Global Learning Programme
Year 1 Research Report Summary

GLOBAL LEARNING Programme

Ulster University

Education for a Fair and Sustainable World

Acknowledgements

Centre for Global Education and Ulster University would like to extend their sincere thanks to the members of Senior Leadership Teams and to Lead Teachers who took part in the Global Learning Training Programme in 2014-15, and who responded to the questionnaires. In addition, they are extremely grateful to the Lead Teachers and the pupils in Years 5 and 8 in the six schools that took part in the interviews.

1 THE GLOBAL LEARNING PROGRAMME

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

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

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

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

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

2   THE RESEARCH

2.1   Research aim

The aim of the research was to assess the impact of the Global Learning Programme (GLP) delivered by the Centre for Global Education (CGE), in meeting its stated aim of enhancing Global Learning (GL) practice in 50% of grant aided primary, secondary and special schools in Northern Ireland, specifically in Key Stages 2 and 3. In the 2014-15 school year, the research focused on pupils in Years 5 and 8.

2.2   Research objectives

The objectives were to:

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

2.3   Methodology

A mixed methods approach was used to evaluate the training undertaken by the teachers and its effectiveness in implementing GL in classrooms. The quantitative element involved two online questionnaires for those who attended the GLP training, one for Senior Leadership Teams to complete as a Whole-school Self-evaluation, the other for teachers who lead on global learning in their schools. For the qualitative strand, semi-structured interviews were conducted in six selected schools with Lead Teachers, and small-group interviews with Year 5 and Year 8 pupils. Full ethical approval was granted by Ulster University's Research Ethics Committee (UREC).

3   FINDINGS: WHOLE-SCHOOL SELF-EVALUATION SURVEY

When completing this survey, the respondents were asked to refer to Appendix 8 of the Self-evaluation Tool within the GLP Guidance Document. Each school's current level of involvement in GL was measured against six criteria: 'not engaged', 'early-engaging', 'defining', 'developing', 'expanding', and 'embedding'.

3.1 Respondent profile

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

3.2 Curriculum learning and teaching

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

'Early-engaging' also applied to most schools' current understanding of how global learning can support NI curriculum requirements outlined in the 'Big Picture'; the extent to which they have undertaken a GL approach to whole-school initiatives; and to teachers' awareness of where to access resources to support GL for their subject area(s). Concerning the assessment of GL pupil outcomes (knowledge and understanding, skills, attitudes and dispositions), the largest group of schools was 'not engaged'.

3.3 Effective leadership

Most schools were 'early engaging' in respect of 5 aspects of effective leadership relating to: the School Leadership Team, the school's ethos and school policies, the School Development Plan, staff development, and the extent to which the pupil voice was taken into account in planning of the school's GL implementation. Over one-fifth, however, categorised the inclusion of global learning in the School Development Plan as 'not engaged'.

3.4 Community connections

Respondents were fairly equally divided on how far they shared and collaborated with other schools, with one-third 'early-engaging' and just under a third 'not engaged'. Just over one-fifth were 'developing'. Slightly more were 'early-engaging' with external partners than with other schools to strengthen global learning and its outcomes, although one-fifth were 'not engaged'. Almost half were 'not engaged' in helping parents/carers to understand the aims and benefits of global learning, although over a quarter were 'defining' and over one-fifth 'early-engaging'.

3.5 School awards

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

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

Concerning schools' engagement with the British Council's International Schools Award and with the Fairtrade Schools Awards, a large majority (about three-quarters and over half, respectively), were 'not engaged'. Again, a substantial majority overall were 'not engaged' with the Trócaire awards. Sector breakdown showed that most primary schools were 'not engaged' in Trócaire's Better World Award (Primary) (nearly 80 per cent), although the majority of post-primary schools were 'early-engaging' in the Whole School Solidarity Award (Post-primary) (just over two-fifths).

3.6   Suggested improvements

Thirty out of 39 schools were highly positive about the GL Guidance Document. Eleven of these stated that the tool provided a baseline and context to enable them to focus on their present position within GL. Seven felt that the self-evaluation tool could help them to plan, develop and improve their global learning in the future, one mentioning its inclusion in the school development plan.

