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Global Learning in England: Baseline analysis of the Global Learning Programme Whole School Audit 2013–14

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Global Learning programme

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Executive Summary

The GLP-E is an initiative aimed at supporting the teaching and learning of global learning in schools in England at Key Stage 2 and Key Stage 3. It is a five-year national programme of support to schools to enhance their provision of global learning. Specifically, the GLP-E works with teachers to enhance their confidence and ability to provide whole school support to global learning across their institutions. The GLP-E has a strong emphasis on research and evaluation, in particular using research evidence to support the development of better practice in the programme.

The Whole School Audit (WSA) is an online data-gathering tool that respondents in participating schools complete after registering onto the GLP-E. This paper presents findings from the baseline analysis of WSA submissions for schools joining the GLP-E between June 2013 and February 2014. Specifically, the paper responds to four key questions:

1. Which schools are signing up for the GLP-E?

2. Why are schools signing up for the GLP-E?

3. What global learning activities are schools signing up to the GLP-E already involved in?

4. What are levels of global learning in schools signing up to the GLP-E?

   The WSA asks a range of questions that directly link to the GLP Whole School Framework criteria, where respondents indicate which response best relates to their school. Their responses identify the school as 'beginner', 'early', 'developing' or 'embedded' [1] in global learning in the various Whole School Framework criteria. Overall, the WSA asks respondents questions about:

- Why their school engages and/or wants to engage with global learning

- Other global learning activities the school is involved in and links with other organisations that support global learning

- Pupils' knowledge and skills in relation to global learning

- Teachers' knowledge and confidence in relation to global learning

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1 For example, a beginner response generally relates to a school doing very little or no global learning against that criterion; early indicates a little global learning; a developing response shows evidence of global learning practices and an embedded response shows evidence of widespread global learning against that criterion. The Whole School Framework and Hunt and King (2015) provide more detail.

- How teachers incorporate global learning into teaching and learning and specific curriculum areas

- Values and relationships within the school

- Global learning CPD support staff have undertaken

- Leadership and school vision in relation to global learning

- The school's links with external organisations.

Registration onto the GLP involves schools providing basic contact details and choosing a co-ordinator in order to register for the programme. Once registered schools are encouraged to complete the Whole School Audit (which is mandatory for Expert Centres). In this research 953 schools had initially registered onto the programme by February 2014, which allowed us to analyse school information against national datasets. The Whole School Audit was subsequently completed by 563 schools, which gives us insight into global learning practices within the schools. The data was analysed using SPSS.

The data gives a picture of global learning across whole schools and provides important evidence for the GLP and researchers more generally. The data shows:

A range of schools sign up for the GLP-E: Schools are signing up across England, with higher proportions of schools in the South West, the North West and West Midlands. 4% of English primary schools are registered and 5% of secondary schools.

Schools registered onto the GLP have fewer children on free school meals compared to national averages, fewer children with English as an Additional Language, and slightly fewer children with special educational needs statements compared to national averages.

Schools registered onto the GLP-E have slightly better Ofsted ratings than national averages and higher attainment data than national averages in KS2 SATs and GCSEs.

Schools want to engage in global learning for a number of reasons: The most prominent reasons respondents give for wanting to participate in global learning are to: develop pupils' active citizenship, responsibility and voice; develop pupils' interest in other countries and cultures; and develop pupils' values.

Many schools signing up for the GLP-E are already engaged in global learning activities: Many have worked on global learning previously, but almost

40% of respondents identify their school as not explicitly working on global learning.

Many schools have received some training on a global issue, and some have previously worked with Development Education Centres or NGOs.

Schools have different levels of engagement with global learning: Expert Centres engage in more global learning across the whole school than Partner Schools, and secondary schools more than primary schools.

The most prominent response in most Whole School Framework (WSF) categories is for respondents to identify the school at 'early' level. Over 50% of respondents place schools at early level for:

● Pupils developing their understanding of global knowledge themes through a range of subjects and topic areas;

● Pupils developing high-quality learning skills through global learning, supporting their literacy, numeracy and communication;

● Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.

● The school curriculum supporting global learning

There are certain categories where global learning is more evident in schools. These include: teachers' knowledge of global themes; their use of pedagogic approaches that support global learning; their use of cross-curricular approaches to support global learning; and the extent to which schools support positive attitudes to diversity and cultural difference.

There are some categories where global learning is less evident in schools. These areas include: pupils planning and running global learning activities; schools using global learning to enhance transitions from primary to secondary school; staff support and development across the school; and using global learning to enhance relations with parents, local community and external organisations.

Geography is the main curriculum area where global learning is present in schools, with History, RE and PSHE also having strong representations. There is less evidence of global learning integrating into English, Maths and Science.

The data presented is an initial baseline analysis of the WSA for the GLP. Analysis in coming months will produce further evidence of global learning in our schools as initial registration onto the programme increases and impact data becomes available.

1 Introduction

Global learning is an approach to learning that is adopted within schools to support pupils' learning about and engaging with global perspectives. Global learning encourages the development of knowledge of global issues, skills related to active, critical citizenship and values supporting co-operation and justice. Within a global learning environment, pupils might learn about the causes and effects of global poverty, be encouraged to challenge media portrayals of underdevelopment, and identify ways their lives may be interlinked with others overseas. There is a range of approaches and ways schools get involved in global learning, but all schools address it in some way. Some schools may include teaching and learning about global issues in one or two curriculum areas, others actively integrate global elements across the whole school, often engaging with an external organisation or programme that supports their global learning journey. This paper is a product of one of those external programmes, the Global Learning Programme in England (GLP-E).

The GLP-E is an initiative aimed at supporting the teaching and learning of global learning in schools in England at Key Stage 2 (pupils aged 7–11) and Key Stage 3 (pupils aged 11–14). It is a five-year programme funded through the UK Government and run by a consortium of organisations with a history of involvement in education and global learning[2]. A fundamental part of the GLP-E is encouraging schools to take a whole school approach to global learning, which means global activities across multiple areas of the school, involving a range of stakeholders. Data gathered on the GLP-E reflects this whole school approach.

The GLP-E has a strong emphasis on research and evaluation, in particular using research evidence to support better practice in the GLP-E in England and elsewhere. The Whole School Audit (WSA) is an online data-gathering tool that respondents in participating schools complete as part of their registration onto the GLP-E. The aim of this paper is to present findings from the analysis of WSA submissions for schools joining the GLP-E between June 2013 and February 2014. Specifically, the paper responds to four key questions:

1. Which schools are signing up for the GLP-E?

2. Why are schools signing up for the GLP-E?

3. What global learning activities are schools signing up to the GLP-E already involved in?

4. What are levels of global learning in schools signing up to the GLP-E?

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

The paper presents baseline data from which schools are looking to progress as they engage with global learning through the GLP-E. While specific to the GLP-E, the findings provide wider snapshot evidence of the state and nature of global learning in England. It is the first of a series of studies via the GLP-E that attempts to map global learning across schools and highlights a range of issues that will be explored in more detail through the GLP-E.

The focus of this paper is on the presentation of data collected through the WSA, with literature referenced where relevant[3]. The paper begins with a short piece of contextual information about the GLP-E and what is currently known about global learning practices in schools. An overview of data collection tools and analysis is provided in the methods section. The data analysis sections address the four research questions, and the paper finishes with a discussion and conclusion section.

3 The paper is co-authored by Fran Hunt and Olga Cara. Fran was responsible for designing the research tools, writing the text and presenting the data within the text. All references to 'I' in the text come from Fran. Olga Cara carried out the data analysis in SPSS, including analysing the data against other datasets.

2 ▸ Background to the Global Learning Programme England (GLP-E)

The Global Learning Programme is a national programme of support to schools to enhance their provision of global learning. Specifically, the GLP-E works with teachers to enhance their confidence and ability to provide whole school support to global learning across their institutions. The ambition of the GLP is to work with 10,700 schools across England at KS2 and KS3. The core aims of the GLP are to:

- help young people to 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-E promotes the embedding of global learning through a national network of registered schools. The idea behind this model is that schools with experience and expertise in global learning (Expert Centres) are best placed to support the development of other schools in their local area (GLP Partner Schools). Expert Centres lead networks of up to 23 Partner Schools and run a series of training events, twilight sessions and meetings for their network groups. Expert Centre networks are supported by GLP Local Advisors and National Leaders. The GLP-E also provides a range of resources, such as curriculum frameworks, subject guidance, CPD support and a personalised action plan for each school. The GLP-E works alongside other programmes and providers and is designed to complement existing global learning provision.

Each school that signs up for the GLP allocates a lead practitioner/co-ordinator to lead the programme in their school. The main emphasis of the GLP-E is on supporting teachers to develop knowledge and confidence in global learning, so they in turn make changes to teaching and learning across their schools (Global Learning Programme, 2015).

To this end, the GLP-E advocates a whole school approach to global learning. Hunt and King (2015) outline the reasons why a whole school approach is appropriate for global learning and how this relates to the GLP-E. Specifically, they suggest a whole school approach to global learning is suitable because global learning does not fit into one specific curricular area, rather it works best when it is practiced in multiple areas of a school, involving a range of stakeholders.

The GLP-E has various mechanisms to support and evidence a whole school approach to global learning. The GLP Whole School Framework (Global Learning Programme, 2013) provides the criteria on which the GLP-E's whole school approach to global learning is based (see Appendix 1: GLP Whole School Framework). The GLP Whole School Audit is an online audit tool that schools complete after registering onto the programme. The questions directly reflect the GLP Whole School Framework criteria and a school's responses to the audit tells them how well embedded global learning is against the criteria of the Whole School Framework. For further information about the development of these tools and their context see Hunt and King (2015).

After schools are involved in the GLP-E for four school terms (approx. 18 months) they are asked to resubmit their Whole School Audit to see whether there have been any changes in responses against the criteria. This second audit submission should identify impact from the programme. The paper here presents baseline data from which the impact data will be measured.

3 ⯈ Previous research and evidence

This paper adds to the growing evidence on the extent and nature of global learning in schools in England. It draws on the largest available evidence base on global learning to date and as such provides a unique insight into the status of global learning in England, which will be enhanced as more quantitative data and qualitative studies are developed through the GLP-E.

Existing research has often focused on schools or teachers that have experience and expertise in global learning (Bourn, 2014; Bourn and Hunt, 2011; Edge et al., 2009) and we know less about schools that are at earlier stages of engagement. The focus on engaging schools has to some extent been driven by the availability of and access to the sample (Hunt, 2012) and the research questions, which centre on learning from the experiences of these schools (Edge et al., 2009; Bourn, 2014; Bourn and Hunt, 2011). Often related studies have focused on the evaluation of a particular programme or intervention (Coe, 2007; Sizmur et al., 2011; Barker, 2013; Sebba and Robinson, 2010; Trickey and Topping, 2014) or how global learning is developed within particular curriculum areas (Bourn, 2012; Lambert and Morgan, 2011). Many studies are qualitative and small in scale (Blackmore, 2014; Marshall, 2007), offering detailed contextual insight into the school and its engagements with global learning, although others use qualitative approaches to look at global learning across a number of schools (Nicholas et al., 2010). Overall we know less about global learning across a larger range of schools, with Hunt (2012) and Sizmur et al. (2011) being exceptions in England.

These studies offer insight into global learning in schools in relation to the research questions for this study, which will be highlighted where possible and appropriate in analysis sections.

The data presented in this paper is able to fill in some previous gaps in research or extend empirical evidence in the field. Specifically, it provides:

● evidence of global learning across whole schools

● an increased sample to include schools that have not worked extensively in global learning previously (see: Table 5)

● quantitative analysis of global learning across a large number of schools.

What this study lacks is the qualitative insight that gives contextual meaning in to the numbers presented. This lack of qualitative analysis will be addressed in future studies for the GLP-E.

4 ▶ Methods and data collection

4.1 Quantitative methods

In developing the WSA, I focused on quantitative data collection methods. The emphasis on quantitative methods is appropriate given the number of schools involved in the programme. It is also potentially easier (and quicker) for respondents to respond to numerically based questionnaires as opposed to qualitative accounts of their experiences with global learning. Additionally, a large-scale quantitative account of global learning in English schools has not yet been done. Using quantitative methods allows us to see patterns in global learning across a range of schools and allows for comparisons between school types or regions.

While adopting a quantitative approach, I acknowledge my role in developing the WSA[4] data collection tool and my influence on the how the analysis is presented.

> *The questionnaire text (and analysis) is influenced by the researcher's theoretical and social position, substantive interests and biography, even though these elements of researcher identity may be hidden behind the apparent objectivity of the text (Dunne et al., 2005: 46).*

It is with this awareness that I present the data.

Finally, while most of the data collected is quantitative, within the WSA there are also spaces for schools to provide more qualitative insights. Where possible and relevant these have been included within this analysis and provide slightly more contextual insight, albeit on a small scale.

4.2 Whole School Audit (WSA)

Data for this study is generated by schools as they complete the online registration process onto the GLP-E. Schools provide basic details, such as name / location of school and key contact details, in order to register on the programme. This then gives schools access to then complete a Whole School Audit. Schools can complete their WSA at any stage in their engagement with the GLP-E, but are encouraged to do before or just after attending their first twilight session[5] with the Expert Centre network, and again after they have been on the programme for

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4 I developed the WSA text with Richard P. King from Oxfam GB. Richard, myself and John Hopkin from the Geographical Association developed the criteria for the Whole School Framework.
5 Expert Centre Lead Practitioners run eight twilight CPD sessions (or equivalent) with their local network of Partner Schools. These sessions cover the knowledge required to support global learning in the school, access to resources and information about creating change within a school setting.

a period of time. There are various incentives in place for schools to complete their WSA, including access to e-credit funds for continuing professional development and the generation of an individualised action plan for their school.

