support

No specific difficulties in regard to resources were identified except the time needed 'to trawl through to get the best' (PP, C). Teachers mostly searched for resources online; foresaw more resources being needed once GL was embedded; praised the 'excellent bank' of GLP resources (PP, I); and looked forward to the website being 'up and running'.

6.9 Effects of having GL Coordinators in schools

All six teachers believed that it was both necessary and beneficial to have a global learning Coordinator to ensure GL is taught, monitored and resourced; to build staff confidence in planning and developing GL and in monitoring pupils' understanding of it; and to provide the impetus and 'champion' GL. It was, however, a big responsibility for one person so a team might be advisable to implement GL.

... if somebody isn't there to take control of it, they will not include it in their teaching. (P, C)

Someone needs to oversee it ... someone who has links to resources or ideas or maybe even contacts outside of school. ... as Co-ordinator, you can look back and gather evidence that it's being taught, and is it actually in the planners? Are the children able to talk about it? It's easy enough to put it into a planner and say you've taught it, but do the kids understand it and why we're doing this? It's for the world, the big picture. (P, I)

... so much these days is results-driven as well. Things like this can get sidelined unless they've got a champion. (PP, C)

6.10 Support provided by GL Lead Teachers

Plans were in place to support colleagues in GL and some guidance was being given, but all three primary Lead Teachers said that this would begin in September 2015 with the expectation of including it in the School Development Plan.

I've only just come through the training myself, so we're meeting next week with the Senior Management Team to do the whole school audit of where we're at and will begin to embed [GL] from September onwards ... then we'll add it onto our School Development Plan, but as yet none of the teachers are aware of it. (P, C)

Two post-primary teachers also confirmed the intention to embed GL and that staff had been informed of the nature of it. They planned to use the GLP resources, and to enlist colleagues' support in awareness-raising.

6.11 How support provided/proposed by Lead Teachers was received by teachers

Those providing support for GL found colleagues receptive to international issues, including in creative subjects, but were hesitant about how much progress had been made. It was important to differentiate and find the right starting point. Help from middle management was greatly appreciated, as was other teachers' positive outlook.

... they did say that they found a value in [GL] in their classroom and I particularly liked the slightly more creative subjects like music and art and HE. ... people are very receptive to it, but I wouldn't say I furthered them very much with it, shall we say. (PP, M)

Generally quite good, because since that training I have contacted some individual colleagues who work in different departments ... and they were able to give me an idea of what they already cover. (PP, I)

Also (the Vice-Principal) has been very supportive, and was able to give me a much wider view of what's done, than I would ever have been aware of previously ... very positive because she very much knows how important Global Learning is, and wants to encourage it. (PP, I)

The reality, though, could be fraught with problems due to the heavy demands on teachers' time and their attitudes towards GL, but the importance of the coordinating role was stressed.

It's an ongoing battle... and staff do feel like it's an extra thing. ... It shouldn't be, but that's where the biggest battle is ... where I think a lot of the resistance comes from, because they don't have time to think carefully about their planners, and how can we incorporate this completely into our topics and into our plans and lessons. If I don't keep it up it, would fall by the wayside. (P, I)

6.12 Challenges in relation to GL for teachers

All but one Lead Teacher anticipated some difficulties for colleagues, one believing it was too soon to judge. Predictably, all three primary teachers reiterated the challenges of time and its management. Also, teachers of younger classes were having difficulties interpreting GL for the children and including it in schemes of work.

Further, it was necessary to define GL for colleagues; to give information about programmes and what was expected; to convince them that GL could be done via literacy and maths; and to dispel the perception, again, that GL was an 'add-on'.

Post-primary counterparts saw challenges for teachers as examination pressure; the accessing of resources for GL; needing guidance on how to incorporate these into schemes of work; seeing it as an ongoing rather than an isolated, one-off part of the curriculum, having the confidence to use resources selected by themselves; and being able to provide feedback on what had and had not worked.

... give them guidance on how it might be incorporated into a scheme of work, rather than it being independent because then it's not necessarily embedded, if it's to be continuous ... (PP, I)

Identifying their own GL resources would imbue teachers with the confidence to reflect critically on their effectiveness, and to determine what might be successfully disseminated.

