Global Dimension In Secondary Schools

Douglas Bourn and Frances Hunt

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Preface

This publication is the first in the Research Paper series that the Development Education Research Centre at the Institute of Education is planning to produce between 2011 and 2013. The series will focus on the themes of development education, schools and engagement of young people.

This report looks at how teachers in England are perceiving the term 'Global Dimension' and the contribution it makes to the life of their school. It is primarily based on interviews with 12 secondary school teachers and compares their evidence with other known material and viewpoints of educational practitioners.

Development education has been a body of educational practice in England since the 1970s but despite some excellent resources and projects produced primarily by non-governmental organisations, it has had a relatively low academic and research profile. The Development Education Research Centre was established within funding from the Department for International Development (DFID) in 2006 with the aim of raising the profile of development education and to act as a knowledge hub for learning about global and development issues. Five years on the Centre is now well established with an internationally respected Masters programme in development education, a community of researchers, an academic journal (the International Journal of Development Education and Global Learning[1]), and a growing body of published material on themes such as global citizenship, global skills and education for sustainable development.

The Centre has continued to be well supported by DFID. It is as a result of dialogue with the Department that this theme was identified as the first research report.

We would also like to thank the teachers who helped us gather data for this report and the participants at the December 2010 Global Dimension Conference held in London. A number of international development organisations also provided some valuable data, notably Oxfam, Practical Action, the British Red Cross and Plan International.

We are also grateful to a range of experts within the development education community in the UK who have commented on this draft and provided us with some valuable additional information.

Finally I would like to thank other members of the Research Centre's team particularly Frances Hunt, who co-authored this report, and Rabah Taha who helped to gather data and undertook a number of the interviews.

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1 http://www.trentham-books.co.uk/acatalog/International_Journal_on_Development_Education_and_Global_Learning.html

Executive Summary

Learning about global and development issues has been a feature in many secondary schools for years, growing in prominence since 2000. In this decade, 'global dimension' became the main term used in policy interpretation of these issues.

How this term is interpreted in schools, what a 'global dimension' looks like and what impact it can have on students, teachers and the life of a school are the focus of this research paper. It aims to draw together and add to the existing body of published and unpublished material, drawing on interviews with teachers and on questionnaires with a broader range of educational practitioners.

A key theme that emerges is that there is considerable variation in the ways in which the term 'global dimension' is perceived and articulated. Schools tend to personalise their interpretation and do not directly follow national guidelines, with no uniform policy-led definition held by those interviewed.

However, central to the concerns of many is the importance of widening pupils' horizons and ways of thinking beyond local contexts. Cultural understanding and awareness was a key motivation for teachers in developing a Global Dimension, whether within monocultural or multicultural communities. Cultural dialogue was also a motivator for developing international links that were often seen as the most direct manifestation of the Global Dimension and an important source of personal experience and contact with people from other countries.

Schools introduced the Global Dimension in a wide variety of ways including school assemblies, curriculum initiatives, out of school clubs and award programmes. This range of activities suggested that the Global Dimension was often seen as an approach that went across several, if not all, aspects of school life. As well as international links, support for programmes such as the International School Award was very popular. There was also interest in encouraging pupil-led approaches using Schools Councils.

Non-governmental development organisations still remain an important source of support and access to resources for schools. A number of them have contact with the majority of secondary schools and there is evidence that teachers value their materials and opportunities for professional development.

Many of the teachers and educators involved in the research reflected on the positive impact of a Global Dimension on staff, students and the school as a whole, with a particular emphasis on pupils developing greater awareness of the wider world and less stereotypical views about others. However, echoing concerns of policy makers, interviewees were aware of the lack of evidence of concrete impacts.

Where a Global Dimension is embedded within the curriculum, as one of a range of approaches in school, it is difficult to attribute impact, and unless directly requested by inspection bodies, evidence is rarely sought and found. There is a need for all stakeholders engaged in the Global Dimension to recognise these challenges, to pool material and examples, and to encourage more open ended research seeking evidence of effectiveness and changes in behaviour.

| 1 | **Introduction** |

Learning about global and development issues has been a feature of secondary schools in England for many years, either specifically in subjects such as geography, science or history or through wider school activities that have often been linked to projects and activities of charities and international development organisations.

While these areas of learning were often seen as peripheral (Arnold, 1987; McCollum, 1996; Osler, 1994) there is evidence, from a range of publications in the last decade of the twentieth century and the first of the twenty-first, that schools increasingly valued development education approaches as communities became increasingly multicultural and globalisation demonstrated the interconnectedness of people's lives around the world (Bourn, 2008;Osler and Vincent, 2002).

The UK has also had since the 1970s, strong societal support for international development. Development education has as a consequence been able to grow and flourish through the work of the major non-governmental development organisations (NGDOs) such as Oxfam and Christian Aid or through locally based Development Education Centres. Political support for this area of educational practice gained a higher profile and increased resources from 1997 with the establishment of DFID and the Department's subsequent strategy on Building Support for International Development (DFID, 1998). In England, which is the focus of this study, from 2000 onwards 'global dimension' became the main term for policy interpretation of this approach to learning in schools, through a succession of curriculum guidance materials from the Department for Education and Skills (DFES) (2000, 2005) and the Qualifications and Curriculum Authority (2007). The DfES document defined the Global Dimension around eight concepts: global citizenship, sustainable development, conflict resolution, values and perceptions, diversity, human rights, social justice, and interdependence.

However the value of development education and related interpretations such as the Global Dimension has been difficult to identify because of the lack of research and evidence to demonstrate its contribution to learning. There are a number of possible reasons for this lack of research, which include: the relatively low profile and perceived marginal nature of development education by both researchers and policy makers; an emphasis on funding projects rather than long-term programmes, which results in evaluations demonstrating effectiveness and efficiency, rather than impact; and a relatively weak research community in the UK on development and global education issues (compared with, for example, environmental and sustainability concerns). Andreotti (2007) in her critique of development education, noted the focus on practice and the expense of thinking and theory and also the lack of internal reflection and dialogue with other disciplines.

Yet, as Blum, Bourn and Edge (2009) have stated, research is a key need for building support and understanding about the teaching of global and development issues. It provides, for the researcher and participants, space for critical reflection on ideas, concepts and practices and helps build a body of knowledge that can inform future thinking and approaches.

Important research does exist, but there remain significant gaps. Hicks and Holden (2007) give valuable evidence on trainee teachers' viewpoints and young people's concerns, focusing primarily on the interpretation of the eight dimensions of the Global Dimension through school and curriculum based examples. Edge et al. (2009) gathered evidence through interviews with teachers and pupils in ten secondary schools, focusing on the value and impact of the Global Dimension and how it is put into practice. Marshall (2005, 2007) has produced a number of articles on the Global Dimension that demonstrate the range of ways schools are interpreting the term and also the specific contributions NGDOs have made to global education and global citizenship. She has also looked at one school in some depth to ascertain teachers' and pupils' views on the Global Dimension (Marshall, 2007). There has also been a range of articles looking at themes such as perceptions of development (e.g. Smith, 2004) and cultural diversity and different viewpoints (Serf, 2009). Valuable evidence has been gathered but not widely published or shared from the former[2] regionally based strategies on Global Dimension funded by DFID (e.g. EES-SW, 2006). Lawson (2008), for example, in a study of schools in the Bristol and South Gloucestershire area, demonstrated the connections many schools were making through the Global Dimension to wider educational themes such as community cohesion and the need for more training and space to test out ideas. Similar conclusions emerged from research in Lincolnshire by Williams (2008). Carter and Clarke (2010) in their evaluation of the North West Global Education Network identified evidence of school engagement with the Global Dimension. This includes stories of the changes that including the Global Dimension within the school life has had by embedding it within the curriculum.

