



Development Education Research Centre

Research Paper No.13

for the Global Learning Programme



Supporting whole school approaches to global learning: focusing learning and mapping impact

Frances Hunt and Richard P. King

Development Education Research Centre
Research Paper No.13

Supporting whole school approaches to global learning: focusing learning and mapping impact

Frances Hunt and Richard P. King
2015

Published by the Development Education Research Centre

Development Education Research Centre
UCL Institute of Education
36 Gordon Square
London WC1H 0PD

Tel: 020 3073 8309
Website: www.ioe.ac.uk/derc

First published 2015
© Crown copyright

ISBN: 978-0-9574546-6-8

Disclaimer

This paper has been written by Frances Hunt and Richard P. King, and the content and opinions are theirs alone. The authors do not speak on behalf of the GLP-E and its consortium partners.

Cover image: Year 3 pupils at St Mary and St John's C of E First School in Oxford learn how to write the word banana in other languages ©Crispin Hughes/Oxfam

Contents

	Acknowledgements	2
	Executive summary	3
1	Introduction	6
2	Background	7
	2.1 Global Learning Programme	7
	2.2 Global learning	8
3	Why might schools adopt a whole school approach to global learning?	10
	3.1 What are whole school approaches?	10
	3.2 Why are whole school approaches important?	12
	3.3 Why do whole school approaches support global learning?	13
4	What support do schools need in order to adopt a whole school approach to global learning?	16
	4.1 Other whole school approaches to global learning	16
	4.2 Learning from other whole school frameworks	18
5	How do GLP tools support a whole school approach to global learning?	21
	5.1 GLP Whole School Framework	21
	5.2 GLP Whole School Audit	23
	5.3 GLP Action Plan	25
6	How do GLP tools measure the impact of global learning?	28
	6.1 Why measuring the impact of global learning is important	28
	6.2 Challenges in measuring the impact of global learning	29
	6.3 Previous impact studies	30
	6.4 Measuring impact on the GLP	31
7	Concluding remarks	34
	References	36
	Appendix: The GLP Whole School Framework	40

Acknowledgements

We would like to thank Doug Bourn, Clare Bentall and Miriam Kybird who provided useful feedback on drafts of this paper. We would like to thank the individuals and organisations who helped us develop the GLP Whole School Framework, the GLP Whole School Audit and GLP Action Plan. In particular, John Hopkin from the Geographical Association played an important role in progressing the content of these tools. Finally, we acknowledge and appreciate the work other individuals and organisations have done already on developing global learning frameworks.

Executive Summary

Within the Global Learning Programme (GLP) in England there has been an explicit focus on encouraging more holistic ‘whole school’ practice and the need for better evidence of its impact. This paper describes how support for a whole school approach to global learning was rationalised and developed within the programme, and how such an approach was used to structurally generate impact evidence. Based on evidence from existing work, it offers learning about how taking a whole school approach, and using the tools to measure it, can add value to global learning practice in England and beyond. It also contributes to a deeper understanding of the value that impact measurement has within global learning and, outside of this field, adds to the limited research to date on what a whole school approach actually means and how this kind of approach can be promoted for other initiatives.

Specifically, the paper responds to four key questions:

1. Why might schools adopt a whole school approach to global learning?
2. What support do schools need in order to adopt a whole school approach to global learning?
3. How do GLP tools support a whole school approach to global learning?
4. How do GLP tools measure the impact of global learning?

Why might schools adopt a whole school approach to global learning?

Despite the term being widespread, the concept of a whole school approach does not have a clear definition. In this paper, analysis across a range of whole school initiatives suggests that there are five main elements for how whole school approaches are seen to be delivered effectively. These are: incorporating activities for the initiative across multiple areas of the school; involving a range of stakeholders in the initiative; relating work to the wider vision or ethos of the school; having strong leadership of what is being promoted; and integrating interventions into existing school practices.

Global learning clearly lends itself to a whole school approach, and in limited ways has been implemented in this way already. This is because global learning is itself more of an approach than a subject, which means it can be delivered across a variety of both formal and informal learning spaces, and involve a range of stakeholders across the school and its community. Global learning also supports the development of wider values and skills, which can connect to key aspects of a school’s ethos and the wider purpose or vision of a school. However, it is also because – to be effective and sustainable – global learning requires strong leadership across the school and needs to be integrated into existing school

practice. As with other such initiatives, there is a range of evidence to suggest that whole school approaches to global learning have greater impact on both 'global' outcomes (e.g. knowledge of global issues) and wider 'educational' outcomes (e.g. pupils' personal development or academic skills).

What support do schools need in order to adopt a whole school approach to global learning?

Across a range of existing initiatives already supporting whole school approaches to global learning, a number of common methods have been used to support schools. They are:

1. using a framework to support understanding of how and where to embed global learning across the school
2. creating a planning/review process that will enable schools to embed global learning over time
3. providing criteria to measure outcomes, often linked to an auditing tool
4. incentivising work through accrediting progress.

How do GLP tools support a whole school approach to global learning?

The GLP has replicated this learning to create a holistic engagement model that supports schools within the GLP. Fundamental to the approach are the following tools, which the paper considers in some depth:

- **GLP Whole School Framework:** This framework has 12 criteria and illustrates the outcomes of taking a whole school approach to global learning at progressively deeper levels. Based on analysis of existing frameworks, the 12 criteria follow similar content, but are deliberately designed to use the England Ofsted inspection framework for the four main headings, and the framework focuses on outcomes rather than outputs.
- **GLP Whole School Audit:** This online tool asks educators joining the GLP to identify and reflect on where their school is against the Whole School Framework criteria. It allows practitioners to see how far global learning is embedded across the school. Being online, it also allows the GLP to capture data on the degree to which schools within the programme are taking whole school approaches, both initially and later on when they retake their audit.
- **GLP Action Plan:** The action plan is an auto-generated plan for schools based on their individual responses to the audit. It is designed to support a school by identifying the next steps for engagement.

How do GLP tools measure the impact of global learning?

There are challenges to measuring the impact of global learning. Part of the issue is the complexity of measuring the impact of global learning in terms of identifying direct causal links, especially as the GLP actively encourages schools to engage with other complementary global learning projects and programmes.

In order to measure impact on the GLP, baseline data is collected as schools complete the Whole School Audit for the first time. Impact data is then revealed as schools revisit the audit after a period of intervention (four school terms), where differences in responses may be noted. Resubmission of the audit after a period of time allows schools to see how they progressed against the Whole School Framework. While the tool allows schools to map impact across the whole school, the scale of change remains to be seen.

Quantitative information about how participating schools have progressed through the programme will be collected on a scale that has not yet been seen before in global learning.

Conclusion

The learning from the work of the GLP around promoting a whole school approach and creating tools for capturing the impact of global learning is that:

- the concept of a whole school approach to global learning is important, as global learning lends itself to this approach and will be delivered more effectively in this way
- tools based around a clear framework for implementation, which support a progressive and reflective process of embedding, can enable schools to understand how to take a whole school approach and implement global learning more effectively
- national programmes such as the GLP have an opportunity to capture data on the impact of global learning, but can do so more effectively by structurally integrating that into the tools they create.

This paper also raises some questions that could provide the basis for further research, including how such approaches to global learning may apply in other jurisdictions, how we can better understand what whole school approaches really mean, how they work outside England and how educational interventions working with teachers can capture causal impact on pupils.

1

Introduction

The Global Learning Programme (GLP) in England¹ is an initiative aimed at supporting the teaching and learning of global learning in schools at Key Stage 2 (KS2) and Key Stage 3 (KS3). It is a five-year programme funded by the UK government and run by a consortium of organisations with a history of involvement in development education and global learning.²

This paper focuses on the GLP's approach to global learning and, in particular, its whole school approach. Whole school approaches support the implementation of initiatives across schools and involve a range of stakeholders. The paper explores how the impact of global learning at a whole school level will be measured. It includes the rationale behind using a whole school approach and the tools developed to support both implementation and impact measurement. Specifically, the paper responds to four key questions:

1. Why might schools adopt a whole school approach to global learning?
2. What support do schools need in order to adopt a whole school approach to global learning?
3. How do GLP tools support a whole school approach to global learning?
4. How do GLP tools measure the impact of global learning?

It is hoped the paper will be of interest to a community of academics and practitioners working in global learning both in the UK and overseas. The paper adds to emerging debates about how best we might frame global learning within schools, how it might be delivered most effectively and how we might monitor its impact. Specifically, it provides a template to inform practitioners involved in global learning, but who are not part of the GLP in England.³ It also makes learning around the application of the principles of whole school approaches available to other areas of school support and development.

The paper combines literature review with reviews of previous practice. After an introduction to global learning and the GLP, the paper responds to the research questions in turn, finishing with a discussion of findings.

¹ The Global Learning Programme also runs in Scotland, Northern Ireland and Wales.

² For further information on the GLP go to: www.glp-e.org.uk.

³ The GLP in Wales has already adopted many of the processes and content highlighted here into their programme.

2

Background

This section starts with some background information to the Global Learning Programme and an introduction to the terminology of global learning within the programme.

