

engaged pupils

transformative education

responsible citizens

UNDERSTANDING THE IMPACT OF GLOBAL CITIZENSHIP EDUCATION

– using a Theory of Change approach

An IDEAS report

critical thinkers

effective contributors

confident teachers

IDEAS extends sincere thanks to all of the very many school leaders, teachers, pupils and local authority staff who have responded to questionnaires, audits and/or actively engaged in or supported our wider impact assessment activities. All this work enables IDEAS members to develop our own practice as well as supporting the continued wider acknowledgment and understanding of this area of education.

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IDEAS, the International Development Education Association Scotland, is a third sector network of organisations that support, develop and advocate for global citizenship education. We enable people of all ages to explore the links between their own lives and those of others across the globe, increasing understanding of the economic, social, political and environmental forces that shape our world.



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INTRODUCTION

Global citizenship education is embedded across Scotland's Curriculum for Excellence and was made an entitlement for all Scottish pupils in 2013¹. It is a rich, many-layered approach to teaching and learning that can affect both teachers' and pupils' values, attitudes and actions in often quite profound ways. Robust and coherent approaches to assessing its effects are lacking both here and internationally. This report proposes a Theory of Change approach to addressing this.

Put simply, global citizenship education is about bringing the outside world into the classroom. Its key elements can be seen in the Oxfam table at the foot of the page.

Developing this approach to education is a long-term process. As can be seen in the 'Knowledge and understanding' column below, the concepts and issues addressed are dynamic, challenging, and often contested. Global citizenship education does not aim to inculcate a particular world view but to build the skills of critical engagement.

It enables teachers and pupils to explore positively the opportunities and challenges that they and their communities face, locally and globally. Crucially, this ought to be done in the context of their everyday teaching and learning, rather than as a standalone topic or subject area.

All of these factors mean that assessing its impact is far from straightforward. The IDEAS Theory of Change proposed in this report provides a framework to approach this.

EDUCATION FOR GLOBAL CITIZENSHIP – KEY ELEMENTS AS DEFINED BY OXFAM

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identify and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

This table can be found on Page 8 of 'Education for Global Citizenship: A guide for schools'. The full guide can be accessed from: <http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>

¹ As one of three core areas under Learning for Sustainability

<http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools/GovernmentResponse>

Understanding impact in this area is particularly important in Scotland where education supports the development of four interrelated capacities – Successful learners, Confident individuals, Responsible citizens and Effective contributors. While affecting all of these, global citizenship education plays a particularly vital role in relation to the latter two. Assessment in Scottish education, however, is generally focused on the first – successful learners. The OECD, in their recent review of Scottish education, have highlighted this omission, calling for a much wider approach to understanding and measuring progress:

“Unless a range of metrics is available that reflects the full ambition of Curriculum for Excellence, the nature of quality and equity always risks being reduced to the most readily measurable... Direct measures and assessments are therefore needed, especially of but not restricted to the four capacities: Successful learners, Confident individuals, Responsible citizens, and Effective contributors².”

The need for richer approaches to assessing educational outcomes forms part of a wider discussion around national assessments, testing and PISA and how they relate to Curriculum for Excellence’s original ambition and intent to provide a broad progressive child-centred education. As Prof. Graham Donaldson reminds us:

“The knowledge and skills that are easiest to teach and test are increasingly marginal to the emerging world. We need to teach for deeper conceptual understanding, creativity and problem solving, and help young people develop their ethical understanding and value systems such that they can become responsible twenty-first century citizens³.”

This report addresses the requirement for non-reductive ways of evidencing the impact of the kind of education Donaldson is talking about.

As noted at the start, global citizenship education is also important in Scottish education because of its role in Curriculum for Excellence and because, under the overarching policy goal of Learning for Sustainability, it is an entitlement for all our children and young people and a core element of the General Teaching Council Scotland’s professional standards. Understanding how it impacts on schools, teachers and pupils is crucial to ensuring that it fulfils its potential as an enriching and transformative aspect of Scottish Education.



“Understanding impact in this area is particularly important in Scotland where education supports the development of four interrelated capacities – Successful learners, Confident individuals, Responsible citizens and Effective contributors.”

² Improving Schools in Scotland – An OECD Perspective, 2015, p20.
<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

³ Donaldson, G. (2015). ‘Shaping the future.’ GTCS Teaching Scotland Magazine, Issue 61, p16.