These studies, and other evidence from the practice of NGDOs, demonstrate that there is significant activity in many schools on learning about global and development issues. What is less well understood is what form this learning takes and the impact it has had. This research paper aims to add to this existing body of knowledge, by focusing on teachers' interpretations of the Global Dimension at school level and identifying any impacts they perceive that working with the Global Dimension has had.

This paper does this by:

- reviewing existing literature and evidence from academic research, civil society organisations and policy-makers;

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2 They ended in 2010.

- interviewing a range of secondary school teachers to ascertain their interpretation of the Global Dimension, and any impacts working with the global dimension has had within their schools;

- analysing evidence from NGDOs as to the scale and impact of their development education programmes with schools;

- using data gathered from educational practitioners at a conference on the Global Dimension.

There are three main themes to this report. Firstly, how schools perceive the Global Dimension. Secondly, the different ways in which the Global Dimension is introduced within schools through the curriculum, one-off activities or extra curricular initiatives. And thirdly, what teachers and other educational practitioners see as the impact of the Global Dimension within schools.

The report starts with some policy and conceptual context to the field. It discusses the methodological approach taken. Findings are incorporated into the emergent themes identified above, along with NGDO data. Finally conclusions are made and suggestions for further research are identified.

2 ▶ Policy contexts, conceptualisations of the global dimension and influences on schools

The term Global Dimension emerged in 2000 with the publication of the DfES report 'Developing the Global Dimension in the School Curriculum' (revised in 2005). The report (DfES) states that:

… Including the global dimension in teaching means that links can be made between local and global issues. It also means that young people are given opportunities to: critically examine their own values and attitudes; appreciate the similarities between peoples everywhere, and value diversity; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enables young people to make informed decisions about playing an active role in the global community (2005: 3).

This publication moved the dominant thinking forward from seeing learning about development and global issues as about faraway places to one that recognised

the interdependent nature of people's lives and raised the importance of a values-based approach with the emphasis on social justice, equity and fairness. The report also aimed to bring together what had been the traditional areas of development education with concepts from a broader global education tradition (Hicks, 2005). These became known as the eight key concepts of the Global Dimension: sustainable development, conflict resolution, values and perceptions, interdependence, diversity, human rights, global citizenship and social justice. Although the QCA Curriculum Guidance report (2007) gave less emphasis to the eight concepts and more to encouraging young people to think 'critically and creatively about the big controversial issues of the day', the framework developed by DfES was used by many schools. This was to a large extent due to some of the key concepts, notably sustainable development and citizenship, having their own status and role within schools, as well as to the opportunities a number of NGDOs were able to create through curriculum projects and resources on themes, such as human rights, social justice and conflict resolution[3].

The sense of movement on how schools teach global and development issues is well illustrated in the Teachers TV programme on the Global Dimension. Here the head of a Specialist Language College in Yorkshire said they use to see promoting global issues through special theme days or just have flags from different countries around the building. Now, they see the Global Dimension as a way of enhancing lessons, enriching the subject rather than something in addition[4].

The profile of the Global Dimension in secondary schools in England has been enhanced in a number of ways in recent years. In 2007 the Global Dimension and Sustainable Development became a cross curricular dimension[5] within schools. Citizenship has also become a focus for promoting the global dimension, particularly the elements that encourage pupil engagement on social issues (Davies, 2006). Other factors include various awards programmes and initiatives, for example, the British Council-led International Schools Award, UNICEF's Rights Respecting Schools Award and various fair trade and sustainability initiatives. Another major influence on the raising of the profile of the Global Dimension has been the policy commitment given by successive governments to international school linking and partnerships. There has been a major drive by governments to encourage all schools to develop some form of international link and this initiative has had considerable public funding support via the British Council. There have however been tensions and lack of clarity as the relationship between a Global Dimension as outlined in this paper and the concept of the 'International Dimension' which originated at the British Council with a primary focus on linking (Belgeonne, 2009). Another consequence of this range of initiatives has been that the Global Dimension may, as in the case of the programme around Sustainable Schools[6], be seen as one theme amongst others (UNESCO UK, 2010).

In terms of how schools learn about and experience the Global Dimension, many will have been influenced by links with NGDOs. As discussed later (see Section 7) a number of leading agencies provide support to schools through resources, professional development and access to networks. This has meant that initiatives

3 See www.globaldimension.org.uk, which acts as a database of resources.
4 www.teachers.tv/videos/ks3-ks4-citizenship-the-global-dimension
5 The seven cross curricula themes provide unifying areas of learning across schools, which aim to give education more relevance
6 Global Dimension has been one of 8 doorways.

such as Oxfam's Framework for Global Citizenship, the British Red Cross' programme on Humanitarian Education or UNICEF's Rights Respecting Schools, may have had more influence on the development of a teacher's thinking than, for example, a government policy document. Local Development Education Centres (DECs) have also been an important source for advice, curriculum development and professional support in schools (EES-South West, 2007: Critchley and Unwin, 2009).

A number of subject-based curriculum guidance materials have been produced by the Development Education Association (DEA), now called Think-Global, in partnership with appropriate subject based associations (e.g. Brownlie, 2001; Lambert and Brownlie, 2004). Organisations such as Practical Action have produced material specifically related to Design and Technology; and a range of DECs and other organisations such as Amnesty International and Christian Aid have produced research materials related to specific themes such as human rights, peace and conflict resolution or sustainability.

Conceptually, the Global Dimension is only one approach to learning about global and development issues. The concepts are not static, but arise from an historical engagement with development education that continues to develop. Development education was the term used from the 1970s onwards to promote learning about development issues, but became, through the practices of NGDOs particularly, about an approach to teaching and learning. It is underpinned by a pedagogy based on a transformative approach towards learning, promoting critical thinking, challenging stereotypes and giving the learner the skills and confidence to support change towards a more 'equitable and sustainable world' (Bourn, 2011).

Hicks (2007), building on the work of Pike and Selby (1988), sees the Global Dimension in terms of four linked dimensions: issues, spatial, temporal and process. He states that a minimum requirement is to draw together:

'i) relevant contemporary global issues; ii) ways in which they are spatially related; iii) ways in which they are connected over time; iv) the pedagogy that is most appropriate for investigating such matters' (Hicks, 2007: 25-6).

Controversially, he goes on to say that doing a project on, say, an Indian village or setting up an international link are 'therefore not good examples of good global education' (Hicks, 2007) because they do not locate the learning in the context of living in an interconnected world or because learning about global issues has to include different dimensions and interpretations, recognising the changing dynamics of particular issues. Hicks further suggests that the most appropriate pedagogy for the Global Dimension is one that is based on participatory and experiential ways of teaching and learning:

It needs to involve both head and heart (the cognitive and the affective) and the personal and political (values clarification and political literacy). It needs to draw on the learner's direct or simulated experience and it requires the development of

interpersonal, discussion and critical thinking skills, as well as skills of participation and action (Hicks, 2007: 27).

Conceptualisations of the Global Dimension continue to develop. In 2007 the Development Education Association changed its perspective and language through the development of the concept of 'global learning,' where education puts learning in a global context, fostering critical and creative thinking, self-awareness and open-mindedness towards difference, understanding of global issues and power relationships, and optimism and action for a better world[7]. While the Association still recognises the eight concepts of the Global Dimension at the 'heart of global learning', its definition has perhaps moved the debates forward through the prominence given not only to critical thinking and differing perspectives but also to recognising the importance of power relationships in making sense of the wider world.

The 2010 UK Coalition Government places more emphasis on subject-based learning and core knowledge, which presents new challenges for schools and teachers in interpreting the Global Dimension.

These initiatives, policy and conceptual developments have meant that teachers and schools will have been influenced by a range of forces in terms of considering the value and approach to learning about global and development issues. Therefore in analysing perceptions and interpretations of the 'Global Dimension' it will not be surprising to see more than one viewpoint and approach, with some schools and teachers seeing the area as primarily knowledge-based, some who would emphasise the skills elements needed to live in a global society and others who would emphasise a more values-based approach as a priority. These differing approaches are now addressed and recognised within the methodology and approach taken in this study.