The 10 suggestions for improvement related to two main issues: the simplification of the 6 measurement criteria, and some difficulty in completing the self-evaluation tool. Four schools asked for the inclusion of Key Stage 1 in the tool. Third, there was reference to auditing GL for Key Stages 2 and 3, and that this should be done by individual teachers then collated, including collaboration with the senior management teams.

4   FINDINGS: LEAD TEACHER SURVEY

4.1   Respondent profile

Like the Whole-school survey, the respondents were predominantly from the primary sector (76.92%, 40), 15.38% from post-primary (8) and 7.7% from special schools (4). Most Lead Teachers in each sector were female (over three-quarters). The majority had been teaching for 6-10 years. Over half were from Catholic maintained schools, under two-fifths from (mainly) Protestant controlled and just over five per cent from integrated schools, with one from a voluntary grammar school.

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

4.2   Causes of global poverty

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

4.3   Reducing global poverty

Ways of *reducing global poverty* before training were largely attributed to charities, and to education. After training, there was a discernible shift towards a greater emphasis on education, on awareness-raising and, again, on both individual and collective responsibility.

4.4   Understanding global learning concepts

Respondents' *understanding of 5 global learning concepts* was measured by comparing the mean, median and mode before and after training. A comparable increase was noted in their understanding of global interdependence, globalisation, social justice, sustainable development and global inequality.

4.5   Understanding and perceptions of global learning

Similarly, there was an increase in *teachers' understanding and perceptions of, and attitudes towards, 5 aspects of global learning*. These were the application of the five concepts to achieve pupil outcomes; the extent to which they valued the aims of GL and its benefits; meeting the Northern Ireland Curriculum objectives through a whole-school approach to GL; and their motivation and confidence in respect of embedding it.

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

4.6   Challenges and impacts of global learning

Over a quarter of the teachers had met *challenges when implementing global learning*: time to fit it into the curriculum; enlisting the cooperation of colleagues; finding resources; and other teachers' lack of knowledge of GL.

Favourable *impacts on practice* fostered through the GLP were: a greater awareness of the meaning of GL; recognising the need for more specific planning for GL; and a greater sense of responsibility by Lead Teachers in their own role.

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

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5 FINDINGS: LEAD TEACHER INTERVIEWS

5.1 Participant profile

The three primary teachers taught Years 2, 6 and 6/7 (composite class). Two post-primary teachers taught geography and one taught chemistry. All six were female.

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

All six schools had taught GL to an extent in the past year. In two primary schools, it was through topic work and one school incorporated it into Fair Trade, environmental issues and biodiversity. Two post-primary schools delivered GL within schemes of work. One did so as part of *Learning for Life and Work*.

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

One primary teacher said her school had tried to deliver GL in as cross-curricular a way as possible. Two did so to a certain extent through topics. Post-primary Lead Teachers were most likely to implement GL through geography and *Learning for Life and Work*. There was some scope for it within chemistry.

5.4 Benefits of cross-curricular implementation of GL

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

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

Five Lead Teachers saw greater awareness of global issues as the main impact of their implementation of GL on pupil outcomes. Pupils now had a broader and clearer perception of their own place in the world, of the implications for them of events elsewhere, and of the rights they themselves have that are denied to others.
Post-primary teachers said that their delivery of GL extended pupils' outlook and developed empathy.

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

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

The impact at post-primary level was making pupils aware of, and empathetic with, global issues which they could then research themselves as part of independent learning.

5.7 Barriers to implementing GL

The barriers to implementing GL were: lack of time; literacy and numeracy seen as priorities; persuading colleagues to get involved; incorporating GL into subject areas; and GL being seen as an 'add-on'. In addition, it was difficult to get other classes organised for GL within their topics; to get GL across to staff, and to make some colleagues aware that they were already teaching it.

At post-primary level, it was a challenge for GL to be implemented outside geography (the ideal vehicle) with inherent difficulties for the needs of other subjects; to ask other departments to put GL in schemes of work; and to communicate effectively with colleagues to show how it could be timed.

5.8 Resources and support

No specific difficulties in regard to resources were identified except the time needed to access them. Teachers mostly searched online; foresaw more resources being needed once GL was embedded; praised the excellent bank of GLP resources; and looked forward to the website being 'up and running'.