EXECUTIVE SUMMARY

1. Within the wider framework of Learning for Sustainability, global citizenship education is an entitlement for all school pupils in Scotland. This represents a considerable commitment to integrating it fully within the education system.
2. Global citizenship education affects values and attitudes as well as skills and knowledge. It is integrated in many different aspects of learning and teaching with multiple educational objectives in mind. As such, ascertaining its impact on learners is not straightforward.
3. This is compounded in the Scottish context by a lack of meaningful measures of progress that address all four capacities of the national Curriculum for Excellence – ‘Responsible citizens’ is included among these as one of the core purposes and outcomes of education.
4. This report addresses this challenge by presenting a Theory of Change model that provides a clear schematic pathway towards evaluating the direct and indirect impacts of global citizenship on teachers, pupils, parents, community and the general public.
5. Specifically, this report addresses how the Theory of Change model can help us examine the following dimensions of impact:
 - How teachers engage with global citizenship education
 - The effect of global citizenship education on teachers
 - The effect of global citizenship education on pupils
 - The relationship between global citizenship education and attainment
6. The Theory of Change begins from the assumption that there is a spectrum of teacher ‘readiness’ in relation to educating for global citizenship. This ranges from those for whom citizenship education is new both conceptually and practically, through those who have misconceptions that lead to resistance or hesitation, to those who are confident and personally committed pioneers.
7. This spectrum of ‘readiness’, as well as differences in the extent to which teachers are informed and engaged with education policy, has implications for the design of professional development activities and the measurement of their impact.
8. Three levels of impact on teachers identified in the Theory of Change are considered against a combination of qualitative and quantitative evidence. This incorporates large scale measures, smaller studies and quotes that encapsulate key elements of transitional understanding and connection-making.
9. Evidence of impact on pupils tends to be more indirect, often relying on teachers’ professional judgements. The effects posited in the Theory of Change, on motivation, curiosity, and thinking skills as well as values and agency, are explored, as well as how best to assess them. Practitioner Enquiry is proposed as a key method for providing more comprehensive evidence.
10. One of the most pertinent impacts of global citizenship education on pupils relates to attainment – currently a major focus of Scottish Government. Many of the pupil impacts that teachers highlight – on engagement, motivation, thinking skills and communication – are also important contributors to more effective learning.
11. Without losing sight of the wider ambitions of global citizenship education in supporting the development of rounded, curious and active citizens, this link with school attainment merits further investigation.
12. Scotland’s commitment to global citizenship education depends on a broad progressive view of education that recognises its societal, cultural and environmental benefits as well as its economic ones. An accessible and coherent evidence base around global citizenship education that supports this commitment is vital. The IDEAS Theory of Change and this report provide a framework for its development.

1. IDEAS' Theory of Change for global citizenship education

A Theory of Change clearly lays out a set of direct effects that an intervention is intended to achieve and an array of more indirect effects it is expected to have over time. It outlines underpinning assumptions as well as those elements of the wider context that might have a significant role in how these effects unfold⁷.

The IDEAS Theory of Change can be found in a pull-out section in the centre of this report. You may find it useful to have it alongside the text of the report as you read it.

It shows the various ways in which IDEAS and its members currently support the development of global citizenship education in Scotland and the effects we expect to have. It is focused primarily on teachers who, because of their potential impact on successive cohorts of children and young people, are seen as key agents for change⁸. It encompasses

effects on pupils, as well as on schools, parents, communities and on wider public engagement with tackling poverty and with the UN's Sustainable Development Goals⁹. Given the focus in Scottish Education on 'closing the attainment gap', it should also be noted that one of the effects relates to the impact of global citizenship education on overall attainment and achievement – this aspect is addressed in Section 6 of the report.

A Theory of Change is necessarily a work-in-progress as its function is to guide effective practice and to be adjusted according to any changes in understanding that develop through that practice. For IDEAS, the Theory of Change also functions as a forward-looking assessment framework for building a more coherent and approachable evidence base for the impact of global citizenship education.

2. The impact of global citizenship education

This report focuses on the following aspects of impact in the context of the Theory of Change:

- How teachers engage with global citizenship education
- The effect of global citizenship education on teachers
- The effect of global citizenship education on pupils
- The relationship between global citizenship education and attainment

It provides an overview of the issues around impact assessment in these four areas and provides some illustrative findings. Future reviews will address

each area individually, providing a more in depth outline of relevant findings from monitoring and evaluation reports and academic research. The wider impact on whole schools, parents & communities and on overall public engagement will be addressed in a separate review.

The report draws particularly on the work of three projects aimed at embedding global citizenship education within both the primary and secondary school sectors in Scotland: Global Learning Programme Scotland, Teach Global Ambassadors and Changing Habits for Good. More information on these initiatives can be found in the **Appendix**.

⁷ Valters, C. (2015). 'Theories of Change: Time for a radical approach to learning in development' <https://www.odi.org/publications/9883-theories-change-time-radical-approach-learning-development>

⁸ For funders, the multiplier effect of 'training the trainers' rather than working directly with pupils is also important in value for money considerations.

⁹ Scotland was among the first countries to sign up to these Goals. <http://www.gov.scot/Topics/International/int-dev/IDconsultation/SDGsbackground>

3. How teachers engage with global citizenship education

Global citizenship education is still an entirely new approach for many teachers. It has been embedded (at least in principle) across Curriculum for Excellence since it was introduced but teachers still tend to rate their confidence and understanding around the midpoint of a ten point scale¹⁰. This points to the fact that fostering transformative change such as that demanded by global citizenship education is a complex task. We know already that a key element in how teachers respond to any kind of professional development is their 'readiness'¹¹ to learn and change and that this depends on both individual and wider sociocultural factors.

A key assumption of the Theory of Change then is that teachers are at different levels of 'readiness' in relation to global citizenship education and will respond to professional learning in this area with different depths of engagement. This appears borne out among teachers who took part in the Global Learning Programme Scotland. While the majority of teachers reported increases of confidence and knowledge of one point or more on a ten point scale, a consistent third of teachers reported a marked shift of three or more points¹².

