

Global learning pupil outcomes for the GLP

The overall aim of the GLP is for young people to have a thorough knowledge and understanding of global poverty and the ways in which it can be reduced.

In order to achieve this, schools engaging with the GLP need to engage pupils in activities and approaches which will achieve the following outcomes:

- pupils acquire **knowledge** enabling them to understand the causes and effects of global poverty and uneven development – including globalisation, social, economic and political processes – recent progress and challenges, and to consider what possible solutions exist.
- pupils develop **skills** through engaging with this knowledge to explore issues critically and to examine the actions individuals and communities can take to overcome global poverty, including their own responses.
- pupils explore their own **values** when looking at key global issues, considering issues such as fairness, human rights and tolerance.

These are all central elements of **global learning**, a wider educational discipline of which the above form a key part. Global learning approaches ask students to engage with global knowledge through activities which help them develop their skills and consider their values, and to explore this learning in relation to themselves and the creation of a more just and sustainable world.

Within the GLP these are known as the **global learning pupil outcomes**.

The GLP has defined **eight global knowledge themes** which are important for young people to understand, and which can be approached through **four lenses** to help schools and teachers understand more about what the global learning pupil outcomes might be. There are also **eight skills** which we expect young people would develop through exploring these themes in active ways. And there are **eight values** we expect young people would have the opportunity to consider when discussing issues and actions relating to the knowledge themes.

However, these are not exhaustive, and are meant as a guideline to the sort of activities and approaches the GLP is promoting.

Using the GLP pupil outcomes

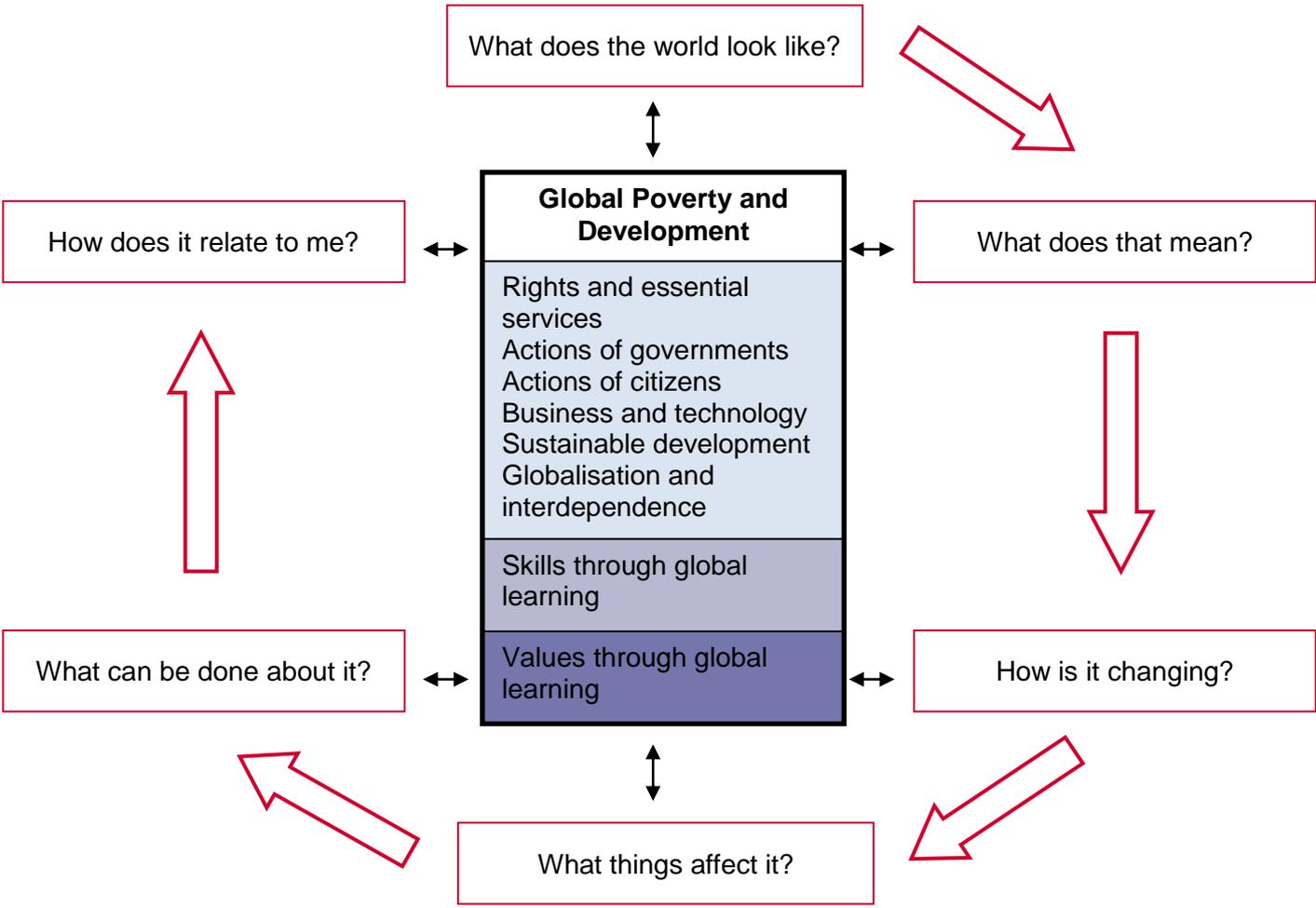
1. The pupil outcomes should help to guide schools designing activities **across the school** to support engaging their pupils with global learning. These could be in different subjects, extracurricular time or whole-school activities. The **GLP whole school framework** therefore refers to them.
2. The outcomes can also be used **within the curriculum** by using the **GLP curriculum frameworks**. These will help schools to apply the **knowledge themes** from the GLP pupil outcomes in a number of core subject areas.

