



# OUR GLOBAL FUTURE

How can education meet the challenge of change?



## Questioning Education

A Discussion Paper



Promoting education for  
a just and sustainable world



DEA is an education charity that promotes global learning.

Our national network of member organisations and supporters share our conviction that the role of education today is crucial in shaping a better tomorrow.

For learners and society to prosper in a world which faces issues such as global poverty, climate change and racial and religious tensions, DEA believes that every young person should benefit from global learning. This means that education should put 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.

We work to change both what people learn and how they learn, through influencing policy and improving educators' practice. Our focus is on schools and global youth work. This discussion paper is specifically about schools.

[www.dea.org.uk](http://www.dea.org.uk)  
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# Summary

- Global learning means that education should put 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.
- Global learning in primary and secondary schools is needed for the future of both pupils and society. We live in a globalised and fast changing world with with global challenges ranging from migration to climate change.
- Ipsos MORI<sup>1</sup> research with secondary school pupils shows that:
  - Only 50% of pupils think it is a good idea to have people of different backgrounds living in the same country together. 14% actively disagree with the idea. Black (76%) and Asian (66%) pupils are significantly more likely than White pupils (47%) to believe it is a good idea.
  - Almost one in five (19%) have not discussed news stories from around the world at all in school. These young people are being excluded from understanding the global society they live in.
  - Only around two in five (42%) of pupils believe that what they do in their daily life affects people in other countries, showing they are not making the connections about, for example, climate change.

The research shows, however, that those who experience global learning at school are more likely to feel there is something they can do to make the world a better place, be more open to those from different backgrounds and appreciate that what they do in their daily lives can affect those in other countries.

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For example, 72% of pupils who have thought about news stories from around the world from different points of view at school say they try to do things to make the world a better place, compared to only 49% of pupils who have not done this at school.

- If we do not take the global learning agenda seriously, we are in danger of failing young people, and leaving them feeling powerless and a significant minority of them with parochial attitudes. This will also create difficulties for Government in achieving its goals around community cohesion, environmental sustainability and international poverty reduction.
  - This paper considers how to create a more enabling policy environment for global learning. We put forward a range of ideas, big and small. But we do not have all of the answers. This paper asks a series of questions and we will use it to provoke discussion in order to develop ideas about how to take the global learning agenda forward.
  - There are immediate policy opportunities such as how the primary curriculum and the new 14-19 diplomas are developed.
  - Global learning cannot just be tacked on to the existing school system – we do not advocate simplistic approaches such as adding an extra hour to the curriculum. It requires a rethink of wider schools policy and consideration of how all learning can be placed in a global context.
  - There is some excellent global learning taking place around the country. A more enabling policy environment is needed to ensure that much more of this happens.
  - The National Curriculum is a reasonable framework but there are numerous other requirements placed on schools which determine the school curriculum - what actually takes place in schools. We review some of these other factors and how they can enable or prevent the kind of learning we advocate.
  - Global learning requires that teachers' professional creativity is supported and given space to flourish and they are not just seen as 'deliverers'. Teachers need
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to develop their own understanding of issues such as international development and environmental sustainability, make connections between local and global issues and use participatory teaching approaches that value young people's views and accept there are often no set answers to complex issues. Enabling and supporting teachers and school leaders needs to be a central element of policy developments and we consider some implications for initial teacher training and continuing professional development.

- There are certain pitfalls around implementing the global learning agenda which should be avoided. In particular the focus should be on learning outcomes, not just on inculcating values or promoting positive behaviours (e.g. recycling). The community cohesion agenda needs to avoid a 'steel bands, saris and samosas' stereotyping approach. Work on international development should avoid reinforcing stereotypes about people in poor countries.
- Vision and leadership are key to good practice within schools. Vision and leadership are also needed in developing coherent national policy that contributes to education for a more just and sustainable world.
- National organisations, such as DCSF, DFID, QCA, TDA, NCSL, Ofsted, SSAT, and local authorities all have key roles to play in taking the global learning agenda forward.

# Questions for engagement



We will be engaging with a range of stakeholders to further develop the ideas in this paper (see inside back cover). Comments are welcome on the whole paper and the following questions have been designed to act as a starting point for discussions:

- 1 What enables global learning to be embedded in everything schools do? What is different about schools where this is already happening to those where it is not?
- 2 What lessons can be learnt from the implementation of Citizenship around the challenges of bringing about a cultural shift in the education system?
- 3 How can political will for global learning be translated into reality in schools?
- 4 What are the main support needs of teachers and school leaders around global learning? How might these be addressed?
- 5 What should agencies, such as TDA, do to support teachers to move from being deliverers of a set curriculum to being creative developers of a curriculum?
- 6 How might DCSF funding better support creative partnerships between local and national NGOs and schools?
- 7 What would ensure that upcoming changes, for example, the primary curriculum and the 14-19 diplomas, include global learning?
- 8 What is the role of local authorities in taking global learning forward?





# Education in a changing, globalised world



Globalisation presents a number of social, political, cultural, environmental and economic challenges and opportunities. Schools have an important role to play in supporting young people to understand and respond to this complexity.

We all experience global forces in our everyday lives, and what individuals and nation states do affects other individuals and nations around the world. The major challenges we face such as climate change, poverty, the global economy, food security, migration and conflict are global in their nature but many of the opportunities for individuals and societies to prosper are also global. Local issues can be better understood by appreciating their global context. We cannot know what kind of world today's young people will face when they are older but we need to support them now to engage with and shape that world for the better.

From music and fashion to poverty, terrorism and climate change, young people's lives are intimately connected to the world around them. However, research shows that, although they may care deeply about global issues, there is a shortfall of opportunities for young people, particularly from disadvantaged communities, to critically engage with these issues and in local community action on their global concerns.<sup>1</sup> Unfortunately, young people are often perceived as a problem in society – associated with knife and gun crime, drugs and anti-social behaviour. Opportunities for global learning can help address wider societal concerns about young people through empowering them to understand the society they live in and to contribute to it.

Young people learn in a variety of settings, from their friends, the media, their families and through informal learning settings such as youth clubs, but schools have an important role to play. This is not to say that we should mandate schools to teach two hours a week on global issues. We cannot deal with the challenge of living in an interdependent and rapidly changing world through bolting on something additional. To adequately prepare young people we have to make a global perspective central to everything that schools do.

As our Ipsos MORI research shows (See 'Young people's experiences of global learning: An Ipsos MORI Research Study on behalf of DEA')<sup>2</sup>, young people want

<sup>1</sup> See for example 'Barriers preventing passionate young people acting on their concerns, (A report from v, the youth volunteering charity, detailing the findings of a survey of 1,000 16-25 year olds)' (June 2007) – available at <http://www.wearev.com>

<sup>2</sup> Ipsos MORI surveyed 1,955 pupils from 82 middle and secondary state schools in England between 11th January and 28th March 2008. See [www.dea.co.uk](http://www.dea.co.uk) for full details.

education that helps them to make sense of the world and their place in it. Parents naturally want their children to thrive and to be prepared for the challenges they will face. Businesses want to employ creative thinkers who do not have a ‘little England mentality’. Carl Gilleard, chief executive of the Association of Graduate Recruiters, has said that some companies complain about “*unworldly*” candidates “*who can’t even find their way around Britain*”, let alone the rest of the world.<sup>3</sup> And as one teacher said about making global learning central to her work “*It’s definitely more interesting for me as a teacher and gives me a big commitment to my job*”.<sup>4</sup>

**Global learning** is essential for the future of both individuals and society. It 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.

