



National Foundation for Educational Research

Assessing the International Dimension in Education in Schools in Wales Phase II

Final Report

**Jane Nicholas
Martin Pollard
Robert Smith
Stephen Thomas**

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Executive summary

Background

This project formed the second phase of research on the impact of the International Dimension in Education (IDE), commissioned by British Council Wales on behalf of the Welsh Assembly Government. **Phase I** of the British Council's research comprised a scoping study to identify the extent of IDE activities in schools in Wales and to gather schools' feedback on their effectiveness.

Phase II research focused on measuring the impact of IDE in schools in Wales through the development and trialling of a self-assessment tool, and an accompanying guidance document in a sample of eight schools. The research was conducted by the National Foundation for Educational Research (NFER) in partnership with the Council for Education and World Citizenship – Cymru (CEWC-Cymru) between January and July 2010.

The term International Dimension in Education (IDE) is reference to all components of education and learning that focus on or incorporate European and/or international activity. It is synonymous to the term global dimension, and encompasses activity found in many areas of the Welsh National Curriculum.

The value of the International Dimension

The IDE is increasingly understood to be an important element in school education in Wales and beyond. A range of factors contribute to its relevance: the opportunities presented by global communication and new media; international trade and its associated social and economic issues; increased awareness of other cultures, languages and beliefs; and truly global challenges such as tackling climate change and sharing natural resources. It is linked to, and underpins the delivery of, Education for Sustainable Development and Global Citizenship (ESDGC), which has been a priority area of the Welsh Assembly Government's education policy since 2004 and judged by Estyn as a key learning outcome to be assessed in school inspections from September 2010. The value of the IDE is strongly supported by education policy makers, as well as understood by many Welsh schools as a key element in their learning provision.

In addition, the 2010 report from the Development Education Association based on a Ipsos MORI poll, reported this learning nurtured a socially responsible and outward-

looking populace, which counteracted discomfort about racial and religious difference. It also found a high level of public support for global learning in school.

Why assess the IDE?

The self-assessment tool was designed to help schools to move away from compiling a factual account of the IDE work they undertook, towards a focus on how the IDE benefited the school, in terms of contributing to educational effectiveness, social cohesiveness and the attitudes and values of both learners and teachers. The tool is divided into five sections: ‘outcomes for learners’, ‘outcomes for teachers’, ‘outcomes for the school as a whole’, ‘outcomes for the wider community’ and a final section to assist schools to plan the future development of the IDE. There is an opportunity for schools to assess the extent to which the IDE contributes to school effectiveness in the first four sections using the following descriptors ‘basic’, ‘developing’, ‘developed’ or ‘embedded’.

As well as being educationally valuable in its own right, by making the impact of IDE more explicit, schools would be able to use the tool to assess how effective their IDE activities were in delivering key components of the school curriculum.

The IDE’s role in the school curriculum and qualifications

The key curriculum areas and qualification frameworks relevant to the IDE in Wales were identified as follows:

- Wales, Europe and the World (WEW) / Welsh Baccalaureate Qualification.
- Personal and Social Education (PSE).
- Education for Sustainable Development and Global Citizenship (ESDGC).
- Subject specifications, particularly: geography, history, government and politics, sociology, modern foreign languages and world development.

The IDE’s role in whole-school development

The development of the IDE assessment tool coincided with the emergence of two key documents which had started to shape schools’ practice: the Welsh Assembly Government’s *School Effectiveness Framework* (published in September 2009) and Estyn’s new *Common Inspection Framework* (published in April 2010). The self-assessment tool sought to reflect both of these frameworks in its structure, language and accompanying guidance.

Key findings

The following key findings are based on the pilot schools' own self-evaluation of their IDE activities and on the qualitative interviews conducted with staff.

The IDE in the pilot schools

- All schools noted a beneficial effect on the standard of learners' work, motivation and attainment levels, but currently found it hard to evidence. Other benefits included: greater understanding and awareness of global issues, opportunities for learners to broaden their horizons, reach a higher level of skills and develop better relationships with staff.
- Most schools believed that their IDE activities were contributing to their schools' effectiveness, by promoting positive outcomes for learners. This was in each of the six areas that had been identified: wellbeing of learners, assessment for learning/learner participation, development of attitudes and values, skills (thinking, communication, ICT, and number), knowledge and understanding of global issues/context, and attainment levels.
- The organisation and leadership for the IDE varied but all schools emphasised that staff commitment and engagement was vital. In the secondary schools there was usually involvement from the headteacher (as the overall school leader) or one of the assistant headteachers, while in the primary schools it was often the headteacher who took the lead.
- Schools which judged themselves to have 'embedded' the IDE had encouraged staff to consider how it might enrich their work at departmental level (for instance by examining how it might contribute to schemes of work). Discussion at departmental level could feed the wider whole-school approach focusing on how the IDE is included meaningfully across the curriculum, and as an activity in PSE and school assemblies etc.