2.1 Global Learning Programme

The Global Learning Programme in England is a five-year programme for schools at KS2 and KS3, running from 2013 to 2017, funded by the UK government. It is a national programme and the target is for half of the state-funded schools in England (around 10,000) to become engaged with the GLP. The GLP is a departure from the previous government's strategy on global learning, where they supported a large number of different global learning initiatives run by a range of providers through the Development Awareness Fund (DAF) and Mini Grants Scheme. A national programme of support to global learning was suggested in a review of British Support for Development (Verulam Associates, 2009), resulting in the Global Learning Programme.

One of the aims of the GLP is to encourage schools to embed global learning more deeply by taking a more coordinated 'whole school' approach to their practice. The logic of this was captured in DFID's (2011) development education effective practice report, which accompanied the terms of reference for the GLP. It established the importance of a whole school approach within the programme, from which the GLP consortium has developed and refined approaches and support for schools to do this. Another aim of the GLP is to ensure that a focus on impact measurement is embedded within the programme. Dominy *et al.* (2011) and Verulam Associates (2009) highlight the lack of emphasis on impact measurement in previous government-funded global learning initiatives. Consequently, the terms of reference to the programme placed an emphasis on impact measurement, and this has guided its development.

In terms of the programme, the GLP offers support to schools at both a national and local level. Each school that signs up for the GLP allocates a lead practitioner/coordinator to lead the programme in their school. Their first task is to register the school onto the programme and to complete an online Whole School Audit (see 5.2), which generates an individualised Action Plan for the school (5.3) and access to e-credits, which provide funds for potential continuing professional development (CPD). Schools are supported nationally by subject-level curriculum frameworks, a set of global learning pupil outcomes and the choice of assessing pupils' learning using the Pupil Assessment Tool (PAT).⁴

⁴ Available online at: <http://globaldimension.org.uk/glp/research/pupil-testing-facility>

At a local level, Expert Centres (schools with expertise in delivering global learning) are recruited onto the GLP and lead networks of up to 23 Partner Schools in their local area. Through these localised networks, schools are given personalised support to engage with global learning through a series of events and meetings. This emphasis on school-led support to global learning has not been used before on such a scale. Expert Centre networks are supported by Local Advisors and a set of National Leaders.

The main focus of inputs is with teachers through CPD training, twilight sessions, programme resources and Expert Centre networks. The assumption of the GLP is that the programme's immediate outcome (effective teacher training to deliver global learning) can affect changes to global learning across the school in the short and longer term.

2.2 Global learning

There is much debate about terminology related to global learning and related terms such as development education, global education and the global dimension. For an up-to-date discussion of these concepts and their historical contexts, see Bourn (2014). That debate is not a focus of this paper, rather this section provides a focus on what global learning might mean within the context of the GLP.

The core aims of the GLP are to:

- help young people understand their role in a globally interdependent world and to explore strategies by which they can make it more just and sustainable
- familiarise them with the concepts of interdependence, development, globalisation and sustainability
- move them from a charity mentality to a social justice mentality
- stimulate critical thinking about global issues both at whole school and at pupil level
- promote greater awareness of poverty and sustainability
- enable schools to explore alternative models of development and sustainability in the classroom.

The GLP has a strong emphasis on knowledge of global themes, especially of poverty and development (see: Global Learning Programme, 2013), and also acknowledges that values and skills are fundamental, both as the means through

which to explore knowledge and understanding, and as attractive hooks to engage schools onto the programme:

Global learning approaches ask students to engage with global knowledge through activities, which help them develop their skills and consider their values, and to explore this learning in relation to themselves and the creation of a more just and sustainable world (Global Learning Programme, 2013: 1).

This approach is distinct from the recent past where knowledge and understanding were often less prominent in approaches to and practices of global learning (Bourn, 2014; Hunt, 2012). The GLP also places an emphasis on pedagogical practice, something that was less-evident under the global dimension framework (Bourn, 2014) encouraged by the previous government (DFES, 2005).

3

Why might schools adopt a whole school approach to global learning?

A fundamental part of the GLP is encouraging schools to take a whole school approach to global learning. Whole school approaches have been used in practice, notably around incorporating particular initiatives into schooling. Research literature highlights whole school approaches to combating bullying and behaviour (Cefai *et al.*, 2013; Rogers, 2007), mental health and counselling (Wyn *et al.*, 2000), special educational needs (Cowne, 2008), sustainable development (Hargreaves, 2008; Henderson and Tilbury, 2004), school improvement (Kidron and Darwin, 2007), and citizenship education (Brown, 2000; Potter, 2002; Oxfam Education, 2013; Arthur and Wright, 2001). However, what exactly is meant by a whole school approach? Why is it important to take such an approach and how might it be expected to support global learning?

3.1 What are whole school approaches?

Definitions and models of whole school approaches are surprisingly rare. In an analysis of literature a number of elements emerge:

[A] multi-component, multi-year approach...and shared responsibility of the entire school and the surrounding community...making significant changes to such multiple facets as organization and governance, staffing, instructional programs, curriculum, and assessment procedures (Kidron and Darwin, 2007: 10).

...the establishment of clear and consistent expectations about behaviour amongst all the school members and a systematic monitoring and evaluation of the implementation of the agreed policy and procedures (Cefai *et al.*, 2013).

The inclusive and incorporative values and principles underpinning the school-wide approach [to behaviour policy]...must be seen to permeate all aspects of a school's ethos and practices...it is important that they extend to staff as well as students, with clearly identified rights and responsibilities for both groups (Cefai *et al.*, 2013: 700-01).

The collective pursuit of such values as a whole-school community provides school members with a shared sense of purpose and enhances consistency (Cefai *et al.*, 2013: 701).

In terms of the elements that might constitute a whole school approach there is some differentiation. The Citizenship Foundation (2002), for example, suggests

there are four main approaches to school-wide citizenship: policy and planning; curriculum; school ethos; and parental and community involvement. Box 1 highlights some of the questions asked by the Citizenship Foundation in order to explore factors important for effective implementation of school-wide approaches. Their queries include areas such as school policy, student voice, teacher training, pupil knowledge, pupil skills and pupil values, school ethos, schooling relations and parental engagement.

Box 1: Whole school approaches to citizenship education

Policy and planning: How far are the principles of citizenship embedded in school policies? To what extent do students take part in policymaking and how has citizenship education been built into the School Development Plan? With regards to staff training needs, is there any citizenship expertise among staff and is there a member of staff responsible for citizenship education?

Curriculum: How far does the curriculum help pupils understand key concepts of citizenship? Are there opportunities for students to develop the skills of participation, critical thinking, empathy, responsibility etc? Are students encouraged to research/reflect and contribute their personal opinion in relation to topical events? Are links made between citizenship education and other parts of the curriculum? To what extent is the existing curriculum addressing issues of citizenship education, and what areas will have to be delivered as independent models? Are students encouraged to develop an awareness about their own culture and to appreciate the diversity of national, regional, religious and ethnic identities? Are students encouraged to consider themselves as global citizens, and are there appropriate resources available? Can students learn about cause and effect of racism?

Ethos: Does the school promote positive relations between pupils, teachers and members of the community? Does the school promote attitudes which challenge stereotypes? Are students able to participate in developing school rules, and do they take responsibility for their own actions? Does the school show a concern for the sustainable development? Does the school celebrate special global events?

Parental and community involvement: *How* have parents been involved in shaping the new curriculum and decision-making within the school? Do students become involved with local community initiatives?

Source: (Citizenship Foundation, 2002)

Using a different model, the QCA (cited in: Brown, 2000: 119) identifies ten elements upon which whole school approaches to citizenship may be based: leadership, management and change; policy development; curriculum planning and resourcing; teaching and learning; school culture and environment; giving pupils a voice; provision of pupil-support services; staff development, health and welfare; partnerships with parents/carers and local communities; and assessing, recording and reporting pupil achievement. The main area of difference here seems to be on recording and reporting pupil achievement and health and welfare.

This analysis and discussion suggests that, despite differences in context and emphasis, a set of five common elements are present across a number of whole school approaches (see Box 2).

Box 2: Common elements in whole school approaches

1. Activities for the initiative are incorporated across multiple areas of the school, including the curriculum, staff training and extra-curricular activities.
2. A range of stakeholders is involved with the initiative, including senior leaders, staff, pupils, support staff and the wider community.
3. There is a wider vision or purpose to what is being promoted, relating to the school's own wider purpose or ethos.
4. Strong leadership.
5. Interventions sit within and work alongside existing school practices.

While they do not provide either a definitive list or a 'definition' of what a whole school approach means, these five characteristics capture something common to all, and were used to inform the development of tools to promote a whole school approach to global learning within the GLP.

3.2 Why are whole school approaches important?

Whole school approaches are generally advocated as good and useful where issues are complex and need to be supported by the whole school community (Henderson and Tilbury, 2004). They help ensure exposure across the school, thus allowing for more meaningful education for pupils (Arthur and Wright, 2001: 34). The coverage of whole school approaches also guards against a loss of

momentum and helps sustain change (Henderson and Tilbury, 2004).