5.9 Effects of having GL Coordinators in schools

All six teachers believed that it was necessary and beneficial to have a Coordinator to ensure GL was taught, monitored and resourced; to build staff confidence to plan, develop and monitor it; and to provide impetus within the school. The responsibility for implementing GL, however, could be shared.

5.10 Support provided by GL Lead Teachers

Plans were in place in both sectors for the Coordinator to support colleagues in GL and guidance would start in September 2015, with the expectation of including it in the School Development Plan and using GLP resources.

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

Those providing support for GL found colleagues receptive to international issues, including in creative subjects, but were hesitant about how much progress had been made. It was important to differentiate and find the right starting point. Help from middle management was greatly appreciated, as was a positive outlook from other teachers. The reality, though, could be fraught with problems due to the heavy demands on teachers' time and their attitudes towards GL, but the importance of the coordinating role was stressed.

5.12 Challenges in relation to GL for teachers

All but one Lead Teacher anticipated difficulties for colleagues. In the primary sector they were time and its management, as well as teachers of younger classes trying to interpret GL for the children and including it in schemes of work. It was necessary to define GL for colleagues; to provide information about programmes and what was expected; to convince them that GL could be done via literacy and maths; and to dispel the perception, again, that it was an add-on. Post-primary counterparts highlighted examination pressure; the accessing of GL resources; needing guidance on how to incorporate these into schemes of work; seeing it as an ongoing rather than an isolated, one-off part of the curriculum; teachers having the confidence to use resources selected by themselves; and being able to provide feedback on what had and had not worked.

5.13 Improving the teaching of global learning in the future

Primary respondents said improving future GL teaching meant finding resources; establishing links with other schools to share ideas; and training colleagues to bring them up-to-date with the GL programme. Whole-school self-evaluation would help, as would putting GL into the School Development Plan, with smart targets to allow teachers to incorporate it into the curriculum. Also needed were specific training days, and working towards awards and initiatives.

Post-primary participants spoke of informing teachers about available resources; giving ideas; incorporating GL into Peformance Review and Staff Development (PRSD) options whilst sharing training to increase staff confidence; and giving GL more time-table space.

5.14 Improving pupil outcomes in global learning

Better pupil outcomes in GL meant ensuring that primary and post-primary pupils' knowledge and skills were embedded as they progressed through each school year; that continuity of experience was assured; that age-appropriate resources were provided to foster pupil engagement; that precise targets were set; that the 'Big Picture' and the reasons for GL activities were made clearer to children; and that they could see what they had achieved. Further, use could be made of carefully selected ICT, thereby opening up the possibility of interacting with others elsewhere.

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

All six Lead Teachers agreed that more training was needed. Primary and post-primary teachers wanted cluster groups for mutual help and sharing ideas; a website (with targets and schemes used by others); and visits to other schools to observe good practice in GL.

5.16   Support needed by teachers to embed global learning more effectively

Primary teachers wanted help to embed GL in the school's ethos, and to disseminate its aims within and beyond the school; support from senior leadership and management; regular review of targets and measuring their success; more guidance to strengthen GL knowledge; a second Coordinator to share responsibility, possibly with a colleague from another department in the post-primary sector; and for contact outside school in a more tranquil setting, away from internal demands.

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6   FINDINGS: PUPIL INTERVIEWS

6.1   Participant profile

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

6.2   Pupils' knowledge and understanding of wealth and poverty

Pupils identified notably more features of being 'very rich' than being 'very poor'. The former was characterised as having a lot of money, bigger houses, material possessions and healthy food. For most, the converse was the case, and poverty also meant working hard for very little money, more likelihood of becoming ill, and no freedom of choice. However, pupils from both sectors showed insight into a possible consequence of being 'very rich', namely, that money did not necessarily bring happiness.