There are schools around the country who appreciate that education needs to be placed in a global context and has a role in contributing towards a more just and sustainable world. Global learning is already taking place in many of these schools.<sup>5</sup> We need to ensure that barriers to global learning are removed and that education policy enables it to become core to the work of all schools.

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<sup>3</sup> ‘Geography fears echoed by employers’ in Financial Times, 17 January 2008

<sup>4</sup> Joanna Gilbert from Brough primary school in north Humberside, quoted in Think Global p3, see [education.guardian.co.uk/thinkglobal](http://education.guardian.co.uk/thinkglobal)

<sup>5</sup> Many of the examples used in this paper are from DEA (2008) Global Matters and from [education.guardian.co.uk/thinkglobal](http://education.guardian.co.uk/thinkglobal)

# Positive policy foundations



Policymakers recognise to a degree the importance of preparing learners for living in a global economy, society and environment. In many ways, the policy context for global learning is better than it has ever been:

- With cross party support, Citizenship has been introduced as a National Curriculum subject and despite its slow and difficult implementation, this is beginning to have positive impacts.<sup>6</sup>
- The Race Relations Amendment Act and the duty to promote Community Cohesion put legal requirements on schools to promote race equality and an understanding of diversity.
- Over the past 10 years the Department for International Development (DFID) has funded initiatives to strengthen global perspectives and knowledge of development issues in schools.
- The Every Child Matters outcomes represent an important shift in thinking about the central place of the child in planning work in schools.
- The new secondary curriculum, being implemented from September 2008, is aims led and includes much more global learning, including a global and sustainable development dimension across all subjects
- DCSF has a Sustainable Development Action Plan and has introduced a 'Sustainable Schools' programme to embed sustainability in the curriculum and culture of schools.<sup>7</sup> The Government wants all schools to be 'Sustainable Schools' by 2020.

The next section looks at young people's actual experience of global learning in schools and their attitudes around this.

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<sup>6</sup> See NFER's The Citizenship Longitudinal Study at [www.nfer.ac.uk](http://www.nfer.ac.uk)

<sup>7</sup> [www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools)

# Young people's experience of global learning: Ipsos MORI research

On behalf of DEA, Ipsos MORI surveyed 1,955 secondary school pupils from across England aged between 11 and 16. The full survey report is available at [www.dea.org.uk](http://www.dea.org.uk).

In order to find out about pupils' global learning in schools, we developed the following four questions as indicators. Pupils were asked, "*This year (since September 2007) have you done any of the following at school?*"

- *Discussed news stories from around the world*
- *Thought about news stories from around the world from different points of view*
- *Discussed what people can do to make the world a better place*
- *Discussed problems from around the world even when no one has all the answers".*

They were also asked how important, if at all, they think it is that pupils experience global learning in schools. We also asked young people about their attitudes to the world.

The Ipsos MORI summary report states:

- *"Over 50% of students say they have experienced global learning in school while a slightly larger proportion see it as important. Over three-quarters of pupils for example, think it is important that schools help pupils understand what people can do to make the world a better place (78%).*
- *There appears to be a demand for global learning, with more pupils believing global learning is important than actually experience it in school. Findings suggest that there are a proportion of young people who are not experiencing global learning in school; one in five (19%) for example, say they have not discussed news stories from around the world at all in school.*
- *Findings suggest that global learning has an impact: those who have experienced global learning in school are keen to understand more about the problems in the world, as well as being more likely than average to believe that what they do in their daily lives can affect those in other countries and that people like them have the ability to make a difference. These more informed pupils also appear to be more open to people of*

*different backgrounds than those who have not experienced global learning in school, and more likely than average to say that they try to do things to make the world a better place. Those who have not experienced global learning in school, are less likely than those who have to be keen to learn more about problems in the world and to believe that they can do things to make the world a better place.*

- *Two thirds of school children feel that they can do something to make the world a better place (66%), while around two in five (42%) believe that what they do in their daily life affects people in other countries.*
- *Half (50%) of pupils think it is a good idea to have people of different backgrounds living in the same country together. Around three in ten (28%) are neutral or unable to give a response, while 14% disagree that it is a good idea. Those who have thought about news stories from around the world from different points of view are more likely to think it is a good idea (66% vs. 50%).*
- *22% of young people say they would prefer to make the world a better place than earn a high salary, whilst nearly twice as many (39%) say that making money is more important to them.”*

The research shows that only around two in five (42%) pupils realised that what they do in their daily lives affects people in other countries. This suggests a lack of understanding about the basic interconnected nature of the world we inhabit and a concern by young people that they are struggling to feel connected locally where global forces can lead to a sense of powerlessness. This challenge makes it difficult to move forward on important issues such as sustainable development (e.g. my transport choices are affected by global economic policies and in turn affect the climate of people who live far away) or global trade (e.g. my purchasing choices are affected by global economic forces and have impacts on the people who supply these goods). However when pupils have experienced global learning through discussing what people can do to make the world a better place, this leads to 59% of them understanding that their daily lives affect people in other countries.

Only half of pupils think it is a good idea to have people of different backgrounds living in the same country together. Fourteen percent actively disagree with this idea, whilst the rest are neutral or unable to give a response. This is a major concern in a society with simmering racial and religious tensions, and which has been described as ‘sleepwalking into segregation’.<sup>8</sup> Education has a fundamental role to play in helping people of different backgrounds understand

<sup>8</sup> A phrase used by Trevor Philips whilst Chairman of the Commission for Racial Equality in a speech to the Manchester Council for Community Relations in September 2005.

and respect each other as human beings. When young people experience global learning the proportion who think it is a good idea for people of different backgrounds to live together rises significantly from the average of 50% to 63% or 66% depending on the indicator of global learning used.

It is noteworthy that 76% of Black students and 66% of Asian students were positive about different kinds of people living together whilst only 47% of White pupils were.

Nearly one in five pupils have not experienced global learning at school - 19% of pupils said they had not discussed news stories from around the world at all at school and the same number said they had not discussed problems from around the world which nobody may have the answer to. This is a major concern - it implies that one in five of young people is not being given the opportunity to think in a more global context, and to relate their learning to what is going on in the world around them. It implies, for example, that one in five young people have not had the chance to talk about the cyclone in Burma, the rising price of food around the world, or the situation in Afghanistan. We also asked if pupils had thought about news stories from around the world *from different points of view*. Twenty six percent of pupils say they have not done this at all. This question is perhaps a better measure of global learning, as critical thinking requires consideration of issues from a range of perspectives. Given the nature of the world we live in, every young person needs global learning, and we appear to be leaving a significant minority of young people behind.