Learners' views on the IDE

- Learners identified a very wide range of benefits in terms of better global understanding and promoting harmony between nations. These included relevance of presentations made by people from other countries; better understanding of global inequality and deprivation; expanding their cultural understanding; the study of modern languages being more relevant and immediate; and the role of the IDE in deepening their understanding of global issues, conflicts and history.
- Most learners initially referred to benefits for other countries in relation to the IDE, -or to a very wide range of benefits in terms of better global understanding and promoting harmony between nations. They had often not considered to what extent the IDE had directly benefitted them as individuals or could help them in other contexts. However, with prompting, they identified the development of communication skills, ICT, planning skills, problem solving and enhanced subject knowledge as noted above.

- Learners were also very enthusiastic and pro-active in engaging in the planning and delivery of IDE related activities and, for example, language learning. They welcomed and respond to the challenges of engagement with other cultures, and were quick to recognise and report on differences between stereotype and reality.

Outcomes for learners

- Most schools believed that the benefits of the IDE were either ‘developing’ or ‘developed’ in terms of promoting positive outcomes for learners.
- More than half believed that the benefits of the IDE were ‘embedded’ in terms of the attitudes and values of learners.
- In addition to the evidence offered in the schools’ formal self-assessment, a range of positive outcomes were identified by the pilot schools both in the qualitative sections of the self-assessment tool and in the case study interviews. Many of these judgements were recognised to be highly qualitative in nature and included helping them to understand issues better, fostering informed citizens and developing their skills, (in particular communication and ICT) confidence and self-esteem.

Outcomes for teachers

- Most schools believed that the benefits for teachers were ‘developing’. Teachers were reported to be more aware of global issues, have a better awareness of the different pedagogical styles and expectations of other countries.
- Other outcomes included experience of using ICT to link with countries abroad, planning and leadership skills and the opportunity to interact informally with learners through activities associated with the IDE.
- Schools intended to maximise opportunities to develop networks of professional practice (for example, PLCs) which sought to develop a leadership role in relation to the IDE. The planned activities in this area included contribution to LA activities and links with other schools and networks.
- All schools noted a beneficial effect on staff motivation and satisfaction, along with opportunities for staff to travel and broaden their horizons. Two schools specifically mentioned greater shared practice and team working, particularly in relation to the Welsh Baccalaureate, while improvement in teacher/learner relationships was noted by all.

Outcomes for the school community as a whole

- Three schools believed that aspects of this consequence of the IDE were ‘embedded’ in two areas (the impact on ethos and the promotion of equality and human rights), and two of them also believed that the role of IDE was ‘embedded’ in terms of its impact on behaviour and social cohesion and pupil attendance levels.

- However, it was more common for schools to judge these aspects to be ‘developed’ or ‘developing’ and three schools believed that the impact of the IDE on attendance was at a ‘basic’ level.

Outcomes for the wider community

- Two schools believed that the impact of the IDE was ‘embedded’ in all aspects of the outcomes for the wider community, but an equal or slightly larger number believed that this was a ‘developing’ feature.
- It was recognised that the IDE could contribute to fostering links with the communities served by a school by raising awareness of what the children and young people had accomplished through fund-raising activities to support IDE-related activities.

Usefulness of the self-assessment tool

- All schools were positive about the IDE self-assessment tool and accompanying guidance document. They believed that it could provide them with valuable data both for accountability and planning purposes and would be of most benefit used as the basis for an on-going continual review process. Schools also recognised and welcomed the link with the Estyn Common Inspection Framework and the SEF
- Schools believed that the action plan element included at the end of the assessment tool was particularly valuable to set targets and measure their effectiveness at a later date.
- In secondary schools the outcomes of IDE assessments could feed into departmental reviews as each head of department sought to evaluate on their teams’ existing strengths and areas for development.
- Five schools, including those who had rated themselves ‘developing’, indicated that they would welcome case studies and a list of useful websites to accompany the tool.