The challenge might be feeding back what they've found, how well it worked, and do they think it could be carried on throughout every year or spread out to other Departments? (PP, I)

6.13 Improving the teaching of global learning in the future

Primary Lead Teachers said that improving the teaching of GL meant finding resources; establishing links with other schools to share ideas; and training colleagues to bring them up-to-date with the GL programme. Whole-school self-evaluation would help, as would putting GL into the School Development Plan, ensuring that there were smart targets to allow teachers to incorporate it into the curriculum, and allowing them see what they were already doing in regard to GL.

One participant intended to share what she learned on the GLP, ascertain the school's present position in regard to GL, and prevail on colleagues, if necessary, to 'go outside their topic to teach global learning' (P, M). Also needed were specific training days, and working towards awards and initiatives.

Staff training ... we need to have meetings to bring all staff up to date ... because at the minute they're not aware of the new global learning initiative. Then look to resources, and maybe visits and links with other schools and see how we could share the teaching of it. (P, C)

Post-primary participants, too, spoke of informing teachers about the resources available; giving them information and ideas; incorporating GL into Performance Review and Staff Development

(PRSD) options whilst sharing training to increase staff confidence; and giving GL more time-table space. One teacher planned to run GL as a cross-curricular project.

We're given added time on the timetable for the purposes of that, and I hope to run it as a cross-curricular project this time next year. I think if we achieve that ... we'll be doing well. (PP, C)

6.14 Improving pupil outcomes in global learning

To achieve better pupil outcomes in GL, primary teachers spoke of ensuring that children's knowledge and skills were embedded as they progressed through each school year; that continuity of experience was assured; that age-appropriate, good resources were provided to engage pupils more; that precise targets were set for 'a child-friendly action plan' embracing all year groups (P, I); making the 'big picture' clearer to pupils and explaining the reasons for GL activities; and letting them see what they had achieved. The key importance of securing teachers' involvement and enthusiasm was reiterated.

These ideas were very closely reflected in post-primary teachers' remarks since they also spoke of the need to give pupils more access to global learning to further their understanding of it; to set meaningful, age-related tasks; to foster pupil engagement; and to give credit in order to increase motivation for GL. Also, greater use should be made of carefully selected ICT, thereby opening up the possibility of interacting with others elsewhere.

... if student engagement was raised, and they were enjoying it a little bit more and maybe it would be through using new technologies in some way, so that they could kind of interact with maybe people elsewhere. Feasible enough. It's not beyond the realms, but it would just have to be considered very carefully - they can't just go and Facetime somebody ... (PP, M)

It has to be relevant to the subject because sometimes if they're in a class where they feel 'This isn't relevant to what we do in this class' ... also if they were to be told, maybe given an outline 'This is what you've done so far' and be able to give them credit for everything that they have fulfilled, then they'll think 'That's great. I want to do more of this kind of thing'. (PP, I)

6.15 Support needed by the school to embed global learning more effectively

All six Lead Teachers were emphatic that more training was needed. Primary teachers asked for cluster groups for mutual help and the sharing of ideas; for a website to see how others have embarked on global learning (with targets and schemes used); for visits to other schools to observe effective teaching and learning in GL; and even for a GL helpline.

I wouldn't like to think that this is the end of any support that we're going to get. I would hope that we'd meet up again in our cluster groups and help each other with any problems that we're having. We found that talking to each other in the course we got good ideas from each other, we found out what everyone else was doing, and maybe what we could do next ... (P, M)

Even if there was a website that we could all upload and share resources throughout all the schools, share lesson plans and visit other schools to see effective teaching and learning of GL. To have a direct link with somebody if you could ever had a question - 'I'm about to teach this. What should I be teaching?' (P, C)

Post-primary counterparts were highly positive about the training, and were similarly vocal about maintaining continuous contact with colleagues elsewhere to have the kind of support required to implement GL.