Global learning has a powerful impact on young people. As well as the findings already outlined, when, for example, young people thought about news stories from around the world from different points of view, they were more likely to believe:

- there are things people like them can do to make the world a better place (79% vs. 66% among those who have not thought about new stories from around the world from different points of view),
- that what they do in their daily life affects people in other countries (51% vs. 39% among those who have not thought about news stories),
- to say that they try to do things to make the world a better place (72% vs. 49% among those who have not thought about news stories),
- that they want to understand why there are problems in the world (76% vs. 55% among those who have not thought about news stories),

- that they worry about what they hear in news stories from around the world (69% vs. 50% among those who have not thought about news stories), and
- that it is a good idea to have people of different backgrounds in the same country living together (66% vs. 49% among those who have not thought about news stories).

In conclusion, the research data suggests that global learning has a positive impact on young people's attitudes and that some are receiving opportunities to critically engage with topical global issues at school. However, between one in four and one in five are not receiving these opportunities and are in danger of being left behind without the capabilities needed in a global society. And there are still serious issues to be tackled. Only half of young people are positive about living in a country with people from different backgrounds and only around two in five recognise how their lives and actions impact on those in other countries. There is therefore a significant need to ensure that all young people experience the global learning they need in today's society. If we do not take the global learning agenda seriously, we are in danger of failing young people, and leaving them feeling powerless and a significant minority of them with parochial attitudes. This will also create difficulties for Government in achieving its goals around community cohesion, environmental sustainability and international poverty reduction.





# Policy opportunities



Given the global challenges, the unmet learning needs identified by the Ipsos MORI research and the positive policy foundations outlined above, now is an appropriate time to take a step back and ask what is limiting progress and what more might be done to ensure an enabling policy environment for global learning. A policy environment is needed that recognises the global context of our lives; recognises that pupils face an unknown and unknowable future; and provides space for teacher innovation and creativity. We put forward a range of ideas, big and small, which could take this agenda forward. These are for discussion with a range of stakeholders and we expect through this process to develop a set of policy recommendations. Therefore we welcome engagement with all of the analysis and ideas that we put forward in this document.

## 1. A coherent vision for education



We welcome the aim of the Department for Children, Schools and Families (DCSF) to join up policies affecting children and young people across Government, and we hope that this can be developed in such a way as to provoke constructive dialogue across and beyond Government. All parts of DCSF, particularly the Curriculum Division, the Joint International Unit and those working on community cohesion and sustainable development have a part to play in promoting global learning. Other relevant departments include the Department for Communities and Local Government (DCLG) on community cohesion, the Department for International Development (DFID) on development awareness, the Department for Environment, Food and Rural Affairs (DEFRA) on sustainable development and the Department for Culture, Media and Sport (DCMS) on culture. Structures and personnel are needed with a joining up

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role across DCSF, other government departments, and other bodies. Local government also has an important role to play. Scotland and Wales have taken different approaches to developing a national vision for global learning which are worth exploring and learning from.

The ‘Crick report’,<sup>9</sup> with cross political party support put forward a bold vision:

*“We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting.”*

Ten years on, we are far from having achieved it. Furthermore, the vision needs to be built upon to take into account today’s global challenges and context, and to recognise the role of all subjects, not just the new subject of citizenship.

The key driver for education policies tends to be ‘standards’ but the important question is standards of what? Government wants education to be ‘excellent’, ‘world class’, ‘top class’ – these terms do not provide a unifying vision of what this education might look like and what sort of society it is working towards. Joining up across government and across the school system is helped by a joined up vision. We need a bold vision that puts education for a just and sustainable world at the heart of plans for schools. Such a vision would inspire teachers, pupils, parents and society to think about how schools can play their part in making the world a better place.

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<sup>9</sup>QCA (1998) ‘Education for Citizenship and the Teaching of Democracy in Schools’

## 2. Curriculum



This section looks at the curriculum in its broadest sense – not just what is specified in the *National Curriculum* (NC) but all intended and unintended learning that takes place in schools. The *school curriculum* is at the heart of young people's school experience, and placing it in a global context is central to meeting young people's learning needs.

The aims of education must reflect what sort of society we want to live in; locally, nationally and globally. We begin by considering what the curriculum aims are.

### Aims of the curriculum

Section 78 of the Education Act 2002 outlines what the curriculum is for:

*“(1) The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which—*

*(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*

*(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”<sup>10</sup>*

Furthermore, the new secondary NC includes statutory aims for the first time and we hope that the primary NC will follow suit when it is revised. These aims are ‘confident individuals, successful learners and responsible citizens.’

Section 78 and the NC Aims should be key reference points for education policy. In order for them to be achieved in today's society, recognition needs to be given to the global context in which we live. In an interdependent world, wellbeing cannot be achieved in isolation for individuals or for nations. Given the nature of the challenges we face, education needs to be more focussed on the longer term and on broadening people's perspectives to think globally.

The implications of the global economy for education are seen as a Government priority, for example, the phrase ‘skills for the global economy’ is much used. We

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<sup>10</sup> Office of Public Sector Information, [www.opsi.gov.uk](http://www.opsi.gov.uk)

need to make similar progress in relation to the knowledge, skills and attitudes required for living in a globally interconnected society and environment. This learning is also valued by business - companies are increasingly prioritising capabilities amongst their employees such as intercultural understanding; openness to a range of perspectives; and understanding our global context, partly in response to increasing pressure for environmental sustainability and for corporate social responsibility.

## The relationship of the National Curriculum (NC) to the school curriculum

This section distinguishes between the National Curriculum (NC), as a framework, and the school curriculum - what actually takes place in schools. The new secondary NC has moved towards being much more flexible and includes a global dimension and sustainable development more strongly across all subjects. This is to be welcomed and we hope the same movement will occur in the primary NC. However, many other requirements and targets are placed on schools, which distort their priorities and determine the actual school curriculum, taking away from the balance established in the NC. These requirements range from pervasive ones like high stakes testing to specific expectations such as addressing obesity or providing five hours of 'culture'.

Whilst much Government non-statutory guidance is potentially helpful to some schools, the overall amount is overwhelming and Government tends not to make clear enough what is statutory and what is not. This contributes to schools' sense of being overwhelmed.

We are concerned that the school curriculum currently has a very narrow definition of success. The targets, tests and league tables focus on relatively limited conceptions of exam success. By encouraging teaching to the test, we are encouraging a narrowing of the curriculum.<sup>11</sup>

The regime of targets, tests and league tables have had some positive impact in improving aspects of particular schools. The returns from this approach are now diminishing and the centralised and over-prescriptive approach is sapping learning and innovation from the education system. This has been discussed extensively elsewhere, for example, by the Children, Schools and Families Select Committee<sup>12</sup> and in research for the Cambridge primary review.<sup>13</sup> These systemic issues in

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<sup>11</sup> For example, Ofsted's June 2008 report, 'Success in science', states, "In too many primary and secondary schools, teachers were mainly concerned with meeting narrow test and examination requirements and course specifications"

<sup>12</sup> Select Committee for Children Schools and Families Report (May 2008) 'Testing and Assessment' at [www.parliament.uk/parliamentary\\_committees/csf.cfm](http://www.parliament.uk/parliamentary_committees/csf.cfm)

<sup>13</sup> Reports for the Cambridge based independent Primary Review at [www.primaryreview.org.uk](http://www.primaryreview.org.uk)

England are detrimental to learning in general and therefore to global learning, and we are extremely concerned about the distorting impact they are having on our school system. We would support those pushing for assessment and accountability frameworks which are decoupled and are developed to make them less detrimental to learning.