It is important to note that in this Programme, follow-up impact ratings were not made simply at the end of a training course but in a reflection session after training and the opportunity to take the training back to class. While this approach results in lower overall reported change¹³ it also means that the change is not just of understanding

or motivation – important though those are – but also in teachers' practical capacity to implement changes in the way they actually teach and interact with their pupils – i.e. the crucial change all professional development is directed at¹⁴.

The question of why some teachers appear more 'ready' and able to capitalise on the professional development offered needs more exploration but a number of themes are emerging, relating to both the individual teacher and the wider context in which they work.

Findings show that the marked difference in progress between the two groups depends on something more than a pre-existing belief that global citizenship education is important for young people. Nearly all teachers rate this very highly before any training has taken place¹⁵.

In practice, we find that teacher 'readiness' can be negatively affected by misconceptions about the nature of global citizenship education.

The two most prevalent of these are when:

- › global citizenship education is understood as an add-on, an additional area of work to be covered, rather than as a skills based approach that opens up and enhances everyday teaching
- › global citizenship education is seen as requiring the teacher to have an extensive knowledge of global issues including many controversial ones.

¹⁰ Based on a sample of 2918 teachers. Global Learning Programme Impact Assessment Report 2013-2015, p5. Available from ideas@ideas-forum.org.uk

¹¹ Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies* 41(6), 977-1002.

¹² Global Learning Programme Impact Assessment Report 2013-2015, p8. See footnote 10.

¹³ 76% of teachers report a change of 1 or more points in a ten point ratings scale. Satisfaction ratings taken at the end of the first training session indicate 98% rating the training as good or excellent. Global Learning Programme Impact Assessment Report 2013-2015, p8. See footnote 10.

¹⁴ Britton, A, Blee, H. & Davis, B (2006) 'Education for Citizenship and National Priority 4: Awareness, Application and Impact- Teachers in their Induction Year'. Commissioned Research Report to the Scottish Executive Education Department

¹⁵ In response to the question 'How important do you think learning about global issues is for young people', the modal response was 10 on a 10 point scale and the mean, 8.84. See footnote 10.

Understanding this latter point has led to a focus in professional development on building confidence as well as the skills, knowledge and understanding required to address the former point.

“The thing about global citizenship is that it’s not defined, it’s not fixed... It’s not a defined body of knowledge, it’s not a fixed entity; it is something that’s constantly evolving. It’s actually a process and it’s shaped by the people who are engaged in the process. It’s shaped by the teachers, by the academics and by the pupils and it’s constantly in a state of flux. So it’s quite a different type of entity that you’re trying to tackle rather than the fixed subjects that you’re used to and I think it’s about experience and time about how you engage in that process and feel confident in engaging with that process.”¹⁶

Sometimes ‘readiness’ seems to be positively affected by teachers having pre-existing personal views, values and interests which are already strongly aligned with the ethos of global citizenship education. On engaging with professional development, these teachers realise that these values and interests have a place in the classroom, that there are established pedagogies for approaching them and that they are, in fact, legitimised both in the curriculum and the professional standards. This intrinsic motivation drives their professional progress. The term ‘starburst effect’ has been coined to describe the impact of teachers like this, who through their own conviction have single-handedly driven progress in embedding global citizenship education in their classroom or school. Further exploration of how such teachers emerge would be helpful and

would help build understanding of the interaction between teachers’ personal and professional values. Research suggests that the two are often conflated¹⁷ and the articulation of professional values among teachers is less developed than in comparable groups such as lawyers¹⁸.

It is important to recognise that the ‘starburst effect’ can be double edged. It can mean schools are utterly transformed in a committed and coherent way. However, if that teacher moves on, progress often falters or completely disappears. Sometimes colleagues in these schools feel relieved of any responsibility for developing their own practice. While it is certainly to be supported and encouraged and learned from where it happens, it cannot be seen as a sustainable model for system level change. IDEAS’ Teach Global Ambassadors project¹⁹ was in some ways designed to support the development of ‘starburst’ teachers through in depth training and engagement but the project was also structured to ensure that their professional development occurred within a context that actively supported wider systemic change – requiring whole school and local authority engagement with the teacher ‘ambassadors’.

“...teachers realise that these values and interests have a place in the classroom, that there are established pedagogies for approaching them and that they are, in fact, legitimised both in the curriculum and the professional standards.”

¹⁶ Teacher participant in ‘Changing Habits for Good’ project. See Appendix, p21.

¹⁷ Carr, D. (1993). ‘Moral values and the teacher: beyond the paternal and the permissive’. *Journal of Philosophy of Education*, 27, 193-207.

¹⁸ Thornberg, R. (2008). The lack of professional knowledge in values education. *Teaching and Teacher Education*, 24, 1791-1798.