... all the people who went on the training day ... lots of them had very good ideas. The more best practice or exemplar material, the more access to that you could have, the better (PP, M)

... the twilights ... time with other colleagues seeing what they're doing and sharing ideas is the most valuable thing ... any money to be spent it would be on releasing teachers to spend time together ... that would be the biggest support we could have. The website ... pointing people in the right direction ... I know you can have online forums [but] they're nowhere near as useful as face-to-face ... (PP, C)

... making connections ... keeping the contact [with GLP facilitators] so that they can come to us, and facilitate a programme or a workshop, so rather than just teachers doing it, getting people in to help out externally. (PP, I)

6.16 Support needed by teachers to embed global learning more effectively

Primary teachers sought support to embed GL in the school's ethos, and to disseminate its aims within and beyond the school; they asked for the help of senior leadership and management; regular review of targets and measuring their success; and more guidance to strengthen GL knowledge. This meant, as well, allocating time for the Lead Teacher to liaise with, and inform, colleagues.

As the Co-ordinator I do feel that my knowledge of it is still very, very weak and at the very early stages, so I would totally welcome as much support as possible. (P, C)

Post-primary interviewees asked for a colleague from another subject department to be a second coordinator - someone to share the responsibility; and for contact outside school in a more tranquil setting, away from internal demands. Just one post-primary participant did not identify any additional help for herself, was more than confident in her school's commitment to global learning, and praised the further twilight sessions shortly to take place - 'I do have a senior leadership link and as a school I would say we are quite committed to further Global Learning and making it part of what we do' (PP, M).

I think it would be nice to have somebody else working in conjunction with me ... we could sit and have a chat, bounce ideas off each other, and be more proactive, rather than it be just one individual who has sole responsibility for it. It's quite a bit to take on board ... (PP, I)

The training for any staff in teaching is time with other colleagues, out of school, out of where you are being pulled in 15 different directions, to work on what we are doing. (PP, C)

7. FINDINGS: PUPIL INTERVIEWS

The interviews sought to determine Year 5 and Year 8 pupils' knowledge and understanding of the following:

- global learning concepts (poverty, inequality, interdependence, globalisation, fairness, sustainable development and social justice);
- the scale, cause and effect of global poverty and inequality (including globalisation, social, economic and political processes);
- recent progress and challenges for a reduction in global poverty and inequality; and
- the actions that citizens, businesses and governments can take to contribute towards global poverty reduction, and to fair and sustainable global development.

7.1 Participant profile

Three Year 5 and three Year 8 classes in six schools were invited to take part in small-group interviews, and 61 pupils agreed to do so. Most were girls (60.65%, 37) and 39.35% (24) were boys. The majority were primary children (68.82%) (42) and 31.18% (19) were post-primary pupils.

7.2 Pupils' knowledge and understanding of wealth and poverty

Pupils identified notably more features of being 'very rich' than being 'very poor'. Being rich was mainly characterised as having a lot of money, living in bigger houses, having material possessions and healthy food. Some referred to what they saw as the wider benefits of being rich (better health care, better opportunities). However, pupils from both sectors showed insight into a possible consequence of being 'very rich', namely, that money did not necessarily bring happiness.

For most children, the converse was the case, and poverty also meant working hard for very little money, more likelihood of becoming ill, and no freedom of choice.

Rich is when you have loads of money, and you have a fancy house and a fancy car, and poor is when you have no clothes and you have no house and no food and no money. (P, C)

When you're rich ... you don't have to get only the bare essentials. You can have whatever you want, but when you're poor you have to buy the bare essentials ... (P, M)

The difference between rich and poor - poor you'd have no money. You might even be on the streets ... (P, C)

Rich people ... can buy a mansion and ... poor people might live in sewers, and drains, and ... they can't get healthy water and healthy food. (PP, I)

Richer people have bigger houses, and poorer people tend to not, but it doesn't matter because some rich people are unhappy and some poor people are happy. (PP, M)

7.3 Northern Ireland's connections with other countries

Trade connections between Northern Ireland and other countries were identified by most pupils, referring to importing food, toys and clothes. To a lesser extent, they saw connections in respect of exports (potatoes, machinery). A small number of primary children showed a more literal interpretation of 'connections', geographically with the Republic of Ireland and politically with the rest of the United Kingdom.