7 See www.think-global.org.uk

3 ▸ Methodology

The research is focused around three main research questions:

How do secondary school teachers perceive the Global Dimension?

From the viewpoint of the teacher, what does the Global Dimension look like within secondary schools?

What evidence have school teachers and NGDOs identified on the impact of the Global Dimension in terms of raising the standards of teaching and learning within secondary schools?

In focusing the research around these questions the authors acknowledge the need for further research around the Global Dimension, specifically how it is interpreted in schools and the impacts it has and can have. Questions of impact, in particular, have been less prominent in previous research studies, despite it being an ever-increasing focus of funding agencies. To some extent this might be due to the complexities and difficulties in attributing impact, the short-term focus of project-based initiatives, with impact often happening years into the future and / or the research methods used. In some cases, development organisations might be less interested in revealing impact if it is limited. We suggest that while impact might be difficult to measure, it is important to open up the dialogue in order to provide clearer evidence of the role global dimensions can have in the development of teaching and learning in schools, so as to enhance its future potential.

Blum et al. (2009) suggest that if clear research questions are identified which are sustained through a range of research methods (e.g. in-depth interviews and questionnaires) and the research is situated alongside broader learning, there will be the basis for some robust evidence. As a result, this study uses a combined approach to data collection. Using evidence supplied by a range of NGDOs, the research aims to demonstrate the extent to which the Global Dimension is touching secondary schools, whether via resources, projects, awards schemes or professional development programmes. In addition, a series of in-depth interviews was held with twelve teachers from a range of secondary schools across England, to assess how they were interpreting the Global Dimension and the impacts it had had at school level. Finally via a questionnaire for teachers and other educationalists that attended a conference on the Global Dimension in December 2010, evidence was also gathered on what the Global Dimension meant to them, along with examples of practice and impact. The empirical evidence gathered sits alongside research and policy-led literature.

This multilayered approach aims to give a broader picture than other evidence published to date. Its limitations are mainly in its evidence sample. For example, schools involved in the research were identified to some extent through their role in awards schemes, international links programmes and NGDO initiatives. Also this study is based on evidence primarily gathered within a short time period, November-December 2010, with no opportunities for looking at changes in viewpoints or impact over a period of time. Moreover the research focuses on how teachers interpret the impact of the Global Dimension in schools. Further research might also incorporate the viewpoints of pupils within the schools.

Central to the approach taken in this study is an assumption that there is a need to move beyond seeing the Global Dimension as an area of educational practice that is taken up by only a minority of schools. The assumption taken in this study is that the Global Dimension, in whatever form, exists within the school curriculum through a number of subjects, and that a large number of schools are engaged in some form of link, partnership or fundraising activity linked to a developing country. Any statistical data therefore should go beyond whether the school is engaged in the Global Dimension, but rather how the school is engaged.

By looking at a number of high performing schools in some depth, (many of the twelve schools have had outstanding OFSTED inspections), this research will offer examples of good practice that could be replicated in other places. This school sample may also explore evidence of how the Global Dimension can add to broader educational goals and objectives. That said, the study also includes an interview with a teacher from a Pupil Referral Unit in London to identify how the Global Dimension may be valuable to pupils whose educational and life experiences may be seen as very distant from global issues. Schools selected were located around England and catered for student from a range of socio-economic backgrounds. They included mixed and single sex schools, comprehensives, one special school and one independent school, three of whom had academy or trust status. The teachers identified for interview were those known as the main contact in the school for the Global Dimension. The majority of participants took part in telephone interviews, which were recorded and transcribed. Three responded to questions via email. The questions asked can be found in Annex Three. Profiles of the teachers interviewed are given in Annexe Two.

Over 80 educational practitioners attending the 2010 Global Dimension Conference were invited to take part in the survey 50% teachers and 50% from NGOs, local authorities, professional bodies, teacher education and policy makers. Participants were asked to complete a short questionnaire (see Annexe Four) and 40 responses were received. The participants then discussed their observations, with some providing collective comments on opportunities and obstacles for taking forward the Global Dimension in schools.

Questionnaires were also sent to 7 NGDOs, with 4 responses. Questions focused on the involvement of NGDOs with schools looking particularly at the role they have played in influencing perspectives on the Global Dimension, the breadth of

coverage and evidence of potential impact. The questionnaire sent to NGDOs can be seen in Annex Five.

The following sections analyse the results from these interviews and compare them with other published material and responses from educational practitioners at the 2010 Global Dimension conference. Data gathered from NGDOs follows in Section 7.

4   Perceptions of the Global Dimension

The following section explores perceptions of the Global Dimension, locating data gathered within existing evidence.

Edge et al. (2009) identified how teachers saw the Global Dimension, from sample secondary schools, as a valuable mechanism for equipping pupils to understand the wider world and their place within it. The term was interpreted in a variety of ways, including:

- awareness of and exposure to other and different cultures and the world context; and a sense of global social responsibility;

- bringing students to understand that they are citizens of the world and to demonstrate the interconnectedness of the world we are living in;

- teaching about global issues and understanding the impact of our actions;

- promoting and sustaining international links;

- understanding the bigger picture and their place in it;

- helping students to link their complex and different identities and their place in the world.

To some extent findings are similar for data collected in this study, although the schools taking part are different schools from those selected for the Edge et al study. What is most evident from the twelve schoolteachers interviewed here is the considerable variation of interpretations in how they perceived and articulated what the Global Dimension meant to them. Some emphasise the importance of cultural diversity whilst others emphasise the importance of encouraging their pupils to have broader horizons, the 'global' being seen as an extra dimension to learning. This research did however identify a common recognition that the

concept had applicability across subjects and that there was considerable value in some form of first hand experience through an international partnership or link.

Being a Global Citizen and Expanding Horizons

A key notion that emerges, albeit in different forms, is the perspective of citizenship in the 21st Century, as that of an engaged, global citizen - where lives and the issues that affect them, are interconnected. This sense of a bigger picture, where the Global Dimension expands horizons and ways of thinking, beyond local contexts, comes through in many of the comments. For example in responding to a question on how they defined the Global Dimension these were some of the responses:

An awareness of what it means to be a citizen of the world stage of the 21st Century (T7).

I would define it in terms of bringing that extra dimension into the education of secondary school pupils so that they see the world through a global perspective (T1).

It's an awareness of the wider world and your role and responsibility in it (T10).

… Students are engaged in becoming global citizens, that they've got a personal interest in engagement with the Global Dimension within the curriculum, and that they feel that they can play an active part in that…(T4.)

It's actually putting education into a world context, to make international thinking in the curriculum. It's about joining up subjects and actually seeing them, again, in a world context …… the global dimension runs on all sorts of levels, it can be fun things, it can be very serious topics (T6).

A theme several teachers raised was the importance of enabling the pupils to make connections to the wider world.

It's a way of helping the learners within our school look at global issues, their complexity, and try and work out their place in the world and figure out the links between their own lives and people elsewhere in the world and issues that affect them, either directly or indirectly within the world (T8).

It's having an idea of, thinking of the big picture in terms of education and worldwide issues (T9).

A means to mitigate the effects of the distortions of the world presented to children and teachers everyday by the media, popular culture, politicians and the curriculum. It is essential that all teachers confront these distortions and present

children with a more accurate picture of the world. Children should then be able to make decisions about how to become involved with issues that interest them (T11).

Use of the Concepts

There was no uniform, policy-led definition of the Global Dimension and while all schools emphasised the global, the 'Global Dimension' as a concept was rarely used.

I think that the concepts within that are embedded within a variety of ways across our curriculum, but they might not always be highlighted as 'Global Dimension' (T2).