Implementing the IDE effectively

- The self-assessment tool itself was identified as a factor which would promote the leadership of the IDE alongside other possible drivers such as the role of schools’ eco-councils and priorities identified through implementing ESDGC.
- All schools emphasised that staff commitment and engagement, both in the school itself and abroad was vital.
- It was possible to delegate responsibility for implementing aspects of the IDE to a range of staff, but involvement of senior management was also required.
- Schools identified that convincing governors of its importance was often central if the IDE was to be embedded in their activities.

- Schools which judged themselves to have ‘embedded’ the IDE had encouraged staff to consider how it might enrich their work at departmental/subject level.
- The use of technology (video-conferencing, e-mail etc) in enabling more frequent access to communities overseas was also an aspect which was seen to promote ‘embedded’ IDE.

Conclusions

All schools in the sample recognised the contribution of IDE and its role in the broader personal and social development of children and young people (in terms of attitudes and values). However, they also acknowledged that the outcomes of the IDE were often difficult to quantify. Increased awareness and knowledge of different countries, familiarity with and respect for cultural differences, and the confidence to contemplate living and working overseas for short or longer-term periods are attributes which may well prove increasingly important in a more global economy. Given that Wales has chosen not to adopt the model of specialist schools, the opportunity exists for all learners to benefit from the IDE. This approach would need to embed the IDE as a key complement of Y Cwricwlwm Cymreig, and as a response to other initiatives such as the rights of children and young people embodied in the Extending Entitlement agenda. This research suggests that for this to be done effectively, schools need to analyse their existing activities and develop a systematic approach to identifying opportunities and how those might be realised.

Further information on the research and programmes supporting the delivery of IDE in Wales can be found at: <http://www.britishcouncil.org/wales>.

1. Introduction

This chapter sets out the background to the research, the aims and methodology and outlines the report structure.

1.1 Background

This project formed the second phase of research on the impact of the International Dimension in Education (IDE), commissioned by British Council Wales on behalf of the Welsh Assembly Government. The work was managed by the British Council through a project steering group, and delivered by the National Foundation for Educational Research (NFER) and Council for Education in World Citizenship – Cymru (CEWC-Cymru). For the purposes of this study, the International Dimension includes European and international educational activity undertaken in schools.

Phase I of the British Council’s research comprised a scoping study to identify the extent of IDE activities in schools in Wales and to gather schools’ feedback on their effectiveness. Respondents identified a considerable range of value-added benefits and positive impacts associated with IDE projects, and related these to overall school improvement. These impacts could form the basis of an assessment framework to assess and monitor the impact of such activities within a school.

Phase II research focused on measuring the impact of IDE in schools in Wales through the development and trialling of a self-assessment tool with a sample of eight schools. The research was carried out between January and July 2010.

1.2 Aims and methodology

The aims of the project were to assess the impact of IDE on school effectiveness and learner attainment through:

- developing an IDE Self- assessment Tool
- piloting the IDE Self-assessment Tool
- undertaking in-depth school case studies
- maximising the value of the research findings.

The key stages of the research process were:

- convening of a project steering/advisory group of key experts
- primary development of a self-assessment tool for use by schools, based on secondary data and the Phase I study
- piloting of the assessment tool with a sample of three schools to explore effectiveness
- secondary development of assessment tool
- development of a draft guidance booklet to accompany the self assessment tool
- administration of the draft tool in eight schools, both primary and secondary, across Wales, involved at different levels in the development of the IDE
- production of the final self assessment tool and a guidance booklet giving information, guidance and suggestions for ensuring that IDE work contributes to i) raising learner achievement, ii) school improvement and iii) practitioner development, including case studies of the eight pilot schools
- dissemination and embedding
- production of a full research report covering the above and an executive summary.

1.3 Report structure

This final report presents the findings and recommendations of the Phase II study. Chapter 2 examines the value of the IDE, while Chapter 3 sets out the rationale for assessing this aspect of a school's work. Chapter 4 discusses the development and initial trialling of the tool in three secondary schools. Chapter 5 presents the eight case studies undertaken across Wales. Chapter 6 contains the key findings and recommendations for future development. The Self-assessment tool and other relevant documentation to accompany it are included as appendices.

