

# OUR GLOBAL FUTURE

How schools can meet the challenge of change

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Promoting education for  
a just and sustainable world

# About DEA

DEA is an education charity that promotes global learning. We work to ensure that people in the UK develop an open-minded, global outlook and recognise connections between their lives and global issues such as poverty and climate change. We work to change what people learn and how they learn, through influencing policy and educators' practice.

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

## Global Learning in Schools

DEA defines global learning as education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.

There are 8 overlapping concepts that are at the heart of global learning and educators bring these out in different ways depending upon the context:

- Global citizenship
- Interdependence
- Social justice
- Conflict resolution
- Diversity
- Values and perceptions
- Human rights
- Sustainable development

The Global Dimension Website ([www.globaldimension.org.uk](http://www.globaldimension.org.uk)) brings together support for schools around global learning.

## Our Global Future: the debate

In July 2008, DEA launched Questioning Education: A discussion paper. Since that time, we have had a programme to promote a national conversation around how policy could better enable schools to prepare children and young people for their global future. The process aimed to uncover practical and imaginative proposals that will help embed global learning in the English education system. After 10 events around the country and numerous discussions with a range of stakeholders, this paper takes the debate forward by making a number of policy recommendations. DEA is working with a network of organisations to take forward the recommendations.

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

## Summary

Young people face a future in a complex interdependent world. Globalisation, climate change, the need for community cohesion and social mobility and the challenges of international development all require young people to have a global outlook. Schools have an important role in helping them to prepare for this. DEA's research with Ipsos MORI with both young people<sup>1</sup> and teachers<sup>2</sup> shows an unmet need for global learning. Every young person should leave school able to make connections between local and global issues and equipped to live and work in a globalised world. There are some positive education policy foundations but much more needs to be done to ensure that schools have the support they need to prepare young people for their global future. Our recommendations include:

- Initial teacher education needs to embed global learning and a network should be supported to share good practice.
- Subject associations should have a package of support to provide continuing professional development for the global dimension to their subject.
- NGO support is crucial. DFID should extend the Enabling Effective Support programme (EES) for a further five years and use other mechanisms to ensure there is national coverage of support and that good practice is built upon and shared.
- The Masters in Teaching and Learning should embed global learning and have specific modules around some of the key concepts such as sustainability and diversity.
- Headteachers need support in global learning and the National College for Schools Leadership (NCSL) leadership courses should do more to incorporate this.
- There should be a review of lessons from how Scotland, Wales and Northern Ireland have embedded global learning in their education systems.
- An annual review should take place to see how all relevant parts of government are performing and working together in supporting young people to live and work in a globalised world.

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

<sup>2</sup> Ipsos MORI surveyed 848 teachers in primary and secondary state schools in England between 5 November and 10 December 2008 on behalf of DEA. See [www.dea.org.uk/research](http://www.dea.org.uk/research) for full details.

# Introduction

From music and fashion to poverty, terrorism and climate change, young people's lives are intimately connected to the world around them. Young people need global learning but there is not enough taking place in our schools. This needs to be addressed, or we will be failing to adequately prepare them for their futures.

Young people value global learning. For example, over three-quarters (78%) think it is important that schools help pupils understand what people can do to make the world a better place. However, young people report that they are not receiving enough global learning. For example, almost one in five (19%) have not had the opportunity to discuss news stories from around the world at all in school and only around two in five (42%) believe that what they do in their daily life affects people in other countries. This shows they are not receiving support to make sense of the stories they hear in the media and that they are not making the connections between their own lives and, for example, climate change. Furthermore it is shocking that only half (50%) of young people think it is a good idea to have people of different backgrounds living together in the same country.<sup>3</sup>

The vast majority of teachers in England see global learning as an important aspect of education. 94% believe that schools should prepare pupils to deal with a fast-changing and globalised world.<sup>4</sup> It is very worrying, however, that a third (32%) of teachers do not believe the current school system does this.

Globalisation has had a significant impact on the way business operates. Businesses increasingly need employees with a global perspective, who are able to communicate with people from a wide range of social and cultural backgrounds.

To meet challenges we face as a society, young people need a global outlook. Giving young people from excluded communities a more global perspective can enhance aspiration and social mobility. To meet the challenges of globalisation, international development, climate change and community cohesion, our ability as a society to think globally is crucial.