You need other countries because they might be warmer to grow vegetables and fruit. (P, I)

Over here we can make potatoes, and over in say Brazil they make bananas and cocoa beans. In Brazil they probably can't make potatoes and we can't make cocoa beans and then we can just help each other and get all those resources. (PP, M)

7.4 Knowledge and understanding of human needs

Both primary and post-primary pupils demonstrated understanding of human needs by pinpointing food and water. Among 21 different needs, they also identified shelter and clothing. Singled out by primary children only were friends, dentists, heat and rain; with money, jobs, health and hospitals added by post-primary pupils only.

Education, food, water, money, work, jobs. (PP, C)

Doctors because if you don't get the right medication, say, if you had a broken leg, then it would get infected and you would die. (P, M)

The next section investigated the extent of the pupils' attitudes and dispositions:

- the ability to express opinions and feelings;
- acknowledgement of multiple perspectives;
- empathy, curiosity, self-confidence, flexibility;
- respect, openness to new ideas, commitment, tolerance;
- integrity/moral courage, determination, resourcefulness;
- concern for others, personal responsibility, self-confidence, self-belief;
- optimism, pragmatism, community spirit and, in particular, their concern and respect for the life and dignity of all human beings;
- conviction that the world should develop in a fair and sustainable way; and
- willingness to take action for a fair and sustainable world.

7.5 Meeting people's most important needs

The pupils were asked whether everyone, everywhere, had their fair share of the most important human needs, and all 61 agreed that they did not.

7.6 Reasons for inequality in human needs

The main reasons for inequality in respect of human needs were seen as not having enough money or clean water. Some primary children spoke of not being able to buy food, having no shelter and no education, and of homes being destroyed by climate conditions. Some post-primary pupils referred to insufficient rain, and to over-population. A few in both sectors referred to unemployment.

In Africa, it's hard to get food and water. They would be lucky to find a mango tree. (P, C)

Some people have to drink dirty water, and some people just turn on the tap and get clean water. (PP, C)

In places like Africa it's hard to get jobs, like, they can only go about picking up litter from dumpsters and putting them in bags, trying to find something like a shelter. (P, C)

7.7 Pupils' sense of fairness, empathy and concern for others in the wider world

All 61 pupils agreed on the unfairness of the plight of others in regard to human needs.

7.8 Pupils' perceptions of the reasons for global inequality

The children gave a range of reasons for unfairness in the world and displayed empathy and concern, coupled with a clear insight of injustice elsewhere, often exemplifying situations in specific countries.

Most saw inequality as having money compared with having no money, underlining the contrast between their own and poorer countries, and often referring to unnecessary spending. Again, some exemplified unfairness as the absence of basic human needs – food and water - as well as unemployment. A few from each sector made more general, but heartfelt, comments that everyone should be treated the same, showing a sense of obligation and a wish to help.

People should all get the same because we are all the same, and it doesn't matter if you're rich or poor. (PP, M)

Everybody needs food and water ... some people just has to find it on the ground, but other people can just go to the fridge or the tap. (PP, C)

It's just where they've been born. If I'd been born in a poor country I would have probably have had a completely different life, and I would be hungry and thirsty and stuff. (PP, I)

7.9 Pupils' feelings about inequality and unfairness

Several emotions were expressed about global inequality and unfairness, the most prevalent by far being sadness, and the second most frequently cited, notably by primary pupils only, was being 'sorry'. Combining four other feelings - bad, selfish, greedy, ashamed - gave the third largest category. A small number felt angry or else fortunate at what they themselves had, and some primary pupils expressed disappointment.

The expression of such an array of strong feelings showed remarkable empathy on the part of the Year 5 and Year 8 pupils in regard to inequality on a worldwide scale, and certainly beyond their own classroom.

Sad, sorry and angry because we're sitting here in lovely clothes, fresh water and everything has been checked for us to make sure there's no bugs in it, whereas ... the poor people are sitting in their poor countries. They have nothing that we have ... (P, C)

I feel lucky to have what I have, my family, my shelter and my education, and food when I go home. (PP, M)

I feel really, really bad, because there's babies, newborn babies, out there who are starving and we can feed the newborn with food, and the other babies out there can't have food. (PP, C)

The third and final section explored some of the following pupil skills and capabilities:

- critical thinking;
- ability to question;
- self-management;
- problem solving;
- decision making;
- communication;
- working with others;
- being creative;
- able to assess critically the merits of different approaches to reducing global poverty and inequality; and
- taking action for a fair and sustainable world.