The eight key concepts of the Global Dimension, as promoted in government strategy documents, do not seem to have played an overarching role in how schools perceive or shape the global dimension. Only one respondent directly referred to the eight key concepts of the Global Dimension and how the school was attempting to draw these into all elements of the curriculum. Another alluded to the concepts, but seemed unsure:

I'm aware of the British Council, there used to be eight different areas, with sustainable development, and conflict resolution and so on and I think it's now six.… (T4).

The relevance and value of the key concepts has also been commented on in other studies (Hicks and Holden, 2007; Edge et al. 2009). Education practitioners at the Global Dimensions Conference confirmed that whilst most saw the term as much more than the 8 concepts, the concepts did provide grounding and focus. The Teachers TV programme on the Global Dimension based on case studies of two schools in Yorkshire demonstrates how teachers saw the concepts as a tool for making connections to subjects and the curriculum, seeing opportunities that can give an added dimension to the topic being taught[8].

Personalising the Global Dimension

Marshall (2007) in her in-depth study of a particular secondary school identified a number of tensions linked to perceptions and interpretations. First of all within the school there were differing interpretations of the term and its relevance, with comments from more than one teacher that the Global Dimension area was seen as vague and 'touchy feely', Schools tended to personalise the global dimension and where policies related to this area existed, they usually came within the school's international policy. A range of factors influenced interpretations, including local schooling contexts, the curriculum, awards schemes, global initiatives and links with NGDOs:

… We have the International Baccalaureate (IB) philosophy here … we have our own philosophy which encompasses the Global Dimension in as much as it's

8   www.teachers.tv/videos/ks3-ks4-citizenship-the-global-dimension

built into the curriculum … The IB philosophy … it fosters tolerance, intercultural understanding among young people … what that philosophy does is emphasise an awareness of similarities and differences among cultures, understanding of issues on an international scale, and becoming responsible citizens, and it also emphasises the interrelatedness of various disciplines and issues …(T8).

It's very much a school definition in the sense that we have a strong international ethos in the school (T7).

We have an international dimension policy. We have received an international school award four times. And I would say that it's the heart of what the school's about (T1).

We've based it on millennium development goals; we've based it on the Universal Declaration of Human Rights of the UN (T6).

The teacher interviewed from the Pupil Referral Unit said that her school saw the Global Dimension as teaching and learning that:

Involves learning about and from others. It means that resources and information are not based on one country or culture or perception but include a wide variety reflecting the idea that we belong to one world - different but equal (T12).

Schools drew on a range of concepts to explain how they interpreted the Global Dimension. These included: Conflict resolution, human rights, diversity (of students), cultural identity / awareness / experience, social justice, interdependence, global / responsible citizenship, challenging prejudice / stereotypes, multiculturalism.

Whilst most of these concepts relate closely to those introduced by DfES, there is a noticeably increased reference to terms that have a strong values base and relate to themes around diversity.

Cultural Awareness and Understanding

This emphasis on cultural understanding and awareness is a key theme emerging from the interviews with teachers when relating the Global Dimension to schooling approaches:

Because we want our pupils to understand that other people do have their different ways of looking at life, they have their own cultures, religions, lifestyles, etc. And we're helping them to be able to communicate with people from different cultures and backgrounds, and help them to respect others that are not something they would automatically do, but to understand, to respect and be able to communicate with those people. It doesn't matter where they come from, but to be able to take that on whenever the opportunity arose (T5).

Enabling pupils to feel that they part of a global community of students and that they can understand something of the way in which they all learn and participate in a whole range of activities, both together, and you know, in their own home countries (T3).

The global dimension would be the extent to which, within all our lessons, we refer to ourselves in relationship to others in the world, and that our whole curriculum is imbued with understanding the different cultures, customs, rituals (T3).

Multiculturalism and diversity were also raised, often in relation to schools in urban, mixed-race contexts:

When we look at diversity, well we've got 76 languages in our school so we're diverse as we stand. And so obviously we relate all sorts of things back to cultural identity, its very very important, but in a massively positive way (T2).

Celebrating things to do with ourselves as part of a global community, very much so in London, obviously, because you know we have a sense, a micro globe on our doorstep in this school (T3).

This theme of diversity was also extended in many comments to include local, national and global links:

The school's ethos has been encapsulated by the idea that we are a global school in a local community (T6).

I think the Global Dimension really is seeing your school, your staff in a locality and that relationship then with your sort of national identity, your nation, and making that bigger up to the world. And actually seeing how all those relationships, kind of, are connected as well (T6).

Yet, several teachers also spoke about the importance of the Global Dimension as a way of developing knowledge and skills. Dialogue with teachers and pupils also identified the 'ambiguous status' of the Global Dimension in relation to the formal curriculum and extra-curricula activities.

Lawson (2008) identified from her research in the Bristol area that teachers' understandings of the Global Dimension are quite similar, although the depth of understanding varies. In general terms she states that teachers understand the Global Dimension in terms of culture: as a way of engendering respect for others and as a way of encouraging pupils to celebrate diversity. She sees the benefits of teachers making the concept 'their own', but is aware that the Global Dimension has a wider reach than cultural understanding alone, with many aspects of the eight key concepts being missed.

This variety of interpretations with an emphasis on cultural diversity, local-global links and preparing for living in a global society were also dominant themes in the comments from educationalists at the 2010 Global Dimension Conference:

– giving students and teachers an opportunity to interact with others beyond school gates and local community;

– chance to develop skills for living and learning in a globalised world;

– enabling students to become global citizens so that they have awareness of the global community and feel a responsibility towards it;

– looking at everything – not just from our point of view – but others' too;

– broadening children's understanding and appreciation of global community and realising their place and role in the global world.

If there was a slightly different emphasis from these conference participants on how they saw the Global Dimension it was in terms of challenging dominant ideas, stereotypes and views of the developing world and encouraging young people to take action. These points might reflect the composition of the conference participants, which included representatives from NGOs and teachers who were committed to attend a conference on Global Dimensions.

5   Approach, activities and initiatives

Marshall (2007) and Edge et al (2009) identify a range of methods with which the Global Dimension is implemented in schools. They cover areas such as staff with specific responsibility for the Global Dimension to special days and weeks, international links, curriculum projects, work with NGOs on campaigns or events, after school clubs and securing an award such as the International School Award.

Hogg (2011) in the study for Think Global notes that 'effective practice depends on more than one type of school-based activity or support' (p.3).

For this study the comments gathered from teachers reinforced this variety, with a strong emphasis on the importance of a whole school approach with a range of activities including curriculum integration and usually an international school link. Some respondents highlighted the important role senior management support played in ensuring the success of global initiatives. For some schools the Global Dimension was central:

Making sure education has a global perspective and that internationalism is at the heart of learning (T6).

(It's) absolutely integrated into every fibre of planning for every subject (T3).

It's an international school and being part of the IB programme it's a core element within the subjects that we teach (T8).

It's got a very high importance here; it's got a very high profile (T10).

I feel there must be a whole school approach and the greatest need is to explain to teachers why there is an urgent and overriding need for a critical reflection about our vision of the world and our place in it (T11).

In other cases, it sat alongside a range of other initiatives and cross-curricular dimensions:

We're talking about the international, sort of, dimension, the international ethos across the school, the healthy eating agenda, the staying safe agenda. And the international ethos is up there with the rest of them (T7).

All schools interviewed had significant global programmes and initiatives. Schools' approaches were not uniform, with different points of emphasis e.g. links programmes, the curriculum, various project initiatives:

One school emphasised Global Dimensions through the school links programmes it had developed over the past years and how this was used to enhance teaching and learning (links focus) (T11).

It's an international school and being part of the IB programme it's a core element within the subjects that we teach (curriculum focus) (T8).

One School runs a number of projects which links them through subject area connections to schools in different countries (project focus) (T12).