“The world is changing all the time. I want to look forward, to keep trying new things and see how to make the world a better place<sup>5</sup>”

## The impact of global learning

Global learning supports young people to make sense of the complex and fast changing world we live in and to develop the capabilities they will need to face, as yet unknown, challenges in the years to come.

Pupils who experience global learning at school are more likely to feel there is something they can do to make the world a better place, be more open to those from different backgrounds and appreciate that what they do in their daily lives can affect those in other countries. For example, 72% of pupils who have thought about news stories from around the world from different points of view at school say they try to do things to make the world a better place, compared to only 49% of pupils who have not done this at school.<sup>6</sup> A global perspective is also crucial in helping young people widen their horizons, especially for those from communities with low levels of social mobility.

## Implications for policy

There is increasing policy interest and understanding of the importance of global learning. The secondary National Curriculum provides more opportunities for global learning, including a global and sustainable development dimension across all subjects. The primary National Curriculum is under review, and appears to be developing in positive directions. But policy needs to develop to ensure that all young people are prepared by school for the global future.

<sup>3</sup> Ipsos MORI surveyed 1,955 pupils from 82 middle and secondary state schools in England between 11th January and 28th March 2008 on behalf of DEA. See [www.dea.org.uk/research](http://www.dea.org.uk/research) for full details.

<sup>4</sup> Ipsos MORI surveyed 848 teachers in primary and secondary state schools in England between 5 November and 10 December 2008 on behalf of DEA. See [www.dea.org.uk/research](http://www.dea.org.uk/research) for full details.

<sup>5</sup> Pupil voices in QCA (2007) *The Global Dimension in Action - A curriculum planning guide for schools*, London

<sup>6</sup> Ipsos MORI surveyed 1,955 pupils from 82 middle and secondary state schools in England between 11th January and 28th March 2008 on behalf of DEA. See [www.dea.org.uk/research](http://www.dea.org.uk/research) for full details.

Teachers need more support with their understanding of complex and sometimes controversial issues such as war, poverty, climate change, and the changing global economy. Controversial and uncertain issues cannot and should not be avoided in schools and good global learning requires teachers who are equipped with appropriate pedagogies to deal with such debates and discussions confidently.

With the basic framework of the National Curriculum in place, the key challenge now is how to ensure coherent and comprehensive support for teachers and school leaders to embed global learning across their schools.

## 1. Implications for Initial Teacher Education and Training (ITET)

Government priorities around the global dimension, education for sustainable development, pupil participation and community cohesion should be made more explicit across the Standards for Qualified Teacher Status and the other Standards.

Training for ITET tutors is needed in innovative approaches including enquiry methods such as Philosophy for Children and Open Spaces for Dialogue and Enquiry.<sup>7</sup>

Secondary ITET courses are currently largely structured by subject. This is an obstacle to important cross curricula themes such as the global dimension; to learning across subject boundaries and to the implementation of the new secondary curriculum. TDA and Ofsted should address this.

The Centre for Cross Curricular Initiatives at London South Bank University manages a UK wide network<sup>8</sup> of those involved in teacher education around global citizenship and education for sustainable development. In order to share good practice across ITET providers, the network needs to be given more and longer term funding.

## 2. Implications for Teacher Retention

Despite the recent increase in people interested in becoming teachers, retaining good teachers is likely to remain an ongoing challenge.

A high proportion of all teachers (80%) agree that thinking about how teaching contributes to making the world a better place motivates them to stay in teaching.<sup>9</sup>

We recommend that the Government's retention strategies pay more attention to global learning as a motivating factor for teachers.

## 3. Implications for Continuing Professional Development (CPD)

Challenging issues around the global dimension, sustainable development, race equality and community cohesion are not straightforward, and teachers need support in both developing their own understanding of these complex issues and in developing appropriate pedagogies.

By not recognising the global context, many local authorities are failing to make connections between related areas of their support for schools such as community cohesion, participation, wellbeing, ethnic minority achievement, education for sustainable development, international work and citizenship in their strategies. The lack of joining up is partly caused by the lack of subject expertise which could provide context and by the commissioning model which leads to advisers focusing on selling 'services' to schools rather than working collaboratively in the local authority. Strong leadership within local authorities is needed to make the connections between agendas which are institutionally separate but which have similar aims and require similar pedagogies. We recommend that a good practice network is created to identify and

31% of teachers disagree that the current school system prepares pupils to deal with a fast changing and globalised world<sup>10</sup>

<sup>7</sup> [www.sapere.org.uk](http://www.sapere.org.uk) and [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)

<sup>8</sup> [www.lsbu.ac.uk/ccci/uk.shtml](http://www.lsbu.ac.uk/ccci/uk.shtml). This receives some funding from the Training and Development Agency for Schools (TDA), ESCalate and WWF-UK.

