

***The government wants every child to have the best chance of success in an increasingly competitive international labour market, to make a positive contribution in a global society and to be equipped to collaborate across borders in dealing with global challenges such as climate change and poverty eradication.***

1 Do you agree that schools have a major role to play in helping children and young people develop into global citizens?

Yes

We strongly support this assertion. It is an important element of education in a rapidly globalising world. The order of the three aims of 'success, contribution and collaboration' needs to be looked at critically. In the context of global citizenship, there is an argument for prioritising collaboration and making a positive contribution before the economic motive.

The term 'schools' means more than a building, its pupils and staff. It also encompasses the local community including parents, governors and interconnecting links both local and global.

Providing good quality global learning for every child is rendered more difficult where key 'deliverers' such as geography are excluded from the school curriculum or where few students are offered or take options such as geography post-14. Global learning becomes more and not less important as children become older and, therefore, closer to taking up their role in the 'international labour market' and 'global society'.

***The government is committed to continue its focus on promoting learning about the interdependence of our world through the UK education system. This means encouraging children and young people to think critically about development issues, for example, the causes and consequences of poverty, for both moral reasons and because our futures are inextricably linked.***

2 Do you agree that schools should encourage children and young people to think critically about development issues?

Yes

We agree wholeheartedly with this statement. It is very much what the Geographical Association stands for. We welcome the inclusion of a moral dimension and emphasis on developing our children as critical citizens in the statement.

Geography is already the main curriculum area encouraging critical thinking in this context. Most development studies initiatives, such as the International Schools scheme, already involve and draw on the expertise of members of the geographical community.

The GA is very active in fostering critical thinking on development issues. The Association recently completed its own survey into children's global views, for example. There is a multitude of materials and comment on the GA website, for example the GTIP Think Piece at [http://www.geography.org.uk/gtip/thinkpieces/globaldimension\(primary\)/](http://www.geography.org.uk/gtip/thinkpieces/globaldimension(primary)/).

We note the sometimes negative emphasis on poverty in the statement. We recommend replacing the term 'poverty' with 'inequality' or at least to add this term where appropriate. Concentrating on poverty reinforces stereotypical views of the global South. It has the unfortunate outcome that children see our role as helping 'others' purely through charitable actions in order to address issues of poverty. This is not our only task as educators. Adding inequality draws attention to causes and is essential if a balanced picture is to be presented.

***Paragraph 7 of this strategy offers the following definition of global learning:***

***"Global learning means that the 21st century curriculum should encourage learners to be aware of global issues, enable them to evaluate information and events from a global perspective and to realise their individual responsibilities in an interdependent world. By exploring the connections between the local and the global, children and young people of all ages are encouraged to consider their role as global citizens and recognize that they have an important contribution to make in complex issues such as:***

- ***tackling poverty and deprivation;***
- ***climate change;***
- ***sustainable development;***
- ***community cohesion;***
- ***social justice and human rights; and***
- ***conflict resolution."***

3 a) Do you agree with this definition of global learning?

Not Sure

We would recommend defining or at least exploring what it means by 'global'. Does it refer to issues that are large scale in nature, or issues that take place in a more limited number of places beyond the UK? The definitions of ideas such as the 'global society' would also benefit from a more precise definition.

3 b) Are there any issues you think should be added to the those suggested in the above definition?

Yes

We note with interest the list of 'complex issues'. Poverty rather than inequality is again mentioned, although the term deprivation has been added. The list differs significantly from that produced by DfEE (2000) and referred to by the GA in its Global Dimension Think Piece. This list includes eight key concepts that underpin learning about global issues. These are:

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

We recommend incorporating other terms in the list within these eight concepts. For example, 'tackling poverty and deprivation' into social justice; 'climate change' which fits into sustainable development; community cohesion into citizenship.

***This Global Learning Strategy sets out how the Department for Children, Schools and Families (DCSF) and Department for International Development (DFID) will work together in strategic alignment to help place global learning at the heart of curriculum planning and support the curriculum's aims to develop successful learners, confident individuals and responsible citizens.***

4 Do you agree that DCSF and DFID should work together closely to promote global learning?

Yes

We note the transformation of DCSF to DoE and hopes this provides an opportunity for two major government departments to work closely together, 'speak the same language' and project the same messages. This would be to the benefit of our schools. Duplicative work by departments only serves to complicate issues.

We suggest going further: that the mission of developing our children into global citizens should not be the responsibility of only two departments but should be a mission accepted across government. Thus the Home Office and the FCO have crucial roles to play, not least in facilitating visa applications for young people and their teachers wishing to visit the UK for short periods. The visa process for such applicants needs to be streamlined and simplified. The GA's annual invitations to national conference (supported by its GAIIF scholarships that allow geographers from the global South to attend) need more encouragement and the support of government departments.