2. The value of the International Dimension

The IDE is increasingly understood to be an important element in school education in Wales and beyond. A range of factors contribute to its relevance: the opportunities presented by global communication and new media; international trade and its associated social and economic issues; increased awareness of other cultures, languages and beliefs; and global challenges such as tackling climate change and sharing natural resources.

The idea that schools must help young people to prepare for this interconnected world, by enabling them to develop the knowledge, understanding and skills that they need to make a positive contribution as active global citizens, is now a mainstream view among educators. In her introduction to the *Strategy for Action for Education for Sustainable Development and Global Citizenship* (2006), Wales's then Minister for Education noted that such an approach was:

Key to us not only 'Starting to Live Differently' but to ensuring that we completely transform the mindset of future generations... The world in which we live is the only one that we have – its resources are finite. To live sustainably and to be globally aware of the impact of our own lifestyles is, therefore, not an option but a necessity.

In Wales, ESDGC – which encompasses much of the IDE work undertaken by schools – has been a priority area of the Welsh Assembly Government's education policy since 2004. Its importance is reinforced by Estyn's inclusion of sustainable development and global citizenship as a key learning outcome to be assessed in school inspections from September 2010.

In 2010, the Development Education Association in England produced a report which underscored the real, quantifiable benefits of global learning. Based on a poll commissioned from Ipsos MORI, it found that such learning:

- Creates agency around climate change, reducing by half the proportion of people who feel that it is pointless to take personal action on this issue.
- Greatly increases the proportion of the public who support the principle of overseas aid.
- Nurtures a socially responsible, outward-looking populace.
- Counteracts discomfort about racial and religious difference.

The report also found a very high level of public support for global learning in school, with 86 per cent of people agreeing that this was a crucial element in tackling important international issues.

The value of the IDE is therefore strongly supported by education policy makers and the general public, as well as understood by schools as a key element in their learning provision.

3. Why assess the IDE?

During Phase I of the British Council's research, respondents from all consulted groups identified that IDE activities had a strong anecdotal link to raising learners' attainment levels and supporting school improvement. However, a robust, quantitative and evidence-based measure of this relationship could not be demonstrated, and Phase II research was commissioned to create a self-assessment tool which could help schools measure the impact of the IDE. This would enable schools to move away from a factual account of the IDE work they undertook, towards a focus on how the IDE benefited the school, in terms of contributing to educational effectiveness, social cohesiveness and the attitudes and values of both learners and teachers.

As well as being educationally valuable in its own right, by making the impact of IDE more explicit, schools would be able to assess how effective their IDE activities were in delivering key components of the school curriculum. More generally, this process would also complement the thrust of the Welsh Assembly Government's focus on school effectiveness, and Estyn's emphasis on a self-assessed element of school inspections.

3.1 The IDE's role in the school curriculum and qualifications

At an early stage of the project, the partners produced a document titled 'What Is the International Dimension in Education?', setting out the key curriculum areas and qualification frameworks relevant to the IDE Wales (see Appendix 1). This provided a context for the development of the assessment tool, as well as a useful reference guide for schools involved in the piloting process.

The areas were as follows:

3.1.1 Wales, Europe and the World (WEW) / Welsh Baccalaureate Qualification

WEW is a component of the 14-19 Learning Core, intended to help all learners develop their understanding of social, economic, political and cultural issues. Within the Welsh Baccalaureate framework, students are required to undertake 60 hours of guided learning time on WEW issues.

Key documents:

- *Wales, Europe and the World: a framework for 14 to 19-year old learners in Wales*, DCELLS, Welsh Assembly Government, 2009; ISBN: 978 0 7504 5244 1

<http://cymru.gov.uk/docs/dcells/publications/091019frameworkcy.pdf> (Welsh)

<http://wales.gov.uk/docs/dcells/publications/091019frameworken.pdf> (English)

- *Welsh Baccalaureate Specifications: Advanced/Intermediate/Foundation levels*, WJEC, 2008

<http://www.ngfl-cymru.org.uk/cym/wbq-essentials/wbq-specifications.htm> (Welsh)

<http://www.ngfl-cymru.org.uk/eng/wbq-essentials/wbq-specifications.htm>(English)

3.1.2 Personal and Social Education (PSE)

PSE is a statutory requirement for ages 7 to 19. The suggested PSE Framework (which is non-statutory) covers a number of IDE elements, in particular Active Citizenship, which includes an understanding of human rights and international decision making; and Sustainable Development and Global Citizenship, which includes an understanding of natural resources and global interdependence.