There is some limited empirical evidence to support the positive impact of whole school approaches more generally. For example, Kidron and Darwin (2007), through systematic review analysis, suggest that the use of whole school improvement models produces a moderate effect on overall students' academic achievement. Cefai *et al.* (2013) cite previous research (e.g. Rogers, 2000; Ofsted, 2005; Adi *et al.*, 2007; Weare, 2010; Cooper and Jacobs, 2011) with evidence that whole school behaviour policies and practices are effective in bringing about change in student behaviour.

3.3 Why do whole school approaches support global learning?

By its very nature global learning lends itself to taking a whole school approach for its delivery. This is because global learning is not a subject that fits into one specific curricular box. Rather, it defines an approach to learning related to overarching and thematic content. As a result, its delivery either lends itself to or requires all of the five elements identified in Box 2 for (successful) promotion as a whole school initiative. In explanation:

- Being more of an approach than a subject means that global learning can be delivered across a variety of both formal and informal learning spaces, and can involve a range of stakeholders across the school and its community (related to numbers 1 and 2 in Box 2).
- Global learning supports learning about specific issues and the development of children and young people's wider values and skills. This can connect to key aspects of a school's ethos and the wider purpose or vision of a school (number 3, Box 2).
- Effective delivery of global learning requires strong leadership to ensure it retains prominence and does not take place only in isolated areas of the school. Aligning and integrating global learning into existing school practices helps ensure its sustainability (numbers 4 and 5, Box 2).

Global learning not only lends itself to taking a whole school approach, but its practice in many instances would be substantially improved by being delivered in this way. Strong leadership and central support can help ensure practice is valued and mainstreamed, and can be seen to support core school aims, including curriculum and accountability. Pupils repeated exposure to the principles, themes and content of global learning means that a whole school approach will be more effective, both in achieving the desired outcomes of global learning (e.g. pupils' understanding of global issues) and in realising the wider benefits of global learning approaches (e.g. on pupils' personal, moral, social and cultural development, wider motivation and attainment).

The lack of research into global learning (Bourn and Hunt, 2011) means there is limited empirical evidence of the benefits of taking a whole school approach. However, the evidence that does exist from schools that have taken such an approach suggests global learning is best delivered in this way and that doing so has more impact.

Some examples include the following:

- Hunt's (2012: 51) survey of 217 primary schools showed that, where global learning was 'fully-integrated', schools were far more likely to report it having a greater impact (over 50 percent said impact was 'significant', while over 40 percent said it was 'important').
- A report into the impact of Global School Partnerships surveyed over 8,000 pupils and 200 teachers, and found that the impact on pupils was far higher (and statistically significant) in later years of the partnership, when work was more 'embedded in whole school policy' (Sizmur *et al.*, 2011: 4). In addition, teachers in schools with such a high impact reported that the global partnership was embedded in the school, was seen as a school priority and they had received training for it (Sizmur *et al.*, 2011: 5). This suggests that a whole school approach was more apparent in these schools.
- An evaluation of the impact of UNICEF's Rights Respecting Schools Award, which promotes all the identified characteristics of a whole school approach to promoting rights –with significant crossover with global learning – found that the programme produced a range of beneficial effects on: pupils' positive engagement and attainment; positive relationships in school; building a sense of community; and the development of values across the whole school (Sebba and Robinson, 2010).
- An Ofsted report (Ofsted, 2006) into internationalism in schools found that schools with the International Schools Award – which at its higher levels also promotes schools developing more holistic approaches to global learning (through different curriculum areas and supported by school leadership) – were highly likely to have reference to the beneficial effects of this in their Ofsted reports, across a range of areas of school life (including pupils' personal development and cultural awareness and internationalism across the school). Where work was more substantial, this was mentioned positively in more areas of their Ofsted reports – again suggesting work was spread more widely where there was more impact.
- An evaluation into the Yorkshire and Humberside Global Schools Award – which also promotes a holistic whole school approach to global learning – surveyed 11 schools with the award who identified its holistic approach as its most beneficial aspect, reporting a variety of resulting impacts on learners, staff and the wider school (Clarke and Carter, 2010).

- A report into the impact of the international dimension in Wales looked at the impact evidence from eight schools and found that global learning had a range of significant beneficial effects for learners, staff, the school community and the wider community, with six of the eight schools reporting a positive beneficial effect on school ethos (Nicholas *et al.*, 2010: 55).

So, a range of evidence suggests global learning has a lot to contribute across a school, and when schools deliver it in a 'whole school' way (as identified above), these benefits are better realised.

4

What support do schools need in order to adopt a whole school approach to global learning?

While most global learning in schools in England is not of a consistently 'whole school' nature, there is a significant minority of schools who have adopted such approaches. This is partly because schools that recognise the benefits of global learning will naturally try to embed it in this way, but also because a variety of organisations have encouraged and supported schools to take such an approach. The GLP wanted to learn from this existing support and apply what was relevant to the programme.

4.1 Other whole school approaches to global learning

Some key initiatives which promote, or have promoted, whole school approaches to global learning are shown below:

- Reading International Solidarity Centre (RISC) developed a self-evaluation framework called *Are We Nearly There?* to support the development of 'global schools' (Allum *et al.*, 2010), and also developed a range of resources that measure pupils' change in pupil attitudes and actions (see: RISC, 2009; Lowe *et al.*, 2008).
- The Global Schools Award (GSA) is an award programme that sets out a range of benchmark indicators for schools to work towards (see: Yorkshire & Humber Global Schools Association, 2010; Yorkshire & Humber Global Schools Association, 2014).
- Educating for a Global Future (EfGF) was developed by Leeds DEC (n.d.) and included a whole school self-evaluation framework, support for schools to write global learning into their development plan and evaluation grids linked to pupils' knowledge and understanding.
- Global Footprints, developed by the Humanities Education Council (HEC), has an online audit on global learning that teachers complete and which generates an action plan for the school (HEC Global Learning Centre, 2011).
- The Respect for All (RFA) audit tool was developed to help schools monitor their race equality policies and practice (Qualifications and Curriculum Authority, 2006).
- The International Schools Award (ISA) was developed by the British Council to support schools embedding international education. It sets the criteria needed for

schools to receive the award at different levels and has an evaluation framework to assess impact.⁵

- UNICEF runs the Rights Respecting Schools Award (RRSA), for which they provide a framework and audit process linked to an inspection that leads to schools receiving the award at different levels (UNICEF, 2013).
- Oxfam Education have produced a framework and audit tool for schools to promote whole school approaches, with support ideas to embed them and a curriculum showing pupils' knowledge, values and skills against the National Curriculum key stages (Oxfam Education, n.d.; Oxfam Education, 2006).

There are four common elements that connect many of the above initiatives and enable them to support schools towards achieving the five main characteristics of a whole school approach identified in section 3:

1. They provide a framework that helps schools to see where and how they can start and/or spread their practice, linked to widening spaces, involving more stakeholders and connecting to wider purpose or vision within the school.
2. They also provide an embedding process for schools to follow, which ensures not just planning and review, but also the engagement of school leadership in order to mainstream into existing school practices.
3. A framework gives schools a set of criteria or indicators against which to measure their practice and how effectively it is being embedded. Many have turned this into an audit tool. In addition, many of the processes structurally require schools to also review progress against criteria using either the framework or a formal audit process.
4. Many initiatives offer incentivising accreditation – an award or quality mark – for demonstrating positive change, often associated with progress through 'levels' within the framework.

For the GLP, with its focus on measuring impact as well as encouraging whole school work, an approach involving all four elements is seen as highly desirable and one to be utilised. As a result, the GLP has created five tools or processes to support whole school approaches to global learning:

- a Whole School Framework
- a Whole School Audit based on that framework

⁵ Please note that the ISA was updated after we worked on this.

- an Action Plan based on the audit
- a process for schools to review their action plans and redo their audits (through networks based around Expert Centre schools)
- ways for schools to gain accreditation for their work (both through becoming Expert Centres and through signposting to other quality marks and awards that support the GLP).

Within the GLP, all of these serve to create a holistic process through which whole school approaches to global learning are promoted. However, as the process is underpinned by the three core tools – Whole School Framework, Whole School Audit and Action Plan – these are the focus for the rest of this paper.⁶

4.2 Learning from other whole school frameworks

In designing whole school tools, the GLP explicitly sought to learn from pre-existing work. A whole school framework outlining how and where to embed global learning is the central starting point for any initiative promoting a whole school approach to global learning. Existing frameworks were therefore scrutinised to examine common content, how this content was presented, the nature of criteria used, and the format of tools created to support schools. Table 1 provides a summary of the frameworks already being used for global learning and which were analysed for this purpose.

At first sight the content of the frameworks might appear to be divergent, with different areas of focus, numbers of criteria used (ranging from 10 to 53) and terminology. However, the analysis in Table 1 reveals very similar groupings under some consistent areas of the school, encouraging broadly similar processes. Therefore in designing the content for a whole school framework for the GLP, some broadly similar content areas were also covered. These are shown in the final column of Table 1.