In relation to placing global learning 'at the heart' of curriculum planning, we note that curriculum planning these days seems to need a very big 'heart' to include everything that is required should be done. It is hard to see how this aim could be achieved in a meaningful way. It is important that schools perceive global learning as something that is helpful and indeed vital in their pursuit of their core agendas – achieving Every Child Matters outcomes and high standards for young people. We would not wish to see schools responding to global learning as 'another initiative'.

***The government wants to link this global learning programme to the curriculum, and the Qualifications, Curriculum and Development Agency has produced detailed guidance for Key Stages 3 and 4 on the global dimension and sustainable development.***

5 Do you agree that global learning can be effectively incorporated into the curriculum?

Yes

We believe that global learning is already being effectively incorporated into the curriculum and there are numerous examples of such learning taking place. OFSTED reports draw attention to many examples of excellent teaching and learning in this area. We welcome the recent QCDA and DEA guidance but believe more needs be produced to support global learning in KS1 and 2. Numerous research reports provide evidence that children are most receptive to learning about such issues, and wish to learn about them, from an early age. Leaving teaching about the global dimension until KS3 is too late.

We believe that global learning programmes are most effective when they infuse the whole ethos of learning. Whilst specialist teaching and learning in subjects like geography are essential, whole-school support is equally vital. We recommend that the outcomes of a global learning strategy become the focus of Ofsted inspection in much the same way that evidence of community cohesion is currently inspected.

***Maintained schools in England are under a duty to promote community cohesion and Ofsted report on their contribution in this area. Many schools already work in ways that promote community cohesion and DCSF wants all schools to build on this best practice.***

***DCSF has published a National Framework for Sustainable Schools with the aim of all schools being sustainable schools by 2020.***

6 Do you agree that "global learning" should build on schools' work in relation to community cohesion and sustainability?

Yes

We believe it is desirable for the links between these areas to be clear and well communicated. Many schools are able to make these links and avoid the perception of curriculum overload, overlap or repetition. Ideally there should be a commonality of approach in the delivery of these areas of the curriculum with the contribution of each area to each other made clear.

***In a globalised world, the global dimension is found on our doorsteps, not only in far away places. Establishing partnerships with other schools***

***locally and internationally, visiting places of worship, participating in local events, and inviting parents/carers and other members of the local community into school to share experiences can all contribute to developing global perspectives.***

7 Do you agree that global learning can be best achieved by schools working in partnership with others?

Yes

One of the key outcomes of global learning is enabling children to understand that the local and the global are intrinsically interlinked: one cannot be understood without the other. With younger children it is desirable to begin with the local and work outwards. Thus children learn that we are all part of the same global partnership and are not isolated individuals living in a complex world. Many Local Authorities already provide excellent opportunities, through cluster groups, for schools to work together at the local scale. Such partnerships often provide opportunities for linking both locally and globally and such activities should be encouraged.

Delivering the global dimension at the local scale also helps to link global learning with community cohesion initiatives allowing children to recognise the interlinked nature of these approaches.

The Geographical Association, through its conferences and its working groups, already provides opportunities for such local as well as collaborative working.

***We want school leaders, teachers, children and young people, parents and carers, and organisations from the voluntary sector to be engaged in global learning in order to achieve maximum impact.***

8 Do you agree that school leaders, teachers, children and young people, voluntary sector organisations, and parents and carers need to be involved in global learning?

Yes

For any initiative to succeed it has to have the full commitment of all involved. In the case of global learning this is essential. There are opportunities, not fully realised at present, for much greater linkages between schools and organisations from the voluntary sector to work more closely together. There is also a need to widen the involvement of all in activities such as Town and Village twinning. Twinning activities are too good an opportunity to remain the preserve of a minority of a community. Quality global learning can be achieved where such arrangements are better publicised and inclusive.

There is an acute need for well-funded CPD and resources, if the potential of bringing together the schools, voluntary organisations, not-for profit sector and initiatives such as Twinning is to be fully realised.

***DCSF and DFID plan to bring together the management of their global education projects, including their web presence, and the support structure for schools, under a new governance structure to provide accountability, maximum impact and value for money. Ministers from both departments will provide overall direction; a new Global Learning Strategy for Schools Programme Board will be set up. Partners from education bodies and non-government organisations will have a key role in supporting this governance structure through an Advisory Group.***

9 Do you agree that this joint DCSF/DFID Global Learning Strategy for Schools governance structure will help to ensure maximum impact, accountability and value for money?