Key document:

- *Personal and Social Education Framework for 7 to 19-year-olds in Wales*, DCELLS, Welsh Assembly Government, 2008; ISBN: 978 0 7504 4432 3

<http://cymru.gov.uk/psesub/home/framework/?lang=cy> (Welsh)

<http://wales.gov.uk/psesub/home/framework/?lang=en> (English)

3.1.3 Education for Sustainable Development and Global Citizenship (ESDGC)

ESDGC describes the work that schools do to promote responsible citizenship and an understanding of the links between local and global issues. It is not a statutory curriculum component or separate subject, but is expected to be delivered throughout the curriculum and through the management and ethos of the whole school. From September 2010, ESDGC will be one of four key ‘learning experiences’ measured by Estyn inspectors using the new Common Inspection Framework (CIF).

Key documents:

- *Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools*, DCELLS, Welsh Assembly Government, 2008; ISBN: 978 0 7504 4770 6

[www.esd-wales.org.uk/english/ESDreports/pdf/reports%203/ESDGC%20common%20\(e\).pdf](http://www.esd-wales.org.uk/english/ESDreports/pdf/reports%203/ESDGC%20common%20(e).pdf) (English)

[www.esd-wales.org.uk/cymraeg/esdreports/pdf/reports%203/ESDGC%20common%20\(w\).pdf](http://www.esd-wales.org.uk/cymraeg/esdreports/pdf/reports%203/ESDGC%20common%20(w).pdf) (Welsh)

- *Education for Sustainable Development and Global Citizenship: A Strategy for Action – Updates (January 2009)*, DCELLS, Welsh Assembly Government, 2009

www.esd-wales.org.uk/cymraeg/esdreports/pdf/D674_Welsh.pdf (Welsh)

www.esd-wales.org.uk/english/esdreports/pdf/D674_English.pdf (English)

3.1.4 Subject specifications

Specifications within the National Curriculum, as well as for subject qualifications, also contribute to the IDE. This contribution is particularly explicit in subjects such as geography, history, government and politics, sociology, modern foreign languages and world development.

Key documents:

- National curriculum documents:

<http://cymru.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/?lang=cy> (Welsh)

<http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/?lang=en> (English)

- Specifications for subject qualifications:

www.cbac.co.uk (Welsh) / www.wjec.co.uk (English)

- Making Languages Count: Modern Foreign Languages in Secondary Schools and Learning Pathways 14-19:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/makinglanguagescount/?jsessionid=14GzMDnb41J7lNv9FnDLmRfZprvghxDvR0bZ8mYYnQN DnHg2yBTy!-601976524?lang=en>

3.2 The IDE's role in whole-school development

The development of the IDE assessment tool coincided with the emergence of two key documents which had started to shape schools' practice: the Welsh Assembly Government's *School Effectiveness Framework* (published in September 2009) and Estyn's new *Common Inspection Framework* (published in April 2010). Guided by the steering group, the project partners sought to reflect both of these frameworks in the tool's structure, language and accompanying guidance.

3.2.1 School Effectiveness Framework (SEF)

The SEF sets out the Welsh Assembly Government's vision for improving schools' effectiveness, based on a system of 'tri-level reform' with collaboration between schools, local education authorities and the Assembly Government. It describes the key characteristics required to build on existing good practice and improve children's and young people's learning and wellbeing throughout Wales, and each partner's contribution to securing that.

Because schools are familiar with the SEF, and expected to use it to guide their school development plans, the project partners paid particular attention to the SEF in Section E of the assessment tool. Teachers are asked to consider opportunities, barriers and actions within five of the SEF's elements of effectiveness – Curriculum & Teaching, Leadership, Intervention & Support, Networks of Professional Practice, and Working with Others. A further reference was made to the SEF in Section B, where schools were asked to consider the IDE's impact on Professional Learning Communities.