6.3   Northern Ireland's connections with other countries

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

6.4   Knowledge and understanding of human needs

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

6.5   Meeting people's most important needs

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

6.6   Reasons for inequality in human needs

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

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

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

6.8   Pupils' perceptions of the reasons for global inequality

Empathy and concern, coupled with a clear insight of injustice elsewhere, were displayed in respect of reasons for unfairness in the world, often exemplifying situations in specific countries. Most pupils saw inequality as having money compared to no money, underlining the contrast between their own and poorer countries, and often referring to unnecessary spending. A few from each sector made more general, but heartfelt, comments that everyone should be treated the same, showing a sense of obligation and a wish to help.

6.9   Pupils' perceptions of the reasons for global inequality

Several emotions were expressed about global inequality and unfairness, the most prevalent by far being sadness, followed by being 'sorry' (mostly primary children). Combining four other feelings - bad, selfish, greedy, ashamed - gave the third largest category. A small number felt angry, disappointed or else fortunate at what they themselves had. Such an array of strong feelings showed remarkable empathy on the part of the Year 5 and Year 8 pupils in regard to inequality on a worldwide scale, and certainly beyond their own classroom.

6.10   Those who could make the world a fairer place

The pupils stressed collective responsibility for making the world a fairer place (mainly through charitable donations) and, specifically, the Government.

6.11   How the world could be made a fairer place

Numerous practical suggestions emerged on how to achieve a fairer world, with a strong emphasis on giving. The two main categories of response were giving money generally and, in particular, donating to charity. Government responsibilities were providing medical help (scientists to fight disease, doctors, nurses); sending materials to poor countries to build schools and shelter; and education, including building schools. Smaller numbers of children wanted to give food, water, clothes and toys ('a wee teddy bear'), indicating caring and concern.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.   Discussion

The need for Global Learning has arguably never been greater as evidenced recently in recent months when millions of migrants and refugees risked everything to escape brutal war and persistent poverty in the global South. The Global Learning programme (GLP) must seek to build on lessons of the many previous development education initiatives and on both national and local policy and practice, so that teachers who are thoroughly and critically engaged, knowledgeable and pedagogically skilled can be fully equipped for this high-priority undertaking. The preface to the Development Education Research Centre Research Paper No.11 for the GLP (Bourn, 2014) shows admirable candour in admitting that the plethora of conceptual interpretations of development education (global learning, global citizenship, global dimension and global education) *has, resulted in confusion, resulting in a lack of clarity and rigour,* even whilst showing a persistent lack of clarity in the conflation of pedagogy (teaching) and learning that is inherent in the notion of the GLP promoting a *pedagogical approach to learning* (Bourn, 2014: 4).

This summary will conclude by outlining some key findings from the 2014-15 academic year, when most schools were, understandably, at an early stage of engaging with the GLP in Northern Ireland. Lead Teachers, who coordinate Global Learning in their schools, were extremely pleased with the training, but were simultaneously concerned about having sufficient time and resources to integrate and embed it. It is also understandable that the research showed Lead Teachers in Northern Ireland to value greatly the opportunity to network with other professionals; to share ideas and information; to have access to a range of sector-specific resources; and to meet the programme facilitators. The recent decline in the provision of teacher CPD on Northern Ireland provides the GLP with an opportunity, a previously unavailable space, in which to make a unique impact, particularly if links to the pre-existing expertise of the teaching profession and to the structure, content and pedagogy of the schools' organization and curriculum can be more clearly defined, expressed and exploited.

The results of the baseline pupil interviews showed a distinct lack of progression of response between Year 5 and Year 8. However, both their sympathy and also, to a lesser extent, empathy, were present, as was their sense of fairness, and there was a very obvious desire to help others, albeit from a charity perspective with solutions primarily presented as monetary donations and evidence of the impact of media advertising with an emphasis on Africa. The research has, however, demonstrated a shift in the Lead Teachers' thinking, from charity-based solutions before the training, to solutions based on collective responsibility and education, after the training. This is in keeping with the new Sustainable Development Goals (UN, 2015) agreed recently in New York which are based on the idea that development is not something foisted upon countries in the global South.

8. RECOMMENDATIONS

8.1 For Centre for Global Education

✔ Concerning the completion of the Whole-school Self-evaluation Questionnaire in Phases 2 and 3 of the project, additional guidance should be given to schools in respect of assessing their schools against the six criteria.