7.10 Those who could make the world a fairer place

Two main groups were said to be responsible for making the world a fairer place: 'everybody', that is, collective responsibility (mainly through charitable donations), and the Government. Very few

pupils suggested, in each case, rich people followed by God, Presidents, charities, Kings and Queens, friends (primary only) and the Prime Minister (post-primary only).

Us. (PP, I)

Everybody, we are all the same. (P, C)

Well, there are like two kinds [of poverty]. There are people who don't have jobs and then they can't afford the money, but then there's, like, people who actually desperately need it. They don't have the education to get those jobs, and we need to help them to get that education, get that money for them to get jobs. (PP, M)

I think everybody could help because people are littering around the place, and then somebody has to pick it up and then it goes to a different country and then when you are throwing old laptops and stuff away, they go to a different country and there is all gases and stuff around them countries, and loads of people are getting sick because of them. (P, C)

7.11 How the world could be made a fairer place

Numerous practical suggestions emerged on how to achieve a fairer world, and showed consistency with pupils' responses to the previous question by putting forward actions that could be carried out by 'everybody', thereby assuming responsibility themselves, as well as by the Government. Overall, there was a strong emphasis on giving.

The two main categories of response concerned giving money generally and, specifically, donating to charity. Government responsibilities were providing medical help (scientists to fight disease, doctors, nurses); sending materials to poor countries to build schools and shelter; and education, including building schools.

Smaller numbers of children wanted to give food, water, clothes and toys ('a wee teddy bear'), indicating caring and concern.

Give money to the poor, what else? (P, I)

Fill up the piggy banks, smash them, take some money out of it, put it in a box, send it away to Africa. (P, M)

Go to, like, Africa ... give them water pumps, give them houses, better jobs, make buildings for jobs, apartments, so that they have a house and hospitals. (PP, M)

7.12 Pupils' willingness to take action for a fairer and sustainable world

All 61 primary and post-primary pupils said that they wanted to make the world a fairer place.

7.13 Pupils' main reasons for wanting to make the world a fairer place

Unsurprisingly, they gave several reasons for wanting fairness among countries of the world, principally, the right to equality and for others to 'be like us'. A number drew attention to what they themselves had, compared to those elsewhere. The other reasons for wanting fairness were so that everyone might be happy – 'have more fun'; that lives could be saved in poorer countries, a few, additionally, showing awareness of infant mortality; and so that everyone could have what they need - 'Everyone will be the same' (PP, I).

Thus, they showed not only honesty about what they perceived as their own fortunate lives, but also, once again, compassion, kindness and true empathy – 'we would feel like they were feeling' (P, C).

I would just make everybody happier and not as crazy as what they are. (PP, C)

To have peace and make everyone equal, to stop pollution and all the other global infections. (PP, C)

Because some countries don't have enough and we do. (P, I)

We have everything that we need, and we have more than we need, but we could give some of our stuff. Be nice and give it over. (P, M)

7.14 Extent to which pupils had helped to make the world a fairer place

All except two primary and four post-primary pupils had done something, either locally or further afield, to make the world a fairer place for everyone, leaving 55 who had, some with more than one form of involvement.

7.15 Ways in which pupils had helped to make the world a fairer place

Mainly, the pupils had given to charity, and had taken part in activities within and beyond their schools, and at their church. Some had been involved in donating food, clothing and toys, demonstrating generosity in different ways.

We raised money for Africa and sent it over there for this wee boy that we were supporting, and we gave him an education and food. (PP, C)

We all brought in books, for Amnesty International, and in English we read [them] for an hour ... (PP, I)

Well, for my Communion I got lots of money and I sent like a quarter of it over to Africa. (P, M)

7.16 How pupils felt having tried to make the world a fairer place

The predominant feeling at having engaged in the donations and activities cited above was being 'happy'. When combined with those who used other favourable terms, the number who felt a sense of elation grew. Some primary pupils were 'proud' or felt 'better'. Individual feelings were 'brilliant', 'great', 'generous', 'positive' and 'pretty spectacular'. A few spoke more selflessly of how they were pleased for those who would benefit.