Key document:

- *School Effectiveness Framework: Building effective learning communities together*, DCELLS, Welsh Assembly Government, 2008; ISBN: 978 0 7504 4616 7

<http://wales.gov.uk/docs/dcells/publications/091020frameworkcy.pdf> (Welsh)

<http://wales.gov.uk/docs/dcells/publications/091020frameworken.pdf> (English)

3.2.2 Estyn Common Inspection Framework

This framework will be used by Estyn to guide its inspections of all educational institutions from September 2010. It contains ten Quality Indicators, against which schools are expected to measure their own progress. The Framework has a specific relevance to the IDE, as ESDGC is listed as a key learning experience that institutions

must provide (as noted above). Its emphasis on self-evaluation also lends it a general relevance to the IDE assessment tool, and the project steering group discussed the potential importance of the tool in helping schools to develop an evidence base for the effectiveness of IDE activities.

The project team followed advice from Estyn and other steering group members to make the assessment tool more relevant for schools preparing for inspection. In particular, increased emphasis was placed on quantitative outcomes from IDE activities, with schools asked to provide evidence of activities' impact rather than a simple factual account of what happened. The four descriptors against which schools would measure this impact (Basic, Developing, Developed and Embedded) were borrowed from a previous Estyn document on ESDGC and the subsequent Assembly Government document *A Common Understanding for Schools in Wales*. Language changes were also made to bring the assessment tool more closely in line with Estyn terminology, such as rephrasing 'outputs beyond the school gates' to 'outputs for the wider community', and changing 'awareness days' to 'thematic days'.

Key documents:

- Common Inspection Framework, self-evaluation manuals and other documentation:

www.estyn.gov.uk/cy_inspectionguidance_2010.asp (Welsh)

www.estyn.gov.uk/InspectionGuidance_2010.asp (English)

- *Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales* Estyn, 2006

www.esd-wales.org.uk/cymraeg/esdreports/pdf/Establishing%20ESGDC%20report.pdf (Welsh)

www.esd-wales.org.uk/english/ESDreports/pdf/Estyn_Baseline_Report.pdf (English)

3.3 Relevant literature and documentation

In addition to the documents mentioned above a range of relevant literature was considered during the project, both to inform the development of the IDE assessment tool and to be included in a list of recommended resources for the final version of its accompanying guidance document. These documents, which are listed in Appendix 4, provided useful reference material for the project team, although the specific educational context in Wales required that the assessment tool be developed with the curricular and whole-school perspectives outlined in Sections 3.1 and 3.2 above.

4. Stage 1: Development and initial trialling

This chapter describes the findings of the initial trialling which took place in three secondary schools. The details of how the IDE self-assessment tool was developed prior to the trialling, including the rationale behind the process, are contained in Appendix 5.

4.1 Initial trialling of the draft self-assessment tool

For this initial phase of piloting, with the approval of the steering group, the project team chose secondary schools with which they were already familiar, and which had been involved in IDE work for a number of years, so as to ensure a prompt and positive response. The three schools chosen included a Welsh-medium school in south west Wales, a bilingual school in north east Wales and another bilingual school in west Wales. This ensured a mix of geographical locations, phases, and Welsh/English language educational settings. The schools received the draft tool and the background document ‘What is the International Dimension in Education?’ (see Appendix 1) in March 2010, and were asked to return the completed tool within three to four weeks (a period which included the Easter break). They also provided oral feedback to the NFER research team via telephone or face-to-face meetings.

4.2 Results of the initial trialling

The project team provided a report and analysis on the trialling, as well as copies of the completed assessment tool from each school to the project steering group. In one school the tool had been completed by the headteacher alone and in another by a head of department with an interest in IDE but without senior management responsibilities. In the third school the headteacher and two key members of the school’s middle management team completed sections of the tool. All schools chose to use the paper version of the tool supplied, rather than completing it electronically.

The following is a summary and analysis of the schools’ use of the tool during the trial.

4.2.1 Examples of current IDE activities

Examples of current IDE activities given by all three schools included: themed/international days; school linking through involvement in specific projects, e.g. Comenius, Connecting Classrooms; trips abroad and pen pals; and CEWC-Cymru's Model United Nations conferences.

Curriculum areas mentioned included: the Welsh Baccalaureate, geography, modern languages, English, art, religious education and music, as well as the cross-cutting theme of ESDGC. Other specific activities were also mentioned by individual schools, e.g. Urdd's Goodwill message, the Llangollen International Eisteddfod, and the World Skills Challenge.