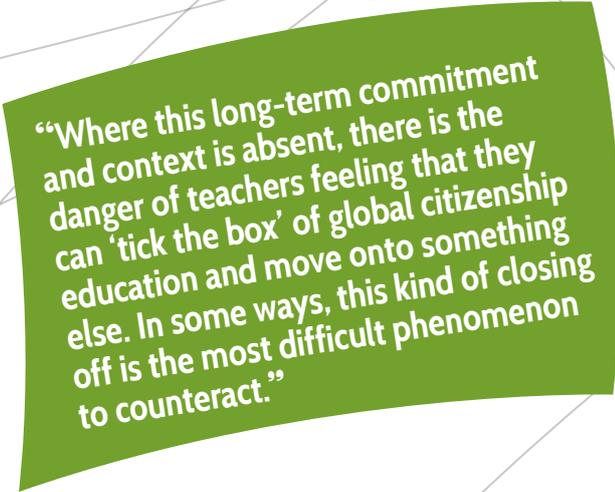
¹⁹ See Appendix, p21.

One wider contextual factor affecting ‘readiness’ depends on the fact that the more global citizenship education is mainstreamed, the more often we are working with teachers that are attending courses because they have been asked to, either by their Senior Management Team, or in response to local authority or national education priorities. The Global Learning Programme Scotland has reached teachers in fully half of Scotland’s schools, almost certainly moving beyond those who would naturally engage out of their own interest. This kind of extrinsic motivation is not the strongest guarantor of progress. It is not necessarily problematic however as long as the statutory context is sustained and there is a long-term commitment to providing high quality professional learning support that supports the development of intrinsic motivation – experiencing the positive benefits of the approach.

Where this long-term commitment and context is absent, there is the danger of teachers feeling that they can ‘tick the box’ of global citizenship education and move onto something else. In some ways, this kind of closing off is the most difficult phenomenon to counteract.

At one level, it depends on developing a clear understanding that since global citizenship education is about what is happening in the world and engaging with the evolving local and global challenges and opportunities that humanity faces, it really cannot be ‘done’ conclusively and finitely.

At another, it requires addressing the great array of ‘priorities’ that teachers are confronted with in their working lives. Teachers need to be informed about relevant policies but also supported to understand how they can complement each other. We note in the Theory of Change that teachers’ awareness of the policy context varies, both as individuals and collectively as members of particular schools, clusters, and local authorities. The most effective response to this is to put the teacher and their own specific context at the heart of professional learning, just as global citizenship education starts with where the pupils are.



“Where this long-term commitment and context is absent, there is the danger of teachers feeling that they can ‘tick the box’ of global citizenship education and move onto something else. In some ways, this kind of closing off is the most difficult phenomenon to counteract.”

IDEAS Theory of Change

- understanding the impact of global citizenship education

The IDEAS Theory of Change lays out the various ways in which IDEAS members support the development of global citizenship education in Scotland and the effects we expect to have. It encompasses impacts on teachers, pupils, schools, parents, communities and the general public.

A Theory of Change is necessarily a work-in-progress as its function is to guide effective practice and to be adjusted according to any changes in understanding that develop through that practice. For IDEAS, it will also function as a forward-looking assessment framework for building a more coherent and approachable evidence base for the impact of global citizenship education.

IDEAS is a third sector network of organisations that support the development of global citizenship education in Scotland. For more information, visit our website:

www.ideas-forum.org.uk



THE THEORY
OF CHANGE
CENTRE PAGE
PULL OUT



THEORY OF CHANGE ASSUMPTIONS

1

Assumption 1:

Teachers are at different levels and of readiness and will respond with different depths of engagement.

2

Assumption 2:

More confident and skilled teachers will deliver better GC teaching and learning.

3

Assumption 3:

Better GC teaching and learning will result in changes in Ch&YP's GC attributes. Key elements of GC overlap with and contribute to key elements of quality education, as envisioned in Curriculum for Excellence.

4

Assumption 4:

Children and young people with stronger global citizenship attributes are more likely to be more globally minded and discuss and take actions on global social justice issues.

5

Assumption 5:

Teachers, children, young people, parents and communities that are more globally minded and informed about global social justice issues are more supportive of and active in tackling global poverty and achieving the UN Sustainable Development Goals.

CONTEXTS

UN: esp Sustainable Development Goals (SDGs)

UNESCO: esp Global Action Programme (GAP) on ESD

EU: International Development Policy

UK Government: International Development Policy

Scottish Government: Education Policy, International Development Policy

Local Government: Education priorities

Other: General Teaching Council Scotland, Education Scotland

Note: Teachers' awareness of the policy context varies. How they understand, interpret and prioritise different aspects of the policy context in practice varies. Also teachers are not only impacted by the policy context as individuals but collectively as members of particular schools, clusters, and local authorities and by elements of ethos, culture, common practice etc influencing teachers and education at national or other levels.

GC ATTRIBUTES

...see next page

GC Attributes

IDEAS views Oxfam's key elements of Education for Global Citizenship as a very useful framework for understanding GC attributes

EDUCATION FOR GLOBAL CITIZENSHIP

– KEY ELEMENTS AS DEFINED BY OXFAM

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

This table can be found on Page 8 of 'Education for Global Citizenship: A guide for schools'. The full guide can be accessed on the Oxfam website: <http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>

4. What effect does engagement with global citizenship education have on teachers?

As noted previously, the baseline data from 2918 teachers in the Global Learning Programme Scotland suggests that, although global citizenship has been formally embedded in the curriculum for some time – the average level of confidence and knowledge in Scotland is still around five on a ten point scale.