Yes

A simplification of the governance of global learning initiatives is welcomed. We advise that great care be taken to avoid the new body becoming separate from the work of the two departments. The new structure will only bring about efficiencies if it is to take over all the relevant work of the DCSF and DFID. We repeat our view of the need to include other departments such as the Home Office and FCO and an agreed approach to global learning should permeate all government departments not those most obviously involved.

**Teachers and school leaders tell us that they find the number and variety of linking programmes confusing. Through exploring options to rationalise and streamline our support to school linking we plan to simplify the landscape for schools, whilst also ensuring significant efficiency savings through a more streamlined approach to procurement and a major reduction in management overheads.**

10 a) Do you agree that rationalising and streamlining school linking programmes would make it easier for schools to engage in partnership working?

Not Sure

Whilst some rationalisation of linking programmes would be helpful, there are also positive gains from the present system. Not all schools are looking for the same kinds of links and often schools have particular needs that reflect their mission. For example, faith schools may wish to link with particular school at home and overseas and these needs can sometimes be best met through a particular linking scheme. Linking schemes can have different aims. Some concentrate on particular parts of the world; others on particular types of schools. Reducing these to one common denominator might weaken the choice available to schools unless great care is taken.

10 b) What principles should inform the rationalisation of school linking programmes?

Any single overarching organisation needs to quality assure linking schemes. There is a need to ensure that schemes are well managed and meet certain minimum criteria, for auditing the work of link schemes and publicising successes and failures.

**We want to make it easier for teachers and pupils to access curriculum resources, to participate in real time teacher to teacher, student to student, or group to group exchanges. We shall do so by creating a single, jointly funded global teaching website, with clearly signposted areas providing comprehensive information on the global dimension to teaching and learning; a partner brokering service for registered schools; a depository of curriculum related projects and teaching materials; and an area to facilitate real time communications between schools.**

11 Do you agree that a single jointly funded global teaching website with these features would help schools to engage in global learning?

Not Sure

We express reservations about this aspect of the proposal, on the basis that there are already excellent websites providing this information. These, such as the GA website, are well used and bring together information and resources that help teachers deliver global learning. The DEAs Global Dimension website is another example of an excellent and well-used resource.

If funding is available it should be allocated to existing web sites to enable them to develop. What is needed is better publicity about existing sites.

**The International School Award is well established, with a record number of over 700 schools receiving the full award in 2009.**

**We plan to review the accreditation criteris for the International School Award to ensure that they accurately portray a school's commitment to global learning and reflect the vision that all children and young people are prepared for life in an interdependent world, are empowered to engage with the global challenges they will face and are encouraged to take action as global citizens. We also plan to introduce a lighter touch approach to accreditation in line with the overall drive to reduce unnecessary burdens on schools.**

12 a) Do you agree that accreditation schemes such as the International School Award can provide useful evidence of a school's commitment to global learning?

Not Sure

The International Schools Award has achieved considerable success in a limited time. It has been taken up despite its demanding requirements. However, there is evidence that, once achieved, not all schools are making the most of its opportunities and only a relatively small number of schools are using its opportunities to the full. Few schools appear to be making it a central part of their mission and we recommend investigating how many schools have changed their mission statements as a result of gaining International School Status, or use the award for the benefit of all their learners.

12 b) Do you agree that the accreditation criteria for the International School Award should reflect this new joint strategy?

Yes

Reviewing the accreditation criteria would help to ensure that schools have a strong commitment to global learning and also that this commitment is not put on hold once the award has been gained.

12 c) Do you agree that accreditation for the International School Award should be "light touch", with evidence signed off by the head teacher and chair of governors of the school seeking accreditation?

Not Sure

Whilst there is clear evidence that the current accreditation process is onerous, it does have the advantage of ensuring that schools take the award seriously. It also involves a detailed examination, by all members of a school community, of their understanding of global learning and their commitment to it. If global learning is to be seen as an entitlement for all learners, it is perhaps not intuitive to create a 'lighter touch' accreditation (unless it relies more heavily on self-evaluation). Organisations such as the Geographical Association have the potential to assist in this.

There is also a danger in introducing a lighter touch approach that existing award schools will feel belittled. If 700 or more school can successful negotiate the current requirements, demanding though they are, then so should all schools.

Perhaps the GA Quality Mark approach serves as a good model – with the 'lower' levels of award being lighter touch and predominantly self-assessed and leading quite clearly to further progress.

***In taking forward this strategy, a premium will be placed on ensuring programmes have a positive impact on learning and attitudes towards global issues. The government wants children and young people to feel knowledgeable about global issues and be able to critically reflect on their role in the world, and how their actions impact on the lives of others. It wants young people to feel empowered to act on this awareness.***

13 a) Do you agree that this is a desirable outcome in relation to children and young people?

