

# Research Reports

A key feature of the Journal will be to promote the outcomes of research undertaken by practitioners in the field of development education and global learning.

This paper from Barbara Lowe from the Reading International Solidarity Centre in the UK is an example of the type of material we are hoping to publish on an occasional basis. It is a summary of work undertaken with 6 schools and provides readers of this journal with valuable material on how children learn about and understand global and international development issues.

## **Embedding Global Citizenship in Primary and Secondary Schools: developing a methodology for measuring attitudinal change**

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### **Introduction**

This paper is a report of an ongoing initiative between a Development Education Centre (DEC) in England and 6 local schools. The aim of the partnership was to embed Global Citizenship (GC) throughout the schools. As part of this, a strategy was developed to research what pupils already knew and thought about GC issues. The strategy evolved and proved useful both in measuring attitudinal change and informing the development of curriculum plans within these schools and beyond.

The research revealed that many pupils lack

- understanding of diversity: race and ethnicity, gender, disability and sexuality within Britain and globally
- awareness of the wider world: a balanced view of people and places around the world, and an understanding of interdependence
- understanding of how they can make a difference: responsibilities as a consumer, causes of poverty, hunger and injustice and the need to take action
- the opportunity to think about futures: the impact of poverty and discrimination on aspirations and outcomes, and about sustainability locally and globally

This paper describes the impact of the initiative on pupils' knowledge and attitudes about the world, and how that change was measured.

### **Background**

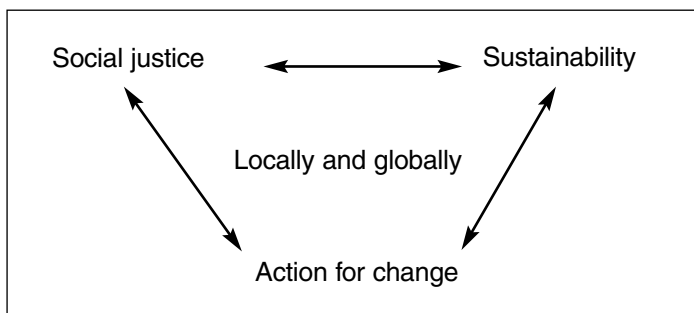
Reading International Solidarity Centre (RISC) is the DEC serving Berkshire and Oxfordshire in England. Established 25 years ago, it has built a reputation for the quality and innovation of its work with schools, teacher training institutions and community organisations locally, regionally and nationally.

In 2004 RISC recruited 4 primary (two mainly white, rural and two multi-ethnic, urban schools) and 2 secondary schools to become Global Schools (GS). RISC committed to conduct audit activities, participate in joint curriculum planning, organise a training programme, support schools in identifying current good practice and areas where GC can be either introduced or enhanced, and identify and access appropriate resources. As an external provider RISC was also able to play the role of a 'critical friend' (Critchley and Unwin, 2008). In return, schools committed themselves to including GC in their School Development Plan (SDP) and policies, participating fully in the training programme, promoting the initiative throughout the school community, and developing and disseminating good practice in the delivery of GC.

### **Education for Global Citizenship**

Global Citizenship can be encapsulated in the following diagram. The Global Schools initiative used Oxfam's definition of GC as its basis (Oxfam 2006). The Oxfam framework has several similarities to the Developing the Global Dimension to the School Curriculum (DfES 2005) published by the UK

government but the former includes a greater emphasis on action for change (Young and Commins, 2002; Dower, 2002).



The Oxfam framework can support schools in delivering the national curriculum aims of addressing issues of identity and diversity, responsibility and justice, and enabling pupils to make a difference for the better (DfEE and QCA, 1999; DfES, 2005).

### Whole school change

RISC's extensive experience as a Continuing Professional Development (CPD) provider indicates that individual teachers who have participated in training often return to their schools inspired to deliver GC and committed to bringing colleagues on board, however over time they become disheartened. Many feel they are working in isolation and that far from them becoming a catalyst for change throughout the school, GC is seen as their responsibility alone. As has happened where school links are the responsibility of one key individual, if that individual moves on or takes on other responsibilities, the link often fails. RISC has long recognised the need for a critical mass within the staff room and the wider school community if change is to be achieved; and if change is to be sustained everyone must feel a sense of ownership and involvement.