✔ More resources should be identified that are sector-specific and age-specific (to include the children in younger classes).

✔ Training should be provided on how to begin to integrate global learning into literacy, numeracy and post-primary subjects. Support should be offered on connected (cross-curricular) learning between different learning areas and subject departments.

✔ Examples or models of how to put the theory of global learning into practice should be provided, particularly at primary level.

✔ Arrangements should be facilitated (initially during training sessions) for schools to observe best practice, perhaps on a termly basis. This could take the form of a 'buddy' system where the schools agree to demonstrate effective teaching and learning in GL.

✔ Schools could be allocated the support of a global educator for a set number of face- to-face or virtual meetings/ training sessions per year. This could be on a one-to-one basis and/or the Lead Teachers from the 6 schools could meet for further training and sharing of practice.

✔ There should be guidance on whole-school self-evaluations with the aim of placing GL in the School Development Plan.

✔ There should be support for measuring GL pupil outcomes including attitudinal change.

✔ A website should be made available to show how others have embarked on global learning, with targets and schemes used, identifying the best sector- and age-related resources.

8.2   For schools (including Senior Management)

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

✔ Lead Teachers need support from Senior Leadership Teams to embed GL in the school's ethos, to disseminate its aims within and beyond the school, and to implement it within either the primary or post-primary curriculum.

✔ Senior Leadership Teams should give Lead Teachers support by emphasising explicitly on a whole-school basis the purpose and importance of GL, by enlisting the cooperation of colleagues, and by securing their involvement and enthusiasm.

✔ Schools should give some time to Lead Teachers to liaise with, guide and inform colleagues in global learning, and to locate and share appropriate resources.

✔ Consideration should be given to the role of Lead Teacher being a shared responsibility. For primary schools, this could be distributed across Key Stages 1 and 2. In the case of post-primary schools, it could be a colleague from another department. For both, this could help integrate GL across learning and subject areas (identified as having numerous key benefits for pupils).

✔ The school should enable regular reviews of global learning targets and measuring of their success.

8.3 For Lead Teachers

✔ More training is needed for Lead Teachers to strengthen their own GL knowledge.

✔ The Lead Teachers should be provided with support by the GLP to cascade GL training to colleagues, senior management and Boards of Governors (facilitation and/or planning support). This would help reassure them and would develop their understanding, skills, confidence and attitudes towards GL.

✔ In post-primary schools, consideration should be given to global learning being implemented, if possible, through the Geography Department and through *Learning for Life and Work*.

✔ Lead Teachers should assist colleagues at primary and post-primary level to plan for GL by including it in schemes of work on a yearly basis.

✔ Lead Teachers should discuss with colleagues the extent to which they already deliver GL, and offer differentiated support.

8.4 All teachers

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

✔ Teachers should plan for pupils' continuity of experience in GL.

✔ Teachers should recognise the need for better, more specific planning for GL in the curriculum with the help of the Lead Teacher.

✔ The meaning of the 'Big Picture' should be made clearer to pupils at Key Stages 2 and 3, and the reasons for GL activities explained, so that pupils can see what they have achieved.

✔ Parents/guardians should be helped to be better informed of the importance of global equality, reassuring them that literacy and numeracy still remain priorities but that both they and their children have a role to play.

✔ Teachers should make use of carefully selected technologies within the GL context, thereby opening up the possibility of interacting with others elsewhere.

References

Bourn, D. (2014) *Development Education Research Centre Research Paper No.11 for the Global Learning Programme, London:* Development Education Research Centre, Institute of Education, University of London, in partnership with the Global Learning Programme. Available at: http://www.ioe.ac.uk/DERC_ResearchPaper11-TheTheoryAndPracticeOfGlobalLearning.pdf

United Nations (2015) Sustainable Development Goals. Available at: https://sustainabledevelopment.un.org

This research report summary has been published as part of a new three year initiative in Northern Ireland called the Global Learning Programme (GLP), which is funded by the UK Government and managed by the Centre for Global Education.

The GLP aims to embed global learning as a whole school approach in primary, post-primary and special schools through the provision of a range of supports including training and resources. This document provides the findings of the research carried out in year one of the programme and provides recommendations for the delivery of the programme going forward.

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