In the previous section, we noted that after undertaking professional development, some teachers progress more quickly than others and suggested that levels of ‘readiness’ might be a factor in this. Here we address what those different levels of progress might look like.

The Theory of Change identifies three different outcome levels of engagement:

- 1.1 Teachers (including school leaders) more confident and skilled in Educating for Global Citizenship (EGC)**
- 1.2 Teachers committed to EGC as an integral part of good teaching and learning**
- 1.3 Teachers understand an ongoing engagement with Global Citizenship (GC) themes, locally and globally, as an integral part of their professional responsibilities**

The aim of separating out these three levels is to provide a strong framework for re-examining existing research evidence on teacher impact and planning future studies to build a clearer picture of progression than has so far been achieved.

The first level expected impact is a relatively straightforward improvement in confidence, knowledge and skill of practitioners in approaching global citizenship education delivery.

At this level we would primarily expect to see better teaching and learning in the teacher’s classroom.

Among the elements of this reported by Changing Habits for Good teachers were the following:

- increased knowledge and understanding of global issues
- increased access to new tools, methodologies and resources
- more creative in their use of tools and approaches

For some teachers, experiencing the positive impact of global citizenship education like this in their classroom motivates them to explore how they can integrate it more fully across their curricular planning. Feedback from probationers in Glasgow who were tasked with embedding global citizenship across a block of lessons within their curriculum planning showed that many were surprised to see the extent to which global citizenship was embedded across the Experiences and Outcomes²⁰ of Curriculum for Excellence. This element of their undertaking was much less of a task than they had expected.

The second level of progression in the Theory of Change is where teachers realise a commitment to global citizenship education as an integral part of good teaching and learning.

‘Prior to the Teach Global Ambassadors project they had thought about global citizenship as an add-on or a specific group of lessons but as a result of their engagement in Teach Global Ambassadors they now saw global citizenship as a core part of their teaching²¹.’

²⁰ These are the main curriculum descriptors in Scotland.

²¹ Teach Global Ambassadors: Impact Assessment report, p14. Available from ideas@ideas-forum.org.uk

4. What effect does engagement with global citizenship education have on teachers? *Continued*

“I feel my knowledge of the aims and correct ethos of global education have improved, particularly in how I identify an issue and related resources to deliver lessons – in the past I would have focused heavily on a resource to deliver a closed outcome and now I look for more robust entry points to deliver a thinking experience for the pupils²².”

The changes at this level reported by teacher participants in the Changing Habits for Good²³ project included:

- increased focus on developing skills in their pupils including critical thinking and discussion skills;
- a more collaborative learning approach with pupils where pupils participate in planning the direction of learning;
- a shift from passive to active learning with learning more student-centred.

The latter two suggest an important shift in a wider education paradigm from co-operative learning, where the teacher supports pupils working together to reach a specified end goal, to truly collaborative learning:

“Collaboration includes the whole process of learning and this may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students too. Collaborative learning is aimed at getting the students to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together.²⁴”

One factor, alongside professional development, that can support teachers moving from the first to the second level, can only emerge from teachers’ actual practice of global citizenship education in the classroom. In the study, ‘They become completely involved. What teachers say about the benefits of Global Citizenship in schools’²⁵, researchers found that it was the response of the pupils, in terms of enthusiasm and increased self-motivation, that was the key driver in teachers beginning to view global citizenship education as something more than an interesting set of lessons.

At this transition between levels, we have also had reports from teachers of ‘lightbulb’ moments. When, for example, they realise

- › that the good work that they thought they were doing was actually just reinforcing stereotypes or pity-based views of disadvantage or conflating charitable fundraising with global citizenship²⁶
- › that rather than facilitating the development of pupil voice, they have just been leading pupils to echo their own opinion.

“...it was the response of the pupils, in terms of enthusiasm and increased self-motivation, that was the key driver in teachers beginning to view global citizenship education as something more than an interesting set of lessons.”

²² Teacher participant in ‘Changing Habits for Good’ project. See Appendix, p21.

²³ See Appendix, p21.

²⁴ ‘Telecollaborative Language Learning. A guidebook to moderating intercultural collaboration online’. M. Dooly (ed.). (2008) Bern: Peter Lang. P21-45

²⁵ Miller, D. et (2010) in Wisely, T.L.K., Barr, I.M., Britton, A. and King, B., (eds.) (2010). ‘Education in a Global Space: Research and Practice in Initial Teacher Education’. IDEAS/UKAID, Edinburgh.

²⁶ The challenging article by Vanessa Andreotti addresses this issue: <http://www.osdemethodology.org.uk/texts/softcriticalvan.pdf>

“I sort of realised that I coach the pupils into getting them to say what I think that they need to learn and not letting them be critical thinkers, and I think that’s going to be a big sort of learning curve and I think it’s something that is basically trying to be embedded into the curriculum with the whole sort of higher order thinking skills; that we’re teaching them to be critical thinkers instead of telling them what we want them to say²⁷.”

This aligns with findings suggesting that increases in confidence do not necessarily follow a linear progression.

“..teachers talked about its fluctuating nature. Initially they thought they knew what global citizenship was and how to deliver it but once they had started their engagement in Teach Global Ambassadors this was challenged and they saw a dip in confidence²⁸.”