The WSA asks a range of questions that directly link to the GLP Whole School Framework criteria (see Appendix 1) – where respondents indicate which response best relates to their school. Their responses identify the school as 'beginner', 'early', 'developing' or 'embedded'[6] in global learning in the various criteria. The questions asked that directly relate to the Whole School Framework criteria can be found in Appendix 2, with an explanation of how responses map onto the early, beginner, developing and embedded levels. For further information, Hunt and King (2015) go into more detail about the content, mechanisms and processes of the Whole School Audit and how it works in practice alongside the Whole School Framework.

Overall, the WSA asks respondents questions about:

● Why their school engages and/or wants to engage with global learning

● Other global learning activities the school is involved in and links with other organisations that support global learning

● Pupils' knowledge and skills in relation to global learning

● Teachers' knowledge and confidence in relation to global learning

● How teachers incorporate global learning into teaching and learning and specific curriculum areas

● Values and relationships within the school

● Global learning CPD support staff have undertaken

● Leadership and school vision in relation to global learning

● The school's links with external organisations.

I have previously highlighted some of the caveats of the WSA as a data collection tool, but there are others. Firstly there are no opportunities for respondents to clarify the meaning of the questions included. Indeed:

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6 For example, a beginner response generally relates to a school doing very little or no global learning against that criteria; early indicates a little global learning; a developing response shows evidence of global learning practices and an embedded response shows evidence of widespread global learning against that criteria. The Whole School Framework and Hunt and King (2015) provide more detail.

*The single point of contact with respondents through the questionnaire text
places important emphasis on issues of communication especially in terms of
clarity, transparency and the avoidance of ambiguity (Dunne et al., 2005: 44).*

Partly in order to counter this, the WSA was piloted before 'going live', and
language and assumed meanings of words were reviewed. The WSA as a tool is
being reviewed on an ongoing basis.

The WSA tool doesn't allow for in-depth understanding of the quality of global
learning interventions at school level. Questions refer to how many pupils or
teachers are involved in activities and what pupils and teachers are able to do
as a result of the learning. There is less scope for understanding how well they
understand, teach or engage with global issues.

There is also some feedback from WSA respondents about completing the WSA.
The first quote highlights issues with the GLP Lead Co-ordinator gaining an
overview of global learning across the whole school – this might be particularly
the case where schools are larger and departments more disparate (more likely at
secondary school):

*It is quite difficult to get a whole school picture at this stage. I have asked
heads of departments to reflect on their own areas, and they have responded.
I have tried to integrate their responses into the WSA but as the bulk of global
learning in our school seems to go on in my own subject area I feel that it is not
necessarily a completely balanced audit (Expert Centre, Secondary School).*

The second response highlights issues with how the school has chosen to respond
to questions and therefore 'rate' its status in terms of global learning.

*We have possibly graded ourselves a bit harshly here. As we better understand
the term 'global learning' and engage in it we would expect to see
improvements (Expert Centre, Special School).*

It is evident from this response that there are some difficulties in schools trying to
'grade' themselves. It is likely some respondents will identify their global learning
at different levels from others doing similar work in other schools, and there has
to be some acknowledgement of this. Each response is a perception and the study
builds up evidence from these multiple perceptions. That said, the pilot WSA
review allowed us to trial and moderate responses from a group of schools across
each WSF category. Similarly, the evidence that follows indicates a differentiation
between how Expert Centres and Partner Schools identify global learning within
their schools, which is to be expected, and assumes appropriate differentiation.

4.3 Ethical issues

Ethical issues were considered in this study, particularly in relation to confidentiality, anonymity and informed consent. Participants registering onto the GLP-E are informed that the data gathered via the WSA will be used for research and evaluation purposes, and are given the option to opt-out of the research if they so wish. All names of individuals and schools are guaranteed to be confidential and anonymised. Data is held safely and transferred between project partners in a secure way. The research and evaluation programme has undergone an ethical review within the UCL Institute of Education and the ethics comply with BERA research ethics guidelines (British Educational Research Association, 2011).

4.4 Data analysis

Registration and WSA data from all GLP-E registered schools was captured from the GLP-E website and transferred into Excel by the GLP lead partner, Pearson. Researchers at the UCL Institute of Education are responsible for analysing that data. In the IOE, we cleaned the data in Excel, sorted anomalies where possible, and mapped individual school responses against publicly available national school databases, i.e. the National Pupil Database (Department for Education, 2013) and Ofsted Inspections and Outcomes Database (Ofsted, 2013).

The National Pupil Database (Department for Education, 2013) hosts a comprehensive set of data, which all maintained schools in England have to submit to. It provides school-level evidence on school type, location, school intake, number of pupils on free school meals, ethnicity and special educational needs of pupils. In some cases not all data has been captured, particularly on FSM, ethnicity and SEN status, which has led to gaps to data in Table 2 and Table 4. This might be because not all data is available or due to changes in school type, e.g. a move to academy status.

Ofsted (Ofsted, 2013) provides data on the most recent Ofsted inspection results, but not all GLP-E registered schools are included. There are gaps (see Figure 2) both where schools have recently moved to academy status and have not yet had an inspection, and from independent schools, which do not undergo Ofsted inspections.

The data was then coded and transferred into SPSS. SPSS is a statistical analysis software package which allowed us to carry out a descriptive analysis of data, including cross-tabulations of it against different variables. We then used SPSS to explore the research questions, as highlighted in the analysis section to follow.

4.5 Sample of schools

The GLP-E has a two-part registration process as highlighted above. In part one basic data from the schools allows us to map onto national datasets for schools. In this report 953 schools completed the first part of the registration process evidence from these schools forms the basis of Section 5.

For various reasons, not all schools complete their WSA. By February 2014, 563 schools had completed their audits. The WSA data analysis of these 563 schools forms the basis of analysis for Sections 6, 7 and 8.

In certain instances, reference is made to GLP-E 'targets'. The GLP-E aims to engage with 50% of maintained schools in England, which I calculate to be just over 10,700 schools. This reference to targets is an internal measure for GLP-E partners, so there is less emphasis on it in this paper. Rather the background analysis focuses on analysis against national data where the data is available.

In the next data analysis sections I look at which schools are signing up for the GLP-E (Section 5), why they are signing up (Section 6), what activities schools are already involved in (Section 7) and what the current levels of global learning are in the schools (Section 8). These correspond to the research questions.

5 ▶ Which schools are signing up for the GLP-E?

In this section I look at which schools are signing up for the GLP-E in terms of where schools are located and the type of schools registering. I also look at background data on schools, such as Ofsted inspection and SATs results, as well as data on free school meals, pupils with English as an additional language and special educational needs.

5.1 Regional breakdowns of schools registering on the GLP-E

Schools have signed up to the GLP-E throughout England. Table 1 provides a geographical breakdown of where schools registering for the GLP between September 2013 and 17 February 2014 are located and compares this to overall regional numbers of schools. It shows over 100 schools registered in each of the following: North West, South East, South West and West Midlands.

Table 1: Regional breakdown of schools signed up for the GLP

	Schools in England	Schools registered on the GLP		Schools completed GLP WSA	
	N	N	%	N	%
East Midlands	2,197	67	3	47	2
East of England	2,779	56	2	32	1
London	2,980	96	3	65	2
North East	1,186	23	2	13	1
North West	3,400	160	5	113	3
South East	3,868	134	3	78	2
South West	2,555	195	8	109	4
West Midlands	2,567	124	5	47	2
Yorkshire and the Humber	2,378	98	4	59	2
Total	23,910	953	4	563	2

Figure 1 shows that 8% of schools in the South West are registered with the GLP, while only 2% of schools in the North East and the East of England are.

Figure 1: Percentage of schools in geographical region registering for the GLP-E *(GLP schools, N = 953)*
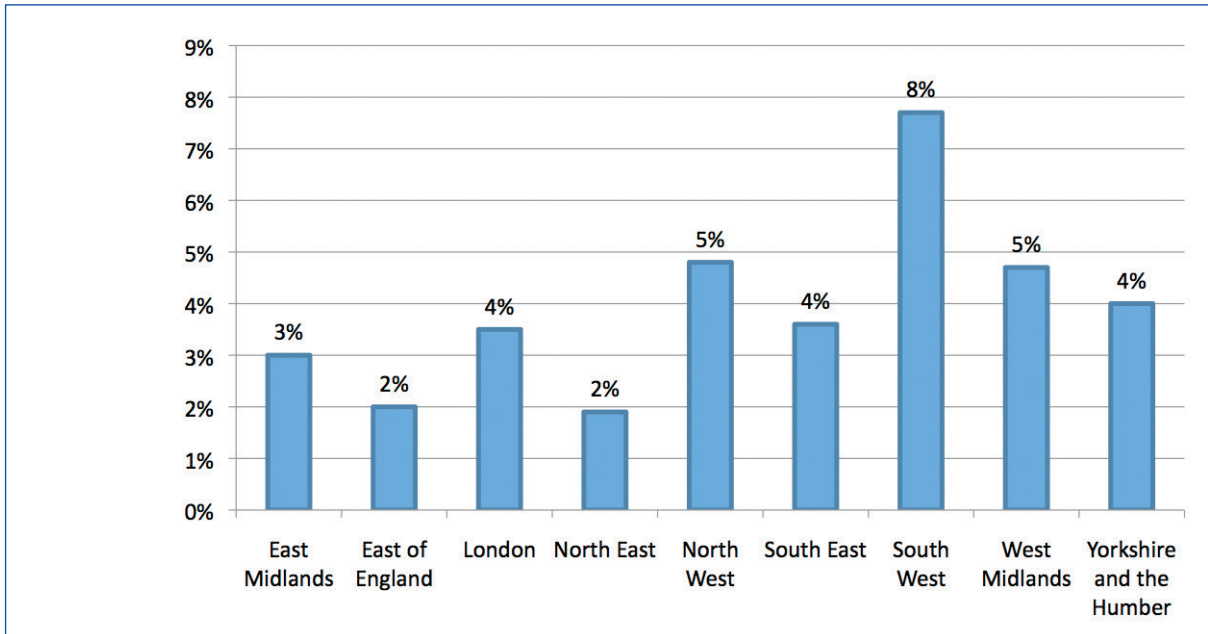
At a local authority level, the local authorities with the highest number of schools registered are Worcestershire (65), Dorset (48), Cornwall (38) and Cumbria (38), and local authorities with the highest % of schools signed up are Torbay (39%), Dorset (24%) and Worcester (24%). In February 2014, 39 out of 152 local authorities had no schools signed up to the GLP.

In terms of reaching GLP targets[7], figures shift slightly when I remove independent and non-maintained special schools from the total breakdown (Hunt and Cara, 2015). This shift is particularly evident at local authority level in certain areas of London and the home-counties, where there are larger numbers of independent schools. In eight local authorities the GLP has registered over 20% of targeted schools (Hunt and Cara, 2015).

There are many reasons why some geographical areas have proportionally more schools registering onto the GLP-E. These might include, for example, the regional location of the GLP-E local advisors, and the pre-existence of global learning and other local networks.

5.2 Types of schools registering on the GLP

Table 2[8] provides information on the school phase of GLP-E registered schools compared to national averages. It shows that 4% of primary schools in England are

7 GLP target schools do not include independent and non-maintained schools.
8 Data numbers for England do not add up to 23,910 as per Table 2 and Table 4 – see Section 4.4 for an explanation of this.

registered on the GLP-E, 5% of secondary schools are and 3% of special schools.

Table 2: Phase of schools registered for GLP-E compared to national

	Schools in England	Schools registered on GLP		Schools completed GLP WSA	
	N	N	%	N	%
Primary	17,493	692	4	409	2
All through[9]	553	6	1	3	1
PRU	371	3	1	2	1
Secondary	3,908	211	5	127	3
Special	1,371	41	3	22	2
Total	23,696	953	4	563	2

Different types of schools[10] are registered on the GLP-E and Table 3 shows the type of establishments registered for the GLP-E compared to national averages. It shows that while overall 4% of schools in England were registered on the GLP-E by February 2014 – 7% of academies are registered, 3% of special schools are and less than 1% of independent schools are registered. The low number of independent schools is not surprising, as this isn't a target group of the GLP-E, also independent schools do not get funding, e.g. through e-credits or Expert Centre grants, if they do register.

Table 3: Type of establishments registered for GLP-E

	Schools in England	Schools registered on the GLP-E		Schools completed GLP WSA	
	N	N	%	N	%
Academy	2,573	181	7	102	4
Community School	10,143	404	4	259	3
Foundation School	910	46	5	27	3
Free School	71	1	1	0	0
Independent School	2,413	7	0	3	0
Other	3	0	0	0	0
Pupil Referral Unit	400	3	1	2	1
Special schools	1,032	41	4	22	2
Voluntary-Aided Schools	3,901	149	4	87	2
Voluntary-Controlled Schools	2,464	121	5	61	2
Total	23,910	953	4	563	2

School type and who the pupils are can be important in terms of how schools register onto the GLP-E and how they integrate global learning. One respondent writes.