Applying this knowledge using participatory pedagogical approaches will support pupils developing the skills and values outlined.

A global learning knowledge sequence

The following learning sequence can be used to introduce pupils to global learning, using enquiry to move pupils to thinking about global poverty and development issues. Each question can be connected to different parts of the global learning pupil outcomes.

This will allow pupils to approach this content in a relevant and meaningful way.



Global learning pupil outcomes diagram

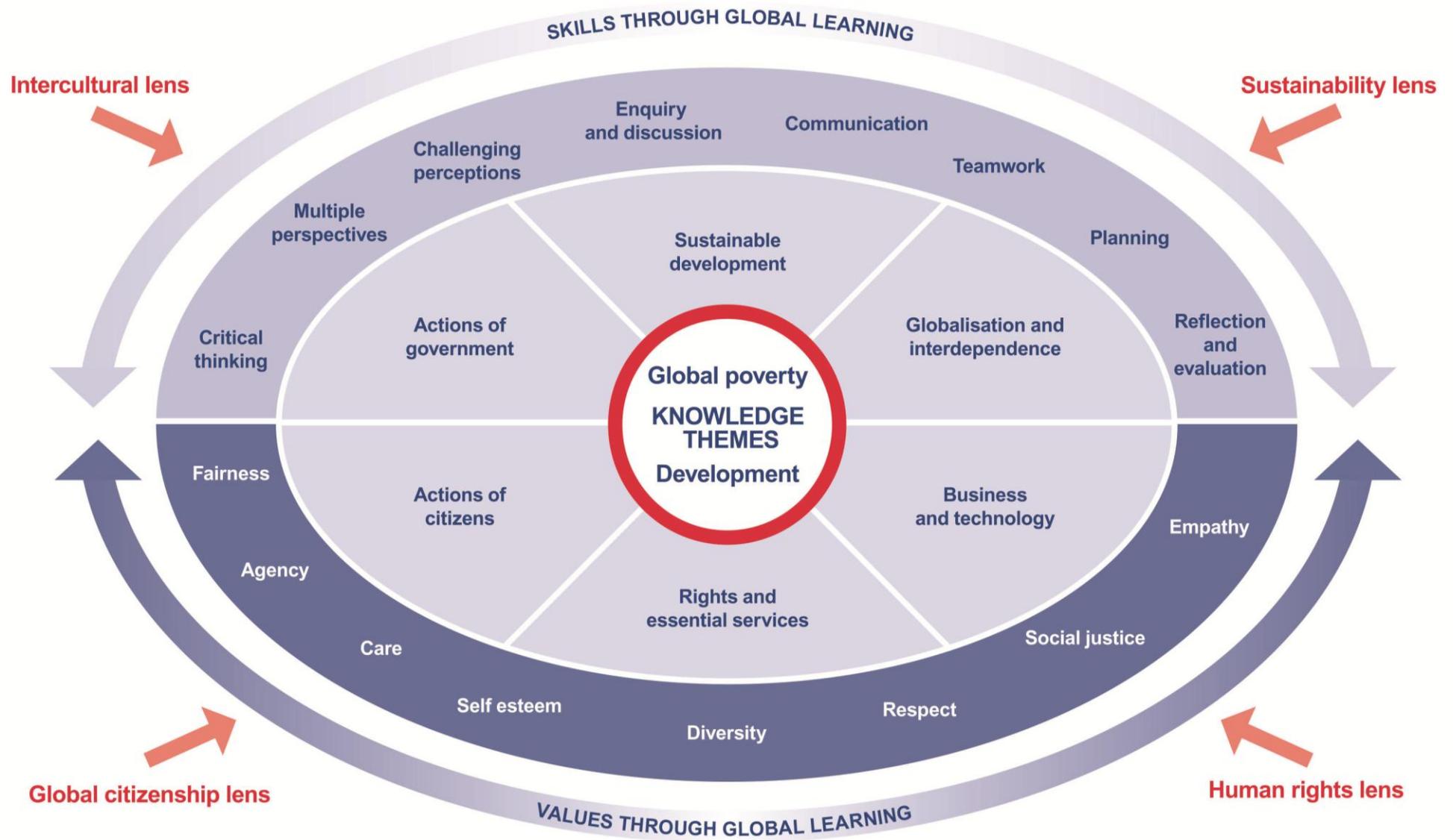
The diagram on the next page illustrates how the global learning pupil outcomes fit together.