In terms of the curriculum respondents interviewed noted how the Global Dimension was integrated within the curriculum and schemes of work. Three schools interviewed ran the International Baccalaureate. The process of embedding the Global Dimension was emphasised by respondents.

One school had been involved in a global curriculum project over three years which had helped embed the global into 7-8 subject areas (T1).

I've taken those key concepts and I'm looking across the board in different subject areas and giving advice on...first of all, ascertaining ...where it's being taught. Secondly, giving ideas and more information as well as resources, pointing in directions where more information can be available, and incorporating it (T8).

It's totally cross-curricular; we embed it in every subject across the school. We have a huge mind map in school, a huge display, which shows where in each curriculum area our global and international dimension is (T10).

Subject Based Approaches

A range of subject-areas was highlighted by respondents as examples of how they work with the Global Dimension. Languages were particularly emphasised, with art, citizenship and English also prominent. Science-based subjects were less prominent. Subject-based initiatives included:

English - poetry exchanges with students in link schools; diversity - reading short stories from other cultures; values and perceptions – through creative writing (T11).

Dance - our pupils did a dance based on the Ramayana, and that was video-ed and sent back to the Indian school to comment on (T1).

Drama, Citizenship, and English - we had a visit from a partner school in Singapore … they did poetry and literature with the English department They did languages with English, telling us about Malay, Chinese, English that they use out there. They ended up working with Year 11 on the Global Citizenship course, which we run (T6).

Design and technology - discussing the positive enhancements given to our lives as well as the negative drawbacks (T8).

Maths - use statistics taken from data from counties across the world-maybe looking at international debt for example, within Economics (T8).

Science was seen as important subject Using data from around the world and input from different cultures and different approaches towards what is ethical (T8) Another comment was that science was often the subject some of their students spoke about in presentations at international conferences (T1).

Cultural Awareness and Multiculturalism.

The emphasis on cultural awareness and multiculturalism (as raised in the previous section) is reflected in a range of school activities:

We have one particular time in the year when we do a cultural diversity evening to invite pupils and members of the local community, parents to come along to see pupils working with people from other cultures on different kinds of dance, song, in a performance (T5).

We might bring in visitors, for example (X) from Zimbabwe … to do classes with our pupils and learn dancing and singing (T5).

In languages, we talk about what it's like to be a speaker of another language in a different part of the world, so not just France, in the other countries, the African countries and so on where French is the main language, and so they get an insight into a completely different culture (T7).

We collapse timetables so, for example, we offer things like Chinese Enrichment Week last year, we have a Rio Carnival for lower school being planned (T6).

(Discussing a link visit) they ended up with a very nice cultural exchange of who we are and our identity, and that's very typical of anything we will do (T6).

We always have the Chinese festival every year (T9).

We have language awareness days where we promote less common languages like Japanese. We also offer other languages like Arabic and Punjabi, community languages (T9).

(One teacher) … took masses of photographs of different kinds of art in Barcelona and came back. Then we set up what was virtually an empty room and showed these images on the four walls, different images and gave children access to them, and got them to look at them and play around with those ideas and look at different cultures (T5).

We also have an international week every year, when food from all around the world is prepared and pupils can taste it (T1).

Some schools place an emphasis on fundraising and charity work overseas.

We have a programme where we work with an organisation in Cambodia where our students raise awareness; they raise money for charity and actually go over to Cambodia and are actually involved in building those houses (T8).

One respondent notes some of the tensions with fundraising in this way:

All children plan and are involved in responding to that in whatever way they can, normally by fundraising. That sounds a bit negative, because it's not like we think we're the best or something, but, where we can, we try to see ourselves as trying to be helpful citizens (T3).

Critical Perspectives

A more critical and challenging focus was less apparent in responses, and at times seemed to be a by-product or unexpected consequence. However, one respondent

explains how they try to make students aware of complex global issues that affect them personally in the UK, from a range of perspectives:

We've got a very real case of internationalism on our doorstep because in our high street X, this is where soldiers who've been killed in Afghanistan come back through the town. And our students went down to the high street without being told to, to honour these soldiers, there were no political thoughts about it, it was literally an empathetic gesture. And we work with a charity called Afghanistan X. … So we tackle an issue like, how do we explain what goes on at X high street each week with the idea that you can look at Afghanistan on a much deeper level, you look at actually some positive things that go on out there (T6).

Only one respondent referred specifically to broader development goals and objectives:

I am very concerned that the Global Dimension agenda is currently driven by NGOs, not teachers and their agendas have not been acknowledged. Rather than giving children a better picture of the world and their place in it, I'm worried we are confirming the perception that the Global South is a place of powerlessness and poverty. I'm also worried we are giving children the impression that they are more powerful than they are by over-emphasising them campaigning (T11).

The teacher then makes reference to the Millennium Development Goals:

We are asking children to get involved in ensuring infant mortality is reduced by 2/3 by 2015. This is restricting the development of children's emotional and intellectual growth – children should be encouraged to consider why infant mortality is not being cut by 100% now! Through a lack of critical thinking the Global Dimension risks perpetuating the immoral international system it seeks to change. We should strive to create children who will be prepared to confront that system head on (T11).

This concern about lack of critical thinking and often acceptance of information and materials from be it international bodies or NGDOs is a theme that has emerged from other research (Edge et. al, 2009; Marshall,2005).

International Links

All schools from which teachers were interviewed had some form of link with other schools overseas, with some having more than one. In some instances the links programmes shaped how the schools approached the Global Dimension, in others, the links seemed less integral. Mutual learning opportunities seemed key for both teachers and students. In those seemingly more developed links programmes, the curriculum supported the links.

Working with kids and working with the curriculum, we have made it very clear here that it's not some sort of nebulus add on, and it's not just about a trip without any curriculum meaning, and so we've certainly taken it and ensured that there's a real tangible experience here for the global dimension (T6).

GCSE pupils study the supply and demand for water. And they found through doing a joint project with the pupils in India that there were the same issues of water stress. And so they were able to, kind of, compare their situations (T1).

School linking programmes can encourage schools to share initiatives and topics of discussion across countries, for example around themes such as water, prejudice, and coffee. Examples show teachers who've been to link schools returning with ideas and initiatives for teaching on different topics.

We would all focus on a particular word, and then share with one another the work that we've done around that word, which could be anything from family to war, sort of abstract concepts like that (T1).

Staff have been over to visit our link school in India for CPD, and … came back and did a water project with Year 8, where Year 8 were looking at the water situation in our link school and less particularly, in a village school that our link school works with, and they then had to, in their curriculum, write letters to their Head Teacher about water conservation and come up with a similar system (T4).

We've got something on … prejudice in our PSE (Personal and Social Education) curriculum because the students in our link school are mixed with albino students who are victimised in Tanzania so that was used as a little example (T4).

One respondent hints that link programmes can move onto a more advanced (and possibly less trivial) stage, as relationships become more established:

We're just embarking on. Philosophy for Children Enquiry, so when the Indian teachers came over in September, we organised training for them, and also teachers from the other schools in our cluster. And they carried out inquiries with a mixture of Indian and British students from the British schools and … will be continuing to conduct these inquiries in India, and we will do so here. Then we'll have the same stimulus, and then we'll exchange notes about how the inquiry went, and what the stimulus question was that was chosen (T1).

This teacher moreover noted that because relationships developed between the pupils, they were able to bolder and freer in terms of the concepts and ideas that were discussed.

As part of the links programmes both teachers and learners are able to visit link schools in other countries. There are examples of mutual learning and for teachers there is often a CPD element.

Pupils also experience different styles of teaching. When we go over there, we give lessons, when they come over here, they give lessons, and they also observe lessons. There's been a huge impact on teachers being exposed to different styles of teaching (T1).