Yes

We request a clearer definition of the word 'premium'. It appears, from section 4.16 in the Strategy document, that the 'premium' will be placed on monitoring outcomes. The five outcomes listed – more knowledgeable young people, stronger focus on global learning, better integration of global learning, better teaching materials and better supported teachers who are more confident delivering global issues – are all worthwhile aims. Monitoring their successful delivery is essential and tracking progress through existing mechanisms such as the SEF will encourage and support their delivery.

The Strategy document rightly concentrates on positive learning outcomes. Delivering global learning is an area fraught with difficulties. It often involves contentious issues that many teachers have difficulty sharing with pupils. It involves taking a moral stance and sharing views. It can and does lead to argument and discussion. This is all to be encouraged but teachers need to be helped to gain the confidence necessary to deliver these ideas successfully. It

would be helpful if some examples of negative teaching and learning could also be shared.

***The government wants a stronger school leadership focus on global learning, with school leaders who see their school in its global context.***

13 b) Do you agree that this is a desirable outcome in relation to school leaders?

Yes

A key to the successful delivery of global learning across a school community is a positive and supportive attitude taken by head teachers, governors and school leaders. Encouraging leadership to take a more active interest in matters of educational content (as distinct from results, finances, management and structures) is desirable, though difficult to achieve.

We recommend that specific actions be taken in this area, such as a requirement for a specific responsibility for global learning to sit with the governing body.

***The government wants better integration of global learning across the curriculum.***

13 c) Do you agree that this is a desirable outcome?

Yes

We regard this as a most desirable outcome and essential if global learning is to be given the status it deserves. There is a role here for fully funded CPD delivered by professional associations such as the GA. Achieving this integration will not be easy. It is already being achieved in a minority of schools and their achievements need to be better publicised.

***The government wants better teaching materials relating to global learning for teachers to use in their classes.***

13 d) Do you agree that this is a desirable outcome?

Yes

One of the key aspects of delivering the global curriculum is the speed of change of the world we live in. Such change must be reflected in an ever-evolving set of resources that enable teachers to deliver an up to date and relevant global curriculum.

There are many excellent resources already available such as those produced by the GA. What is needed are clearer guidelines as to what constitutes a 'good' teaching resource. What aspects of global learning should a teacher look for in a resource? This is not an easy issue to determine but an agreed set of minimum requirements would help teachers to make use of only the best resources.

***The government wants to ensure that teachers are better supported and feel more confident about teaching global issues.***

13 e) Do you agree that this is a desirable outcome?

Yes

Delivering the global curriculum often entails delivering contentious and difficult issues – migration being an obvious example. Teachers need to feel confident in dealing with such issues. But many questions remain unanswered here. Is there a plan and a clear outcome for additional CPD? Who should deliver it, or attend it? This will require good quality CPD for all teachers and there is a role here for professional organisations such as the GA.

There is also a role for ITE institutions to ensure that entrants to the profession have met and have been helped to deal with contentious issues such as those involved in the delivery of global learning. Key to dealing with such issues is an ability to encourage pupils to think creatively and to deal with these issues in a critical manner. There is often no agreed answer to a global issue and teachers need to approach topics such as global inequalities, climate change and sustainable development in a critical manner that considers all sides of the situation. Pupils need to be shown how to weigh up evidence and how to reach a decision. Teachers have a crucial role in the development of these skills and need help to learn how to do so successfully.

***Overall, the government wants schools to view global learning not as a separate initiative but interconnected with the statutory aims of the new primary and secondary national curriculum, with clear links to community cohesion and sustainable schools. Global learning should be seen as an essential element in developing successful learners, confident individuals and responsible citizens.***

14 Do you agree with this overall aim?

Yes

We believe that it is essential that global learning is viewed as central to the lives of young people. They are growing up in a global world and will have to live and cope with global challenges. They need to be prepared for life in such an environment. Global learning and the interlinked areas of sustainable development and community cohesion need greater prominence in the curriculum. This can be achieved by linking learning very clearly to the statutory curriculum aims. The challenge lies in doing this in a way that does not overburden existing school requirements.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply**

Here at the Department for Children, Schools and Families we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

All DCSF public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DCSF consultations are conducted, please contact Donna Harrison, DCSF Consultation Co-ordinator, tel: 01928 794304 / email: [donna.harrison@dcsf.gsi.gov.uk](mailto:donna.harrison@dcsf.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 31 May 2010

Send by post to:  
Ian Arrowsmith  
2c  
Caxton House  
Tothill Street  
London  
SW1A 9NA

Send by e-mail to: [global.learning@dcsf.gsi.gov.uk](mailto:global.learning@dcsf.gsi.gov.uk)