<sup>9</sup> Ipsos MORI surveyed 848 teachers in primary and secondary state schools in England between 5 November and 10 December 2008 on behalf of DEA. See [www.dea.org.uk/research](http://www.dea.org.uk/research) for full details.

<sup>10</sup> Ipsos MORI surveyed 848 teachers in primary and secondary state schools in England between 5 November and 10 December 2008 on behalf of DEA. See [www.dea.org.uk/research](http://www.dea.org.uk/research) for full details.

share good practice amongst local authorities around joined up support for global learning.

Making teaching a Masters-level profession can be seen as a recognition of the responsibility which teachers have for how, as a society, we see the world. Masters in Teaching and Learning (MTL) providers should consider how they can embed a global perspective across the entire course. They should also consider modules based around the 8 concepts of the global dimension, as well as consider having modules that focus on aspects of globalisation and sustainability to deepen the understanding of some teachers. The MTL should also include enquiry based pedagogies such as Philosophy for Children and Open Spaces for Dialogue and Enquiry.<sup>11</sup>

All subjects have a role to play, for example, learning another language provides another way of seeing the world, learning how real data and statistics are used helps young people respond to them more critically. Debates about whether pupils should learn to read or learn about climate change are false choices. Pupils need to do both and reading about topics which they find relevant and interesting engages them in learning. Subject associations have an important role in supporting teachers to think creatively about global learning in each subject. We recommend a package of support for subject associations to provide appropriate CPD on the global dimension to their subject.

82% of young people think that it is important for schools to help pupils get on well with people of different backgrounds.<sup>12</sup>

Other NGOs (non-governmental organisations), including the UK's 45 Development Education Centres, play a crucial role in supporting teachers with global learning. Many are funded by the Department for International Development (DFID) through the Development Awareness Fund (DAF) and the Enabling Effective Support (EES) initiative. EES operates at a regional level, encouraging collaboration between the statutory education sector and voluntary organisations, to build capacity within the UK's education systems so they respond to the challenges of educating young people to understand and help shape the globalised and interdependent world in which they live. This support is welcome but more needs to be done to ensure national coverage and that good practice is built on and shared.

We recommend that DFID should use all options strategically, including EES, DAF and targeted funding of organisations, to ensure that all schools are able to access support. A commitment to extend EES for a further five years is needed within the next year or the programmes will start to wind down. There should be an annual evaluation of DAF funded projects linked to a funding mechanism to develop, share and roll out the best.

## 4. Implications for Headteacher Professional Development

The engagement and full understanding of senior management is essential for global learning. The work of the National College for School Leadership (NCSL) on Sustainable Schools is a welcome foundation for broader work. Leadership has an essential role in bringing together the range of policies and initiatives that relate to global learning. Headteachers need a full understanding of duties such as the Race Relations Amendment Act and the Duty to Promote Community Cohesion. They need the capabilities to support open discussions amongst the whole school community around controversial issues to ensure that everyone can reflect on their own values and attitudes. All leadership courses should include the explicit consideration of embedding global learning in the curriculum and wider school ethos, to ensure outward looking schools.

## 5. Implications for Policy Coherence

*"I want to see the teaching of global issues given more weight in our schools and colleges and already we have taken steps to make issues like globalisation, environmental sustainability and citizenship a core part of the curriculum"* Prime Minister Gordon Brown<sup>13</sup>

“ I want to learn about real things that are happening in the world. ”<sup>14</sup>

<sup>11</sup> [www.sapere.org.uk](http://www.sapere.org.uk) and [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk)

<sup>12</sup> Ipsos MORI surveyed 1,955 pupils from 82 middle and secondary state schools in England between 11th January and 28th March 2008 on behalf of DEA. See [www.dea.org.uk/research](http://www.dea.org.uk/research) for full details.

<sup>13</sup> In DEA's 2008 publication, *Global Matters*

<sup>14</sup> Pupil voices in QCA (2007) *The Global Dimension in Action - A curriculum planning guide for schools*, London

Much more needs to be done to make policy more joined up to ensure effective implementation. There are programmes in a number of government departments which can contribute.