Staff have been out for continued professional development, and have been required to come back and develop some aspect of the curriculum and share their learning (T4).

Two schools highlighted the role telecommunications plays in facilitating these links:

We have Skype phones in all our classes so that we can just chat to our friends abroad on a regular basis, both just casually, and as a part of teaching and learning (T3).

We have a social networking site where we communicate with all our partners, and the kids have their own site, where each class is linked with another class (T3).

We use ICT a lot to help us do that, communicate with children in other countries (T5).

Awards, Clubs and Extra Curricula Activities

International awards played an important part in how schools perceived their international identities and how they focused on the Global Dimension. Given the sample group, mainly via British Council contacts, most schools interviewed had been involved in the International Schools Award Scheme (ISA)[9] and another was thinking of working on UNICEF's Rights Respecting Schools Award (RRSA)[10]. Several also mentioned involvement with other awards programmes. Other activities / approaches highlighted include: collapsed curriculum days, interdisciplinary work, cross-curricular initiatives, assemblies, displays, drama productions, and school trips. One respondent highlighted the use of a global citizenship passport, where on exit from school they are expected to be global citizens:

Every student here has a global citizenship passport, so from when they join us in Year 7 until they leave us in sixth form they complete this passport and it gives them a record of their journey through five years of their life to becoming a global citizen (T10).

One school started a Global Awareness Club:

This is pupil-led and aims to facilitate any campaigning or awareness raising they would like to do. I secure assembly slots whenever possible for them to give

9 see www.globalgateway.org.uk/default.aspx?page=4174
10 see /www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/

their message. We work closely with Act Global, which is an excellent forum for children (T11).

What is noticeable is that this variety of interpretations was in no way linked to the type of school. There was no evidence to suggest differing approaches were linked to whether the school was single sex or co-educational, academy or local authority-based or other type of school. There were often local stimuli for the Global Dimension activities eg near to a major airport; a cosmopolitan local workforce; or the breadth of languages spoken in the school.

This breadth of activities and forms of engagement can also be seen from the participants at the Conference, listed here in terms of frequency of mention:

– International links (90%)
– International School Award (70%)
– Rights Respecting School Award (30%)
– Pupil-led democratic projects and School Councils (15%)
– School Assemblies (10%)
– Online discussion forums (10%)
– Curriculum Projects (10%)

One or two people mentioned the following additional activities:
– Cultural events linked to local communities
– After School Clubs
– Special Days, Weeks or Months that involve pupils e.g. Black History Month or International Literacy Day
– Year Group activities
– ActionAid's Send my Friend to School Programme
– Fairtrade Foundation's Fair Trade Award for Schools

Range of Activities and Forms of Engagement

So what do the range of activities and forms of engagement tell us?

Firstly the Global Dimension can be seen as a vehicle that goes across all aspects of the life of a school. It is seen as an approach to learning that should be embedded and reflected within both curriculum subjects and whole school activities. Award programmes were seen as important stimuli for engagement. Some form of international link was the most common manifestation of the Global Dimension but significantly was seen as running alongside other activities and not the entire focus of delivery of the Global Dimension. Finally there was also recognition that for the Global Dimension to have any impact within a school, it needs resourcing, particularly in terms of ensuring that teachers have the skills and knowledge to deliver it effectively within the classroom.

Table 1 Global Dimension engagement and activities across schools

	Whole School Approach	**Curriculum**	**Extra Curriculum**	**Professional Development**
Mission Statements and strategies	International strategy	International Baccalaureate		
Staff member responsible for Global Dimension	Advisor for International work and sustainable development	Curriculum advisor	Global Awareness Club	
School Assemblies	Speakers or talks on global poverty, climate change			
International Partnerships	Long standing link with a particular school, promoted via whole school projects	Using a link for specific curriculum project eg water, climate change	Involving local community and parents in raising money for partnerships	Teacher visits Attending GSP training workshops
Work with local community groups		Local people form refugee communities give talks in English, Geography or History	Cultural Festivals	
Award programmes	Fairtrade School International School Award Eco-School Award UNICEF Rights and Responsibilities	International School Award UNICEF Rights and Responsibilities	Eco-School Award	International School Award UNICEF Rights and Responsibilities
Working with NGDOs or DECs or other similar bodies	Red Nose Day	Working with organisations such as Red Cross on curricular projects Running sessions in classroom e.g. Red Cross, Plan UK, Practical Action Teachers within a school help an NGDO or DEC to produce curriculum resources	Action Aid's Send My Friend to School programe	Using local Development Education Centres for training sessions
Pupil Based Initiatives	School Councils acting as focus for discussions and debates		Supporting external campaigns on themes such as fair trade and climate change	

Table 1 summarises the different Global Dimension approaches and activities schools are engaged with. It shows that many of the activities promoted have an impact in different areas of the school, curriculum and extra-curriculum, and across all aspects of school life. It also shows that areas such as international partnerships, award programmes and work with NGDOs reach across a number of facets of school life. The areas identified are based on interviews with the teachers and comments from participants at the Global Dimension conference. They are by no means an exhaustive list and should be seen as given an indication of the breadth of approaches take to interpret the Global Dimension within a school.

Some of the forms of engagement and activities are related to policies such as having a strategy whilst others are related more to current topics or themes such as climate change or fair trade.

Hogg (2011) in his research for Think Global, noted the range of activities schools engaged with to promote the Global Dimension. His research identified that a key need for teachers was time for planning and developing resources was seen as the most important need. Professional development opportunities was also seen as a priority for teachers.. These comments are probably not that surprising in view of the constraints and pressures on teachers' time.

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Impacts of the Global Dimension

A consistent comment about the Global Dimension within schools from policy-makers has been the lack of evidence of impact (DFID, 2009). Edge at al (2009) stated that because most schools they investigated included moral aspects within their interpretation of the Global Dimension, it was difficult to measure the 'immeasurable'. The study further stated that instead schools tended to evaluate specific projects and activities based on responses from pupils and teachers via questionnaires and meetings. This approach was often used because engagement in a school linking or NGDO-led project, with external funders, required evidence of impact.

Edge at al. (2009) were able through dialogue with teachers and pupils to bring together these various elements and draw some tentative conclusions. With regard to pupils, the evidence of impact seemed to be related to the degree of the students' involvement.

The majority of students exposed to the Global Dimension seem to have a greater awareness of the world and its interconnectedness than before (Edge et al., 2009: 23).

This study also noted the impact of first-hand experiences in other countries as particularly 'eye-opening' and 'life-changing'.

With regard to teachers, Edge et al (2009) noted that the Global Dimension provided them with:

A sense of common direction and responsibility, with increased cross-curricular collaboration and increased usage of current world events and issues.

International partnerships were also recognised as 'important in refreshing and helpful in implementing the Global Dimension' (Edge et al, 2009).

Difficulty in Identifying Concrete Impacts

Similar observations can be gleaned from the evidence from the interviews and other comments gathered for this research report. In terms of the interviews, a common comment was the difficulty in identifying concrete impacts and evidence of impact; articulations of impact were at times vague, in contrast to discussions of input and activities. A general comment is that if the Global Dimension is embedded within the curriculum as one of a range of approaches in a school, it may be difficult to attribute direct impact. Secondly unless inspection bodies directly request it, that evidence is rarely sought or found.

Having said this, the following points were made which could be said to have some relevance to reviewing the impact on staff, students and the school as a whole:

All the teachers who have been delivering those subjects through the curriculum have obviously been enriched in terms of their delivery of those topics, through the contact with the school in India, and through having to do extra reading and research themselves, having the pupils and the teachers actually in the classroom …(T1).

(In terms of impact) For the teachers, definitely exchanges, teaching styles, learning about different education systems (T9).

In terms of staff motivation, and pupil motivation, that'd be important (T3).

So I think it has had a personal impact on staff, therefore had quite an engaging impact on students (T4).