Schools need the space to develop their school curriculum based on their own context within the broad framework of the National Curriculum. There are many relevant policy areas but we look in detail now at only the Primary and Secondary National Curriculum and 14-19 diplomas as these are currently open to influence in development or implementation.

## Primary National Curriculum

The primary curriculum is currently being reviewed so there is now a key opportunity to include more global learning.<sup>14</sup>

We believe that cultivating enjoyment, curiosity and motivation to learn should be central to policy for primary education as these attitudes lead to pupils' being engaged and open to learning.

We are concerned that the targets, testing and tables approach and the National Strategies have led to 'standards' in primary schools being defined by very narrow educational outcomes.<sup>15</sup> Sir Jim Rose should address this in the primary review that Government has asked him to carry out.

The primary NC should follow the lead taken by the secondary curriculum in being 'aims led' with greater flexibility for teachers and with a global and sustainable development dimension. This is important in itself but also needed as a foundation for the new secondary curriculum. Cross-curricular work is also very important.

It is not possible to achieve the outcomes of the Every Child Matters framework and the statutory duty to promote Community Cohesion without Citizenship being well taught. Citizenship should become statutory at primary level as recommended in the Goldsmith review, 'Citizenship: our common bond'.<sup>16</sup> This should ensure that it is given due status and attention.

<sup>14</sup> Sir Jim Rose is undertaking a review of the primary curriculum on behalf of the government. The interim report is due in October 2008. First teaching will be in September 2011. Information about the review is at [www.qca.org.uk](http://www.qca.org.uk)

<sup>15</sup> Reports for the Cambridge based independent Primary Review at [www.primaryreview.org.uk](http://www.primaryreview.org.uk)

<sup>16</sup> Lord Goldsmith QC's October 2007 report, 'Citizenship: our common bond' is at [www.justice.gov.uk/reviews/citizenship.htm](http://www.justice.gov.uk/reviews/citizenship.htm)

## Secondary National Curriculum

The new secondary NC due to be implemented from September 2008 has moved towards being much more flexible and includes global learning more strongly across all subjects. This approach understands that global learning is not the preserve of one or two subjects (such as Citizenship or Geography) but that all subjects can play a role in helping young people understand and respond to their global context. For example, there are many resources exploring the global dimension to all subjects.<sup>17</sup> There are many examples of schools taking a cross-curricular approach to global learning. Benton Park School in Leeds worked to bring a global perspective across Geography, Art, English, Science, History and Spanish. In Science, values and perceptions were explored whilst teaching about climate change; an Art group looked at a Mongolian yurt and learned about the way of life it supported. Similarly Notre Dame High School in Norwich has embedded global learning into its Information and Communication Technology lessons by enabling students to link with others in Malawi, France and the USA through video conferencing and blogging. Seventy eight percent of the students said that sharing their ideas on the blog helped them to write better ideas. This shows that all subjects can be placed in a global context.

More will be said about the implementation of the new secondary NC in the section on Continuing Professional Development.

## 14-19 diplomas

Seventeen new 14–19 diploma qualifications are being introduced in four tranches over four years with the first tranche starting in September 2008.<sup>18</sup> They offer a major challenge and a major opportunity. The immense institutional and logistical challenges involved in the implementation of the diplomas must not be allowed to mean that there is no space or time to consider what they are for, or to ensure they are suitably broad and balanced to meet the statutory curriculum aims outlined above and young people's global learning needs.

The structure and applied nature of the diplomas encourages young people to take ownership of their learning needs and how these needs are met. Engaging with a range of local organisations can help develop young people's understanding of how the world works, making connections between different aspects of their learning as well as between themselves and the wider world.

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<sup>17</sup> See [www.globaldimension.org.uk](http://www.globaldimension.org.uk) for approximately 1,000 reviewed resources which can be searched by topic or theme.

<sup>18</sup> The commentary at [www.nuffield14-19review.org.uk](http://www.nuffield14-19review.org.uk) is particularly useful

The Personal, Learning and Thinking skills (PLTs) are a central plank of the diplomas. They have many similarities with the skills of global learning but place less emphasis on knowledge and attitudes. They provide an important framework for curriculum developers but need a real life context - this is where global learning approaches can strengthen the diplomas. Opportunities can be provided for young people to engage with the big issues of the day. An apparently simple, yet vitally important topic, such as water can bring together a range of learning within any of the diploma lines.

A key question as this major new initiative is introduced is how the Government will know if the diplomas have been successful. This has to be about more than how many students choose to take diplomas. If a wide cross-section of employers are satisfied, that will be one important criterion. There is, however, a need for consideration of whether they are really meeting the needs of young people and empowering them to reach their potential in a fast changing and globalised world.

### 3. Enabling teachers and school leaders

This section looks at policies related to enabling teachers and school leaders to promote global learning. It considers how policies might support and not undermine their professionalism and creativity. It focuses on areas for improvement in relation to initial teacher training (ITT), continuing professional development (CPD) and supporting school leaders.

One of the strongest messages from practising teachers is that their professionalism is undermined by directives and centralised guidance on the ‘how’ of teaching. If we expect our learners to be critical and reflective thinkers, we need to value these dispositions in the people who teach them. The new secondary curriculum provides space for teachers to be more creative and innovative and we hope that the new primary curriculum will do so too. After many years of being ‘curriculum planners’ who had a curriculum prescribed to them to deliver, teachers will need to become ‘curriculum developers’ who develop the curriculum in exciting ways rooted in their school’s vision and context.<sup>19</sup> To become ‘curriculum developers’, teachers and senior managers need more space to reflect on their practice. Teachers have welcomed planning, preparation and assessment (PPA) time. However, there has been a tendency for such time to focus upon considering progress towards targets. This is important, but should not crowd out wider space for reflection on overall practice and what they are trying to achieve through their teaching. It is these spaces which enable teachers to refresh their practice and motivation.

In a complex globalised world, teachers need support in coping with the reality that there are some areas where they will not have all of the answers - in fact there are no clear answers - and that this is acceptable.<sup>20</sup> This signals a move in some contexts for teachers from being transmitters of knowledge towards being facilitators of learning. There is, for example, no agreement on questions around reducing poverty and addressing climate change. For teachers to be able to deal with issues such as these in an educational context, they need professional development and support in participatory pedagogies that enable critical reflection. Otherwise there is a danger that some of this teaching will become simplistic, for example, ‘Fairtrade is good’ or ‘we should recycle’, rather than focused upon critical learning about the complexity and root causes of issues which will enable young people to properly understand them (see Section on Challenging Prejudices and Responding to Complexity).