### The Model

The GS initiative required the development of a methodology, which would address 3 key questions (QCA, 2007)

1. What are you trying to achieve?
2. How will you organise learning?
3. How well are you achieving your aims?

Because global dimension (GD) activity may increase knowledge, without changing attitudes (ie increasing understanding of diversity, a more balanced view of people and places, and awareness of how we can make a difference), it was necessary to devise a method of evaluating the impact of GC/GD activity. The partners began by establishing what pupils already knew and thought about a range of GC issues and developed a baseline audit, undertaken with pupils in years 2, 4 and 6 in primary schools and years 7 and 9 in secondary schools. These year groups were chosen to allow data collection from across the school, and to allow the same pupils to be re-visited after 2 years, at the mid-point of the project, and again after 4 years at the end of the project.

### Audit activities

Audit activities were undertaken with one class at a time, and all discussions as well as decisions recorded. Full details of all activities can be found in 'How do we know it's working?' (Allum, Lowe and Robinson, 2008).

Firstly some warm-up activities were planned; the purpose of these was to help the pupils feel comfortable expressing their opinions; they involved a series of 6-10 questions which were asked to the whole class; and the pupils took a position, moving to one end of the room to answer yes, or the other end of the room to answer no, and the numbers were recorded.

Example of a question:

Have you had anything to eat or drink from an African country this week?

Next a series of statements were made, and again pupils took a position, this time along a line to indicate how strongly they agreed or disagreed.

Example of a statement:

Men are just as good as women at looking after children

Pupils were then divided into groups of 3-4 and moved around a carousel of activities every 4 minutes. Responses given by the preceding groups were concealed. Helpers were available to assist with writing or with labelling drawings, but no guidance was given to pupils as to expected responses. Examples of pupils' responses have been included for four of the ten activities.

Some activities required the group to reach a consensus, for example:

Who will have which job?

Pupils were shown a set of six photos of diverse children, and eight jobs cards. They were asked who they thought would have which job when they grew up and why. This activity indicates pupils' stereotypes of gender, ethnicity or disability and the impact on their own aspirations. In the first audit in school A, stereotyping by both gender and ethnicity seemed apparent in the choices made by the groups (figures show the percentage of times a boy or girl was chosen for each job).

|       | nurse | teacher | farmer | builder | scientist |
|-------|-------|---------|--------|---------|-----------|
| Boys  | 3     | 11      | 94     | 92      | 75        |
| Girls | 97    | 89      | 6      | 8       | 25        |

Pupils' comments included:

*She would come to your house to clean, she might be a nurse, not a doctor (picture of a South Asian girl)*

*He'd be a scientist because he has blonde hair and glasses, that's how you'd imagine a scientist to be (picture of a white European boy)*

In the second audit pupils' decisions seemed equally stereotypical:

|       | nurse | teacher | farmer | builder | scientist |
|-------|-------|---------|--------|---------|-----------|
| Boys  | 0     | 11      | 95     | 100     | 100       |
| Girls | 100   | 89      | 5      | 0       | 0         |

However in discussion the pupils now showed a greater willingness to challenge each others' opinions, and were less definite when making their final decisions:

*She won't be a builder – but she might not be based on site, she might be a quantity surveyor – but girls don't like getting dirty (picture of a black African girl)*

*Just cos he's wearing glasses – why does that make him a scientist? – the girl could be a scientist (picture of a white European boy)*

India or UK?

Six photos of the UK and six of India were mixed up. Pupils were invited to sort them out. The discussion indicates pupils' understanding of the diversity of people and places in both India and the UK.

What's the best way to protect the environment?

A diamond ranking activity in which pupils were asked to rank which of a series of 9 actions (4 for year 2) benefits the environment most. Examples of actions include: 'recycle everything you can', 'buy food grown by local farmers', 'don't waste electricity' and 'only buy what you need'. This activity indicates pupils' understanding of the need to reduce consumption, transport and waste.

Other activities were open-ended allowing each individual to record their own opinions, for example:

How can you make the world a better place?