It shows that at the heart of global learning the GLP is supporting pupils to consider global poverty and development issues. To do this, pupils may draw on other knowledge themes, connect to relevant skills and values, and approach it through different lenses. However, this is not prescriptive, and teachers can choose to build relevant connections as they wish.

Additionally the global learning knowledge themes are situated in the diagram to match the 'development compass rose', a resource developed by TIDE~ global learning¹ to help pupils ask questions about global issues. The knowledge themes towards each point of the compass broadly match the categories of question identified in the compass rose.

This might help teachers with their curriculum planning.

¹ See <http://www.tidec.org/sites/default/files/uploads/2c.50%20Compass%20rose.pdf>



The content: the outcomes of global learning approaches

The main aim of the GLP is that young people gain a critical understanding of global poverty and development. Therefore the first two knowledge themes are about helping pupils to understand the key **dimensions to poverty and development**. The subsequent six knowledge themes will help pupils to **understand, explain and consider solutions to poverty and development issues**.

Theme	Content description <i>What pupils could learn</i>
<i>Learning more about the central elements of the GLP – understanding key issues relating to global poverty and development</i>	
Global poverty	<ul style="list-style-type: none"> • Understand what progress has been made against global poverty targets in recent decades, and what global poverty challenges still remain • Explore different ideas of poverty, for example related to income, services or rights • Understand how inequality and conflict link to poverty
Development	<ul style="list-style-type: none"> • Understand what is meant by development • Know the important characteristics of developing countries – including where they are and their economic, social and political geography • Know how countries have developed over time, including historical civilisations, colonial relationships and post independence • Understand changes to patterns of development, for example the rise of newly industrialised countries in different parts of the world
<i>Using the six themes below to understand, explain and consider solutions to poverty and development issues</i>	
Rights and essential services	<ul style="list-style-type: none"> • Know what is meant by human rights, and know about the UN Universal Declaration of Human Rights and the UN Convention on the Rights of the Child • Understand what is meant by essential services (including health, education, water, sanitation, food and energy) and how people’s access to them varies • Understand the link between rights, essential services and development
Globalisation and interdependence	<ul style="list-style-type: none"> • Recognise how people are interdependent, and know examples of historical and modern connections between countries across the world • Understand how globalisation has linked people through trade, financial flows, socially and culturally • Understand what development aid is, the impact it has had and some of the ways that aid is changing
Sustainable development	<ul style="list-style-type: none"> • Understand the meaning of sustainable development, and how many environmental issues are interdependent • Consider the human and environmental impact of changes to the climate, biodiversity, water and land resources • Explore the impact of local, national and international efforts to deal with these changes
Actions of governments	<ul style="list-style-type: none"> • Understand the role of governments in delivering essential services and upholding human rights • Know how governments have taken actions to promote poverty reduction and development, and recognise their positive and negative impact • Understand how governments can act at local, national and global scales, including global agreements such as the Millenium Development Goals, trade agreements and climate change targets