<sup>19</sup> Nuffield Issues Paper (2008) ‘The Whole Curriculum 14-19’ at <http://www.nuffield14-19review.org.uk/files/news62-1.pdf>

<sup>20</sup> Gilbert, J. (2005) ‘Catching the Knowledge Wave? The knowledge society and the future of education’ Nzcer Press: Wellington, New Zealand



Teachers also need support in making local to global connections. Appreciating the global context is essential for making sense of issues at a local level.

There is relevant learning from youth work for how to engage with questions with no clear answers and how to link issues to young people's lives and their locality. DEA has supported the development and delivery of global youth work for over 10 years and there is much to learn from this field, particularly how informal, creative and participatory approaches can enhance global learning and help learners engage in a more critical way. Global youth work practitioners have also been successful in engaging marginalised young people, including those not benefiting from formal education, nurturing empathy with young people around the world as a foundation for their global learning. With the advent of extended schools, there are increased opportunities for two-way learning between schools, youth and community workers and other education providers.

There are also methodologies such as Open Spaces for Dialogue and Enquiry (OSDE)<sup>21</sup> and Philosophy for Children<sup>22</sup> which start with young people's interest and enable them to develop their critical thinking and discuss complex issues. Chilwell Secondary School in Nottingham has used OSDE to help young people discuss issues around prejudice and difference. Students who learned using this approach were more able to think critically about these issues compared to a control group of students. Armathwaite Community First School in Cumbria worked with their local DEC<sup>23</sup> and uses Philosophy for Children (P4C) to look at complex global issues. Its 2007 Ofsted report states,

*"Teachers are extremely skilled at using the responses of all groups of pupils and, as a result, pupils' self-esteem is high and they are not afraid to 'have a say'. Pupils' speaking skills are excellent and their responses are rapid."*

Sir Keith Ajebo sets out a challenge for educators:

*"Our vision defines one aspect of education for diversity as focusing on critical literacy, which allows pupils to reflect on their own cultural traditions and those of others.*

*Pupils need to develop an understanding of how language constructs reality and the different perspectives they use to make sense of the world around them. It is crucial for education for diversity that pupils are given the skills*

<sup>21</sup> [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)

<sup>22</sup> [www.sapere.org.uk](http://www.sapere.org.uk)

<sup>23</sup> The UK uniquely has a set of around 45 local support organisations focused upon global learning support, mostly self-identifying as "Development Education Centres". They take different forms depending upon local context, many are stand alone voluntary sector organisations, others are part of a local authority (e.g. Tower Hamlets Humanities Education Centre) or part of a university (e.g. Nottingham's MUNDI).

to challenge their own assumptions and those of others.

*There needs first to be development and discussion about pedagogical approaches if such skills are to be developed so that education for diversity can be effective.”<sup>24</sup>*

## Initial Teacher Training<sup>25</sup> (ITT)

Initial teacher training is obviously central to giving teachers the support they need to take the global learning agenda forward. Whilst some aspects of global learning are being given greater priority in schools (e.g. sustainable development, community cohesion), initial teacher training is often the Cinderella of the system in receiving funding and opportunities to prepare student teachers to enter schools inspired with these agendas and ready to act as change leaders in their schools.

It is encouraging that the standards for Qualified Teacher Status include important attributes for global learning such as *“Have a creative and constructively critical approach towards innovation”* and *“Reflect on and improve their practice...”*<sup>26</sup> We also welcome TDA’s initial support for a network of ITT practitioners around Global Citizenship and Sustainable Development.<sup>27</sup> The network brings together ITT practitioners to consider good practice and to share learning. There has been a great deal of interest in the network which shows the demand from practitioners for opportunities to grapple with the global learning challenge. We would encourage TDA to strengthen its support to the network in order to deepen and broaden engagement by all ITT providers in considering how they ensure that global learning is integrated in their courses. In particular there needs to be greater research on, and exchange of, good practice. There is much excellent practice going on, but there are not enough opportunities to share it. For example, Manchester Development Education Project, an NGO,<sup>28</sup> has worked to bring a global perspective to ITT at Manchester Metropolitan University. Elements of global learning are now written into course handbooks for the BA Primary degree and the PGCE Primary and Secondary.

To better prepare students for critically reflecting on their role, more time should be spent in ITT considering the broader aims of education. We hope that the

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<sup>24</sup> DCSF (2007) ‘Diversity and Citizenship’ was led by Sir Keith Ajegbo and is at [publications.teachernet.gov.uk/eOrderingDownload/DfES\\_Diversity\\_&\\_Citizenship.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/DfES_Diversity_&_Citizenship.pdf)

<sup>25</sup> DEA believes that teachers should be educated (ITE) rather than trained (ITT) but we are using the term commonly used by the Government and TDA

<sup>26</sup> Q 7a and Q8 at [www.tda.gov.uk/partners/ittstandards/guidance\\_08.aspx](http://www.tda.gov.uk/partners/ittstandards/guidance_08.aspx)

<sup>27</sup> Details of the UK ITE network for Education for Sustainable Development/ Global Citizenship are at <http://www.lsbu.ac.uk/ccci/uk.shtml>

<sup>28</sup> [www.dep.org.uk](http://www.dep.org.uk)

fact that the secondary NC now has statutory aims and the primary NC may follow will contribute to this. Secondary teachers need to relate philosophy of education to their understanding of their subject matter.

ITT practice needs to develop the confidence of teachers to support critical thinking and discussion; to teach about controversial issues; to understand that teaching cannot be value-free so they need to reflect on their values; and to learn more about global issues and power relationships - so that they can make their teaching relevant to the world we live in. As discussed in the previous section, global learning throws up issues which have no easy answers, for example, migration, race, gender, international poverty and development. Therefore teachers need access to pedagogies which enable them and young people to deal with these complex issues. Practitioners argue that participatory methodologies are particularly effective in bringing these complex subjects to life. Debate is needed about how best to develop this within ITT.

ITT providers and local authorities should also consider how relationships can be built between teachers and providers of other children's services as these are often weak and are necessary if sustainability or community cohesion agendas are to be taken forward.

A bold statement is needed from Government that global learning is important and that teacher training should prioritise it.

## Continuing Professional Development (CPD)

Strengthening teacher CPD is a crucial component of any strategy to help schools meet the global learning challenge. Many of the issues and approaches that relate to global learning can be intimidating to teachers. They need to deepen their understanding of issues such as racial and religious tensions, climate change, human rights and migration. Perhaps more importantly, they need to take on the critical, reflective and participatory methodologies which are needed for complex issues where nobody has all of the answers. A recent report recommended that teachers should have access to 20 days of CPD every year.<sup>29</sup>

Teachers need support to learn more about complex issues such as international poverty, the global economy or environmental resources. This learning may challenge what they already know, and also enable them to be inspired personally by the global learning challenge. Teacher action research and teacher networks to

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<sup>29</sup> IPPR (2008) Those who can

exchange practice such as the Birmingham teacher network Tide~ Global Learning<sup>30</sup> are essential to this. Many of these organisations and programmes are dependent on short-term project-based funding. See Section 5, 'Fostering innovation through partnership' for more on the importance of government support for strategic and innovative work by NGOs.