These moments of insight deserve more exploration as they appear to open understanding up in a qualitatively different way and lead to more transformational change.

At this second level of engagement, teachers are expected to begin to influence other members of staff both within and beyond their own schools. This wider engagement is a necessary prerequisite for the development of the kind of professional culture around global citizenship education envisioned in both Scottish Government’s and General Teaching Council Scotland’s commitment to Learning for Sustainability. Under the Global Learning Programme Scotland, we are beginning to explore more widely how peer-to-peer networking can best be supported and its benefits.

The third level of impact, where teachers understand an ongoing engagement with global citizenship themes as integral to their continuing professional developments, really requires of teachers a very active widening of their professional concerns. As noted above, global citizenship themes are dynamic, challenging and often contested so this is no easy task. It requires the recognition that subject areas studied in schools “connect us to a range of intellectual traditions, but are also shot through with [current] arguments about how to make sense of the world²⁹”. Where teachers are operating at this level, they fully recognise that education is inseparable from society – following the old Dewey adage that education is not a preparation for life but life itself.

Evidence from the Teach Global Ambassadors project suggests that some of the teachers involved experienced this transformative change.

“[it’s] one of the most important bits of professional learning I’ve done. It really has helped focus...my practice on where I see education as being an important part of the society we live in³⁰.”

This stage needs to be examined further, especially within the context of the General Teaching Council Scotland’s Professional Standard for Career-Long Learning. This proposes that teachers should have, for example, “a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected”.

²⁷ Teacher participant in ‘Teach Global Ambassadors’ project. See Appendix, p21.

²⁸ ‘Teach Global Ambassadors: Impact Assessment’ report, p13. Available from ideas@ideas-forum.org.uk

²⁹ Lambert, D. & Morgan, J. (2009). ‘Corrupting the curriculum? The case of geography’, *London Review of Education*, 7:2, 147-157

³⁰ Teacher participant in ‘Teach Global Ambassadors’ project. See Appendix, p21.

5. What effect does global citizenship education have on pupils?

The focus in Column 3 and 4 of the Theory of Change turns to the pupils. Often policy makers and funders view impact on young people as the key indicator of successful interventions and clearly it is the desired endpoint of any education intervention. However, it should be noted that it first arises in the Theory of Change only in column 3. This underscores the fact that education can never be understood as a simple process of transferring information. Any impact on young people depends upon the quality of the teachers they are engaged with. A quality educational process, sometimes expressed as ‘lighting the fire not filling the bucket’, takes time, professional expertise and commitment³¹.

It is the extended capacity of teachers discussed and laid out in Columns 1 & 2 then that should result in changes in pupils’ global citizenship attributes – knowledge and understanding, skills, values and attitudes³².

We focus here on three approaches to examining the impact of global citizenship education on pupils, all of which have their advantages and disadvantages: teacher report, pupil activities and pupil tests.

The main mechanism under the Global Learning Programme Scotland for assessing pupil impact has been teacher report. The validity and rigour of this approach is sometimes questioned. However, teacher report must be distinguished from first person report in general. Teachers are professionals, and a key element of their professional role is to know and understand as well as assess and report on the pupils they work with.

In the third sector, there is also generally a balance to be struck between pragmatic issues – e.g. requirements to report to funders on the impact of short term projects and to balance the proportion of funding spent on evaluation versus activity – and the wider need for fully independently verified research evidence. Controlled longitudinal investigations are certainly needed.

Anecdotally we know that some teachers are very surprised by how interested their children and young people are in this area and report seeing aspects of their pupils that they hadn’t seen before. We need to capture these findings more systematically.

Some specific elements of impact on pupils were reported by teachers participating in the Changing Habits for Good project³³:

- Students are more motivated and engaged in lessons which has an impact on what they are able to recall from the classroom
- They are more inquisitive and curious
- Students are more confident about expressing their own opinion than before and listening others’ opinions as well
- Pupils benefitted from greater involvement in planning their own learning. Greater choice and ownership over their learning has led to greater enthusiasm
- Pupils have developed “higher order thinking skills” – they have a wider range of questions to ask and are more analytical

³¹ Donaldson, G. (2010). Teaching Scotland’s Future: Report of a review of teacher education in Scotland <http://www.gov.scot/resource/doc/337626/0110852.pdf>

³² This is absolutely not to say that pupils bring nothing to the process, only that the key focus here, as noted previously, is on teachers as agents for change.

³³ See Appendix, p21.

Where possible, we try to base our impact assessment on participatory pupil activities integrated within lessons. Carried out at baseline and follow-up, this approach provides evidence of impact but also effectively engages teachers with the processes of impact evaluation to support the development of their own practice. In turn, their feedback supports the further development of impact evaluation methods.

‘How do we know it’s working?’ a resource developed by the Reading International Solidarity Centre (RISC) provides a number of such activities³⁴. In previous work developing evaluation approaches, global citizenship educators supported teachers in carrying out these kinds of activities with pupils and undertook most of the analysis of the outcomes themselves or with a project impact assessor. This was obviously resource heavy so in a second phase of reduced funding, the activities were explained to teachers and they were given written guidance but essentially left to carry out the process themselves. Teachers did carry out the activities to some extent, but reporting systematically on them was a challenge and returns were limited.