It is notable that these frameworks do not organise and present their content under headings that cross-refer to more general frameworks already in use in schools. One exception is the EfGF (Leeds DEC (n.d.)), which includes a format for referencing work in the School Development Plan, although this is not reflected in their self-evaluation tool. As one of the explicit aims of the GLP is to incorporate work into existing school processes and to appeal to the priorities of schools, a conscious decision was taken to present the content of the GLP Whole School Framework using headings from the Ofsted Inspection Framework (Ofsted, 2014). So, although the GLP content areas are broadly similar to those covered in other

⁶ For further information on Expert Centre networks and other quality marks or awards in the GLP, see www.glp-e.org.uk

frameworks, they are presented using the Ofsted-linked headings of:

- pupil achievement
- teachers' practice
- behaviour and relationships
- leadership and the community.

This is deliberately designed to make it more immediately relevant to school-leaders.

It is also notable that, while some frameworks have a greater emphasis on outputs (e.g. having a specific policy in place or display on the wall), others focus more on outcomes (e.g. pupils being more aware of issues, teachers having greater confidence). Again, a conscious decision was made within the GLP to focus more on outcomes rather than outputs. This is partly because the GLP is providing a broad umbrella for a diversity of practice, and a focus on outcomes allows schools to find their own path to achieving them. It is also because ultimately the focus of the programme is that it should have an impact – so a specific policy or display is less important than the outcomes it achieves for pupils, staff or the wider community. The resulting GLP Framework is shown in the appendix.

One other important piece of learning taken from an analysis of existing frameworks was that, while most initiatives required educators to complete paper-based audits, the HEC Global Learning Centre (2011) offered an online survey-type format. Moreover, they enabled a school-based action plan to be generated from this audit. The GLP draws on this approach and takes it further. It collates the data generated by schools from an online audit into researchable data for large-scale quantitative analysis. This scaling up of data hasn't been possible previously. More detail on the structure of the audit is shown in section 5.2.

Table 1: Analysis of types of coverage of whole school frameworks for global learning

AREAS OF FOCUS	Whole school approaches to global learning								GLP
	RISC	GSA	EfGF	HEC	RFA	ISA	RRSA	Oxfam	
Curriculum									
Global content	X	X	X	X	X	X	X	X	X
Planning	X	X	X	X	X	X	X	X	X
Cross-curricular						X			X
Supporting attainment					X				X
Teaching									
Global pedagogies				X				X	X
Staff development	X	X	X		X				X
Confidence/knowledge	X	X	X		X				X
Wider-School									
Assemblies	X	X	X	X			X		
School environment	X	X	X	X	X	X	X	X	X
Charitable activities	X	X	X	X					
Visits/visitors	X	X	X			X			
Values and behaviour									
Language/terminology	X	X	X	X	X		X		X
Diversity and inclusion				X	X		X		X
Pupils									
Pupil leadership				X			X	X	X
Extra-curricular	X	X	X						X
Community									
Community involvement	X	X	X				X	X	X
Publicity/awareness	X	X	X	X	X		X		X
Leadership and governance									
Reflected in policies	X	X	X	X	X		X	X	
Reporting	X	X	X		X				
Pupil voice				X			X	X	X
Process									
Vision and planning	X	X	X	X		X	X	X	X
Monitoring and review	X	X	X		X		X		X
Impact evaluation of work	X		X		X	X	X		X
Output focus	X	X	X	X	X	X	X	X	
Outcome focus		X		X		X	X		X

Sources: Yorkshire & Humber Global Schools Association (2010); (Allum et al., 2010), Leeds DEC (n.d.), HEC Global Learning Centre (2011), Qualifications and Curriculum Authority (2006), British Council (n.d.), UNICEF (2013), Oxfam Education (2006).

5

How do GLP tools support a whole school approach to global learning?

As outlined in section 4.1, based on analysis of what existing frameworks that support whole school approaches, the GLP has devised a series of frameworks and measures to support schools in their global learning. These include the following:

- The GLP Whole School Framework provides the criteria on which the whole school approach to global learning is based.
- The GLP Whole School Audit is an online audit tool for schools to complete, with questions based directly on the GLP Whole School Framework criteria. A school's responses to the audit tells them how well they have embedded global learning against the criteria of the Whole School Framework.
- Responses to the Whole School Audit generate a GLP School Action Plan, which helps schools think about which of the criteria they would like to develop further, and thereby plan their next steps.
- The school then carries out activities to support development against the criteria in the Whole School Framework. These might include working with their local GLP Expert Centre and CPD providers, using resources and guidance from the GLP website and working with other organisations that have whole school quality marks/awards.
- Schools are then encouraged to review progress against the criteria on an annual basis as part of their ongoing planning cycle by resubmitting the GLP Whole School Audit.

On the evidence outlined in section 3, embedding the whole school approach into the heart of the programme should enable it to achieve greater impact and also provides the opportunity for the GLP to collect good in-depth data, as will be explored in section 6.

We will now look in more detail at the GLP's three key tools: the Whole School Framework, the Whole School Audit and the School Action Plan.

5.1 GLP Whole School Framework

The full GLP Whole School Framework can be found in the appendix and an excerpt related to pupil achievement criteria (P1) is shown in Table 2. The framework is designed to support schools in taking a whole school approach to

global learning and aims to help them recognise where and how they can embed global learning more deeply. Linked to a series of questions in the Whole School Audit (see section 5.2), the Whole School Framework maps the global learning work that schools are doing at a specific point in time, identifying changes (including impact) when reviewed after a certain period.

Table 2: Excerpt from Whole School Framework

Criteria	Beginner	Early	Developing	Embedded
P1: Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas.	No/few pupils know about global themes.	Some pupils know about some key global knowledge themes through work in one or two curriculum areas.	Most pupils understand some key global knowledge themes, and some have begun to explore the complexity of a few. They can link these themes to a range of topics in a number of curriculum areas.	All pupils know about a range of global knowledge themes, and some understand the complexity of a number of them. They can see the links and relevance to a range of topics they are learning in a number of curriculum areas. Many pupils have taken steps to extend their global knowledge further.

The rationale for the broad content of the framework (from analysis of pre-existing frameworks) and the decision to focus on outcomes and to present it through four headings, relating to England's Ofsted inspection framework for schools, are discussed in section 4.2. Based on this analysis, we ended up with a framework made up of 12 outcome-focused criteria statements allocated to four key areas: pupil achievement; teachers' practice; behaviour and relationships; and leadership and the community. In addition, the Whole School Framework identifies Ofsted's spiritual, moral, social and cultural outcomes (see highlighted text in the appendix), as these are also seen as important drivers for engagement in global learning (DECSY, 2009). Lastly, in line with the focus on knowledge within the GLP, there is a strong emphasis in the framework on pupils' knowledge of globally relevant issues (under criterion, P1), as well as skills (criterion P2) and values (criterion B3).

Each of the 12 criteria is differentiated to support progression into a beginner, early, developing and embedded stage. Thus schools self-identifying as 'early' in one category might look to progress to 'developing' after a certain period of time. Again this is deliberately designed to support schools as they follow a slow process of embedding – gradually widening work and gaining more internal support – linked to review and evaluation using the GLP School Audit and Action Plan.

The differentiated criteria from the framework provide the basis for the Whole School Audit, considered next.

5.2 GLP Whole School Audit

The Whole School Audit is an online tool that is completed by a school's GLP coordinator/lead practitioner. It takes the form of a questionnaire, with questions that relate directly to the categories and criteria of the Whole School Framework (see Table 2 and the appendix). Box 3 is an excerpt from the Whole School Audit, showing a set of questions that relate directly to criteria P1 in Pupil Achievement: 'Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas'. The school's responses, map onto the criteria within the Whole School Framework (see example in Table 2), so that response 'a' corresponds to the framework's 'beginner' heading, response 'b' corresponds to 'early', response 'c' corresponds to 'developing', and response 'd' corresponds to 'embedded'. Coordinators/lead practitioners are asked to indicate the audit response that best relates to their school.

Box 3: Excerpt from GLP Whole School Audit

Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas:

- a. No/few pupils know about global themes.
- b. Some pupils know about some key global themes.
- c. Many pupils understand a number of key global themes, and have begun to explore the complexity of a few. They can link these issues to a range of topics in a number of subjects.
- d. Most/all pupils know about a range of global themes, and understand the complexity of a number of them. They can see the links and relevance to a range of topics they are learning in a number of subjects. Most pupils have taken steps to extend their global knowledge further.

The Whole School Audit asks questions about all the criteria within the Whole School Framework (alongside a few additional questions, for research purposes). The process allows schools to map where they are in terms of a whole school approach to global learning as identified in the Whole School Framework. Their responses are then summarised via a Summary of Audit Responses (see example in Table 3), which allows them to readily see where they fit against the Whole School Framework criteria and to focus on areas of potential future development.