9 Includes both primary and secondary phases – these are often special schools
10 See: https://www.gov.uk/types-of-school/overview for further information on school types in England.

*As a hospital school we have to focus on continuity of education … whilst the
global dimension often makes certain lessons very fun and engaging, it is not
something which I think can become a whole-school focus due to each student
having a very personalised curriculum (GLP Partner School).*

5.3 Background statistical data for schools registering on GLP

Table 4 provides background statistical data on schools registered onto the GLP
compared to national averages. It shows that 69% of schools registered onto the
GLP-E have fewer than average children eligible for free school meals compared
to the national average of 60%; 76% of GLP-E schools have fewer than average
children with English as an Additional Language (EAL) compared to national
averages (71%) and 94% of GLP-E schools have fewer than average children
with special educational needs statements compared to national averages (92%).
These indicators are relevant because they provide some social and contextual
information to the sample. Free school meals data, for example, is often used as a
proxy for social disadvantage and EAL data provides some insight into the location
of schools (EAL pupils can be more heavily concentrated in certain urban areas).

**Table 4: Background indicators for schools registering on the GLP compared to national
averages[11]**

	Schools in England		Schools registered on the GLP		Schools completed GLP WSA	
	N	%	N	%	N	%
% of Free School Meals (FSM)						
Schools with below national average numbers of children eligible for FSM (20%)	12,293	60	591	69	351	68
Schools with above national average number of children eligible for FSM	8,153	40	269	31	167	32
% of English as an Additional Language (EAL)						
Below national average (15%)	13,110	71	593	76	352	74
Above national average	5,264	29	187	24	121	26
% of Special Educational Needs (SEN) with statement						
Below national average (8%)	14,428	92	642	94	389	95
Above national average	1,292	8	40	6	22	5

5.4 Ofsted and attainment data for schools registering for the GLP-E

Figure 2 shows schools registered on the GLP-E (927 schools[12]) compared to
national averages. It shows that schools registered onto the GLP-E have slightly

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11 The data was lacking information for some schools – which means not all schools were included.
12 This doesn't include the full number of 953 registered schools as independent schools don't have Ofsted inspections and some
academies haven't yet have Ofsted inspection results.

better Ofsted ratings than national averages, especially in terms of schools identified by Ofsted as 'good' (64% of GLP-E schools, compared to 59% national average). There are comparatively fewer schools identified as requiring improvement or inadequate. This is interesting. It might be the case that schools with better Ofsted ratings have found the time to dedicate to approaches such as global learning and those where Ofsted ratings are not so good are required to spend more time concentrating on the necessary improvements. However, it may be too that adopting global learning can help support the development of the school. There is limited research on how this might be done (Coe, 2007), but Holland[13] and Covell et al. (2011) both explore how global learning might counter the effects of social disadvantage.

Figure 2: % Ofsted data on GLP-E registered schools versus national data *(GLP schools, N = 927)*
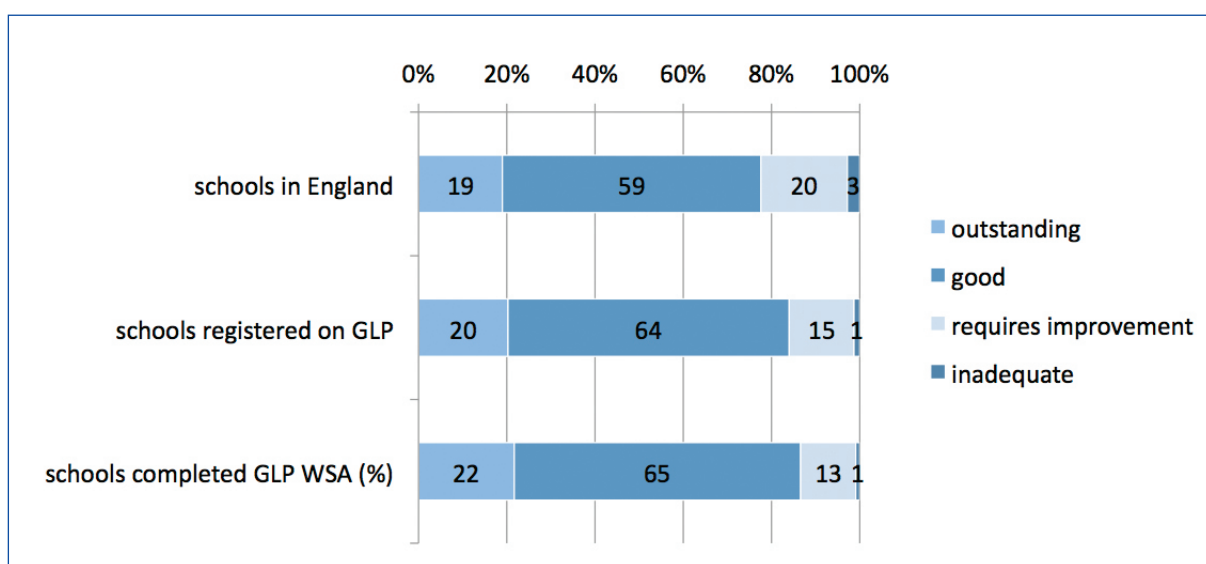
In terms of attainment data, schools registered onto the GLP-E have slightly higher achievement data than the national average. Figure 3 shows performance in KS2 SATs[14], with 59% of GLP-E registered schools achieving above national average scores compared to a 57% national average score.

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13 Heidi Holland – ongoing PhD research based at UCL Institute of Education.
14 SATs are standardised assessment tests – pupils in England take the KS2 SATs in year 6 aged 10–11.

Figure 3: KS2 performance – % of GLP-E registered schools with pupils achieving Level 4 or above in reading, writing and maths *(GLP schools, N = 619 (registered), 374 (WSA))*
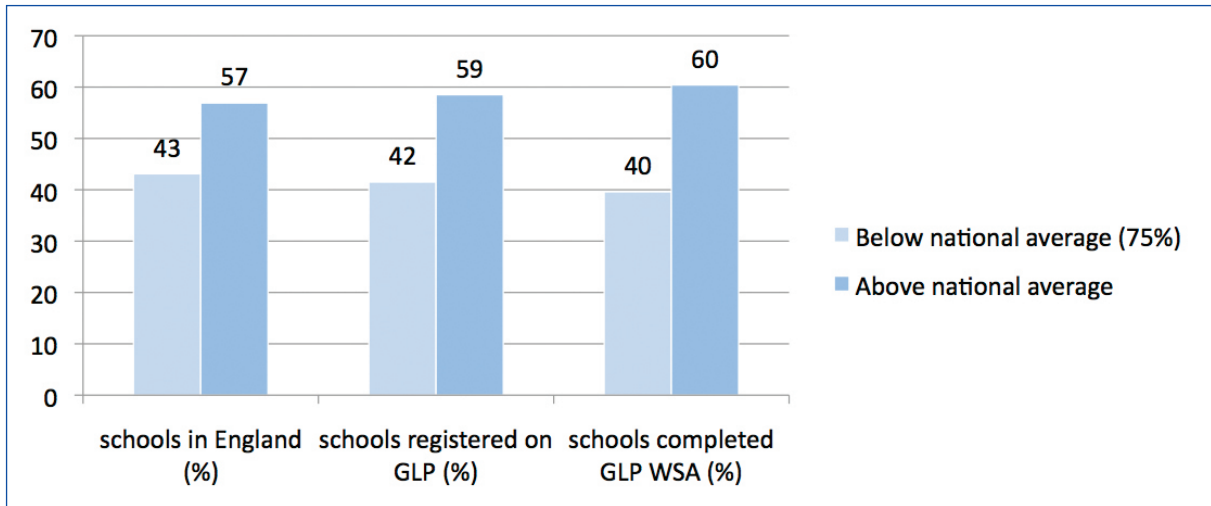
The difference in attainment is more pronounced for KS4 performance at secondary level, with 73% out of 227 schools registered onto the GLP-E achieving above average KS4 results at GCSE, compared to the national average of 60% (see: Figure 4). Results are comparatively better for secondary schools that have been involved in global learning for longer than 5 years, with 48 out of 53 of these schools achieving above average K2S results at GCSE. It will be interesting to explore this again as further data emerges.

Figure 4: KS4 performance of GLP-E registered schools – % achieving 5+ A*–C GCSEs (or equivalent) including English and maths GCSEs *(GLP schools, N = 227 (registered), 138 (WSA)*
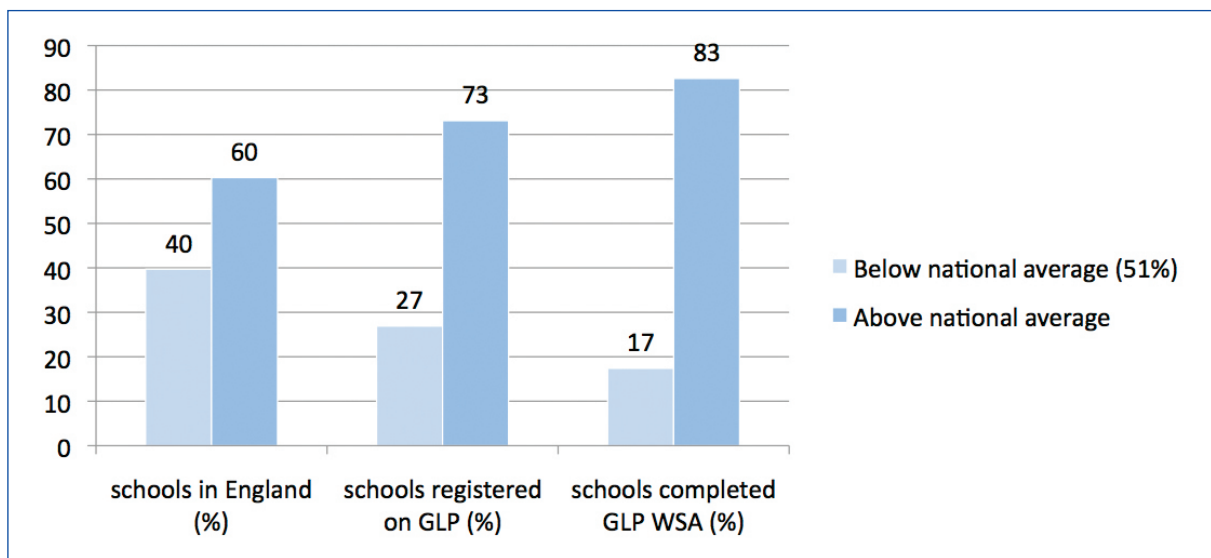
5.5 Background data for Expert Centres and Partner Schools

There are 96 Expert Centres[15] registered on the GLP-E by February 2014 compared to 857 Partner Schools. A breakdown of background data for GLP-E registered Expert Centres and Partner Schools can be found in Hunt and Cara (2015). It provides contextual data to the analysis which follow, where Expert Centre and Partner School comparisons are made. Some interesting points emerge:

● Comparatively, there are more secondary schools as GLP-E Expert Centres than primary schools. 20% of the 211 secondary schools registered are Expert Centres, whereas 7% of the 692 primary schools are.

● 15% of academies registered on the GLP are expert centres, as are 11% of community schools, but only 3% of the voluntary controlled schools registered on the GLP are.

● No Expert Centres received an inadequate Ofsted inspection (in their most recent inspection), whereas 12 Partner Schools did.

● 60% of the 50 Expert Centres at primary level have above average KS2 results, whereas 58% of the 569 of Partner Schools do.

● 86% of the 42 Expert Centres at secondary level have above average KS4 results, whereas 70% of 185 of Partner Schools do.

It indicates that the initial GLP-E Expert Centres tend to have above average educational indicators.

5.6 Background data for primary and secondary schools

A breakdown of background data for GLP-E registered schools by phase of schooling (i.e. primary/secondary/special) can be found in Hunt and Cara (2015). It compares numbers and percentages to those nationally. It provides a context for the analysis to follow, where phase of school comparison is made. Some interesting points emerge:

● 71% of academies on the GLP-E are at secondary level and 60% of all secondary schools registered are academies.

● At primary level, 89% of the 403 community schools are at primary level and 52% of the 692 registered primary schools are community schools.

● 93% of registered voluntary-aided and voluntary-controlled schools (often faith schools) are at primary level.

15 Expert Centres are recruited in waves onto the GLP-E. Most of these schools were recruited into wave 1A and 1B which ran between September 2013 and early 2015. However, some are recruited onto wave 2 which would run slightly later.

6 ▶ Why are schools signing up for the GLP-E?

Respondents give a range of reasons for wanting to engage with global learning (either via the GLP-E or other activities). The 563 respondents to the Whole School Audit (rather than the 953 schools registered on programme) were asked to identify against a set of predetermined categories[16] why they engage or would like to engage in global learning in their school. Figure 5 shows the most prominent of the reasons given is developing pupils' active citizenship, responsibility and voice (72% of respondents), followed by developing pupils' interest in other countries and cultures (65%) and developing pupils' values (62%). There is less evidence of schools engaging with global learning in order to raise attainment levels or to encourage general school improvements.