Actions of citizens	<ul style="list-style-type: none"> • Understand the role of active citizens in making sure governments deliver rights and essential services • Know examples of how citizens have acted at local, national and global scales to tackle global poverty • Recognise the role people themselves play in overcoming poverty
Business and technology	<ul style="list-style-type: none"> • Understand the importance of small businesses and livelihoods for people experiencing poverty • Be aware of how new technologies support tackling poverty and development, for example, mobile phones • Recognise how the actions of businesses and corporations have positive and negative impacts on poverty and development, for example through global value chains

Skills developed through global learning

By learning about the knowledge themes, pupils will have the opportunity to think about global development issues more deeply, and considering actions they and others can take to respond as global citizens. This will give pupils will the opportunity to develop the skills outlined below.

A range of pedagogical approaches developed through global learning could support this.

Skills developed through global learning	What this means for pupils
Critical thinking	Exploring a range of evidence related to global development: analysing and comparing it to facts and opinions to form their own more considered views
Multiple perspectives	Recognising that knowledge is subjective, and based on viewpoints and power; being able to explore where and how viewpoints arise for different global development issues, and using these ideas in forming their own views
Challenging perceptions	Understanding that perceptions and stereotypes related to people, places and issues exist. Being able to recognise these in themselves and others, and draw on evidence to challenge and change them
Enquiry and discussion	Being able to use evidence to structure their thinking about key global development issues; to use this evidence to discuss these issues constructively with others; and form their own opinions
Communication	Being able to take complex development issues and communicate them to others simply and effectively; drawing on a range of techniques and technologies to do this with different audiences

Teamwork	Being able to work with others effectively to plan appropriate actions after learning about global development issues; agreeing roles and responsibilities, communicating with each other and ensuring everyone contributes to the goal
Planning	Taking a structured approach to taking action on development issues either individually or with others; working through a logical sequence considering what they want to achieve, and how they will know they were successful
Reflection and evaluation	After taking appropriate actions following learning about global development, or after thinking more critically about it, being able to look back in a structured and logical way using evidence to decide if something worked well and how to improve

Values considered through global learning

Also by learning about the knowledge themes and considering actions, pupils will have the opportunity to think about what these issues really mean, and the values which underpin them. That will support them considering the values outlined below.

This could be through looking at the issues in the knowledge themes first and then thinking about what values these relate to, or vice versa.

A range of pedagogical approaches developed through global learning and values education could support this.

Values considered through global learning	What this means for pupils
Fairness	Pupils can use global development issues to think about the concept of fairness: how equal is the world, how are opportunities determined, who has access to what and why? Pupils can consider what fairness really means, and how fair or unfair the world is.
Agency	Pupils can reflect on global development issues and consider who has the responsibility to act and why. That could include themselves, governments, businesses, and those experiencing specific problems. They can also consider whether being an active agent of change is important, and why.
Care	By considering the experiences of those living in different circumstances, pupils can think about whether caring for others matters; who does this extend to, why and when? Pupils can also consider what caring for someone really means – does it require actions or just thoughts?



Self esteem	By developing their own responses to global development issues as global citizens, pupils can develop their own confidence and self-esteem. They can also consider the importance of self-esteem to people experiencing development challenges; why is it important, and how can it be secured?
Diversity	By thinking about different viewpoints and perspectives about development issues, and valuing the experiences and views of those living in different circumstances, pupils can consider the importance of diversity for themselves and others.
Respect	Pupils can consider the importance of respect for others by considering why dignity matters for people experiencing global poverty, and why the knowledge and experiences of those people is important to overcoming such development challenges. Pupils can also consider respect for different viewpoints.
Social justice	Pupils can think about what a socially just world would look like, and how important it is to achieve that. By looking at the origins and causes of many global development challenges, and considering what human rights mean and why they matter, they can consider who has the responsibility to act and why.
Empathy	By learning about the experiences of those facing global development challenges, pupils can consider what feelings and emotions they may have. They can also consider why empathy is important, what having empathy means for their views and actions related to global development, and if this necessarily requires 'charitable' activities.