Sharing, like, it makes you feel better and it makes them feel better at the same time. (P, M)

7.17 What pupils learned by having tried to make the world a fairer place

The pupils now understood that what was no longer of use to them was of considerable value to those in need. Some primary children had learned the importance of making the effort to help poor countries. A few in each case found that trying to help had made them feel like better people, and that if everyone gave 'a little bit' the world might be a fairer place.

I learned that it actually means something to them, to get the littlest thing what we have, and we sometimes take for granted. (PP, I)

I learned that we should help poorer countries ... (P, M)

7.18 For post-primary pupils only: Media or organisations presenting issues of global poverty and inequality

To attempt to assess the pupils' media literacy in regard to global poverty and inequality, the 19 Year 8 pupils were asked why different people – the media (TV, newspapers) and organisations - present these issues in different ways.

The two main reasons given were raising awareness and increasing understanding of the situation in poor countries. In addition, the media were said to be drawing attention to different kinds of poverty to encourage people to help; and to ensure that everyone can understand and be motivated to do so.

They're trying to get the message to us that these people are having a very bad time and they seriously need our help. (PP, M)

Maybe where you see it or hear it, it might make you think there and then ... you could be giving ... (PP, C)

To make us see what's really happening, and to help. (PP, I)

8. DISCUSSION

The need for Global Learning has arguably never been greater as evidenced recently by poverty and migration coming right to the doorstep of Europe. In 2008, we experienced the most severe financial crisis in living memory which impacted on economies across the world, including Europe. In recent months, we have seen millions of migrants and refugees risking everything to escape brutal war and persistent poverty in the global South. It is arguable that these events make the most immediate, convincing and urgent case for learners in formal education to develop the distinctive knowledge, understanding, skills, attitudes and dispositions offered by the Global Learning Programme. Teachers, too, must be thoroughly engaged and resourced (in respect of teacher education, time, funding and government support) to ensure that such development happens in every school, every day. Realistically, this can only be possible where there is an accurate and cogently expressed rationale for Global Learning. This must build on the lessons of the many previous development education initiatives and on both national and local policy and practice, so that teachers who are thoroughly and critically engaged, knowledgeable and pedagogically skilled can be fully equipped for this high-priority undertaking.

The preface to the Development Education Research Centre Research Paper No.11 for the Global Learning Programme (Bourn, 2014) shows admirable candour in admitting that the plethora of conceptual interpretations of development education (global learning, global citizenship, global dimension and global education) *has, resulted in confusion, resulting in a lack of clarity and rigour*. The paper also discusses the latest conceptual interpretation of development education in the form of the Global Learning Programme (GLP), declaring that this latest version promotes a distinctive *pedagogical approach, a process of learning* which includes knowledge of both developing countries and globalisation, but *recognises learners' engagement with this knowledge and their different starting points, influenced by a range of external factors*. It also recognises that *for the learning to have any lasting impact, links need to be made to the learners' own sense of place and identity in the world*.

This brief discussion will set aside the apparently persistent lack of clarity and rigour which seems evident in the conflation of pedagogy (teaching) and learning that is inherent in the notion of the GLP promoting a *pedagogical approach to learning* (Bourn, 2014: 4) and will focus on the espoused pedagogy and how it is reflected, or not, in the baseline data collected during the first year of the GLP in Northern Ireland.

Bourn (2014) identifies four elements to the GLP pedagogy:

- Sense of Global Outlook
- Recognition of Power and Inequality in the World
- Belief in Social Justice and Equity
- Commitment to Reflection and Dialogue.

This pedagogy might be described as having a critically reflective and activist stance, a set of traits which, arguably, have a relevant and helpful resonance with the conception of teaching by the General Teaching Council for Northern Ireland (GTCNI, 2007) as a reflective activist profession. The

project team has also sought to link the GLP pedagogy with the content, pedagogy and rationale characteristic of the Northern Ireland Curriculum (2007) (including Global Citizenship) which local teachers are still working to embed throughout their practice.