The Department for International Development has put long-term funding into regional networks to catalyse and coordinate effective support for teachers on global learning (this extremely positive initiative is called 'Enabling Effective Support').<sup>31</sup> The TDA now has a remit for CPD and it should make global learning support a key part of its emerging CPD strategy. It should build links with the regional Enabling Effective Support structures and review what the best approaches and quality standards would be, perhaps working with one region to begin with as a pilot project. Local authorities also have a role here to integrate such work with the support they provide, including through advisors.

Online materials and resources, including programmes on Teachers TV are increasingly important, and more resources should be made available to commission programmes relating to both the issues and the pedagogy of global learning.

The Government has proposed a new Masters in Teaching and Learning. This should integrate global learning, and more broadly it should provide foundations such as philosophy and sociology of education which are being squeezed out of ITT. These foundational subjects support global learning through helping teachers become critically reflective practitioners.

The main focus for CPD at primary level is on numeracy and literacy. This is important but CPD for primary teachers needs to be broader than this to meet the wider educational challenges we face. For example a recent Ofsted report says:

*“Geography survey inspections conducted between 2005 and 2007 continue to show that many primary teachers are still not confident in teaching geography and have little or no opportunity to improve their knowledge of how to teach it”.*<sup>32</sup>

All subjects are important in preparing young people for a globalised world. It is important, therefore, that primary teachers have the support to learn to teach all

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<sup>30</sup> [www.tidec.org](http://www.tidec.org)

<sup>31</sup> [www.dea.org.uk/ees](http://www.dea.org.uk/ees)

<sup>32</sup> Ofsted (2008) Geography in schools: changing practice: Ref 070044. Note, The Action Plan to Geography 2, which has emerged partly as a result of this, is to be welcomed.

subjects, and that CPD is not focused on purely 'delivering' numeracy and literacy strategies without considering how numeracy and literacy can contribute to the broader curriculum.

The subject of Citizenship can potentially have a transformative effect on all subjects and on the school ethos. As it is a relatively new subject, a limited number of teachers have experienced Citizenship ITT (just over 1,000 in September 2007). Citizenship CPD is, therefore, particularly important and schools should do their utmost to ensure that more than one teacher from each school experiences some citizenship CPD.

## Support for leadership

Leadership, as demonstrated by the head, senior managers and governors, sets the tone for everything in schools. Schools need the government to set clear aims, and to then allow schools to focus on the best way to achieve these. Leadership has a key role in setting the *vision*; establishing the *culture*; and responding to the specifics of a school's *context*.

Considering the role of the school in contributing to a more just and sustainable world helps develop an empowering vision. There are numerous policies related to this which are not joined up nationally, for example, around community cohesion, sustainable development and Every Child Matters. Leaders have an important role in using their vision to bring coherence to the range of requirements and guidance they encounter and ensure that global learning is integrated in their core work, not perceived as a bolt on activity. There are many schools where this is happening. For example, the 2007 Ofsted report for Wistow Parochial CE Primary School in North Yorkshire, a small, rural school in a predominantly White area, stated that the school:

*“fully meets its aim to create 'a happy learning community, providing a high quality holistic education with a global perspective in a caring, safe, Christian environment'... The school's strong emphasis on global education, fostered through links with schools in other countries as well as through exploring issues around fair trading, recycling and sustainability enables pupils to have a mature grasp of complex world issues”.*

A culture is needed in which the leadership team demonstrates global learning through their own practice but also enables everyone to bring their own creativity

to the vision. Part of this involves developing teachers' confidence in global learning.

Evidence shows that it takes several years for schools to really take on the values and principles of global learning. School leaders are crucial in ensuring that global learning permeates the whole school ethos and is sustainable. Where this agenda is taken forward by one or two committed teachers but not by the leadership team it tends not to be embedded across the whole school, and does not make a real long term difference. For example a review of 14 schools in the South West<sup>33</sup> concluded that:

*“the typical timescale from starting work on a school’s global dimension to achieving the level of success identified here is 5-7 years. During this time, the school requires continued and coherent support from a wide range of external services to acquire knowledge, develop skills and maintain interest and, therefore, momentum.”*

Primary schools have often found embedding global learning easier as the same teacher is teaching a range of subjects. The new curriculum will provide further opportunities for secondary teachers to do more but strong leadership is needed to make the connections across subjects.

An element of global learning which some schools struggle with is making local to global connections specific to their context and understanding how it fits into its locality and the wider world. Leadership is crucial here. For example in Clanfield CE Primary School the school developed a plan to ‘embed a global connection in everything we do’ and ensured that governors were involved from the start. The work was launched by a large display in the entrance hall of the school ‘The world in Clanfield’.

NCSL has programmes on environmental sustainability. They provide a useful foundation for further work on the broader social and political elements of sustainable development. This needs to be included in the National Professional Qualification for Headship (NPQH) but also in continuing professional development (CPD) for leaders such as conferences and peer learning forums. In both the NPQH and CPD, leaders need participatory learning opportunities to explore what global learning means for their vision, culture and context. Additionally international educational experiences have become more common and NCSL has a role to play in supporting headteachers’ ongoing reflection and dialogue about their responses to these.

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<sup>33</sup> EES-SW (2007) ‘A Global Dimension: Change your school for good’ is at [www.globaldimensionsouthwest.org.uk/downloads/Change\\_your\\_school.pdf](http://www.globaldimensionsouthwest.org.uk/downloads/Change_your_school.pdf)

## 4. Challenging prejudices and responding to complexity



Naturally a lot of what is taught, explicitly and implicitly, reflects present understandings (and prejudices) in wider society. For example it was not so long ago that the environmental agenda was seen as a rather fringe issue. However, schools need to take a lead and prepare for the future, not just reflect the past. This makes for a challenging task for educators, policy makers, NGOs and Ofsted as they all need to ensure that their understandings of the world are based on the most up to date thinking. This is no easy task.

Key to global learning is recognising that the global is not somehow 'out there' and unconnected to daily life. Global forces affect everyday experiences. We are inextricably connected to people around the world and have a responsibility to each other, for global social justice.<sup>34</sup> This involves recognising all people as having certain fundamental rights. The UN Convention on the Rights of the Child (UNCRC) provides a valuable framework. Article 42 says '*States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike*'. Positive work has been done in this area, for example, UNICEF's Rights Respecting Schools initiative is creating cultures in schools based around children's rights.<sup>35</sup> More could be done to embed an understanding of human rights and why we have them.