The analysis provides some interesting insights in relation to the GLP-E's goals. Firstly, while one of GLP-E goals is to move schools from a charity to a social justice mentality, only 9% of respondents have 'helping others' as one of their goals, which suggests schools can identify a difference between charitable giving and global learning. Overall developing pupils' values and skills come out as a high priority, whereas developing pupils' knowledge seems less prominent, even though this is a key goal of the GLP-E. One of the target areas for knowledge development on the GLP-E is raising pupils' understandings of poverty and what can be done about it – yet this is not necessarily what most schools want from global learning (only 27% of respondents prioritised this). It is therefore a challenge for the GLP-E team to pursue this focus, where many schools appear to have other initial priorities.

16 They were also given space for qualitative responses, even so it's likely these responses are partial reasons – with future qualitative research providing further insight.

Figure 5: % reasons why schools engage with or want to engage with global learning *(GLP schools, N = 563)*
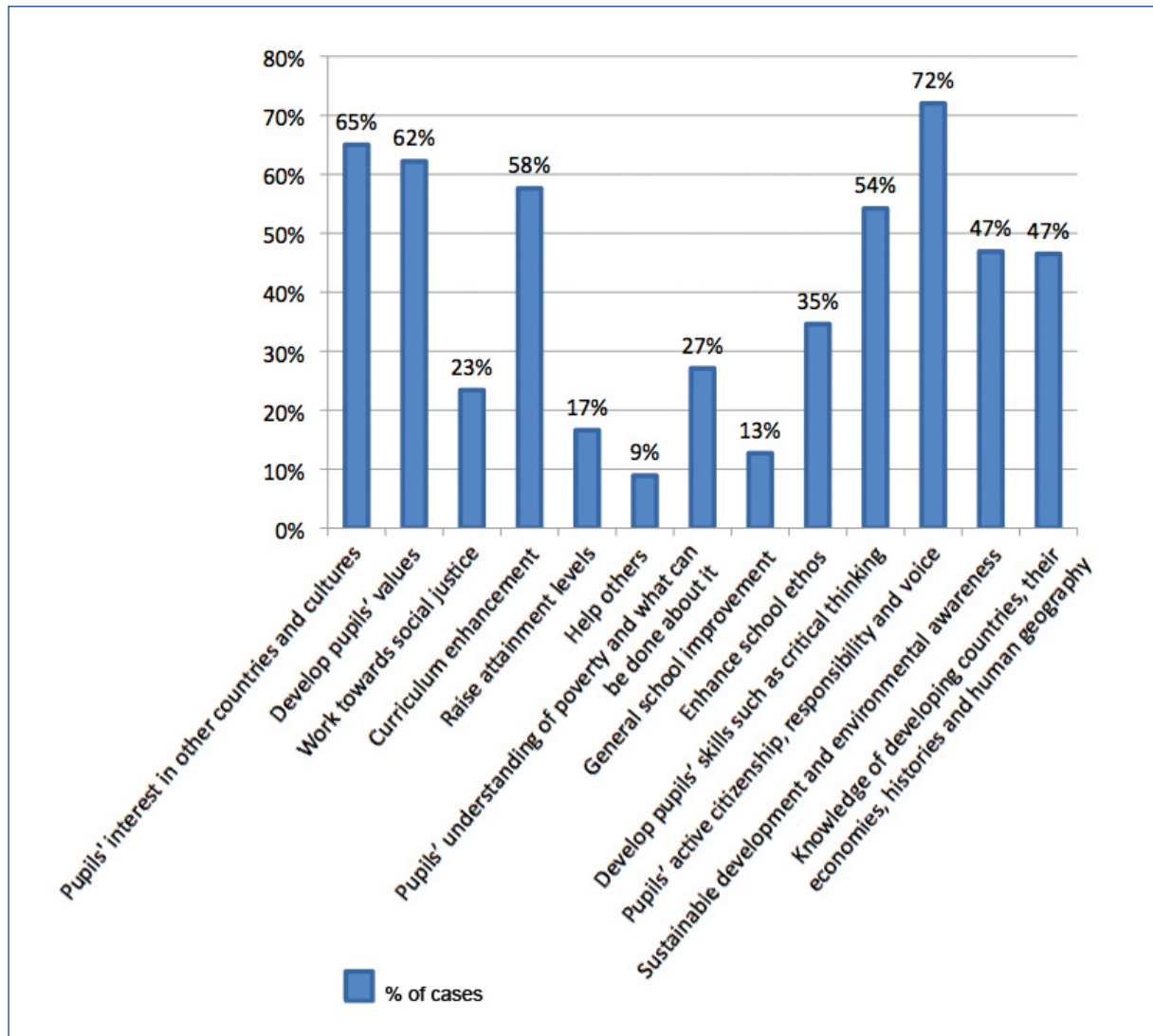
If I compare the responses from the 408 primary schools and 126 secondary schools to this question, the reasons for engaging in global learning are broadly similar.

● Secondary schools put a greater emphasis on raising attainment levels (27% secondary, compared to 13% primary) and working towards social justice (31% secondary, compared to 21% primary).

● Primary schools are more interested in developing active citizenship (73% compared to 68% secondary) and curriculum enhancement (59% of primary, compared to 52% secondary).

Overall there is greater emphasis on building knowledge at secondary level than primary school, i.e. through developing understandings of poverty and knowledge of developing countries; and a greater emphasis on developing pupils' skills (but not values) at primary level, i.e. through developing skills such as critical thinking and active citizenship.

If I compare the responses from the 85 Expert Centres that completed the WSA to the 476 Partner Schools, many of the reasons for engaging with/wanting to engage with global learning are similar. However:

● 40% of respondents from Expert Centres are interested in working towards social justice, compared to 20% of Partner Schools. 74% of responses from Expert Centres highlight being interested in developing skills such as critical thinking, compared to 51% of Partner Schools.

● Partner Schools indicate more interest in using global learning to support curriculum enhancement than Expert Centres (61% compared to 41%) and developing pupils' interest in other countries and cultures (67% compared to 53%).

The analysis of why schools get involved in global learning isn't dissimilar to other studies. For example, in Hunt (2012) respondents in primary schools put an emphasis on developing respect, responsibility and values (77%) and developing an interest in other cultures and countries (60%). Hunt (2012) refers to Andreotti (2006) suggesting the responses from these primary schools prioritise global learning to foster 'soft' global citizenship education, with less importance placed on nurturing 'critical' global citizenship education (Andreotti, 2006). The responses are similar here – with responses from Expert Centres and secondary schools emphasising a more critical global citizenship education, with more focus on social justice and critical thinking.

Qualitative responses provide some insight into what schools are interested in. These responses include an emphasis on pupils:

We strive to give our students a full access to global issues and use this to broaden their horizons, make them think for themselves and to combat the negative attitudes that many come with (Expert Centre, Special School).

The desire for curriculum enhancement:

We would like to be able to embrace a culture of global learning across the curriculum (Partner School, Primary).

As a school we have identified that we want to develop a global theme, and through some teachers' involvement in P4C and Eco Schools we are looking for ways to increase it within the curriculum (Partner School, Primary).

We currently feel that the school doesn't cover enough global issues in its curriculum and would like to address this… (Partner School, Primary).

Some respondents put an emphasis on the whole school approach adopted by the GLP-E:

… one of the more difficult aspects is embedding it across the whole school. I am looking forward to learning more about how to encourage this (Partner School, secondary)

The GLP offers an opportunity to strengthen… values further by exploring the cross curricular nature of Global Learning and devising a range of strategies and opportunities that can be used to…. empower students to take a more active role in thinking critically and responding to issues such as development, poverty, social justice, and sustainability. This will be evident at a deeper level in more areas of the whole school curriculum … and enhanced by extra curricular systems such as the PSHE and Chaplaincy team (Expert Centre, Secondary).

<div style="display:inline-block; background:#5b7bbf; color:#fff; padding:4px 12px; font-weight:bold;">7</div>

What global learning activities are schools signing up to the GLP-E already involved in?

7.1 How long have schools registered on the GLP-E been working on global learning

GLP-E schools have a range of experiences with global learning before they register onto the programme. Table 5 asks respondents how long their schools have been working on global learning. 7% of the 563 schools have been working on global learning for over 10 years, and around 50% have been working on global learning for up to ten years. 212 of 563 schools identify themselves as not explicitly working on global learning (38%).

Table 5: How long the schools have been working on global learning

Length of time	Frequency	%
Under three years	96	17
Three to five years	108	19
Five to ten years	85	15
Over ten years	39	7
It doesn't explicitly work with global learning	212	38
Not sure	23	4
Total	563	100

If the numbers are unpacked there are some interesting differences:

● 41% of primary schools don't explicitly work on global learning compared to 28% of secondary schools.

● 4% of primary schools have more than 10 years' global learning experience, while 16% of secondary schools do.

● 25% of Expert Centres have more than 10 years' experience and 4% of Partner Schools do.

● 44% of Partner Schools don't explicitly work on global learning.

A goal of the GLP-E is to work with schools that have not previously engaged with global learning, and the data in Table 5 suggests this is happening. However, it is unlikely the numbers are as clear-cut as this indicates. Many of the schools identifying as 'not explicitly doing global learning' are involved in activities that

suggest a global learning focus. For example, 25% of these schools are involved in the International Schools Award and 34% of schools have an international school link. There may be explanations for this. Firstly, the terminology of 'global learning' might not be understood by all respondents and this might be something the programme needs to address, for example, one respondent describes the 'lack of clarity around what global learning actually is' (Partner School, secondary). Secondly, schools might be taking part in a school link without actively pursuing global learning; Bourn (2014) differentiates between the two. Another explanation could be present in qualitative responses from respondents, which suggest the vulnerability of global learning in schools, particularly where it isn't embedded across a whole school (Hunt and King, 2015):

> *There was a lot of training and a focus on Global Learning in our school a few years ago. We were supported by a DEC[17] and were involved in a project about measuring attitudinal change. However due to a number of new staff, other pressures and no global learning co-ordinator it seems to have lost as much presence as it once had in our school (Partner School, Primary).*

> *In previous years we have had active links with (various) schools. Due to various reasons (staff leaving, political instability), these links have petered out (Partner School, Primary).*

7.2 What activities are GLP-E schools already doing?

Figure 6 shows current activities and awards schools signing up for the GLP-E are already involved in. It shows that 56% of the 563 registered schools already have an international school link, 56% take part in the Eco Schools Award and 47% of schools are involved in the International Schools Award. There is obvious cross-over with many of these activities and the GLP-E is designed to link to quality marks and awards, either as stepping stones into the GLP, or as a development from it (Global Learning Programme, n.d.).

17 Development Education Centre

Figure 6: % Global learning programmes and awards GLP schools are already taking part in *(GLP schools, N = 563)*
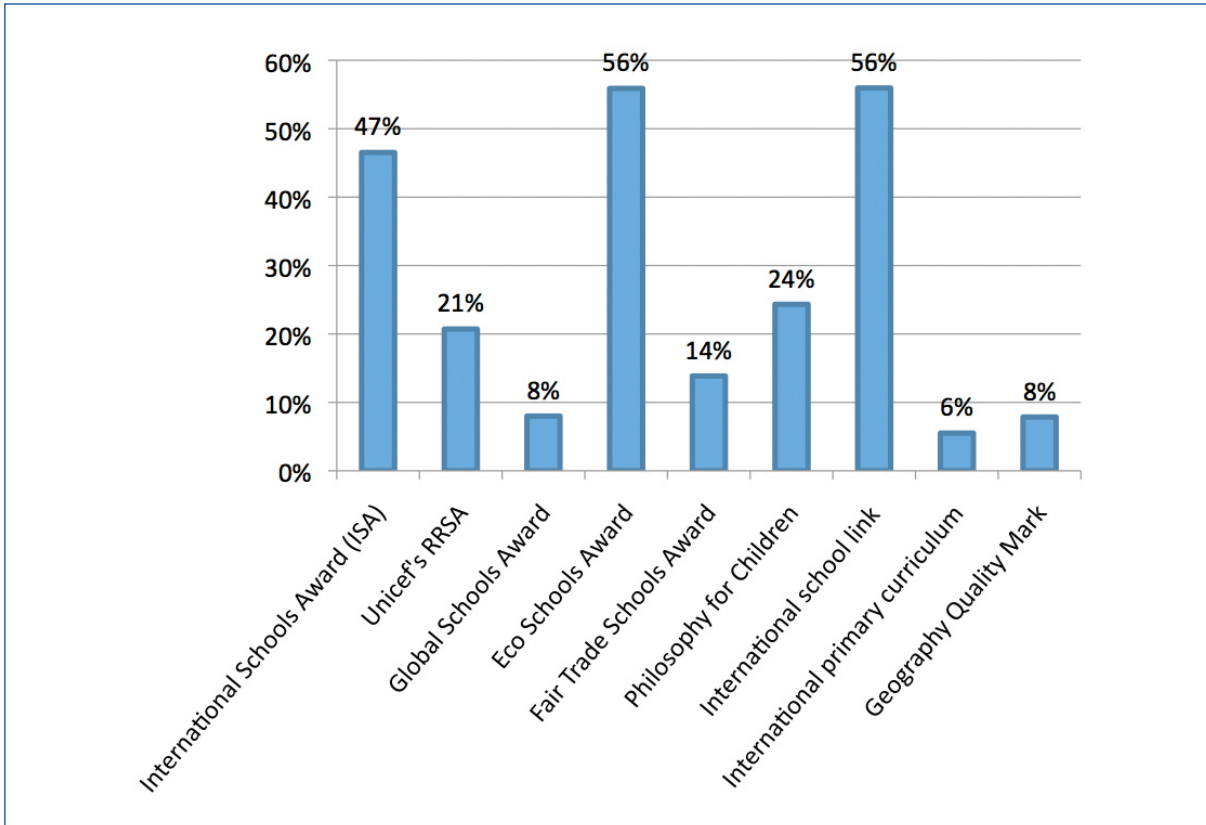
These numbers vary for different groups.