In the 2014-15 academic year, most schools were, understandably, at an early stage of engaging with this latest development education project. Lead Teachers who coordinate Global Learning in their schools were extremely pleased with the training, but were simultaneously concerned about having sufficient time and resources to integrate and embed it. Post training, some teachers seem to have progressed in their understanding of the different elements of the GLP in terms of both knowledge and the need for personal and community engagement. Additionally, there was a greater recognition of the complexity and inter-connectedness of the concepts and issues. However, in this appreciation of complicated reality, there is an inherent challenge to teaching pupils about this complexity without falling into the twin traps of confusion or over-simplification.

The outcomes of the first year of the project may have been affected by two distinctive local issues; firstly, the widely reported deficiencies of the devolved government of Northern Ireland in respect of concerted policy development and funding, and, secondly, the reorganisation of support for teacher professional development which has been severely depleted in recent years due to the removal of the Education and Library Boards (Local Education Authorities). These factors may have influenced teachers' responses in respect of the reasons for welcoming the project training. In the almost complete absence of centrally organised Continuing Professional Development (CPD), it is understandable that the research showed Lead Teachers in Northern Ireland to value greatly the opportunity to network with other professionals; to share ideas and information; to have access to a range of sector-specific resources; and to meet the programme facilitators. The local CPD lacuna provides the GLP with an opportunity, a previously unavailable space, in which to make a unique impact, particularly if links to the pre-existing expertise of the teaching profession and to the structure, content and pedagogy of the school curriculum can be more clearly defined, expressed and exploited.

The results of the baseline pupil interviews showed a distinct lack of progression of response between Year 5 and Year 8. This is, perhaps, predictable given the early stage of project development, but will present a considerable challenge for the project training team in terms of how the teachers ensure progression and continuity. Pupil understanding of key terms, of international connections and global issues were limited in both year groups, in spite of the age difference.

However, both their sympathy and also, to a lesser extent, empathy, were present, as was their sense of fairness, and there was a very obvious desire to help others albeit from a charity perspective with solutions primarily presented as monetary donations. As Andreotti (2006) points out, this can be an important starting point for learners. However, the findings reveal a lack of progression from a soft to a more critical approach to global learning between Year 5 and Year 8. The research has, however, demonstrated a shift in the Lead Teachers' thinking from charity-based solutions before the training, to solutions based on collective responsibility and education after the training.

Interestingly, there is very striking evidence from the children's extracts of the impact of television and wider media advertising by development charities, especially in relation to soliciting monetary

donations to support the provision of potable water supplies in Africa. Africa was also the most frequently mentioned place across both school sectors. These findings represent a striking imbalance and narrowness of comprehension, focus and geography which the project might usefully seek to address, although countering such powerful uses of ubiquitous media will be no easy task. The findings suggest that transactional, funding-driven responses to poverty in the global South continue to dominate in our society some thirty years after the first Band Aid initiative. These findings resonate with the BOND-commissioned *Finding Frames* (Darnton & Kirk, 2011) report which suggests that public understanding of development lacks depth and real understanding primarily as a result of non-governmental organisations (NGO) engaging the public in shallow, transactional driven forms of development. This remains a fundamental challenge to development education which aims to provide a more nuanced probing of the fundamental causes of poverty which are often complex and beyond the reach of easy, funding-based solutions. The new Sustainable Development Goals (UN, 2015) agreed recently in New York are based on the idea that development is not something foisted upon countries in the global South. They work from the premise that poverty is a global phenomenon that requires global solutions in today's interdependent world. Initiatives like the GLP are important in nurturing the kind of values, knowledge and attitudes needed to realise the vision for development outlined by the goals.

9. RECOMMENDATIONS

Having processed the data, the researchers would make the following recommendations.

9.1 For Centre for Global Education

- ✓ Concerning the completion of the Whole-school Self-evaluation Questionnaire in Phases 2 and 3 of the project, additional guidance should be given to schools in respect of assessing their schools against the six criteria.
- ✓ More resources should be identified that are sector-specific and age-specific (to include the children in younger classes).
- ✓ Training should be provided on how to begin to integrate global learning into literacy, numeracy and post-primary subjects. Support should be offered on connected (cross-curricular) learning between different learning areas and subject departments.
- ✓ Examples or models of how to put the theory of global learning into practice should be provided, particularly at primary level.
- ✓ Arrangements should be facilitated (initially during training sessions) for schools to observe best practice, perhaps on a termly basis. This could take the form of a 'buddy' system where the schools agree to demonstrate effective teaching and learning in GL.
- ✓ Schools could be allocated the support of a global educator for a set number of face-to-face or virtual meetings/ training sessions per year. This could be on a one-to-one basis and/or the Lead Teachers from the 6 schools could meet for further training and sharing of practice.
- ✓ There should be guidance on whole-school self-evaluations with the aim of placing GL in the School Development Plan.
- ✓ There should be support for measuring GL pupil outcomes including attitudinal change.
- ✓ A website should be made available to show how others have embarked on global learning, with targets and schemes used, identifying the best sector- and age-related resources.