Pupils drew or wrote any ideas they had, individually or as a group. The responses indicate the extent to which pupils recognise the impact of their lives on people and the planet, locally and globally, and feel empowered to take action. In school C, in the first audit 77% of responses related to sustainability/the environment and only 23% to social justice.

*Pick up litter, don't waste paper, save trees, help the poor*

By the second audit there was a balance of 50:50.

*Buy fair trade, more justice, have a water meter, don't travel by plane*

What's the same and what's different?

Pupils were shown a photo of a child repairing a kite and were asked what might be the same and different about the life of the child in the picture and their own. The responses indicate whether pupils are as aware of

the similarities between themselves and others as the differences. In school A in the first audit, pupils had placed 28% of responses in the 'same' column, and 72% in the 'differences' column

Same

*he's making a kite, he has toys  
he's got clothes like us*

Different

*I never wear a hat like that I just wear normal hats,  
I don't wear bare feet outside  
he made his kite and I bought mine, he has no one to help him  
he's too poor to go to school, he lives in Africa, he has no mummy or daddy*

In the light of these responses the teachers had placed much greater emphasis on focusing on similarities between people and places before considering the differences. By the second audit 67% of responses referred to similarities and 33% to differences

Same

*Maybe he eats porridge like me  
He plays with his friends, the same sort of life  
He lives with his mum and dad and grandparents, but I don't live with my grandparents  
He might go to the mosque*

Different

*We usually buy kites that say "made in..."  
He or his family might be poor*

These responses show a greater degree of empathy and understanding of our common humanity, a significant change in attitude.

Why are people hungry? (years 4 and 6 only)

Pupils had 3 beans each to vote for the best explanations for hunger in the world; 9 options are given, these include: 'there is not enough food to go round', 'the best land is used to grow food for other countries', 'people in rich countries don't give enough to charities'. This activity indicates pupils' awareness of global trade, the unequal distribution of resources and alternatives to aid.

What does this picture mean?

Pupils were shown an image of a white fingerprint on a black background, with the caption 'Black or white?' and were invited to consider what it meant. This activity indicates the extent to which pupils are confident in discussing issues of identity, race and ethnicity, prejudice and discrimination.

What does this symbol mean?

Pupils were shown a selection of logos from multinational corporations, religious symbols, wheelchair access, fair trade and recycling signs and were asked which they recognise and what each means. This activity indicates whether pupils are as aware of symbols associated with social justice, diversity and sustainability as they are with those associated with consumption.

What do you know about ... (a named country)?

Pupils drew or wrote what they knew about a country studied in geography or with which the school has a partnership or other connection. This activity indicates the extent to which the study or partnership has been effective in developing in pupils a balanced view.

What would you see if you visited a country in Africa?

Pupils were given an A3 outline map of the continent to draw or write their ideas on. This activity indicates some of the most commonly held perceptions of African countries. In school B the most commonly held perceptions were (% refers to percentage of total responses allocated to this category):

Natural environment 40%

*Landscape: desert, just sand!!!, I would expect to see a very dusty place, Plants: palm trees, coconuts*

People and society 18%

*people suffering because of droughts and you would try to help them, poverty, killing and armies and guns firing bullets, people crying, AIDS*

Built environment 12%

*huts, mud huts, they have houses made of straw*

When the audit activities were repeated two years later, significant changes were seen in pupils' awareness of diversity in the built environment, and in their understanding of people's everyday lives – aspirations, leisure and work, the traditional and the contemporary.

Natural environment 31%

The greatest changes here were in increased pupil awareness of the diversity of landscapes, and in the range of plant life, in part linked to greater awareness of our consumption of produce from African countries.

*Landscape: deserts, rainforests, mountains, grassland, rivers, lakes*

*Plants: bananas, pineapples, oranges, mangos, coconuts, palm trees, apples*

Built environment 12%

This category provided some of the greatest contrasts to pupils' perceptions 2 years earlier. Pupils were now able to name different building materials, types of buildings, and understood that there would be both rural and urban environments.

*some huts made of hardened mud, shanty houses, buildings just like here, tall buildings in the city, brick and cement, skyscrapers, churches, mosques, depends on whether it's the town or the country*

People and society 11%

The responses in this section showed a very significant change in pupils' knowledge and attitudes from the first audit, which had related almost entirely to suffering - poverty, disease, conflict and death. In contrast these responses showed an awareness of the similarities between the lives of pupils here and in Africa, an understanding of our common humanity.