Under the Global Learning Programme Scotland we have further explored the use of these activities in the context of impact assessment. This time the supported process has engaged teachers with Practitioner Enquiry - an element of professional practice that they are already being encouraged to engage with. Practitioner Enquiry is seen, by the General Teaching Council Scotland and others, as a key aspect of the enhanced professionalism

envisioned in ‘Teach Scotland’s Future’³⁵ and something that should be an integral part of teachers’ everyday practice. It involves teachers questioning and reflecting on what they are doing in the classroom and why they are doing it, in a planned and systematic way, informed by research³⁶.

So far, two distinct groups of teachers have been supported - a self-selected group of experienced teachers, and a cohort of probationers who undertook their Practitioner Enquiry as part of their local authority training programme. As well as providing pupil impact evidence, forthcoming reporting on these pilots will provide an assessment of the effectiveness of the supported process and guide its further development.

The possibilities offered by Practitioner Enquiry for developing a rich picture of impact are significant. Embedded within teachers’ everyday work, it also directly supports development of educational practice.

It is certainly much more demanding to implement than pupil tests but intrinsically less vulnerable to ‘teaching to the test’. We have tended to avoid using pupil tests as an evaluation method because of this issue. It is also the case, though, that since global citizenship education is about cultivating critical thinking, indeed generally about cultivating skills, values and attitudes rather than knowledge and understanding, it does not lend itself easily to a test format.

³⁴ More information at <http://toolkit.risc.org.uk>

³⁵ Donaldson, G. (2010). Teaching Scotland’s Future: Report of a review of teacher education in Scotland <http://www.gov.scot/resource/doc/337626/0110852.pdf>

³⁶ More information at <http://www.gtcs.org.uk/professional-update/research-practitioner-enquiry/practitioner-enquiry/practitioner-enquiry.aspx>

5. What effect does global citizenship education have on pupils? *Continued*

Following on from the general development of global citizenship attributes in children and young people (Ch&YP), the Theory of Change outlines a range of more specific elements of thought and behaviour that might be enhanced:

- 4.1 Ch&YP become more globally minded (= thinking, questioning reading, discussing, reflecting on global social justice issues)
- 4.2 Ch&YP make lifestyle choices and other decisions taking into account global social justice issues
- 4.3 Ch&YP take action on global social justice issues
- 4.4 Ch&YP have better understanding of levers of power and how to effect change

There has been a tendency in the literature to focus mainly on the direct actions that children and young people engage with as a consequence of their global citizenship engagement. If we are

able to devise richer approaches to assessment, however, we can examine this much wider range of cognitive, social and cultural impacts. Other elements of impact reported by the Changing Habits for Good teachers attest to this range³⁸:

- They are more emotionally and personally involved in learning and see its relevance to their lives
- They have an increased awareness of social justice issues
- They have a deeper awareness of their place in the world
- Pupils have become more responsible world citizens – they see more connections between themselves and others
- Pupils have become more solution focussed and understand that they can make a difference
- Pupils have “more ‘get-up-and-go’ about issues they felt that previously, they could never change”

6. How does global citizenship education relate to pupil attainment and ‘closing the gap’?

In 2016, Scottish Government put ‘closing the attainment gap’ between disadvantaged and affluent pupils at the centre of its programme for government³⁷.

In the context of global citizenship education, the notion of attainment needs a bit of unpicking. The ambition of both Curriculum for Excellence and Teaching Scotland’s Future was to build an education system that supports the development of rounded individuals who are Responsible citizens, Effective contributors and Confident

individuals as well as Successful learners.

This implies a broad-ranging interpretation of attainment, sometimes referred to as attainment and achievement. However, as the recent OECD report suggests, effective and coherent ways of demonstrating attainment and achievement that reflect all four capacities are lacking³⁹. At the other end of the spectrum, PISA numeracy, literacy and science results, based on one-off tests carried out every three years with under 2% of 15 year-olds⁴⁰, are endowed with great significance, and frequently act as a catalyst for educational reforms.

³⁷ See Appendix, p21.

³⁸ <http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment>

³⁹ Improving Schools in Scotland – An OECD Perspective, 2015, p20.

⁴⁰ <http://www.oecd.org/pisa/PISA-2015-United-Kingdom.pdf>

6. How does global citizenship education relate to pupil attainment and 'closing the gap'? *Continued*

Global citizenship education is, like Curriculum for Excellence, squarely aimed at the development of individuals capable of critical thinking, ethical judgment and Donaldson's 'deeper conceptual understanding'⁴¹. Global citizenship attributes (and impacts) incorporate not only knowledge and understanding but skills and values and attitudes. There is thus always a danger that, if we examine it as a contributor to attainment narrowly defined, we reduce its ambition and undermine exactly what we are trying to achieve.

One approach that allows us to circumvent this issue is to consider the effect of global citizenship education on pupil engagement. Pupil engagement is fully recognised⁴² as a key driver in improving narrowly measured educational attainment but is, at the same time, central to the expansive, participatory ethos of global citizenship education which privileges pupil voice and views children and young people as co-producers of teaching and learning.