9.2 For schools (including Senior Management)

- ✓ Members of Senior Leadership Teams and Lead Teachers should collaboratively complete the Whole-school Self-evaluation Questionnaire to provide the best possible overview. **If this is not possible, auditing could be done separately by members of Senior Leadership teams and individual teachers, and the information collated.**

- ✓ Lead Teachers need support from Senior Leadership Teams to embed GL in the school's ethos, to disseminate its aims within and beyond the school, and to implement it within either the primary and post-primary curriculum.
- ✓ Senior Leadership Teams should give Lead Teachers support by emphasising explicitly on a whole-school basis the purpose and importance of GL, by enlisting the cooperation of colleagues, and by securing their involvement and enthusiasm.
- ✓ Schools should give some time to Lead Teachers to liaise with, guide and inform colleagues in global learning, and to locate and share appropriate resources.
- ✓ Consideration should be given to the role of Lead Teacher being a shared responsibility. For primary schools, this could be distributed across Key Stages 1 and 2. In the case of post-primary schools, it could be a colleague from another department. For both, this could help integrate GL across learning and subject areas (identified as having numerous key benefits for pupils).
- ✓ The school should enable regular review of global learning targets and measuring of their success.

9.3 For Lead Teachers

- ✓ More training is needed for Lead Teachers to strengthen their own GL knowledge.
- ✓ The Lead Teachers should be provided with support by GLP to cascade GL training to colleagues, senior management and Boards of Governors (facilitation and/or planning support). This would help reassure them and would develop their understanding, skills, confidence and attitudes towards GL.
- ✓ In post-primary schools, consideration should be given to global learning being implemented, if possible, through the Geography Department and through *Learning for Life and Work*.
- ✓ Lead Teachers should assist colleagues at primary and post-primary level to plan for GL by including it in schemes of work on a yearly basis.
- ✓ Lead Teachers should discuss with colleagues the extent to which they already deliver GL, and offer differentiated support.

9.4 All teachers

- ✓ To achieve better pupil outcomes in GL, teachers should ensure that pupils' knowledge and skills are embedded as they progress through each school year; that meaningful, age-related tasks are set to foster pupil engagement; and that credit is given for progress made in order to increase motivation for GL.

- ✓ Teachers should plan for pupils' continuity of experience in GL.
- ✓ Teachers should recognise the need for better, more specific planning for GL in the curriculum with the help of the Lead Teacher.
- ✓ The meaning of the 'Big Picture' should be made clearer to pupils at Key Stages 2 and 3, and the reasons for GL activities explained, so that pupils can see what they have achieved.
- ✓ Parents/guardians should be helped to be better informed of the importance of global equality, reassuring them that literacy and numeracy still remain priorities but that both they and their children have a role to play.
- ✓ Teachers should make use of carefully selected technologies within the GL context, thereby opening up the possibility of interacting with others elsewhere.

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11. FURTHER READING

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DevelopmentEducation.ie is a web resource with cartoons, teaching packs and teaching aids at all levels of education. Available at: <http://www.developmenteducation.ie/>

Global Dimension: The World in Your Classroom is a web resource with guidance on an extensive range of resources on global learning. Available at:

<https://globaldimension.org.uk/>.

This training and research report has been published as part of a new three year initiative in Northern Ireland called the Global Learning Programme (GLP), which is funded by the UK Government and managed by the Centre for Global Education. The GLP aims to embed global learning as a whole school approach in primary, post-primary and special schools through the provision of a range of supports including training and resources.

This document provides the findings of the research carried out in year one of the programme and provides recommendations for the delivery of the programme going forward.

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