- GLP-E secondary schools are already involved in some activities more than primary schools. This includes an international school link (73% of secondary schools), the Geography Quality Mark (19%), the Fair Trade Award (22%) and the International Schools Award (65%). And GLP-E primary schools are involved in some activities more than secondary schools, for example, P4C (27% of primary schools), Eco Schools Award (60%) and Unicef's Rights Respecting Schools Award (25%).

- Expert Centres are already involved in more global learning activities than Partner Schools (on average one more). This is particularly the case for the International Schools Award, where 71% of Expert Centres are taking part compared to 42% of Partner Schools; P4C (44% of Expert Centres compared to 21% of Partner Schools) and an international school link (75% of Expert Centres compared to 53% of Partner Schools).

Schools are often involved in multiple activities and awards (usually between two and five). The exception seems to be the Eco Schools Award where 19% of participating schools are not involved in another global learning project or awards.

72% of schools on the GLP-E are engaged in some form of fundraising, with 63% of schools fundraising on a local issue and 61% on an international issue. Comparatively Expert Centres carry out more fundraising than Partner Schools, especially on international issues (74% of Expert Centres). There is little difference between primary and secondary schools in terms of fundraising, but special schools did comparatively less fundraising (45% of special schools fundraise on international issues). Faith schools and academies have comparatively higher rates of fundraising than other school types. This data suggests schools are able to support both charitable giving and a global learning ethos. GLP-E's focus on moving from a charitable to a social justice mentality advocates schools move beyond seeing the Global South as 'just about poor people' in need of charity and aid, and rather, supporting critical engagement with the reasons behind poverty and inequality. Previous research has looked at the relationship between global learning and fundraising (see: Bryan and Bracken, 2011; Andreotti, 2006; Hunt, 2012 for further information).

7.3 What support are GLP-E schools currently getting?

Respondents to the WSA identify the global learning support their school has received in the previous three years.

- 111 schools (27% of responding schools) have been supported by a Development Education Centre (DEC[18]).

- 52 schools (12% of responding schools) have been supported by an international development organisation (NGO).

- 208 schools (45% of responding schools) have received training on a global theme.

In terms of training, Expert Centres have proportionally had more training on a globally related theme than Partner Schools (80% compared to 30%). Similarly 44% of Expert Centres have been supported by Development Education Centres, whereas only 16% of Partner Schools have. This suggests the GLP-E is identifying schools as Expert Centres that have been actively supporting their own global learning development.

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18 DECs are regionally based centres offering professional support and resources to teachers interested in global learning.

8 ▶

What are levels of global learning in schools signing up to the GLP-E?

The next set of data looks at the Whole School Audit analysis where responses are mapped against the GLP Whole School Framework (see Appendix 1). This area of the WSA uses the Ofsted framework[19] as a guide to shaping the analysis and breaks responses into four categories: pupils; teachers; behaviour and relationships; and leadership and community. The WSA asks a range of questions that link directly to the GLP Whole School Framework criteria, and in each question respondents are asked to choose a statement they think is most appropriate for their school. Their responses identify the school as 'early', 'beginner', 'developing' or 'embedded' in global learning in the various whole school criteria. The questions asked can be found in Appendix 2, with an explanation of how the responses map onto the Whole School Framework levels. For further information, Hunt and King (2015) go into detail about the content, mechanisms and processes of the Whole School Audit and it works alongside the Whole School Framework criteria.

8.1 Pupils and global learning

Figure 7 provides data analysis on pupils and global learning. The actual questions and possible responses can be found in Appendix 2 (questions 1–5) and they explore the following areas:

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

● Pupils develop high-quality learning skills through global learning, supporting their literacy, numeracy and communication.

● Pupils are better prepared for transition and work through global learning activities.

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19 It is thought schools can use their responses to the WSA to support their Self Evaluation for Ofsted.

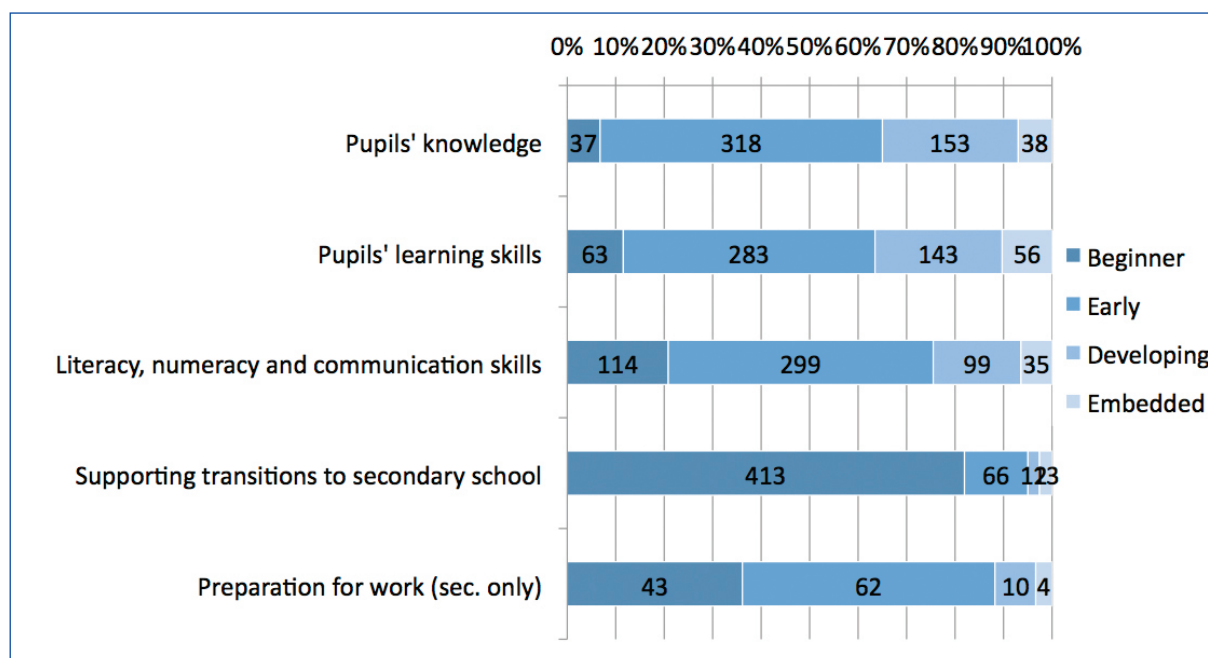**Figure 7: Pupils and global learning[20]** *(GLP schools)*

Figure 7 shows that for more than half of responding schools (58%) pupils' knowledge of global themes is identified at an 'early' level[21]. Similarly, over half the respondents indicate their school is at an early level in terms of using global learning to support pupils' learning skills, literacy, numeracy and communication skills. 82% of schools identify at 'beginner' level for using global learning to support transitions to secondary school and 52% of secondary schools think that some pupils have learnt about and understand career options related to global development (early level).

Further breakdown of this data by Expert Centre and Partner School, as well as school phase (Hunt and Cara, 2015) provide the following detail:

● Respondents in 52% of Expert Centres indicate pupils' knowledge of global themes to be at 'developing' level, compared to 24% of Partner Schools. This pattern is similar for secondary schools, where 49% of respondents rate pupils' knowledge of global themes at developing, compared to 22% of primary schools. Conversely, 64% of respondents in partner and primary schools indicate pupil's global knowledge to be at early levels.

● 52% of respondents in Expert Centres indicate global learning is used to support many pupils' learning skills (developing level), compared to 22% of

20 In all categories in this section: beginner corresponds to no/few pupils (0–10%); early to some pupils (10–50%); developing to many pupils (50–75%) and embedded to most/all pupils (75–100%).
21 See Appendix 2 to see the statements these categories directly relate to.

Partner Schools. Most respondents in Partner Schools indicate they support pupils' learning skills through global learning at an early level. At secondary level respondents indicate support to pupils' learning skills at early (40%) and developing (38%); at primary, these results are early (55%) and developing (22%).

● More than half of the respondents from Expert Centres indicate their school uses global learning to support numeracy, literacy and communication skills at developing or embedded levels, compared to 20% of Partner Schools. 32% of respondents in secondary schools do likewise, compared to 19% of Primary Schools.

● Overall respondents from special schools often place pupils in early categories in relation to global learning: pupil knowledge (77%), developing pupils' learning skills though global learning (64%), and developing numeracy, literacy and communication skills through global activities (55%).

● Global learning activities do not currently tend to be used to support transitions to secondary school (either by primary or secondary schools), with most respondents in sub-categories defining their school at an early level.

Evidence suggests overall Expert Centres and secondary schools use global learning to support pupils' development at more embedded levels than Partner and primary schools.

8.2 Teachers and global learning

Figure 8 provides data analysis on teachers and global learning. The questions and possible responses can be found in Appendix 2 (questions 6–9). The analysis is in response to questions in the audit that respond to the following GLP Whole School Framework criteria:

● Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development.

● Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities.

● Teachers use effective cross-curricular planning skills to provide coherent global learning experiences.

Figure 8: Teachers and global learning[22] (GLP schools)
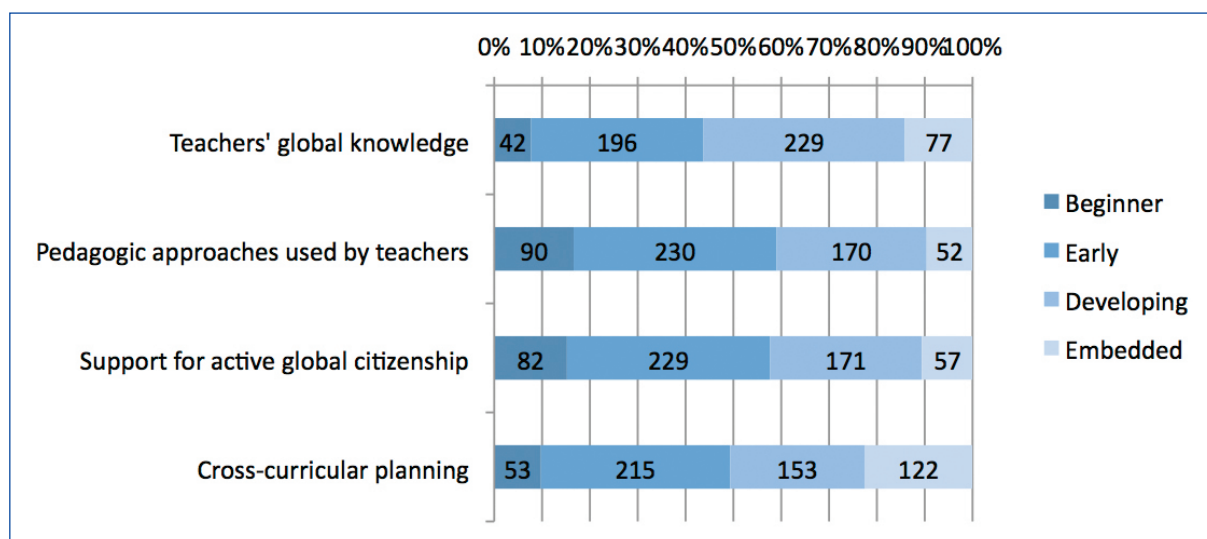
Respondents mostly locate teachers in their schools in 'early' or 'developing' categories for their knowledge of global issues, their use of pedagogic approaches to support global learning, how they support active global citizenship for pupils, and the extent to which they deliver global learning activities in a cross-curricular way. Almost 20% of respondents think no teachers use pedagogical approaches supporting (beginner level) and over 20% more than half of their teachers have delivered at least one global learning activity across subjects in a cross-curricular way (embedded level) – this might be particularly possible in primary schools.

Further breakdown of this data by Expert Centre and Partner School, as well as school phase, can be found in Hunt and Cara (2015). Some summary points emerge from this breakdown:

● Respondents in 91% of Expert Centres think teachers are at 'developing' or 'embedded' levels in terms of teachers' confidence in their global knowledge and understanding how it supports pupils' learning. In Partner Schools this number is at 50%, with 41% of schools identifying as 'early'. Similarly, respondents in 84% of Secondary Schools think their teachers are at 'developing' or 'embedded' levels in terms of teachers' confidence in their global knowledge compared to 47% in primary schools. 43% of primary schools identify as 'early', with one or two teachers being confident in their knowledge of global learning and 10% of primary schools indicate no teachers have confidence in their global knowledge.

● Respondents in 86% of Expert Centres think their teachers are at 'developing' or 'embedded' levels in terms of teachers' using pedagogic approaches to support

22 In all categories in this section: beginner corresponds to no teachers; early to one or two teachers; developing to some teachers (10-50%); and embedded to many/most/all teachers (50-100%).

global learning. In Partner Schools this number is at 33%, with 48% of Partner Schools identifying as 'early'. Patterns for Primary Schools are similar to those of Partner Schools, whereas 64% of respondents from secondary schools think their teachers are at developing or embedded levels in terms of using pedagogic approaches to support global learning.