Support is still needed for some schools to move beyond a 'Saris, samosas and steel bands' approach to multiculturalism. One example of a way to help teachers reflect on this has been used by the Centre for Global Education York. The Centre provides boxes of artefacts from other countries to teachers as teaching aids. They also have such a box on 'England' which was compiled by international students. The artefact box contains a pint glass, and the explanatory note compiled by the students says how much the English love drinking. It also contains items such as tea and a jar of chicken tikka masala. The 'English' box helps teachers understand the limits of such teaching artefacts. Just as some English people do not drink beer or tea or like chicken tikka masala, so not all Africans are poor, nor all Indians samosa eaters. People are individuals with multiple identities and have complex relationships with their nationalities and cultures.

Following are some specific examples of policies and areas of practice where

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<sup>34</sup> "going beyond attitudes to development based on compassion and charity, and establishing a real understanding of our interdependence and of the relevance of development issues to people's everyday lives" (DFID (1999) Building Support for Development)

<sup>35</sup> [www.unicef.org/tz/](http://www.unicef.org/tz/)

more global learning is needed which moves beyond unexplored prejudices and responds to the complexity of global issues.

## Fundraising

Fundraising can be a worthwhile activity from a learning perspective as well as a charitable one, however:

*“Many schools, particularly denominational schools, sustain a culture of giving to charities. Such work provides obvious opportunities for studying the global dimension, but often it fails to do so and, when done in a misguided way, can reinforce unfortunate stereotypes.”<sup>36</sup>*

There are pitfalls which need to be avoided including promoting feelings of superiority amongst those raising money, failing to understand global interdependence and the root causes of poverty and reinforcing negative stereotypes of poor countries. For example whilst India may be a poor country, its middle class comprises over 200 million people. Evidence is scarce on the impact of fundraising and the Government should consider funding a long term piece of research into the impact of fundraising in schools on pupils’ attitudes. In the meantime schools and NGOs should be encouraged to promote empathy not pity and remember the words of Tanzania’s former president, Julius Nyerere:

*“Take every penny you have set aside in aid for Tanzania, and spend it in the UK explaining to people the facts and causes of poverty.”*

## School linking

There has been a strong push by Government to encourage linking with schools overseas. The vast majority of funding which DCSF describes as for the ‘global dimension’ is for school linking rather than broader curriculum work. Linking can lead to positive learning outcomes if done well.<sup>37</sup> There is, however, some evidence which suggests that school linking can reinforce stereotypes rather than change them.<sup>38</sup> Practitioners suggest that many links are not thought through and not sustained, and that this can be damaging for all involved.<sup>39</sup> Some basic research is currently being undertaken at the Institute of Education and further research is needed into how to ensure schools avoid the potential pitfalls and

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<sup>36</sup> Ofsted (2008) ‘Geography in schools: changing practice’

<sup>37</sup> [www.globaldimension.org.uk/partnerships](http://www.globaldimension.org.uk/partnerships) provides links to resources describing good practice

<sup>38</sup> RISC (2008) How Do We Know It’s Working? at [www.risc.org.uk](http://www.risc.org.uk); and Andreotti V (2006) ‘A Postcolonial Reading of Contemporary Discourses Related to the Global Dimension in Education in England’ at <http://www.osdemethodology.org.uk/keydocs/andreotti.pdf>

<sup>39</sup> Margaret Burr (2008) ‘Thinking about linking?’ at [www.dea.org.uk/thinkpieces](http://www.dea.org.uk/thinkpieces)



promote positive learning through linking. Government should review whether its linking programmes provide good value for money in promoting global learning or whether other interventions (some of which are explored in this paper) would create more change for less resource.

## Community cohesion

A new statutory duty to promote community cohesion in education came into effect in September 2007.

The Ipsos MORI research shows 50% of young people think it is a good idea to have people of different backgrounds living in the same country (14% disagree). However, the percentage of young people who think it is a good idea is much higher for those who have experienced global learning (between 63% and 66% depending upon the indicator of global learning used).<sup>40</sup> A significant element of this global learning as measured in the research is recognising the global context of our lives and appreciating a range of perspectives. Valuing a range of perspectives is essential for developing the kind of ongoing conversation which is needed between cosmopolitan citizens in a globalised world. This more cosmopolitan approach to community cohesion is the only one which can ultimately be effective in a globalised world.<sup>41</sup>

The Ipsos MORI research found that 76% of Black students and 66% of Asian students were positive about different kinds of people living together whilst only 47% of White pupils were. This has implications for how Government takes its community cohesion agenda forward given that it often implicitly starts from the premise that it is minority communities that do not wish to integrate with the majority population. This data suggests that the issue may be more the other way around. This implies that education should be concerned less with promoting a mythical sense of 'Britishness' amongst Black and minority Ethnic (BME) pupils than with developing more cosmopolitan attitudes, especially amongst White pupils.<sup>42</sup> There is excellent practice to build upon in this area. For example Cumbria is a county whose population is 99% White. Cumbria Development Education Centre works with local schools to help them take on topics around diversity and race which they might find difficult to approach,

<sup>40</sup> 63% of young people who have discussed what people can do to make the world a better place in school, 65% of young people who have discussed problems from around the world even when no one has the answers, and 66% of pupils who have thought about news stories from around the world from different points of view agree that it is a good idea to have people of different backgrounds living together in the same country.

<sup>41</sup> Hetan Shah (2008) 'Solidarity in a globalised society – implications for education policy' in 'Citizenship, cohesion and solidarity', The Smith Institute at [www.smith-institute.org.uk/pdfs/citizenship\\_web.pdf](http://www.smith-institute.org.uk/pdfs/citizenship_web.pdf)

<sup>42</sup> See for example Chris Gain (2005) 'We're All White, Thanks: the persisting myth about 'white' schools' Stoke on Trent: Trentham Books

perhaps because of lack of knowledge or because they are afraid of the reaction from parents. Similarly, One World Network North East works in an area of predominantly all White schools and has been running a pilot project involving Durham Local Authority to identify teacher support needs for teaching diversity issues at KS3, and they have developed training and materials around this.

## Beyond simple messages

An approach which recognises the importance of critical education and takes the long view is needed for government interventions around societal aims, for example, community cohesion and education for sustainable development. Young people need to learn to question and look below the surface of issues.

Short-term campaigns, over-simplified messages with actions such as 'buy this', 'write this' or 'sign this' are often used in schools. Consideration is needed about the impact of these on young people's long term understanding of the root causes of issues.

DFID, as a government department, is in a position to take the long view and has done this by funding education programmes which embed critical thinking and develop a long term engagement in issues related to 'development'. It is important that it continues to do this and avoids the temptation to move into focusing on behaviour change and promoting simple messages.