Table 3: GLP summary of audit responses from one school

Whole School Audit Question	Whole School Framework Criteria	Criteria explanation	Early	Developing	Embedded
6	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas		✓	
7	P2	Pupils develop high-quality learning skills through global learning	✓		
8	P2	Pupils develop high-quality learning skills through global learning, <i>supporting their literacy, numeracy and communication</i>		✓	
9	P3	Pupils are better prepared for transition through global learning activities	✓		
10	P3	Pupils are better prepared for work through global learning activities			✓
12	T1	Teachers are confident in their global knowledge	✓		
13	T1	Teachers use teaching approaches supporting pupils' skills and values development		✓	
14	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities		✓	
15	T3	Teachers use effective cross-curricular planning skills to provide coherent global learning experiences	✓		
17	B1	Global learning assists values development across the school community, supporting positive relationships			✓
18	B2	Global learning supports positive attitudes towards diversity and cultural difference	✓		
19	B3	Pupil voice is developed across the school through global learning activities		✓	
21	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world		✓	
24	L2	Global learning helps create a rich and rewarding professional development programme	✓		
25	L3	Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.			✓

As schools on the GLP complete the Whole School Audit, the GLP is able to build up a quantitative picture of how they are engaging with whole school approaches to global learning. Data from the Whole School Audits is transferred to Excel for analysis by researchers and shows a large-scale picture of engagement, which has not previously been available. While this largely quantitative approach to collecting data on global learning offers great opportunities, the data is not without its limitations:

- The Whole School Audit asks a school's GLP coordinator/lead practitioner to self-evaluate where a school is against the framework criteria. While this may be relatively easy in smaller schools, it might be more difficult to generalise in larger schools, particularly at secondary level.
- While guidelines are given to schools about terminology of scale, e.g. 'some', 'many' and 'most' (see explanatory terms at the top of the appendix), it might be difficult for individuals to accurately respond to all the questions, in particular where it relates to developing understanding and values across the school. Moreover, it is possible that respondents selectively identify evidence that endorses what they want to believe.
- Some of the categories in the Whole School Framework might not always be appropriate for schools catering for children with some special educational needs, yet these schools might still be adopting a whole school approach to global learning.

Bearing these caveats in mind, the audit responses do bring together a picture of whole school global learning that will be valuable and instructive to practitioners and policymakers. For schools, another element to completing the Whole School Audit is the GLP Action Plan.

5.3 GLP Action Plan

Each school that completes the Whole School Audit receives an individualised action plan for the school, which is automatically generated from the responses they give against the Whole School Framework criteria. The aim of the Action Plan is to help direct schools to sources of information or signpost them to activities appropriate to their current needs based on their audit responses.

Table 4 is an excerpt from the Action Plan framework relating to question 6 in the Whole School Audit (WSA) and criterion P1 in the Whole School Framework (WSF) (see Table 2 and Box 3). So, for example if a school responded 'a' to the question asked in Box 3, their Action Plan response would relate to column 2, if they answered 'b' they would see column 3, 'c' would be column 4 and if they answered 'd' they would see the final column.

Table 4: Excerpt from WSA Action Plan framework

WSF criteria/ WSA question	'Beginner' (response 'a' in WSA)	'Early' (response 'b' in WSA)	'Developing' (response 'c' in WSA)	'Embedded' (response 'd' in WSA)
P1 Q6	<p>To work towards the suggested outcome, your school could consider one or two of the following:</p> <hr/> <p>1 Use one or two subject specific resources from the Global Dimension website to incorporate into teaching programmes. Click: here for primary case studies or here for secondary case studies.</p> <hr/> <p>2 Introduce global elements into one or two subject areas – see GLP curriculum frameworks at KS2 or KS3</p> <hr/> <p>3 Use RGS or GA materials for geography at KS2 and KS3.</p>	<p>You are progressing towards the suggested outcome. Your school could consider one or two of the following:</p> <hr/> <p>1 Introduce global elements into three or four subject areas – see GLP curriculum frameworks at KS2 or KS3 or look at the Global Dimension website.</p> <hr/> <p>2 Find out about the GA Quality Mark. Link here for KS2 and here for KS3.</p> <hr/> <p>3 Review pupils' understanding of global issues using the GLP student assessment tool (forthcoming).</p>	<p>You are making good progress towards the suggested outcome. Your school could consider one or two of the following:</p> <hr/> <p>1 Introduce global elements into maths, English, history, geography and science curriculum areas - see GLP curriculum frameworks at KS2 or KS3 or look at the Global Dimension website.</p> <hr/> <p>2 Compare and contrast different developing country contexts at KS2 and KS3. Use RGS or GA materials.</p> <hr/> <p>3 Develop your work via the GA Quality Mark. Link here for KS2 and here for KS3.</p> <hr/> <p>4 Review pupils' understanding of global issues using the GLP Pupil Assessment Tool.</p>	<p>You have reached the suggested outcome. Your school could consider one or two of the following:</p> <hr/> <p>1 Hold a cluster meeting for local schools to share good practice on developing pupils' global knowledge. You could provide a case study for the GLP programme or the Global Dimension website.</p> <hr/> <p>2 Get recognition for your work via the GA Quality Mark. Link here for KS2 and here for KS3.</p> <hr/> <p>3 Develop an action research project via the Innovation Fund, looking at, for example, the impact of a global learning intervention on pupils' knowledge.</p>

Schools only see the Action Plan categories related to their response (rather than the whole plan), so a school regarded as 'developing' within this question would see the following information:

Box 4: Action Plan response to 'developing' answer to WSA question 6

You are making good progress towards the suggested outcome. Your school could consider one or two of the following:

1. Introduce global elements into maths, English, history, geography and science curriculum areas – see GLP [curriculum frameworks at KS2 or KS3](#) or look at the Global Dimension website.
2. Compare and contrast different developing country contexts at KS2 and KS3. Use [RGS](#) or [GA](#) materials.
3. Develop your work via the GA Quality Mark for [KS2](#) and [KS3](#).
4. Review pupils' understanding of global issues using the GLP Pupil Assessment Tool.

A series of potential actions based on schools' responses to the Whole School Framework criteria via the audit answers is built into a PDF document and made available to schools. While this indicates a range of actions with crossover between them, it is also recognised that the sum of these would be too much for one school to consider at one time. The Action Plan clearly suggests to schools that they should focus on a small and realisable number of actions rather than attempt to achieve everything suggested.

6

How do GLP tools measure the impact of global learning?

As outlined, promoting whole school approaches to global learning is a core part of the GLP as this will result in more effective and sustainable practice. The tools developed to promote this lend themselves to measuring impact, another key GLP priority and, unlike other initiatives that have developed such tools, data collection on impact was considered at the outset of its design and built structurally into the programme. This section looks at this and at the difficulties in measuring the impact of global learning.

6.1 Why measuring the impact of global learning is important

Measuring the impact of global learning is important because it allows those involved to identify whether global learning makes a difference. It builds knowledge about what works well and less well, and can show how particular activities or approaches may result in greater or less impact. It also helps justify the input of time and resources.

While teachers often see global learning as inherently good, impact evaluation against a set of criteria is a means of identifying actual, rather than assumed, change. It can act as a motivational source and a way of improving practice. Impact evaluation of global learning in schools can also feed into reporting mechanisms, for example, to support Ofsted inspections.

For global learning practitioners, impact evaluation shows what works in order to improve practice (IDEA: Irish Development Education Association, 2011: 4). Moreover, 'evaluation can also assist organisations and individuals in maintaining purpose and clarity around their mission, goals and objectives and to sustain them in the delivery of their desired outcomes' (Storrs, 2010).

For the GLP, measuring impact allows its consortium members to understand how the programme design is working and whether changes need to be made to how we run the programme.

Lastly, funding organisations also want impact evaluations in order to see how money is being spent and the extent to which the project or programme is reaching its intended goals.

6.2 Challenges in measuring the impact of global learning

There are challenges to measuring the impact of any educational approach, and measuring the impact of global learning has its own. Overall, there is a dearth of systematic evidence about the impact of global learning initiatives (Dominy *et al.*, 2011; Hunt, 2012), although this seems to be changing, partly due to an increased interest from funders. There are a number of reasons why measuring the impact of global learning is challenging.

In some cases, the complexity of the very concept of global learning may lead to lack of clarity about the impact measures we want to get at. For example is the focus on pupils, teachers or schools? Is it on pupils' knowledge of development and poverty, on their engagement in development or their skills and values? What we are looking to measure might differ depending on the individual practitioner, the school or the funder. It also means that in most cases there is a disconnect between what the education system is designed to measure (i.e. attainment) and some of the priorities of global learning, for example demonstrating active global citizenship and particular values.

Part of the issue is the complexity of measuring impact in terms of identifying direct causal links:

Direct causal links of the impact of global learning on children might be difficult to gauge as children have a range of influences, many external to school. Also the impacts of global learning may only be seen in time and may not be immediate (Hunt, 2012: 19).

What ... is less clear is the extent to which those young people who are interested in these areas (global learning) have been (encouraged) by learning within schools, family connections or just direct experience overseas (Bourn, Oct 2013).

Learning as a complex process is not possible to be put down to a single reason. It means that one never can be sure that the results of global learning like awareness of global issues are only due to the impact of the evaluated program (Asbrand and Lang-Wojtasik, 2003: 74).

While identifying direct causal links without a counter-factual may be difficult, the GLP does not see itself as a programme in isolation from other global learning activities. It actively encourages schools to engage with other complementary global learning projects and programmes.⁷ Thus, a review of impact of the GLP must acknowledge other possible causal influences.