"Putting Global Citizenship at the heart of teaching and learning has helped manage behaviour and established positive relationships with my pupils."⁴³

The 'Conversations about Learning for Sustainability' report⁴⁴ indicated that schools "pointed to improvements in behaviour as a result of higher levels of learner engagement which helped create a climate for learning" and that "many parents, learners and teachers stated that learning was more effective as a result of learning for sustainability". A systematic approach is needed to examine these links in more detail.

The Theory of Change sees improvements in attainment and achievement resulting from teachers' enhanced ability to deliver global citizenship education and aligned with the development of global citizenship attributes in children and young people. We have proposed pupil engagement as a key mechanism for this. But we can also look more specifically at the elements of the attributes table. Again, global citizenship education is a holistic approach and the attributes are interrelated and mutually supportive, but we can focus on a few that might be seen as having a particular relevance to more general attainment and achievement.

The skills of critical and creative thinking, self-awareness and reflection, and communication need further examination in this regard. They are by no means unique to global citizenship education but the context in which they are developed is distinct. Similarly, a strong sense of identity and self-esteem, identified in the values and attitudes element, can be developed and supported in many ways. We need to explore the distinct contribution offered by the global citizenship context and how this supports attainment and achievement, especially among children from economically disadvantaged backgrounds.

Finally, at a pragmatic level, the impact on pupil engagement of using global citizenship as a context for literacy and numeracy could be examined further. As noted previously, global citizenship education is not a standalone topic – its relevance across all subjects is a core feature.

⁴¹ 'Shaping the Future', Teaching Scotland Magazine, November 2015, p16

⁴² Improving Schools in Scotland – An OECD Perspective, 2015, p78.

<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

⁴³ Teacher participant in 'Changing Habits for Good' project. See Appendix.

⁴⁴ <https://education.gov.scot/improvement/Pages/lfs3-conversations-about-learning-for-sustainability.aspx>

7. Conclusion and next steps

As can be seen, assessing the impacts of global citizenship education is not straightforward. This report and the Theory of Change are aimed at making these complexities more approachable, especially for policy makers who need to assess the value of this kind of education. It offers some emerging findings but also highlights questions to be explored further.

More research is certainly needed. Long-term longitudinal work would be particularly valuable. However, there is also an existing body of disparate yet relevant research to be drawn upon. The Theory of Change offers a coherent framework for reviewing and making use of that evidence.

Progressive education will always be challenged by those who prioritise the narrow economic benefit of an efficiently trained workforce over the societal, cultural, environmental and economic benefits of more rounded, curious and engaged citizens who are adaptable and intrinsically disposed to learning. An accessible and coherent evidence base demonstrating clear impacts is vital – one that doesn't reduce education to a set of easily quantifiable statistics.

Many of the impact findings referenced in the report draw on work carried out through the following three projects:



Global Learning Programme Scotland (2013-2017)

This programme supports the embedding of global citizenship education across Scottish

primary, secondary and additional support needs schools by providing professional learning opportunities and resources and supporting teacher sharing and networking. It has enabled strategic work with local authorities towards systemic change through Scotland's six Development Education Centres and engaged with national education stakeholders. It is funded by the UK Government as part of a UK-wide programme and managed by IDEAS. By December 2016, it had reached 5524 teachers and 1490 schools.

More information can be found at:

<http://www.ideas-forum.org.uk/education/schools/projects/global-learning-programme-scotland>

Changing Habits for Good (2013-2016)

This project worked with primary and secondary teachers to give young people a critical understanding of how our behaviour as consumers in a globalised world contributes to poverty and environmental degradation and to motivate them to take action for change. It was funded by the European Commission under the Development Education and Awareness Raising (DEAR) funding stream with additional funding from Scottish Government. It was delivered by Scotdec, the Development Education Centre, based in Edinburgh, which serves central and southwest Scotland, along with partners in Poland, Bulgaria and Slovenia.



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More information can be found at:

<http://www.scotdec.org.uk/projects/past-projects/item/2-changing-habits-for-good>

Teach Global Ambassadors (2013-2015)

This project offered in-depth training to Scottish and Lithuanian secondary school teachers to support their development as

leaders of learning who went on to support the embedding of global citizenship education across their schools and local authorities. It was funded by the European Commission under the Development Education and Awareness Raising (DEAR) funding stream with additional funding from Scottish Government and from IDEAS, who managed and delivered the project, and its Lithuanian partner in delivery, the Youth Career and Advising Centre, Kaunas.



More information can be found at:

<http://www.teachglobalambassadors.org>

Global citizenship education

is embedded across Scotland's Curriculum for Excellence and was made an entitlement for all Scottish pupils in 2013.

It is a rich, many-layered approach to teaching and learning that can affect skills, values, attitudes and actions in quite profound ways. It addresses issues, such as inequality, migration, climate change and interdependence, that are dynamic and challenging. Assessing its impact, therefore, is not straightforward. More coherent approaches to evaluating its effects are needed, both in Scotland and internationally. This IDEAS report addresses this need using a Theory of Change model as a framework for examining a range of effects on teachers and pupils. The Theory of Change itself is incorporated as a pullout section in the centre pages.

IDEAS is a third sector network of organisations that support the development of , global citizenship education in Scotland.