*children playing hide and seek and "it", people going to school, you would see children having their lunch outside, boys and girls playing football with a ball, fetching water from a well, strong hardworking people, confident and determined people, good imaginations, kids wanting more education*

However, by contrast, in school E, no change was seen in pupils' knowledge and attitudes, between the first and second audits. A range of factors meant this school had struggled to embed GC across the curriculum, and were only able to organise an International Week or to celebrate Fair Trade Fortnight with some of the pupils. No change in knowledge or attitudes could be found when comparing the first and second audit responses.

Typical first audit responses:

poor children suffering, parched land, a poor country, children starve, child/animal slavery/abuse, not much electricity or water/food supplies, unhealthy slaved kids

Typical second audit responses:

mud huts, poor villages, people dying everywhere, orphans, people drinking dirty water, children on the street, people have aids, tribes

## Discussion and recommendations

After the first audits data was analysed and discussed with teachers in answer to the question "Where do we want to be in 2 years time?" and priorities for action were agreed. Support offered by RISC in implementing this action included development and delivery of a training programme for teachers and teaching assistants, detailed curriculum planning, meetings with staff, governors and parents, lesson observations and feedback, resource advice and critical evaluation, and library audits. Audit activities were also undertaken with governors and parents with the intention of building support for the GS initiative, and promoting the inclusion of GC in the SDP and other policies. In some schools, teachers' performance management targets also included GC.

The training programme introduced the principles and practice of GC, and explored how GC could be integrated into Maths and Science, Literacy and Oracy, Design and Technology (D&T), Art and Design, Music, Humanities, teaching controversial issues and the links with UNICEF Rights Respecting Schools. The programme included training for whole staff, subject leaders and teaching assistants.

*'...This... was the best Inset day we'd had for a long time, with staff inspired by the wealth of resources available at the centre and the stimulating gc ideas which the education team shared with us. We reviewed our practice as a school which claimed to be inclusive and to address global awareness. We came away celebrating much of what we were doing but with our eyes opened as to how much further we could develop our expertise.'*  
(Headteacher SSM&J, 2007)

Each school's curriculum plans were reviewed, and opportunities to integrate GC and appropriate resources were identified.

In the nursery of school A, the story 'Mama Panya's Pancakes' (Chamberlin and Chamberlin, 2006) was used as a focus. This story is set in Kenya, tells of a mother and son's trip to town to buy some food, and how people from the local community join them for a shared meal. This story, which could have been used to reinforce ideas of difference, was skilfully used to draw out similarities.

Child: they haven't got any food

Teacher: that's right, so they're going shopping to the market to buy some, just like we do. Where do your families buy food from?

Children: Tesco, corner shop, the market, farmers market...

Child: they cook their food outside

Teacher: yes, sometimes we do that too when it's a sunny day, don't we? Does anyone here ever have a barbecue?

The first audits revealed pupils' attitudes on a range of issues, and determined the priorities for each partnership. The second audits revealed the areas in which attitudinal change had taken place, and those for future priority, and enabled the partners to evaluate how successfully the objectives of the initiative were being achieved.

All schools prioritised areas to focus on in order to develop GC; these differed slightly in each. For some schools, GC became embedded throughout the school: impacting on the curriculum, school ethos and the wider school community of pupils, teachers, teaching assistants, governors, school council, parents and visitors. In these schools, responses to the audit activities indicated that shifts in pupils' attitudes were taking place in line with the objectives of the initiative.

However in two of the six schools, the challenge of engaging the whole staff in the initiative proved greater and GC did not become embedded across the school. Global dimensions were introduced by individuals within some subjects, sometimes bolted on to existing curriculum plans and often without consideration to cross-curricular plans. Where this was the case there was no measurable change in pupils' attitudes, and responses to some activities indicated that pupils' stereotypical attitudes had been reinforced.

The partners in each of the schools agreed that the first and second audits were an informative measure of attitudinal change and have gone on to use the concerns raised through the audits to make further plans to address the findings, and to disseminate their experiences of effective education for GC more widely.

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