Timeframes are also important factors because impacts from global learning may

⁷ See <http://globaldimension.org.uk/glp/page/10559> for further information.

not be immediate (Tanswell, 2011; Hunt, 2012). On the GLP programme, for example, interventions with teachers take place over an 18-month period, but impact across the whole school might happen after that time (see section 6.4). In some cases more longitudinal approaches to data collection and analysis may be more suitable.

6.3 Previous impact studies

Many of the whole school frameworks identified in section 4.1 are identified as resources for viewing a school's position against a set of indicators. While individual schools can use indicators to measure change in their own practice by completing frameworks a second time, the scaling up of data on impact is not an obvious priority for many existing whole school frameworks (for example, HEC Global Learning Centre, 2011; Oxfam Education, 2006; Yorkshire & Humber Global Schools Association, 2010). Some studies have looked at the impact of global learning, and section 3.3 has already highlighted research from schools that have specifically taken a whole school approach to global learning, and the evidence of increased impact (see Hunt, 2012; Sebba and Robinson, 2010; Nicholas *et al.*, 2010; Sizmur *et al.*, 2011; Clarke and Carter, 2010; Ofsted, 2006). However there are other studies that demonstrate the impact of global learning more broadly. These include the following:

- Bourn and Hunt (2011) and Edge *et al.* (2009) provide anecdotal evidence from teachers on the impact of global learning in schools through a variety of qualitative means, including telephone interviews, interviews, focus groups and activities with students.
- There have been impact studies on specific global learning initiatives. For example, Barker (2013) identified impact in a set of case study schools by analysing student responses to a set of questions asked before and after a global learning intervention, while Coe (2007) provides an account of change in a school following a global citizenship initiative funded through Oxfam's Aiming High grant and a Development Education Centre intervention.
- Lowe (2008) describes the use of audit activities to review attitudinal changes in pupils before and after a school focus on global citizenship. The study uses baseline data and impact data collected from the same pupils at various points of time in six schools. It shows some evidence of change in pupils' attitudes in four of the six schools.
- Miller *et al.* (2012) investigate the impact of the A-level in Development Studies on pupils' perceptions of international development and poverty through questionnaires with teachers and pupils and semi-structured interviews with

teachers. The A-level was seen to support pupils' learning, particularly in relation to knowledge, and had some impact on their future plans.

These studies add to the range of available evidence, but there are limits to what they can tell us. Some don't have baseline evidence but rely on the perceptions of respondents to a series of questions about impact (for example, Hunt, 2012; Bourn and Hunt, 2011; Edge *et al.*, 2009); analysis of personal responses as the means to identify impact (Hunt, 2012) might not capture the nuances of impact across individuals and spaces. Moreover, measuring impact on any scale has tended to be difficult, because initiatives have often been within a limited number of schools (for example, Lowe, 2008; Coe, 2007).

6.4 Measuring impact on the GLP

The GLP aims to measure the impact of global learning against the whole school criteria included in the Whole School Framework – and this is one important reason why the framework was designed to be outcome-related (rather than output-related). This allows evidence of impact for individual schools and quantitative analysis based on the drawing together and collation of this school-based evidence. It aims to identify impact across the whole school after a period of engagement on the GLP, but does not look at the direct impact on pupils' learning, which is the function of the separate GLP Pupil Assessment Tool.⁸

In order to measure impact on the GLP, baseline data is collected as schools complete the Whole School Audit for a first time and impact data is revealed as they revisit the audit after a period of intervention (four school terms), as differences in responses may then be noted. Resubmission of the Whole School Audit after a period of time allows schools to see how they progressed against the Whole School Framework. The aim is for schools to move from 'early' to 'developing', from 'developing' to 'embedded' and, if 'embedded', to try to disseminate their knowledge and experiences to others. Table 5 provides an example of responses that a school retaking its original audit (i.e. Table 3) after a four-term intervention period might produce. Teachers are able to see the differences between the two summary Tables (3 and 5) to identify impact. They also receive a new Action Plan, which is adapted to their new status.

⁸ See <http://globaldimension.org.uk/glp/research/pupil-testing-facility>

Table 5: GLP Summary of audit responses – gauging impact

Whole School Audit Question	Whole School Framework Criteria	Criteria explanation	Early	Developing	Embedded
6	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas			✓
7	P2	Pupils develop high-quality learning skills through global learning		✓	
8	P2	Pupils develop high-quality learning skills through global learning, <i>supporting their literacy, numeracy and communication</i>			✓
9	P3	Pupils are better prepared for transition through global learning activities		✓	
10	P3	Pupils are better prepared for work through global learning activities			✓

While the tool allows schools to map impact across the whole school it remains to be seen the scale of change across the whole school within the four terms engagement. The main focus of inputs on the GLP is with teachers through CPD training, twilight sessions, programme resources and Expert Centre networks. The assumption the GLP is testing is that the programme's immediate outcome (effective teacher training to deliver global learning) can affect changes to global learning across the school as measured against the Whole School Framework. This is important to know because it relies on the assumption that teachers who are more confident and able in global learning will enact change in the school. It is important that evidence collected via the Whole School Audit is supplemented by a programme of qualitative research in schools to explore how this focus on teachers influences whole school journeys, as well as by school-level data collection via Expert Centre networks. It may be the case that further impact is seen outside the four term of intervention and the GLP will encourage schools to revisit the audit again, where possible.

Quantitative information about how participating schools have progressed through the programme will be collected on a scale that has not been seen before in global learning. In addition to seeing how schools progress against the Whole School Framework criteria, impact analysis will allow researchers to look at other questions, which might include the change in schools' motivations for global learning; whether some schools progress differently and the reasons for this; how other school-based factors (intake of students, Ofsted ratings, etc.) influence

impact; and how engagement in different activities might encourage different impacts. The need to collect data at scale is another reason for providing the audit and action plan as online tools, to allow easy data collection from up to 10,000 schools across the life of the programme as well as ease of use by schools.

7

Concluding remarks

This paper offers an account of an approach to mapping, identifying change and evidencing impact in relation to global learning. As such it is a descriptive account of the processes involved and provides literature to support the discussion. It serves as a document of the thinking behind the whole school approach to global learning adopted on the Global Learning Programme and a reference to the upcoming papers that will present data collected through this approach. It is hoped that researchers and practitioners will take forward ideas presented in this paper, to further develop our understanding of global learning and how we measure it.

The discussion here relates to whole school approaches to global learning within the GLP – the programme, and has a number of potentially important implications.

First, for an initiative such as global learning, the concept of a whole school approach is important. While the whole school approach within the GLP was necessitated, to some degree, by the wish of its funder, the discussion in this paper has highlighted how global learning approaches mirror those taken to many other whole school initiatives and are therefore entirely appropriate. The paper also suggests that global learning is more effective when delivered in this way. Therefore, while the whole school approach is clearly a cornerstone for the GLP in England, it is suggested that the same principles would apply similarly to other jurisdictions. So, if whole school approaches to global learning are not already being actively explored outside England, doing so might be beneficial. Evidence coming from the GLP will help with this process as more comprehensive impact data and learning on whole school approaches is generated.

Second, while there are clearly common elements to the idea of a whole school approach used not just within global learning, but also in other initiatives (citizenship, behaviour, etc.), the concept of a whole school approach to any of these initiatives would benefit from more comprehensive and rigorous academic study. As yet the literature and evidence into what exactly 'whole school' approaches mean and why they matter is thin, yet (certainly in the English context) the use of the term itself and the range of initiatives that talk about taking a whole school approach are widespread. Better definition and improved understanding of what supports whole school implementation, as well as how such initiatives may overlap and reinforce one another, would be of benefit to a range of initiatives. Again, it is hoped and anticipated that learning coming from the GLP will support this process.

Third, as a national programme, which has from its outset deliberately set out to structurally generate data on its impact as well as support whole school approaches, the GLP may offer learning for other programmes that promote whole school approaches to their study. The GLP's use of a holistic framework that clearly illustrates to teachers and school-leaders the progression of outcomes from a whole school approach, links to an online review process (Whole School Audit), and has an auto-generated action plan (Action Plan) is a structure that could be replicated in other such programmes. These tools both generate data and learning for the programme itself, and also help teachers to understand and use the concept of whole school approaches to global learning more rigorously and effectively.

Fourth, the paper illustrates the importance of a focus on impact within global learning. While the discussion here has, to some degree, been limited to considering impact within a particular (whole school) approach, it has highlighted the lack of general evidence related to the impact of global learning in academic literature and, perhaps more importantly, raises the question of what sort of evidence is being collected. To date, the evidence of impact being generated by global learning programmes has often focused on its impact on 'global' outcomes (as dictated by funder needs) – including, for example, young people's understanding of global issues or actions taken about global poverty. However, if global learning is to become a systemic part of the educational system in England or anywhere else, comprehensive evidence is required on the impact of global learning on 'educational' outcomes, including pupil skills development, academic engagement and, if possible, attainment.