● Respondents in 57% of special schools think their teachers are at developing or embedded levels in terms of confidence in teacher knowledge and 52% are at developing or embedded levels in relation to pedagogic approaches supporting global learning.

● Respondents in almost half of Expert Centres indicate some teachers understand the principles of active global citizenship and they plan opportunities for pupils to participate in in the school. For Partner Schools this number is 29%, secondary schools 56% and primary schools 24%.

● Respondents were asked the extent to which teachers are involved in delivering global learning activities across subjects in a cross-curricular way. In Expert Centres, 76% of respondents identify as developing or embedded, whereas in Partner Schools this number is 46%. The difference between Secondary and Primary Schools is not evident, with 50% of Secondary Schools, 51% of Primary schools and 48% of special schools categorising teachers at developing or embedded levels for using global learning across subjects.

8.3 Behaviour and relationships

Figure 9 provides data analysis on behaviour and relationships in schools in relation to global learning. The questions and possible responses can be found in Appendix 2 (questions 10–12). The analysis is in response to questions in the WSA that respond to the following Whole School Framework criteria:

● Global learning assists values development across the school community, supporting positive relationships.

● Global learning supports positive attitudes towards diversity and difference.

● Pupil voice is developed across the school through global learning activities.

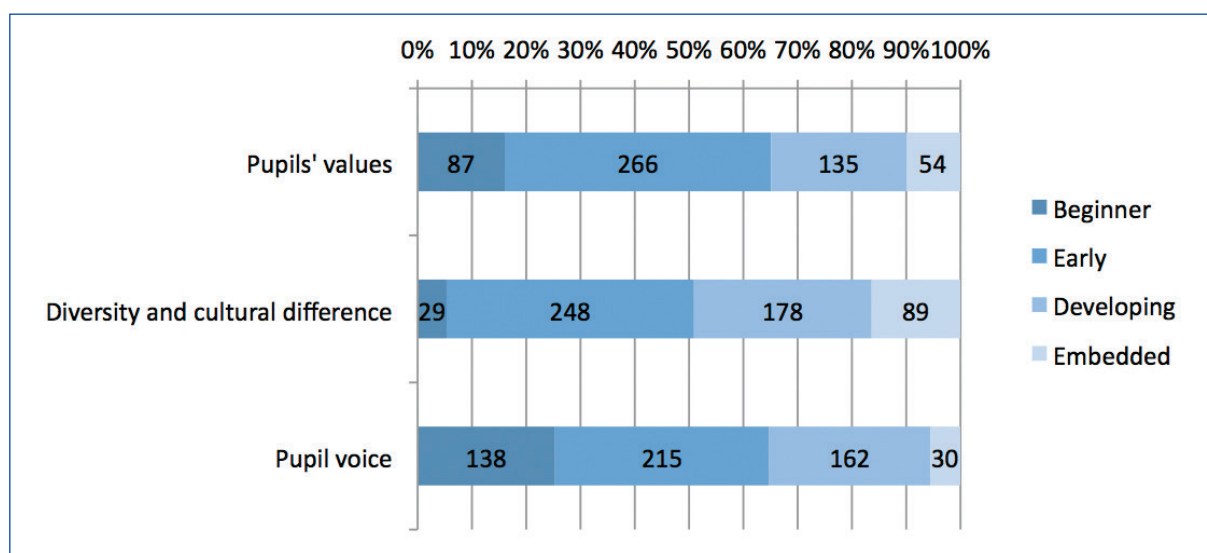**Figure 9: Data on behaviour and relationship[23] *(GLP schools)***

Figure 9 shows respondents are most likely to identify their school as at an 'early' level for pupils' values, diversity and cultural difference, and pupil voice. Almost 50% of respondents put their school at either developing or embedded levels for the extent to which the school develops positive attitudes to diversity and cultural difference. There are fewer schools that use global learning to develop pupil voice, with only 6% of schools identifying at embedded level.

Further breakdown of this data by Expert Centre and Partner School, as well as school phase, can be found in (Hunt and Cara, 2015). Some summary points emerge from this breakdown:

● Respondents in 77% of Expert Centres indicate their school is at developing or embedded levels for developing pupils' values through global learning activities, compared to 27% of Partner Schools. In Primary Schools 51% of respondents identify the school at 'early' level, compared to 43% of secondary schools and 43% of special schools.

● Respondents in over 80% of Expert Centres rated the school at developing or embedded levels in terms of the extent to which the school supports positive attitudes towards diversity and cultural difference. For Partner Schools this number is 43%, secondary schools 68% and primary schools 43%. Just over half respondents from Partner and primary schools identify their schools at an early level. There are low numbers in all sub-categories for schools at beginner level

23 In the values and diversity categories in this section beginner corresponds to no/few pupils (0–10%); early to some pupils (10–50%); developing corresponds to many pupils (50-75%) and embedded to most/all pupils (75–100%). In the pupil voice category beginner corresponds to no pupils (0%); early corresponds to few pupils (0–10%); developing to some pupils (10–50%) and embedded to many/most/all pupils (50–100%).

suggesting the vast majority of schools do some work on developing positive attitudes to diversity, with or without global learning.

● Overall pupil voice in relation to pupils planning and running global activities in the school appears less well developed. Around half of Expert Centre and secondary school respondents think that 'some' pupils are involved in planning and running global activities (embedded level), while around 40% of Partner Schools and primary schools think a few pupils are. Around a third of respondents in Partner and primary schools indicate no pupils are involved in the planning and running of global activities.

8.4 Leadership and community

Figure 10 provides data analysis on leadership and community in relation to global learning. The questions and possible responses can be found in Appendix 2 (questions 13, 15 and 16). The analysis is in response to questions in the audit that respond to the following Whole School Framework criteria:

● School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world.

● Global learning helps to create a rich and rewarding professional development programme.

● Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.

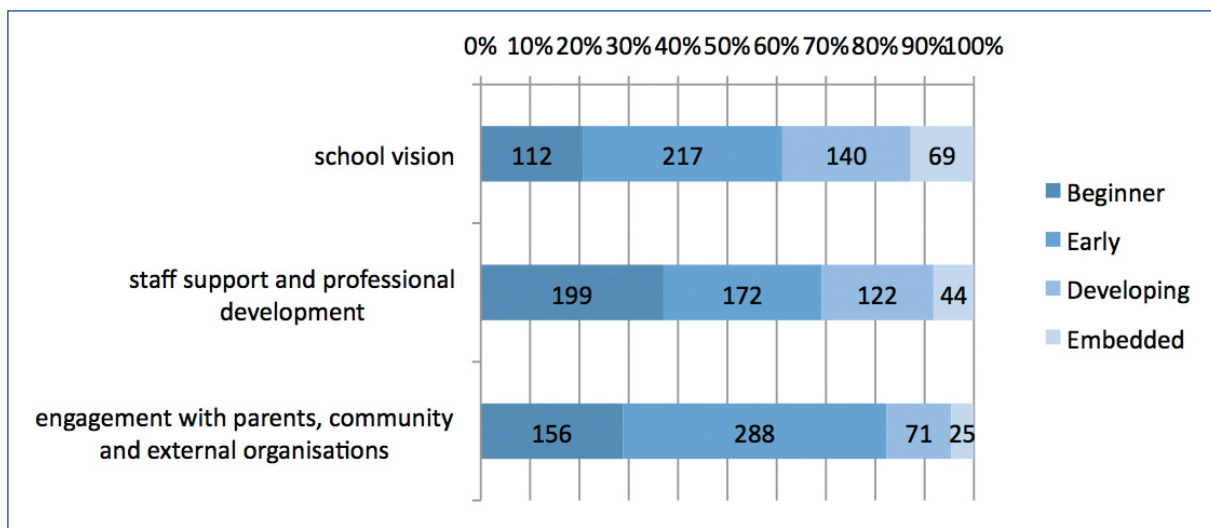**Figure 10: Data on leadership and community (GLP schools)**

Figure 10 indicates that most schools identify their school at beginner or early level in relation to leadership and community. 40% of respondents indicate that the school vision supports global learning pupil outcomes at an early level, which means the vision supports global learning, but is not included in school plans. 37% of respondents identify the school at a beginner level for staff support and professional development, which indicates no staff have participated in activities to develop their confidence in using global learning activities and/or pedagogical approaches in these schools. And 53% schools are at an early level for using global learning to engage parents, community groups and external organisations, at the local, national or international levels.

Further breakdown of this data by Expert Centre and Partner School, as well as school phase can be found in (Hunt and Cara, 2015). Some summary points emerge from this breakdown:

● 78% of Expert Centres have a school vision that supports global learning pupil outcomes that is translated into school plans, this compares to 32% of Partner Schools. 25% of Partner Schools do not have a vision that relates to global learning pupil outcomes.

● Respondents from 77% of Expert Centres indicate that staff have participated in at least one activity to develop their confidence using global learning activities and/or pedagogical approaches, and staff have the confidence and ability to lead other staff in this process. This is different from Partner Schools where only 22% of schools categorised themselves in this way. In 43% of Partner Schools no staff have been involved in activities to develop their confidence and ability in global learning. For secondary and primary schools this number is 37% and for special schools it is 33%.

● In terms of how schools use global learning to engage with parents, the local community and external organisations (locally, nationally and internationally), respondents in all categories are most likely to put themselves at an 'early' level, which suggests some pupils are involved in these activities. In 33% of Partner Schools and 31% of Primary Schools, global learning activities do not support working with parents, local community and external organisations.

8.5 Global learning in the curriculum

Respondents were asked whether their school curriculum supports global learning. Figure 11 provides their responses, with over 50% of schools indicating they are at an early level of engagement in terms of integrating global learning into the curriculum. This corresponds to global learning being integrated into the curriculum in one or two subject/topic areas.

Figure 11: How the school curriculum supports global learning *(GLP schools, N = 543)*
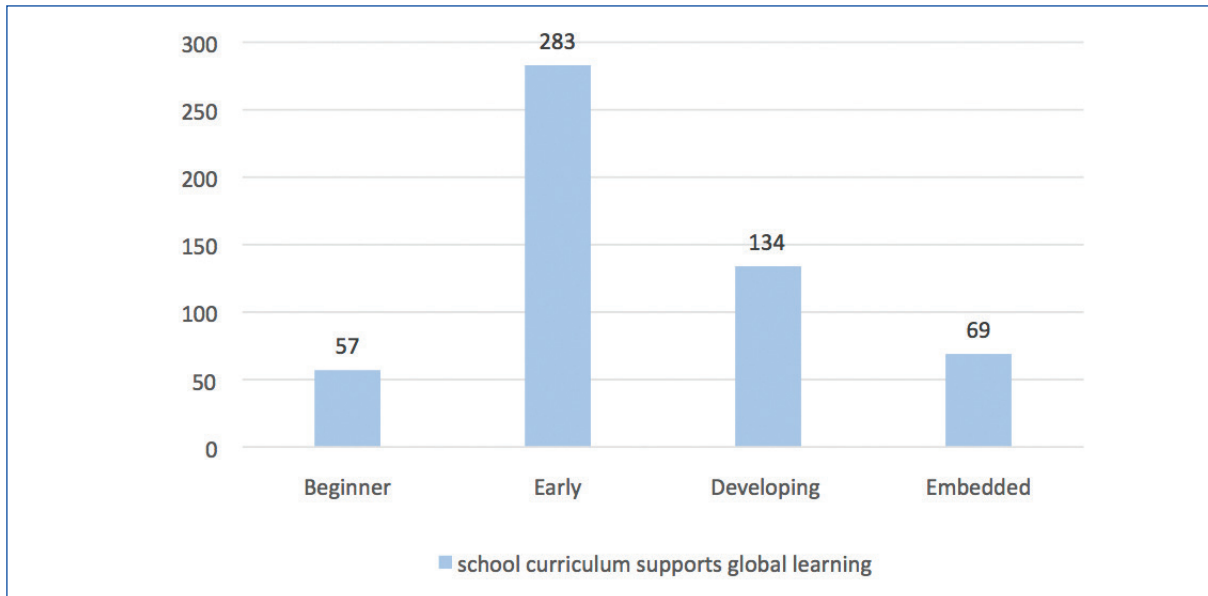
Respondents were asked in which subject areas (if any) global learning is currently incorporated in their school. 419 schools responded to this question (much of the teaching at primary level is topic-based so this might have implications for the lower response rate).

Figure 12 shows that Geography (311 schools) is the main curriculum area where global learning is present in schools, with History (128), RE (135) and PSHE (142) also having strong representations. There is less evidence of global learning integrating into English (103 schools), Maths (15) and more surprisingly Science (34) and Citizenship (53). Other subject areas with a smaller number of schools integrating global learning include Philosophy (6 schools), Business and Economics (9), PE (5) and Food Technology (5).