We feel we've got a lovely school here; we've got children who respect other people. We'll always have pupils who use inappropriate language because of the streets in which they live. But nevertheless, when they come to the school, they learn quickly and firmly of the need to respond to other people, to look at other

people, to respect in order to get that (T5).

I've managed to help five of my students become Primary Global Citizen Fellows, they have in turn cascaded that down (T6).

We've had students here who perhaps have never really achieved anything and suddenly they've got involved in the international work, and that's given them a whole new direction to where they're going (T6).

This is a special school, quite a lot of our students are isolated in one way or another, either because of things that have happened to them or because of illness … they've said it to us because we've done quite a lot of research ourselves. They feel it makes them feel less unique in a way, that they feel that there are people in other parts of the world that they can compare their lives with. It helps them cope with their own lives better. And it's exciting that you're not just learning from people sitting in a desk next door to you, or a teacher that's in front of you (T3).

We have an international award for 6th form for when they leave, and we normally give that to somebody who really has had the international dimension transform their lives, and it is quite interesting for them to come and speak to peers and explain what's happening (T6).

(In terms of the school ethos) This is a school, which believes in other people, and believes in other cultures, and we want our children to learn, to experience, to understand. It's absolutely embedded in the school ethos (T5).

The pupils who have become involved have gained greatly. In the future the potential to develop pupil voice and to create a vision for the school (we don't have one) is great. The potential for positive benefits to community cohesion within the town is also great (T11).

A comment made by the teacher from the Pupil Referral Unit reflects a theme from many teachers. She stated that the students were more aware of the wider world, had more pride in themselves and had less stereotypical views about others. They were also more prepared to be involved in school life and were willing to try something new.

Students are more aware; there is more information being shared (T12).

The difficulty with these comments is their generality and focus on feelings and perceptions, with little hard data. This is because as Edge et. al. (2009) stated, if the focus is on the more affective domain, impact becomes difficult to measure. Also, if the Global Dimension is successfully integrated into the ethos of the school

then evidence related directly to its impact becomes difficult to identify.

Subject and Classroom Impact

If however you look at the subject and classroom level then perhaps a greater depth of impact can be demonstrated. For example there was evidence from several teachers of the impact the Global Dimension work had had on language learning:

I think the area where it has the most impact is Languages, of course, MFL (Modern Foreign Languages), as we do exchanges … so that's probably where the most impact comes from (T9).

I'd say, it helped them also to develop their linguistic skills particularly with projects related with schools in France, Germany or Italy (T9).

We had an OFSTED inspection for citizenship last year and the impact of the specialism was deemed to be outstanding (T7).

There were also comments about how Global Dimension work helped enhance the curriculum, raise academic standards and improve learning:

* If it's embedded, then it becomes part of the process of raising standards and expectations across the school (T2).*

I would say that learning is more effective if you have direct contact with your peers in another country on another continent …I would say learning is more effective because of that. It sets the learning in context, it makes it much more real and meaningful (T1).

We know when they come back to us, when they speak to us, their confidence suddenly gets boosted and their self-esteem and their exam results have got to be improved by that (T6).

A common theme was also that the Global Dimension helped to raise awareness of different contexts and needs, challenge stereotypes and broaden horizons, both in the UK and overseas:

When we had some opportunity to do a little bit of refurbishment a few years ago, one of the things we put in … we put in a prayer room. We don't have that many pupils from different cultures … but we gave anybody who wanted, can use that prayer room, no matter what their religion is (T5).

We've also got a link with a school/orphanage in Madagascar. That has really kind of opened people's eyes as well, like when we've set up pen pal contacts. If our pupils haven't received a letter recently and been complaining, when we've told

them there's civil unrest there at the moment, all the ports are closed, there's no import of food or fuel, not even any baby milk for the orphans. Then, oh, I shouldn't be complaining, but their first instinct is, I haven't had a letter (T1).

I think the impact is through the challenging of perceptions and stereotypes, the formation of friendships, and through direct experiences (T1).

The location of the school in relation to different cultural communities was an important consideration by some teachers.

(It) has an impact on how you see ethnic minorities in the place where you live. People who live around the corner from us, who dress differently, who live differently, they're not people to be feared as strange. But they're people that we can get to know, and form friendships with, and have discussions with. And it's really interesting to learn about how other cultures see things, do things and so on (T1).

I think it's had a very positive impact. We're a school in X, which is a very multicultural area of the UK … it helps everyone to have a complete cultural awareness and understanding and respect for the diversity that we've got here (T10).

When the BNP once marched here, the sixth form held a very lively debate about if soldiers are dying in Afghanistan, why are we denying people the rights to express their freedoms over here if that's what we're arguing there in Afghanistan for? And that then becomes relevant to what they're doing in their lives (T6).

For the students, they've broadened their horizons and they've learnt that there's more to Europe than just the UK … some of them have travelled as far as Bulgaria and also places like Belgium where they speak a completely different language, the Flemish (T9).

One respondent describes how an activity in school helped challenge perceptions and stereotypes of children from a developing country:

This is an example of when we … had the Indian pupils here. They did a UNICEF exercise where you had a wants & needs exercise …there are cards that are put on the wall and they represent things like play, and education, different things you would consider to be the right of a child, a stable family life and things like that, and they had to prioritise what they thought were needs, and what were wants. And so for example, our pupils put clean water high on the list, but the Indian pupils didn't, saying that water was a problem in some parts of India, but not theirs, and didn't place a lot of emphasis on water being clean. And they focused much more on the emotional and spiritual needs of children. Whereas our pupils were rather more practical as to what they thought was more important, although both groups agreed that love and care were vitally important. So I think

it's really interesting that we might have preconceived ideas about what we would prioritise. When you come together and do joint work, you find that actually a lot of these perceptions and stereotypes need challenging (T1).

Another describes how the Global Dimension can enhance life skills and future experiences:

It's valuable not just within that particular English lesson or Geography lesson, or for that particular exchange you went on, or hosted someone, but it's the whole way that you then start to think. And interest perhaps in international news, just a greater openness, and for that, you just can't place value on that, can you? It's something that stays with you for life. If you've grown up between 11 and 18 or younger than that, having that positive, open towards others that are very different from yourself, then hopefully that's what's going to make a difference to relationships when you're an adult (T1).

These observations suggest that the impact of the Global Dimension in big picture terms is difficult to assess because many schools see its focus primarily in the more moral and affective areas. This suggests that perhaps more consideration needs to be given to looking at specific curriculum areas.

The evidence of the value of international partnerships from these interviews reinforces comments from a range of studies (Edge et al. 2009; Leonard, 2008) of the value such links, if well planned, can provide in terms of broadening horizons and challenging perceptions.

Comments from the participants at the Global Dimension Conference on impact made similar observations about the difficulties of having concrete evidence apart from the value of partnerships and case studies related to specific initiatives or projects.

7 ▶ Role of Non Governmental Development Organisations

This study was keen to identify the extent of the engagement of NGDOs in terms of the breadth and nature of their involvement with schools. NGDOs have historically made a major contribution in terms of providing materials on the Global Dimension and giving teachers a focus for their involvement. Whilst there is some evidence to suggest that the leading international aid charities such as Oxfam and Christian Aid are less influential within schools than they were say ten or twenty years ago (Bourn, 2010), they remain important. NGDOs are often the first point of contact in bringing a development or global issue into the school, and many have substantial interactions with schools. For example, Oxfam has direct contact and communication with over 3,000 schools (both primary and secondary). They respond to 200 requests for speakers to schools every year and have between 20,000 and 40,000 visits to their education website every month.

The British Red Cross specifically focuses on humanitarian education, has a well-resourced education programme and aims to work in and with 25% of all secondary schools. It regards one of the most successful features of its engagement with schools to be delivering talks at assemblies or lessons, and take-up of resources it produces.