DCSF (Department for Children, Schools and Families) has statutory duties including the Race Relations Amendment Act and the Duty to Promote Community Cohesion. It has aspirations such as that all schools be 'Sustainable Schools' by 2020 and for equipping our children, young people and adults for life in a global society and work in a global economy. It is basing its next White Paper around 'Schools for the 21st Century'. There is a lack of connection made between these agendas both within the department and by its implementing partners. Furthermore, these agendas are presented as additional to and separate from the curriculum in schools; they need to be fully embedded.

“The problems in the world seem massive and scary. I want to make sense of them and why they are happening.”<sup>15</sup>

DFID's 2006 Eliminating World Poverty White Paper states that DFID will “seek to give every child in the UK the chance to learn about the issues that shape their world”. DFID will spend £24m in 2009/10 on programmes to support this. This is very positive and welcome. As DFID works to develop its Building Support for Development strategy, it should consider how its programmes can be developed to work more effectively with mainstream education agencies.

Other relevant government agendas include those for climate change and sustainable development (Department of Energy and Climate Change and Department for Environment, Food and Rural Affairs);

economic globalisation and skills (Department for Business, Enterprise and Regulatory Reform and Department for Innovation, Universities and Skills); culture and the Olympics (Department for Culture, Media and Sport); and community cohesion (Communities and Local Government).

It is clear that Government will only be able to achieve a range of its goals (e.g. around international development, sustainability, cohesion, social mobility) through changing the learning and understanding of its citizens. Therefore we recommend that Government reviews how global learning can contribute to the agendas of each department, and facilitates greater cross-departmental working.

We recommend annual reporting on progress towards ensuring that young people are prepared for life and work in a globalised and interdependent world. This should consider top line progress from all relevant teams across government and also have an annual thematic focus, for example, progress towards learning around sustainability; and the quality and impact of particular interventions such as school linking programmes.

Scotland, Wales and Northern Ireland have all taken different approaches from England to embed global learning in their education systems. We recommend a review comparing the policy approaches taken and outlining the lessons to be learned. There are also lessons to be learnt from other European countries.<sup>16</sup>

“It's important to learn about helping the planet when you're young because we have big imaginations”<sup>17</sup>

## Conclusion

Despite Government rhetoric and current policy initiatives, much more needs to be done. We must ensure young people are prepared for their global futures, and can respond to the world around them with optimism and positive action rather than fear and powerlessness. The key to this will be to provide teachers and heads with the support they need to embed global learning in the classroom and across the school ethos.

<sup>15</sup> Pupil voices in QCA (2007) *The Global Dimension in Action - A curriculum planning guide for schools*, London

<sup>16</sup> Development Education Exchange in Europe Project ([www.deeep.org](http://www.deeep.org)) and the Global Education Network Europe ([www.gene.eu](http://www.gene.eu))

<sup>17</sup> Pupil voices in QCA (2009) *Sustainable development in action: A planning guide for schools*, London

There is cross party agreement on the significance of the challenges of globalisation and climate change. There is also agreement that education has an important role in responding to this:

*“I want to see the teaching of global issues given more weight in our schools and colleges and already we have taken steps to make issues like globalisation, environmental sustainability and citizenship a core part of the curriculum”*

Gordon Brown in DEA's 2008 publication, *Global Matters*

*“Appreciation of the environment and sustainable living... needs to inform thinking across the curriculum and throughout our schools”*

Gregory Barker, Shadow Minister for Climate Change and the Environment, in *Root to Branch: Education for a Greener Future* in 2008

*“Teachers need the freedom to teach an engaging and relevant curriculum, which opens children’s minds and encourages them to be thoughtful and tolerant citizens,”*

David Laws in response to DEA research in 2008, in *Call for better global literacy* at <http://news.bbc.co.uk/>

The current Government and any future government have positive foundations to build on but will need to do much more to join up and increase the status of global learning.

*Our Global Future: how schools can meet the challenge of change makes policy recommendations for how our schools can best be enabled to meet the challenges of our global future.*

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ISBN: 978-1-900109-35-2

DEA is a registered charity (no. 291696) and company limited by guarantee (no. 1737830)

Designed by Davies Batt

Printed by Swallow House Group

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