Figure 12: % of schools where global learning is included in curriculum subject areas (GLP schools, N = 419)
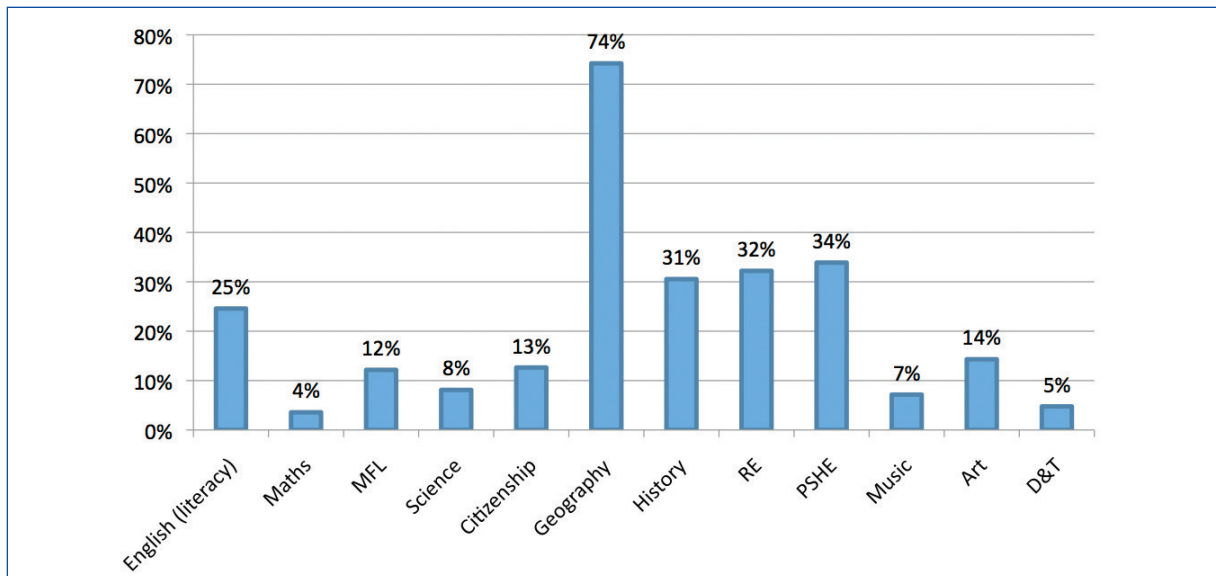
Overall Expert Centres incorporate global learning into more curriculum areas than Partner Schools. Uptake in RE, History and Art is proportionally much stronger in Expert Centres. Data for this can be found in Hunt and Cara (2015).

A breakdown of subject-based data by school phase can be found in Figure 13. Differences in uptake to some extent reflect national curriculum requirements, e.g. at the time of data collection, MFL, Citizenship and Business and Economics were not required subjects in primary schools. Overall secondary schools incorporate global learning into more subject areas than primary schools.

Figure 13: % Breakdown of global learning coverage in subject areas by school phase *(GLP schools, N = 419)*
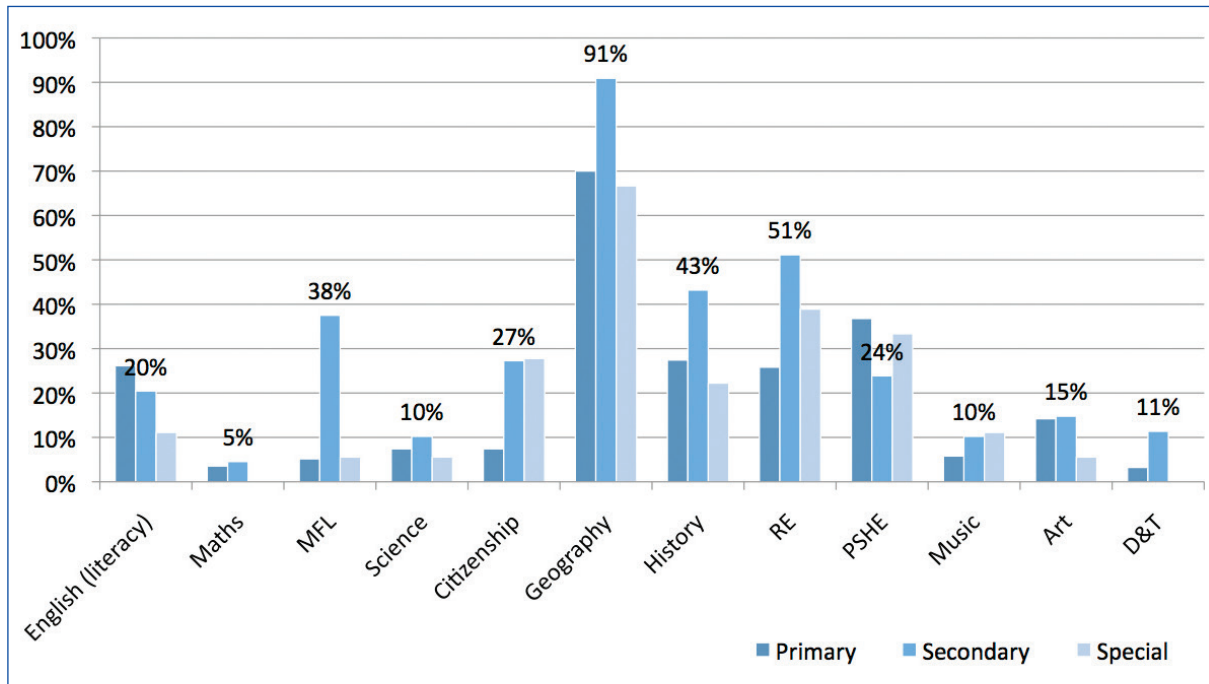
These results are similar to research by Hunt (2012), where primary schools indicate they are most likely to include global learning in Geography, PSHE, Citizenship and RE.

9 ▶ Further discussion and conclusions

In the data analysis sections I have presented evidence from a range of schools about how and why they engage with global learning. The data gives a picture of global learning across whole schools and provides important evidence for the GLP and researchers more generally. It focuses on baseline data collected from schools between September 2013 and February 2014 where schools are starting their engagement with the GLP. In this section I provide a summary of the findings, pull out points for discussion, and identify future possible research.

9.1 Summary of findings

The data analysis responds to the four research questions for this paper.

1. Which schools are signing up for the GLP-E?

2. Why are schools signing up for the GLP-E?

3. What global learning activities are schools signing up to the GLP-E already involved in?

4. What are levels of global learning in schools signing up to the GLP-E?

In summary I find:

A range of schools is signing up for the GLP-E

- Regionally the largest numbers of schools registering for the GLP are in the South West, the North West and the South East, and the smallest numbers of schools registering are in the North East, East of England and East Midlands.

- Almost three quarters of schools registered on the GLP-E are primary schools.

- Schools registered onto the GLP have fewer children on free school meals compared to national averages, fewer children with English as an Additional Language, and slightly fewer children with special educational needs statements compared to national averages.

- Schools registered onto the GLP-E have slightly better Ofsted ratings than national averages, especially in terms of schools identified by Ofsted as 'good'. There are comparatively fewer schools identified as requiring improvement or inadequate.

● In terms of attainment data schools registered onto the GLP-E have higher
   attainment data than national averages in KS2 SATs and GCSEs.

Schools want to engage in global learning for a number of reasons

● The most prominent reasons respondents give for wanting to participate in global
   learning are to: develop pupils' active citizenship, responsibility and voice; develop
   pupils' interest in other countries and cultures; and develop pupils' values.

● There is less evidence of schools wanting to engage in global learning in order to
   raise attainment levels or to encourage general school improvements.

● There is greater emphasis on global learning to build knowledge in secondary
   rather than primary schools, and a greater emphasis on developing pupils' skills in
   primary schools.

**Many schools signing up for the GLP-E are already engaged in global
learning activities**

● Most registered schools have worked on global learning previously, but almost
   40% identify as not explicitly working on global learning.

● Around half of the schools already have an international school link, are taking
   part in the Eco Schools Award, or are involved in the International Schools Award.
   Secondary schools are involved in more global activities than primary schools.

● Many schools have received some training on a global issue, and some have
   previously worked with Development Education Centres or NGOs.

Schools have different levels of engagement with global learning

Schools have different levels of engagement with global learning across the whole
school. Expert Centres engage in more global learning across the schools than
Partner Schools, and secondary schools more than primary schools.

The most prominent response in most Whole School Framework categories is for
respondents to identify the school at 'early' level. Over 50% of responses place
schools at early level for:

● Pupils developing their understanding of global knowledge themes through a
   range of subjects and topic areas.

● Pupils developing high-quality learning skills through global learning, supporting
   their literacy, numeracy and communication.

- Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.

- The school curriculum supporting global learning.

   And over 40% of responses identify their school at early level for:

- Teachers using teaching approaches supporting pupils' skills and values development.

- Teachers being equipped to support active global citizenship by pupils in lessons and extra-curricular activities.

- Teachers using effective cross-curricular planning skills to provide coherent global learning experiences.

- Global learning assisting values development across the school community, supporting positive relationships.

- Global learning supporting positive attitudes towards diversity and difference.

   A summary table of responses can be found in Figure 14.

   Geography is the main curriculum area where global learning is present in schools, with History, RE and PSHE also having strong representations. There is less evidence of global learning being integrated into English, Maths and Science.

Figure 14: Summary of Whole School Audit responses (GLP schools, N=563)
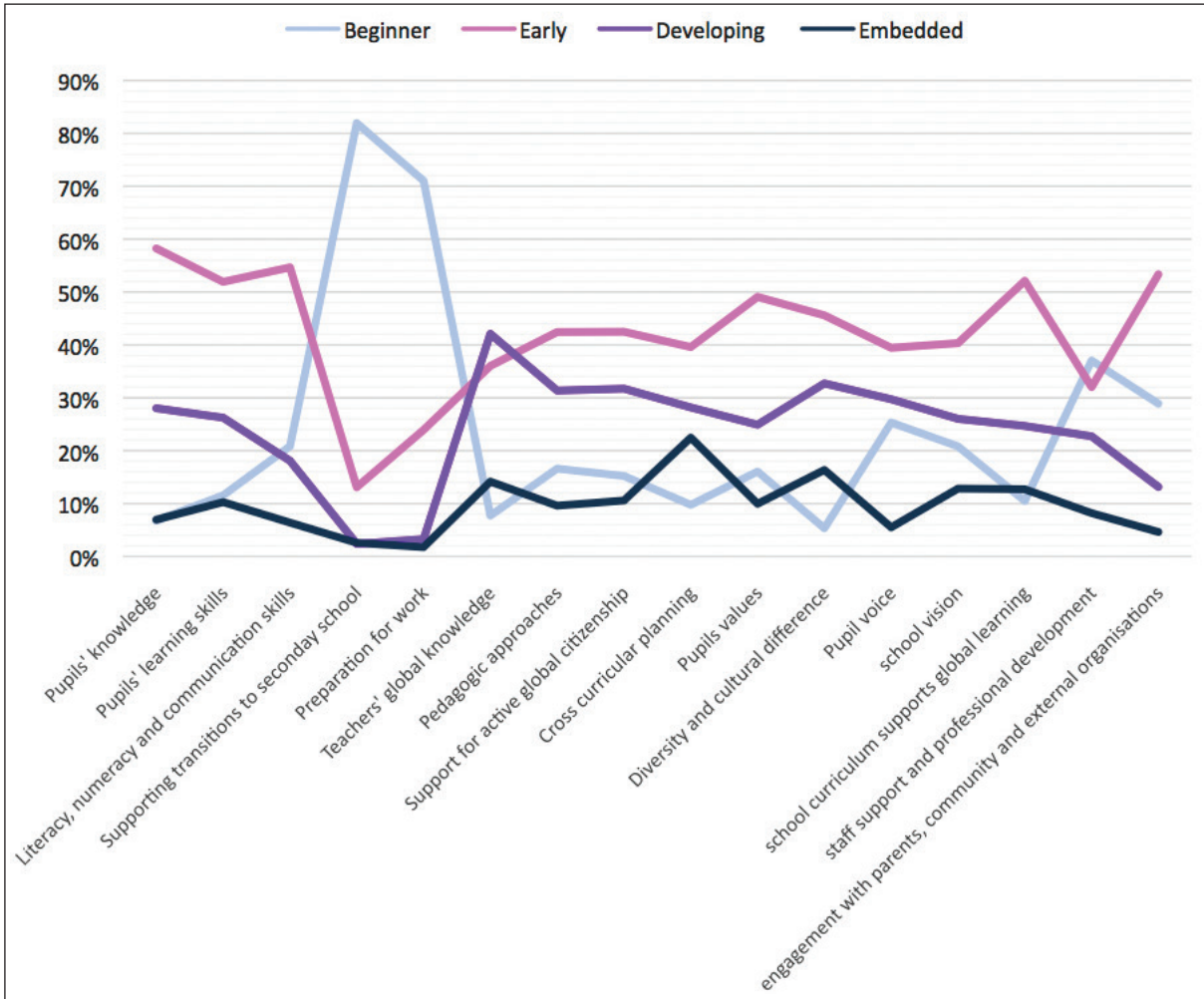
9.2 Is the GLP signing up the 'right' schools as Expert Centres

Evidence suggests that Expert Centres have a more developed global learning profile across schools than Partner Schools. This is the case in all categories of analysis, with many Expert Centres evidently adopting a whole school approach to global learning (Hunt and King, 2015). This is also apparent in the qualitative remarks Expert Centres make within the audit about their approach, for example:

The principles of Global Learning are embedded in the ethos of the school and the values of the school community as a whole as well as in some curriculum areas (Expert Centre, Secondary).

Global Learning is embedded in many areas, and the strong global ethos is evident around the school, in behaviour, attitudes alongside curriculum (Expert Centre, Secondary).

It is at the core of all we do, it is who we are as a school and a community and has been so for almost a decade (Expert Centre, Primary).