Practical Action is another NGDO that provides focused support to schools through curriculum areas around sustainable technology. It has direct links with 2,500 schools and provides resources and professional development support.

Plan International has experience of working with schools for a number of years based around three specific programmes: school linking, climate change and photography project entitled Shoot Nations. 150 secondary schools are involved in its Climate Exchange programme, 117 with its linking programme and 78 with its photography project. Plan has regular, usually monthly, contact with the teachers it works with and provides professional development support, running sessions in classrooms and organising events for teachers. Staff from Plan have noted that whilst schools are 'eager and excited' about engaging with their work, it can often be 'challenging moving from the initial excitement about the work to the practicalities of doing lesson plans on the topic'.

NGDOs therefore continue to play an important role in supporting schools and teachers deliver the Global Dimension. A number play an important role as places for information and access to resources. Some of them will also offer specific support to teachers through some form of newsletter or teachers network. Providing resources for schools is perhaps less of a priority for some of the larger organisations such as Oxfam and Save the Children than it was, for example a

decade ago. There is today greater focus on encouraging young people in schools to be involved in educational campaigns such as ActionAid's Send My Friend to School, related to the Education for All goals. Finally these organisations provide a strong values base to a teacher's own involvement and promotion of the Global Dimension within the classroom. This may take the form of a focus on rights from an organisation such as UNICEF, on humanitarianism from such as the Red Cross or compassion, solidarity, stewardship and hope from the Catholic agency, CAFOD (Bourn, 2009).

The breadth of engagement of these organisations suggests that in some form or other the majority of secondary schools in England would have some direct contact with proponents of the Global Dimension. However there has been little research on the contribution of NGDOs particularly in terms of the impact of their involvement. Both Marshall (2007) and Smith (2004) have raised questions about the prescriptive role NGDOs can play, but there appears to have been no in-depth research that has looked at particular organisations or projects.

8 ▶ Conclusions and Suggestions for Further Research

This research report aims to add to the growing body of evidence of how schools are interpreting the Global Dimension. The evidence gathered from the schools and compared with other data suggests that learning about global and development issues can make a significant contribution to a pupils' broader learning but that in most cases this is through specific activities or examples or where the underling principles behind this approach are recognised as part of the fabric of the school.

The Global Dimension has many different interpretations but from the schools interviewed there are common themes around cultural awareness, broadening horizons and equipping pupils with the skills, and a values base, to engage critically with global issues.

It is evident that the range of influences on a school to promote the Global Dimension, whilst at one level giving a confused picture, can also help in that different teachers will respond to differing messages and viewpoints.

It is clear also that direct personal experience and contact with people from elsewhere in the world is seen as a popular and in many cases successful manifestation of the Global Dimension. International links are now seen as a way of enthusing both staff and pupils and what is significant from those interviewed is that these partnerships were seen as part of a broader contribution to raising awareness and understanding of global issues.

The regular mention of awards programmes suggest that initiatives like this are seen as important both as a method for engaging staff and pupils but also as a way of demonstrating impact. The International School Award run by the British Council is clearly seen as an important initiative.

The range of activities with which schools associate the Global Dimension suggests that it has some relevance at all levels from professional development, curriculum content, broader school life and links with local communities. This breadth may present some problems in terms of demonstrating impact, but it shows that schools see this 'dimension' as not just something to add on to existing activities but as an approach that goes across the school.

Clearly the question of 'impact' remains an area that needs much more research and investigation. However as suggested in this paper perhaps policy-makers are not asking the most appropriate questions or are making assumptions about how easily evidence of impact can be identified. As several teachers said, because the concept is seen as part of the ethos of the school it is very difficult to assess unless inspection bodies specifically request this, as they have around community cohesion or equality and diversity. It may therefore be appropriate to look at areas related to more specific themes within specific curriculum subjects such as geography or science. There is also a need for NGDOs themselves to do more, not just in evaluating their programmes with schools but identifying where and how best they can make a contribution.

Finally the concept of the Global Dimension grew out of the traditions of development and global education which put an emphasis not just on learning about issues but also on promoting a pedagogy based on experiential and creative approaches to questioning dominant assumptions and recognising different perspectives, and developing skills to encourage action for change. An indicator of impact for future consideration may therefore be the extent to which aspects of these traditions are being included within current approaches to interpreting the Global Dimension. The evidence from this small-scale study gives some indications of this, though often framed within a perspective of intercultural understanding and dialogue with people from elsewhere in the world.

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Annex Two: Details about Secondary Schools and Teachers Interviewed

Code	Location	Type	Specialism	Students & ages	Gender
T1	Lancashire	Secondary Grammar School	Technology	880 students 11-18	Girls
T2	Greater Manchester	Non-selective Secondary School	English Academy Programme	11-18	Co-educational
T3	London	Community Special School	Provides education for children while in hospitals		Co-educational
T4	Surrey	State Secondary School	Arts (Modern Foreign Languages & Visual Arts)	2,000 students 11-18	Co-educational
T5	Merseyside	Comprehensive Secondary School	Science Languages	900 students 11-16	Co-educational
T6	Wiltshire	Comprehensive Community School	Technology	1,539 students Years 7-13	Co-educational
T7	Yorkshire	Secondary Comprehensive School	Language	1800 students 11-18	Co-educational
T8	London	Independent International Foundation/School	IB programme	2-18	Co-educational
T9	Berkshire	Secondary Grammar Foundation, International, Training	Languages Science, IB Programme, ICT Focus, Leading Edge	1,221 students 11-18	Co-educational
T10	Birmingham	Comprehensive Secondary School	Languages Sports	920 students 11-19	Co-educational
T11	West Sussex	Comprehensive Secondary Trust School	Technology Humanities	1,900 11-18	Co-educational
T12	London	Pupil Referral Unit	Provides education for pupils excluded from their school	Up to 70 excluded pupils 11-16	Co-educational

Annexe 3 Interviews with teachers

Participants were asked the following questions:

1. Are you aware of the term Global Dimension and how might you define it?

2. How is the school defining (and / or using) the term Global Dimension?

3. Where is the Global Dimension located within the school?

4. What importance is placed on the Global Dimension within the school, as compared for example, to other cross-curricular themes?

5. How are teachers and learners involved with the Global Dimension?

6. What impacts has working with the Global Dimension had?

Annexe 4 Global Dimension Conference

Participants were asked to respond to the following questions:

1. What does the Global Dimension mean within your school?

2. Can you give us some examples of activities that reflect the global dimension that you are aware of?

3. Have you any evidence of impact of the Global Dimension?

Annexe 5 NGDO questionnaire

NAME OF NGO

_____

1   How many secondary schools are you working with in relation to the Global Dimension? (if unknown please estimate)

_____

2   In general how are relationships with schools established? (please mark box)
School-initiated ☐   NGO-initiated ☐
Other (please identify)_____

3   In general how frequent are the types of interaction you have with schools?
(please mark box)
Monthly ☐   Once every six months ☐   More than once every six months ☐
Once a year ☐   Random /ad hoc depending on school ☐
Other (please identify)_____

4   Have schools generally got an identified teacher contact who acts as a link person? ✂
No ☐ Sometimes ☐

5   What areas are you working on with schools?
(please mark box – more than one if necessary)
CPD ☐   Identifying resources ☐   Delivering teaching ☐   Award schemes ☐
NGO global initiatives e.g. special events ☐   Course planning ☐
Subject-specific support (please identify subjects)_____
Other (please suggest)_____

6   Which of the above areas do you think you work with schools the most?

_____

7   In your opinion/experience, how do you think schools are engaging with the Global Dimension? (please respond below)

_____

8   Have you done any research/do you have any data on your work with schools (including impact) you could share with us? (please respond below)

_____

9   Is there anything else you would like to share with us about your work with secondary schools on the Global Dimension? (please respond below)

_____

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