A similar issue arises in relation to Education for Sustainable Development (ESD). What happens in schools can often focus upon promoting 'better' behaviours such as recycling. This is necessary but not sufficient - in a learning environment pupils need to also develop their own critical understanding of the issues. This includes going beyond the role of individuals to look at the role of governments, business and NGOs in promoting sustainability. Education is not just about inculcating values and behaviours - it is about developing empowerment and critical learning. In the long run we will only move towards sustainability if we develop our capacity to think, challenge and change ourselves and the world around us.<sup>43</sup>

The Government Sustainable Schools initiative provides a useful framework for schools. A 2008 Ofsted report recommends that the government should "*give a higher priority to sustainable schools*" and that schools should "*give all pupils the opportunity to put their understanding of local issues into a global context, so*

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<sup>43</sup> Vare, P. And Scott, W (2007) 'Learning for a Change: Exploring the Relationship Between Education and Sustainable Development' in Journal of Education for Sustainable Development 1:2 makes a useful distinction between these kinds of approaches – calling them ESD 1 and ESD 2

*that they see how their decisions can have an impact on others now and in the future*<sup>44</sup> We would endorse these conclusions.

There is a plethora of award schemes which could be seen to relate to global learning.<sup>45</sup> Award schemes can be a good stepping stone for schools. However, we are concerned that they can lead to a ‘tick box’ approach which is largely about simple messages and behaviour change where activity is not integrated in the core work and ethos of schools. Research would be extremely useful into both teachers’ perceptions of the many award schemes and how working towards them affects schools’ engagement with the issues.

## Ofsted responses to global learning

Ofsted has made valuable statements about global learning in recent (2008) reports such ‘Geography in schools: changing practice’ and ‘Schools and sustainability: A climate for change?’

However, the issues around global learning are complex and Ofsted inspectors need clear guidance and training in looking out for global learning and considering what the actual learning outcomes are in areas which have potential pitfalls, such as school linking, fundraising, campaigning and community cohesion.

The above also applies equally to Ofsted’s inspection of initial teacher training.

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<sup>44</sup> Ofsted (2008) ‘Schools and sustainability’ [www.ofsted.gov.uk/publications/070173](http://www.ofsted.gov.uk/publications/070173)

<sup>45</sup> Search under ‘Awards’ at [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

## 5. Fostering innovation through partnership

Much innovative work around global learning is taking place in schools, NGOs and local authorities around the country.<sup>46</sup> There is a need for better mapping of the work that is going on, and for greater collaboration and sharing of innovation (research shows this does not happen very effectively).<sup>47</sup>

There needs to be more evaluation in relation to global learning of what kinds of partnerships are effective in enabling learning. DFID's 'Enabling Effective Support' (EES) initiative (see section on Continuing Professional Development) is designed to create partnerships between schools, local authorities and NGOs at the local and regional level to support global learning. Research is needed on the lessons from this about how best to foster such partnerships. Such research could be timed to ensure that DCSF is prepared with structures to provide continuity when DFID funding for EES ends in around 2012.

Some trusts and foundations provide opportunities for innovative work. Through the Development Awareness Fund (DAF), DFID encourages NGOs to work to promote global learning. This kind of funding has been highly successful in promoting innovation in global learning, but is very much oversubscribed. DCSF should look at the models DFID has used (in particular for its mini grants scheme) and consider building similar funding for work on global learning including community cohesion, sustainability and human rights.

There is much more that central government could do to enable NGOs to get involved with their work. NGOs working in education should, like others, be seen as innovators not just as service deliverers. DCSF could look at models from other departments such as the Cabinet Office, or organisations such as the QCA, who have a more porous approach which enables increased innovation from outside of government to permeate in. DCSF is increasingly working with NGOs on very specific areas of work, for example, on sustainable schools, or through the Global Dimension working group.<sup>48</sup> It needs to look at how to structure its processes and funding to encourage this to happen at both the big picture level and at all levels of the school system. For example at the national level there should be NGO representation on the

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<sup>46</sup> See, for example, DEA's 2008 'Global Matters' and the DFID/DEA supplement at [education.guardian.co.uk/thinkglobal](http://education.guardian.co.uk/thinkglobal)

<sup>47</sup> Geoff Mulgan and David Albury - Prime Ministers Strategy Unit (2003) 'Innovation in the Public Sector'

<sup>48</sup> The Global Dimension Working Group is made up of DCSF, DFID, British Council, DEA and others. It provides specialist advice on the policy and operational issues necessary for promoting the global dimension in English schools and makes recommendations to the International Strategy Steering Group, the DCSF Sustainable Development Action Plan Team and DCSF Ministers.

National Council for Educational Excellence which has representation almost entirely from business. At the local level, local authorities could learn from the way that Education Business Partnerships and other structures support relationships between business and schools and develop these or similar structures with funding to encourage further support for the relationship between schools and civil society.



## Conclusion

DEA has been working with practitioners on the global learning agenda for 15 years. We think that global learning is more essential than ever given the interconnected world we live in and the challenges we collectively face. Many schools are already grappling with how to embed an understanding of poverty, climate change, diversity, human rights and our wider global context in their schools and across their curriculum. Now is the time for policy to build upon the good practice already in schools, so that all schools can play their part in creating a more just and sustainable world.

This discussion paper is a starting point to bring together our thinking on what policy framework would promote global learning. We do not claim to have all of the answers, and would like people who read this paper to engage in discussions and debates to develop concrete policy recommendations. There are questions at the start of the paper which are designed to act as a starting point for engagement by a range of bodies and stakeholders. We hope to hear from you with your thoughts and ideas.

# How to use this discussion paper

This discussion paper aims to provoke and contribute to a debate on how education policy can move forward to better prepare young people for their global future.

DEA will be organising a series of consultation and discussion events around the country and is actively seeking policy ideas, contributions and submissions to this debate at events and individual meetings as well as through our website. This process aims to uncover practical and imaginative proposals that will help embed global learning in the English school system. The questions that this document asks will be central to these.

DEA can provide information and advice to anyone interesting in organising their own discussion event.

To get involved and take part in the debate, visit [www.dea.org.uk/ourglobalfuture](http://www.dea.org.uk/ourglobalfuture) or e-mail [future@dea.org.uk](mailto:future@dea.org.uk)

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“Effective education about the issues that affect us all is crucial to achieving a greater awareness of the world we share... I want to see the teaching of global issues given more weight in our schools and colleges... For it is only through education that we will foster citizens with the conviction to speak out against world poverty, that we will find the creativity we need to tackle climate change and that we will produce the next generation of social entrepreneurs.”

Prime Minister Gordon Brown, June 2008

Today's young people face a global future with some major issues such as world poverty, climate change and racial and religious tensions. We can all agree that every child should have a 'world class education' but a central question is whether this education is preparing them for the world:

- Parents fear that the school system does not give their children a wide enough set of skills for life.
- Employers argue that they need people with a wider set of skills and worry about too many employees having a 'little England' mentality who cannot work well in a global marketplace or interact with consumers from a wide range of backgrounds.
- Teachers report that their creativity is stifled. This affects their ability to make connections between children's own experiences and the wider world.
- DEA's new research shows that young people themselves want to learn about global issues, and that schools are not currently meeting this demand.

Drawing on newly commissioned global learning research for DEA by Ipsos MORI, this discussion paper considers what can be done to ensure that global learning is embedded in all schools. Asking a set of key questions, it provokes discussion and provides analysis and ideas as to how education policy should change so that young people are properly prepared for their global future and able to thrive in the world they will inherit.