Last, and related to the previous point, the discussion in this paper raises the issue of how programmes designed to engage teachers and whole schools can evidence causative impact on the final 'target' audience: the pupils. This applies not just to global learning but any educational intervention at this level, given the range of factors which determine outcomes on pupils, not least the complexity of the learning process itself and what may influence it, both in and out of school. While the GLP programme has created a set of comprehensive tools that will collect data on global learning in the English context on an unprecedented scale, they do not in themselves offer an easy answer to this problem. The GLP research team will be examining this question through the life of the programme.

In documenting and discussing the processes through which the GLP has developed its approach to supporting and measuring a whole school approach to global learning, this paper has offered not just a range of tools that other organisations promoting global learning can learn from, but also a range of important questions to guide further research and learning in this and related fields, both in England and beyond.

References

- Allum, L., Lowe, B. and Robinson, L. (2010) *Are We Nearly There?: A self-evaluation framework for global citizenship*. Reading: RISC.
- Arthur, J. and Wright, D. (2001) *Teaching Citizenship in Secondary Schools*. London: David Fulton Publishers Ltd.
- Asbrand, B and Lang-Wojtasik, G. (2003) 'Practical tools for evaluating global education'. In O'Loughlin, E and Wegimont, L (eds) *Learning for a Global Society*. London: Gene, 74–5.
- Barker, L. (2013) *The World Came to my School Today*. Project Evaluation Report. Nottingham: MUNDI Global Education Centre.
- Bourn, D. (2013) *Development education and contribution to alleviating global poverty*. Unpublished draft paper. Development Education Research Centre, Institute of Education.
- Bourn, D. (2014) *The Theory and Practice of Global Learning: A think-piece for the Global Learning Programme*. DERC Research Paper no. 11. London: Institute of Education.
- Bourn, D and Hunt, F. (2011) *Global Dimension in Secondary Schools*. DERC Research Paper no. 1. London: Institute of Education.
- British Council (n.d.) International School Award. London: British Council.
- Brown, D. (2000) 'Implementing citizenship education in a primary school'. In Osler, A. (ed.) *Citizenship and Democracy in Schools: Diversity, identity, equality*. Stoke-on-Trent: Trentham Books.
- Cefai, C., Cooper, P and Vella, R. (2013) 'A whole-school approach to positive behaviour in a girls' secondary school'. *International Journal of Inclusive Education*, 17, 700–13.
- Citizenship Foundation (2002) *School-wide approaches to Citizenship Education*. London: Citizenship Foundation.
- Clarke, D and Carter, S. (2010) *Evaluation of the Global Schools Award*. Hull: Yorkshire and Humber Global Schools Association.
- Coe, J. (2007) *Aiming High through Education for Global Citizenship*. Oxfam-funded project. Oxford: Oxfam and Cheshire DEC.

Cowne, E. (2008) *The SENCO Handbook: Working within a whole-school approach*. London: David Fulton Books.

DECSY (Development Education Centre South Yorkshire) (2009) *SEAL and the Global Dimension*. Online. <http://www.sealgd.org.uk/> (accessed 23 January 2015).

Department for Education and Schools (2005) *Developing the Global Dimension in the School Curriculum*. London: DFES.

DFID (2011) 'Effective Practice Report: How should development education be conducted in schools in England?' Unpublished project document. London: DFID.

Dominy, G., Goel, R., Larkins, S. and Pring, H. (2011) *Review of Using Aid Funds in the UK to Promote Awareness of Global Poverty*. London: COI.

Edge, K., Khamsi, K. and Bourn, D. (2009) *Exploring the Global Dimension in Secondary Schools*. London: Institute of Education.

GLP (2013) *Global Learning Pupil Outcomes*. London: GLP.

Hargreaves, L.G. (2008) 'The whole-school approach to education for sustainable development: From pilot projects to systemic change'. *Policy and Practice: A Development Education Review*, 6.

HEC Global Learning Centre (2011) *How Global is your School?* Online: <http://www.globallearninglondon.org.uk/how-global-is-your-school> (accessed 23 January 2015).

Henderson, K and Tilbury, D. (2004) *Whole-school Approaches to Sustainability: An international review of sustainable school programs*. Canberra: Australian Research Institute in Education for Sustainability.

Hunt, F. (2012) *Global Learning in Primary Schools in England: Practices and impacts*. DERC Research Paper no. 9. London: Institute of Education.

IDEA (Irish Development Education Association) (2011) *Paper on Quality and Measuring the Impact of Development Education*. Dublin: IDEA.

Kidron, Y. and Darwin, M.J.D. (2007) 'A systematic review of whole school improvement models'. *Journal of Education for Students Placed at Risk (JESPAR)*, 12, 9–35.

Leeds DEC (n.d.) *Educating for a Global Future*. Leeds: Leeds Development Education Centre.

Lowe, B. (2008) 'Embedding global citizenship in primary and secondary schools: Developing a methodology for measuring attitudinal change'. *International Journal of Development Education and Global Learning*, 1: 59–64.

Lowe, B., Robinson, L. and Allum, L. (2008) *How do we Know it's Working?* Reading: RISC.

Miller, G., Bowes, E., Bourn, D. and Castro, J.M. (2012) *Learning About Development at A-Level: A study of the impact of the World Development A-level on young people's understanding of international development*. DERC Research Paper no. 7. London: Institute of Education.

Nicholas, J., Pollard, M., Smith, R. and Thomas, S. (2010) *Assessing the International Dimension in Education in Schools in Wales: Phase II*. London: NFER.

Ofsted (2006) *Evaluating Internationalism in Schools*. London: Ofsted.

Ofsted (2014) *Framework for School Inspections*. Manchester: Ofsted.

Oxfam Education (n.d.) *Global Citizenship in the Whole School. Getting started – a global citizenship audit*. London: Oxfam Education.

Oxfam Education (2006) *Education for Global Citizenship: A guide for schools*. London: Oxfam GB.

Oxfam Education (2013) *Whole School*. Online. <http://www.oxfam.org.uk/education/whole-school> (accessed 23 January 2015).

Potter, J. (2002) *Active Citizenship in Schools: A good-practice guide to developing a whole-school policy*. London: Kogan Page Ltd.

Qualifications and Curriculum Authority (2006) *Respect for All Audit Tool*. Coventry: QCA.

RISC (2009) *Global Education*. Online. <http://www.risc.org.uk/education/> (accessed 23 January 2015).

Rogers, B. (2007) *Behaviour Management: A whole-school approach*. London: Sage Publications.

Sebba, J. and Robinson, C. (2010) *Evaluation of UNICEF UK's Rights Respecting Schools Award*. London: UNICEF UK.

Sizmur, J., Brzyska, B., Cooper, L., Morrison, J., Wilkinson, K. and Kerr, D. (2011) *Global School Partnerships Programme: Impact evaluation report*. Slough: NFER.

Storrs, G. (2010) 'Evaluation in development education: Crossing borders'. *Policy and Practice: A Development Education Review*, 11, 7–21.

Tanswell, Z. (2011) *Is it Possible to Change People's Behaviours and Attitudes through Global Learning?* Hertfordshire: University of Hertfordshire.

UNICEF (2013) *Rights Respecting Schools Award Standards*. London: UNICEF.

Verulam Associates (2009) *Review of DFID's Work to Build Support for Development through the Development Awareness Fund and the Mini Grants Programme*. Abingdon: Verulam Associates.

Wyn, J., Cahill, H., Holdsworth, R., Rowling, L. and Carson, S. (2000) 'MindMatters, a whole-school approach promoting mental health and wellbeing'. *Australian and New Zealand Journal of Psychiatry*, 34, 594–601.

Yorkshire and Humber Global Schools Association (2010) *YHGSA – Benchmarks for the Global Dimension in Education*. Hull: YHGSA.

Yorkshire and Humber Global Schools Association (2014) *Global Schools Award*. Online. <http://www.yhgsa.org.uk/cd-global-schools-award.php> (accessed 23 January 2015).

Appendix: The GLP Whole School Framework

- The Whole School Framework on the GLP website omits the ‘beginner’ category and merges beginner and early responses into ‘early’.
- *Definitions:* ‘No/few’ means 0–10% of pupils/staff; ‘Some’ means 10–50% of pupils/staff; ‘Many’ means 50–75% of pupils/staff; ‘Most’ means 75–95% of pupils/staff; ‘All’ means 95–100% of pupils/staff.
- Words in bold refer to areas supporting Ofsted’s spiritual, moral, social and cultural outcomes.