Comparative evidence suggests Partner Schools do not yet have the same global learning profile as Expert Centres and are less likely to adopt a whole school approach to global learning. Based on this evidence, the GLP-E is recruiting appropriate Expert Centres onto the programme.

9.3 What the GLP-E can learn from the data

I suggest the evidence presented in the paper can be of use to the GLP-E and how it develops in the future.

Firstly, data analysis might help identify prospective Expert Centres for the GLP-E. For example, many respondents from secondary schools identify their schools at developing or embedded levels in whole school audit categories – with responses similar to existing Expert Centres. If this is an accurate measure of global learning, the GLP-E team could look more closely at the audit responses from secondary schools. Similarly, Partner Schools with experience of complementary global learning activities might be suitable. Finally the Whole School Audit identifies those Partner Schools where teachers are confident in their global knowledge, which is an important factor in supporting other schools.

Secondly, the GLP-E might focus on raising the profile of global learning in certain subject areas. Data from schools suggests most schools have tended not to actively incorporate global learning into Science, Maths or English. The GLP is working with subject associations to provide support to schools on curriculum development for schools within subject areas. Yet more could possibly be done in raising awareness of the potential and showing the relevance of global learning in these subject areas in particular. Most schools have already made a link between global learning and Geography, so the focus of the GLP-E might be to work with Geography subject associations to improve the quality of that provision in practice.

Thirdly, there are certain Whole School Audit categories where global learning is less evident across schools. These areas include: pupils planning and running global learning activities; schools using global learning to enhance transitions from primary to secondary school; staff support and development across the school; and using global learning to enhance relations with parents, local community and external organisations. While it is hoped that the GLP-E will directly affect the category on staff support and development (as this is a primary focus), there could be further attention paid to how schools address these other categories.

Next, whilst one of the key target areas for the GLP-E is to raise pupils' understandings of poverty and what can be done about it – evidence from the

audit suggests that this is not a priority of many schools registering onto the programme. This indicates the importance of ensuring this theme is covered well by the GLP and presents a challenge to the GLP-E and how the programme is presented to schools.

Finally, some findings might be worth understanding and exploring in more detail. For example the different emphases in the responses primary and secondary schools give to wanting to engage with GLP might enable differences in how the GLP markets to these schools. It might be interesting to explore why schools with better Ofsted inspection ratings and lower than average FSMs are better represented within GLP schools and what the GLP might do to bring a range of schools on board. Further upcoming data analysis will provide more insight into some of these findings.

9.4 Further research

This paper is an analysis of baseline data from GLP-E schools that registered onto the programme between September 2013 and February 2014. It is the first in a series of papers from the GLP-E that uses the WSA as its source for data collection. Further research from the WSA will provide more baseline evidence from schools as they register onto the programme, and impact data as schools that have served four school terms (approx. 18 months) retake their audits.

Analysis of WSA data on the GLP-E is being complemented by other qualitative research (e.g. Bourn, 2014; Brown, 2015) which provide more contextual insight into the responses given. Further research is planned which looks at teachers as agents of change and how the GLP-E impacts on teachers, particularly in terms of their confidence to teach global issues. Also qualitative research will look at pupils' understandings of global issues at primary school and how global learning might support learning skills in the classroom. An analysis of the GLP-E's Pupil Assessment Tool data[24] will produce large-scale evidence of pupils' awareness and understandings of global issues.

In addition, there are particular issues highlighted in the paper that would benefit from further research. These include:

● Global learning and whole school development – evidence of how global learning has been used to support a failing school.

● Global learning in socially disadvantaged contexts.

24 The GLP Pupil Assessment Tool is an online tool that individual pupils complete within school that asks questions about pupils' knowledge, skills and values in relation to global learning. Data from the tool supports teachers and is collated to provide evidence of pupils' learning at a national level. Further information about the GLP Pupil Assessment Tool can be found at: http://globaldimension.org.uk/glp/research/pupil-testing-facility

● Research on how global learning can be enhanced in core subjects.

● Research on global learning and social justice.

The data presented is an initial analysis of the WSA taken from February 2014 and is already out of date. Analysis in coming months will produce further evidence of global learning in our schools as initial registration onto the programme nears 3,000 schools. Yet, the evidence presented here is valuable. It is to date the biggest dataset on global learning in schools in England and provides further evidence about the priorities and practices of schools in relation to global learning. Further research papers from the GLP-E will build on this, adding clarity and context to a still emerging field of research.

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11 ▶ # Appendix 1: GLP Whole School Framework*

	Criteria	Early	Developing	Embedded
PUPIL ACHIEVEMENT	**P1:** Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	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	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 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	**T1:** Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development	1 or 2 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 1 or 2 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 1 or 2 having a high level of expertise. A number of teachers use pedagogical approaches such as critical thinking, **ethical enquiry or developing multiple perspectives**, with 1 or 2 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	At least 1 teacher understands active global citizenship, and pupils have had 1 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 1 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	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 1 teacher has used their well-developed planning skills to support global curriculum development by other teachers in their own and other schools.

* Definitions: '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 highlighted in bold refer to areas supporting Ofsted Spiritual Moral Social and Cultural outcomes.

	Criteria	Early	Developing	Embedded
BEHAVIOUR AND RELATIONSHIPS	**B1:** Global learning assists values development across the school community, supporting positive relationships	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	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	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 THE COMMUNITY	**L1:** School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world.	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	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 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.

12 ▶ # Appendix 2: GLP-E Whole School Audit Questions[25]

The following is an extract from the GLP Whole School Audit and includes questions that directly relate to the Whole School Framework in Appendix 1 and analysis in Section 8. In all responses: a) corresponds to 'beginner' level; b) corresponds to 'early' level; c) corresponds to 'developing' level and d) corresponds to 'embedded' level. As per the Whole School Framework, the definitions are as follows: '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.

1. Pupils' knowledge

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.

2. Pupils' learning skills

a. No/few pupils develop improved learning skills through global learning activities via curriculum-based support.
b. Some pupils develop improved learning skills through activities in one or two subjects.
c. Many pupils develop learning skills to engage in global topics.
d. Most/all pupils develop learning skills to engage in global topics and use their skills.

3. Literacy, numeracy and communication skills

a. No/few pupils develop literacy, numeracy and communication skills through global learning activities.
b. Some pupils develop literacy, numeracy and communication skills through global learning activities.
c. Many pupils develop literacy, numeracy and communication skills through global learning activities.
d. Most/all pupils develop literacy, numeracy and communication skills through global learning activities.

25 Cite: Hunt F and King RP. (2013) Global Learning Programme England: Whole School Audit. London: GLP-E.

4. Support for transition (primary school age)

    a. No/few year 6 pupils work with older pupils in secondary schools as part of a global learning initiative.
    b. Some year 6 pupils work with older pupils in secondary schools as part of a global learning initiative.
    c. Many year 6 pupils work with older pupils in secondary schools as part of a global learning initiative.
    d. Most/all year 6 pupils work with older pupils in secondary schools as part of a global learning initiative.

5. Preparation for work (secondary school age)

    a. No/few pupils have learnt about career options related to global development.
    b. Some pupils have learnt about and understand career options related to global development.
    c. Many pupils have learnt about and understand career options related to global development.
    d. Most/all pupils have learnt about and understand career options related to global development.

TEACHERS' PRACTICE

6. Teachers' global knowledge

    a. No teachers are confident in their global knowledge or understand how it supports pupils' learning.
    b. One or two teachers are confident in their global knowledge and understand how it supports pupils' learning.
    c. Some teachers are confident in their global knowledge and understand how it supports pupils' learning.
    d. Many/most/all teachers are confident in their global knowledge and how it supports pupils' learning. One or two teachers have a high level of expertise.

7. Pedagogical approaches

    a. No teachers use pedagogical approaches supporting global learning
    b. One or two teachers in the school use pedagogical approaches supporting global learning
    c. Some teachers in the school use pedagogical approaches supporting global learning. They have used these skills to support colleagues.
    d. Many/most/all teachers in the school use pedagogical approaches supporting global learning. One or two teachers have a high level of expertise. Staff have used these skills to support colleagues.

8. Support for active global citizenship

a. No teachers understand active global citizenship for pupils and do not do work in this area.
b. One or two teachers understand the key principles of active global citizenship, and teachers plan opportunities for some pupils to participate in active global citizenship either inside/ outside the curriculum.
c. Some teachers understand the key principles of active global citizenship, and teachers plan opportunities for many pupils to participate in active global citizenship inside/ outside the curriculum.
d. Many/most/all teachers understand the key principles of active global citizenship, and teachers plan opportunities for most pupils inside and outside the curriculum. At least one teacher has a high level of expertise in this area and is able to support colleagues.

9. Cross-curricular planning

a. No teachers deliver global learning activities across subjects in a cross-curricular way.
b. One or two teachers have delivered at least one global learning activity across subjects in a cross-curricular way.
c. Some teachers have delivered more than one global learning activity across subjects in a cross-curricular way, with jointly agreed outcomes.
d. Many/most/all teachers have delivered at least one global learning activity across subjects in a cross-curricular way, with jointly agreed outcomes.

BEHAVIOUR AND RELATIONSHIPS

10. Values

a. No/few pupils develop their values through global learning activities within or outside lessons.
b. Some pupils develop their values through global learning activities within or outside lessons.
c. Many pupils develop their values through global learning activities within or outside lessons, and can relate this to their relationships and behaviour in school and beyond.
d. Most/all pupils develop their values through global learning activities within and outside 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.

11. Diversity and cultural difference

a. No/few pupils develop positive attitudes towards diversity and cultural difference through activities within or outside lessons.
b. Some pupils develop positive attitudes towards diversity and cultural difference through activities within or outside lessons.
c. Many pupils develop positive attitudes towards diversity and cultural difference through activities within or outside lessons. At least one teacher has expertise in facilitating this successfully and supports colleagues.
d. Most/all pupils develop positive attitudes towards diversity and cultural difference through activities within or outside lessons. Some teachers have expertise in facilitating this successfully and support colleagues.

12. Pupil voice

a. No pupils are involved with the planning and running of global activities in the school.
b. Few pupils are involved with the planning and running of global activities across the school.
c. Some pupils are involved with the planning and running of global activities across the school. This includes opportunities for reflection and evaluation of success.
d. Many/most/all pupils are involved with the planning and running of global 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 THE COMMUNITY

13. School vision

a. The school vision does not relate to the development of global learning pupil outcomes.
b. The school vision supports the development of global learning pupil outcomes. This is communicated to staff and pupils.
c. The school vision supports the development of global learning pupil outcomes. This is communicated to staff, pupils and parents. The school plans activities across the school to achieve this vision.
d. The school vision supports the development of global learning pupil outcomes. This is regularly communicated to pupils, parents and staff, 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.

14. Curriculum

a. The curriculum does not currently support global learning.
b. Global learning is included in the curriculum in one or two subject/topic areas.
c. Global learning is embedded in the curriculum in three or four subject/topic areas.
d. Global learning is embedded in the curriculum in many subject areas/topics. It is linked to a range of topics and are embedded in a number of subject areas.

15. Staff support and CPD training

a. No staff have participated in activities to develop their confidence in using global learning activities and/or pedagogical approaches.
b. Staff have participated in at least one activity to develop their confidence using global learning activities and/or pedagogical approaches.
c. Staff have participated in at least one activity to develop their confidence using global learning activities and/or pedagogical approaches. At least one member of staff has the confidence and ability to lead other staff in this process. Some staff have tried using these techniques.
d. All staff have participated in activities to develop their confidence using global learning activities and/or pedagogical approaches. Many staff have tried using them, with progress reviewed. At least one member of staff has the confidence and ability to lead other staff in this process.

16. Engagement with parents, community groups and external organisations

a. Global learning activities do not support pupils working with parents, community groups or external organisations at local, national or international levels.
b. Global learning activities support some pupils working with parents, community groups or external organisations at local, national or international levels.
c. Global learning activities support many pupils working with parents, community groups and external organisations. This includes the community at local, national or international levels. Activities have increased understanding of heritage and identity in some pupils.
d. Global learning activities support most/all pupils working with parents, community groups and external organisations. This includes the community at local, national or international levels. Activities have 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 a government-funded programme of support that is helping teachers in Primary, Secondary and Special schools to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3. It is being delivered by a team of organisations with complementary experience in supporting development education, the wider development sector and peer-led CPD for schools. For further information on the Global Learning Programme in England go to: www.glp-e.org.uk. Information about the GLP in Wales, Scotland and Northern Ireland can be found at: https://globaldimension.org.uk/chooseglp.

About the authors

Frances Hunt is Senior 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 annual 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.

Olga Cara has a wealth of experience of analysing quantitative data for large scale projects for UK government and a range of European and other international bodies. She has specific responsibility for analysing the quantitative data within the Global Learning Programme for England and was co-researcher, with Douglas Bourn, for the Link Community Development Project. She is also currently involved in the mixed methods 3 year evaluation of the European Commission's Europe Aid project "Developing Confident Global Learning Communities" working with 120 teachers, 8000 students, 25 local school communities and 100 Local Authorities/Civil Society Organisations in 3 EU countries Latvia, Spain and Wales. Olga is expert user of SPSS, Stata and Excel for the analysis and visualisation of the complex statistical data. She is also very experienced in combining the quantitative and qualitative data to deliver an evaluation based on a specific log-frame and project aims and objectives.

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.