Pupil achievement

Criteria	Beginner	Early	Developing	Embedded
P1: Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas.	No/few pupils know about global themes.	Some pupils know about some key global knowledge themes through work in one or two curriculum areas.	Most pupils understand some key global knowledge themes, and some have begun to explore the complexity of a few. They can link these themes to a range of topics in a number of curriculum areas.	All pupils know about a range of global knowledge themes, and some understand the complexity of a number of them. They can see the links and relevance to a range of topics they are learning in a number of curriculum areas. Many pupils have taken steps to extend their global knowledge further.
P2: Pupils develop high-quality learning skills through global learning, supporting their literacy, numeracy and communication.	No/few pupils develop learning skills through global learning activities.	Some pupils develop learning skills through global learning activities in one or two subjects.	Most pupils develop learning skills through global learning activities. Some of these activities are led by pupils or groups of pupils. Some pupils use global learning activities to develop literacy, numeracy and communication skills.	All pupils develop learning skills through global learning activities, and use these skills to engage their peers. Many of these activities are led by pupils or groups of pupils, developing their social skills . Many pupils use global learning activities to develop literacy, numeracy and communication skills.
P3: Pupils are better prepared for transition and work through global learning activities.	Global learning activities support no/few pupils working with older pupils in secondary schools, and/or understanding work related to global development.	Global learning activities support some pupils working with older pupils in secondary schools, and/or understanding work related to global development.	Global learning activities support many pupils working with older pupils in secondary schools, and/or understanding work related to global development.	Global learning activities support most pupils working with older pupils in secondary schools, or understanding more about work related to global development. These activities are planned and structured, drawing on outside speakers/stimuli.

Teachers' practice

Criteria	Beginner	Early	Developing	Embedded
T1: Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development.	No teachers are confident in their global knowledge or use pedagogic approaches to support critical thinking, ethical enquiry or developing multiple perspectives.	One or two teachers are confident in their global knowledge, and/ or use pedagogical approaches supporting critical thinking, ethical enquiry or developing multiple perspectives.	A number of teachers in the school are confident in their global knowledge, and one or two use pedagogical approaches such as critical thinking, ethical enquiry or developing multiple perspectives. They have used these skills to support colleagues.	A number of teachers in the school are confident in their global knowledge, with one or two having a high level of expertise. A number of teachers use pedagogical approaches such as critical thinking, ethical enquiry or developing multiple perspectives , with one or two having expertise in them. Expert-staff regularly support colleagues in their school and in other schools.
T2: Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities.	No teachers understand active global citizenship for pupils and do not do work in this area.	At least one teacher understands active global citizenship, and pupils have had one opportunity to participate in active citizenship about a global issue.	A number of teachers understand active global citizenship. Most pupils have had the opportunity to participate in active citizenship about a global issue in lessons or extra-curricular activities. Some pupils have led activities and a variety of responses are considered.	Most teachers understand active global citizenship, with at least one having expertise in this area, which is used to support colleagues. All pupils have had the opportunity to participate in active citizenship about a global issue through curricular and extra-curricular activities. Many pupils lead activities and a variety of responses are considered and acted upon across the school.
T3: Teachers use effective cross-curricular planning skills to provide coherent global learning experiences.	No teachers deliver global learning activities across subjects in a cross-curricular way.	Some teachers have delivered at least one global learning activity in a cross-curricular way.	Some teachers have delivered more than one global learning activity in a cross-curricular way, with jointly-agreed outcomes.	Many teachers regularly deliver global learning activities in a cross-curricular way, including extra-curricular opportunities, with jointly agreed outcomes. At least one teacher has used their well-developed planning skills to support global curriculum development by other teachers in their own and other schools.

Behaviour and relationships

Criteria	Beginner	Early	Developing	Embedded
B1: Global learning assists values development across the school community, supporting positive relationships.	No/few pupils develop their values through global learning activities within or outside of lessons.	Some pupils develop their values through global learning activities within or outside of lessons.	Many pupils develop their values through global learning activities within and outside of lessons, and can relate this to their relationships and behaviour in school and beyond.	All staff and pupils develop their values through global learning activities within and outside of lessons, connected to the wider school purpose. Pupils can relate this to their relationships and behaviour in school, and demonstrate this through participating in local, national and global communities .
B2: Global learning supports positive attitudes towards diversity and difference.	No/few pupils develop positive attitudes towards diversity and cultural difference through global learning activities within or outside of lessons.	Some pupils develop positive attitudes towards diversity and cultural difference through global learning activities within or outside of lessons.	Many pupils develop positive attitudes towards diversity and cultural difference through global learning activities within and outside of lessons. At least one teacher has expertise in facilitating this successfully, and supports colleagues.	Most pupils develop positive attitudes towards diversity and cultural difference through global learning activities within and outside of lessons, including the use of consistent terminology, and exploring language images or texts. Some staff have expertise in facilitating this successfully, and regularly support colleagues, including staff in other schools.
B3: Pupil voice is developed across the school through global learning activities.	No pupils are involved with the planning and running of global activities in the school.	Some pupils are involved with the planning and running of global learning activities across the school.	Many pupils are involved with the planning and running of global learning activities across the school. This includes opportunities for reflection and evaluation of success.	Many pupils are involved with the planning and running of global learning activities across the school. This includes working with senior staff to support the school vision, with structures allowing all pupils views to be considered. Pupils have opportunities for reflection and evaluation of success.

Leadership and community

Criteria	Beginner	Early	Developing	Embedded
L1: School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world.	The school vision does not relate to the development of global learning pupil outcomes .	The school vision supports the development of global learning pupil outcomes . This vision is communicated to staff and pupils.	The school vision supports the development of global learning pupil outcomes . This vision is communicated to staff, pupils and parents. The school plans activities across the school to achieve this vision.	The school vision supports the development of global learning pupil outcomes . This vision is regularly communicated to staff, pupils and parents, and is visible in the school environment. The school plans activities across the school to achieve this vision, and school leaders evaluate progress to inform future planning.
L2: Global learning helps to create a rich and rewarding professional development programme.	No staff have participated in activities to develop their confidence in using global learning activities and/or pedagogical approaches.	Some staff have participated in activities to develop their confidence using global learning, and/or relevant pedagogical approaches.	All staff have participated in activities to develop their confidence using global learning, and/or relevant pedagogical approaches. At least one member of staff has the confidence and ability to lead other staff in this process. Some staff have tried these techniques.	All staff have participated in activities to develop their confidence using global activities and/or pedagogical approaches. Many staff have tried using them, with progress reviewed and teachers critically reflecting on their practice. At least one member of staff has the confidence and ability to lead other staff in this process, and they have supported colleagues in other schools.
L3: Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.	Global learning activities do not support pupils working with parents, community groups or external organisations at local, national or international levels .	Global learning activities support some pupils working with parents, community groups or external organisations .	Global learning activities support many pupils working with parents, community groups or external organisations. This includes the community at local, national or global levels . Activities have increased understanding of heritage and identity in some pupils.	A wide variety of participatory global learning activities regularly support pupils and staff working with a range of parents, community groups and external organisations. This includes the community at local, national and global levels . Activities have led to increased understanding of heritage and identity in most pupils and staff.

About the Development Education Research Centre

The Development Education Research Centre (DERC) is the UK's leading research centre for development education and global learning. DERC conducts research on development education and global learning, runs a Masters' Degree course, supervises doctoral students and produces a range of reports, academic articles and books. DERC is located within the UCL Institute of Education. For further information go to: www.ioe.ac.uk/derc

About the Global Learning Programme

The Global Learning Programme (GLP) in England is an initiative aimed at supporting the teaching and learning of global learning in schools at Key Stage 2 and Key Stage 3. It is a five-year programme funded by the UK government and run by a consortium of organisations with a history of involvement in development education and global learning. For further information on the Global Learning Programme go to: www.glp-e.org.uk

About Oxfam

Oxfam is a global movement of people who share the belief that, in a world rich in resources, poverty isn't inevitable. It's an injustice which can, and must, be overcome. Oxfam Education works to empower young people to be active global citizens. We promote education that helps young people understand the global issues that affect their lives and take action towards a more just and sustainable world. We provide support to help young people think critically and take informed action. Oxfam Education also offers hundreds of free online resources, lesson plans, teaching ideas, and support and guidance for education practitioners.

About the authors

Frances Hunt is Research Officer in the Development Education Research Centre (DERC) at the UCL Institute of Education and Lead Researcher on the Global Learning Programme in England. Her role includes analysing data generated from the Whole School Audit and Pupil Assessment Tool as well as carrying out qualitative research with schools. Fran was lead researcher on the Global Dimension in Initial Teacher Education DAF project and compiles the Development Education Digest. Previously Fran worked as Research Fellow at the University of Sussex in Consortium for Research on Educational Access, Transitions and Equity (CREATE). Her DPhil is on schooling citizens in South Africa.

Richard P. King works as the National Education Strategy Advisor for the Oxfam Education team where his work is focused on developing national projects promoting global citizenship for UK schools, including Oxfam's involvement in the Global Learning Programme for England. He has worked for Oxfam for over four years, and has expertise in curriculum design, resource development, teacher training and supporting whole school approaches to global citizenship. Previous to Oxfam Richard was a secondary science teacher for nine years in North London, which included being the Head of Physics for six years and Head of Enriched Curriculum for three years. He also has an MSc in Development Studies from the School of Oriental and African Studies, and has spent time working in education overseas.

The UCL Institute of Education is a world-leading school for education and social science. Founded in 1902, the institute currently has over 7,000 students and 1,000 staff making up an intellectually-rich learning community. In the 2014 QS World University Rankings, the UCL Institute of Education was ranked number one for education worldwide.

Development Education Research Centre
UCL Institute of Education
36 Gordon Square
London WC1H 0PD