4.2.2 Completion of the assessment tool, Sections A-E

Section A: Outcomes for learners

All schools noted a beneficial effect on the standard of learners' work, motivation and attainment levels, but found it hard to evidence. Other benefits included: greater understanding and awareness of global issues, opportunities for learners to broaden their horizons, reach a higher level of skills and develop better relationships with staff. Various sources of evidence for the outputs were noted, including evaluation/self-assessment sheets, diaries and portfolios of students' work, photographs, information on school websites, pupil questionnaires and discussions. One school had canvassed opinions from a Year 8 group about possible future activities. Learners were keen to use video conferencing to enhance their lessons and understanding of other cultures. They also suggested more opportunities for individual project work on a country or issue which had been highlighted within the school.

Section B: Outcomes for teachers

Once again all schools noted a beneficial effect on staff motivation and satisfaction, along with opportunities for staff to travel and broaden their horizons. Two of the schools also mentioned greater shared practice and team working, particularly in relation to the Welsh Baccalaureate. Improvement in teacher/learner relationships was noted by all schools. Evidence given included minutes of meetings, project work, photos, staff questionnaires, and feedback from learners on visits and lessons.

All schools found Sections A and B easiest to complete and to gather evidence. One school felt that it would be possible to distribute these sections to staff within

individual departments/faculties for completion prior to completing the tool on a whole-school basis.

Section C: Outcomes for the school community

This section was completed by the headteacher in two schools and barely touched by the member of staff without a management perspective. Examples of activities included: assemblies, Fairtrade week, school council work, international student associations, themed days, ESDGC and PSE work. Evidence included: planning documents, policies, specific project documentation, minutes of meetings, displays, and use of schools' Virtual Learning Environment. One school mentioned increased attendance levels on international themed days and specific activity weeks.

Section D: Outcomes beyond the school gates

Again, this section was completed by the headteacher in two schools and barely touched by the member of staff without a management perspective. Examples of activities included: links with schools across the world and primary schools, international projects and themed days, opportunities for travel, video conferencing. Generally schools were less confident about completing this section and felt this aspect was less developed so far.

Section E: Improving school effectiveness

The schools had mixed feeling about this section. The staff member without management experience did not complete it at all. Whilst they could recognise its importance, the two headteachers said that they had some initial difficulty relating their IDE work to the School Effectiveness Framework.

4.2.3 Overall conclusions

- All three schools had previously undertaken some sort of IDE audit (one school supplied a copy) and their own audits had followed similar patterns.
- Schools felt that the IDE was an ideal vehicle for further developing Assessment for Learning (AfL) and that it encouraged collaborative working between staff and learners.
- All schools felt that the tool was fit for purpose and could appreciate the need for it to be consistent with the School Effectiveness Framework and new Estyn inspection framework.

- One headteacher felt that there was too much repetition within the tool and suggested listing the activities in an introductory section before moving on to evidence. However, another school disagreed, saying that it was important that the outputs were closely linked to the evidence and future plans each time.
- All schools welcomed the idea of case studies, but one school in particular felt that there should be more of these from secondary schools as existing case study material for IDE focused heavily on primary schools.
- Time and funding were commonly identified as barriers to IDE activities. Two schools felt that they needed to widen their IDE work to include more members of staff and departments. One school's cross-curricular work was not yet well developed, and that school cited problems with timetabling and dedicated staff time for meetings and working across departments.
- Completion of the latter sections of the tool required a strategic overview.
- All schools felt that guidance about the sort of activities to include, how to assess the level of engagement and advice about what constituted evidence were very important. All schools emphasised the need for the guidance to be short and to the point.

These conclusions, together with a range of issues raised by members of the steering group, informed the production of a guidance booklet to help schools use the assessment tool and plan effectively for the development of IDE activities. The guidance document itself is contained in Appendix 3 and the rationale behind its development is outlined in Appendix 6.

5. Stage 2: Piloting the IDE self-assessment tool

This chapter describes the sample of schools used in the pilot and presents the outcomes of the second stage of the development of the revised self-assessment tool in the form of case studies from eight schools across Wales. Prior to the pilot the project team, with guidance from the project steering group, produced a draft guidance document to accompany the tool. The process by which this guidance document was developed and the principles underpinning it are outlined in Appendix 6.

5.1 The sample

A sample of 15 schools, representing a cross-section of both primary and secondary schools across Wales was drawn. The sample included one special school and one private school and the schools identified had differing levels of previous involvement with the IDE.

Expressions of interest were received from 12 schools and from these a final sample of eight schools with varying degrees of involvement in the IDE were selected for the pilot. Case studies were undertaken, in four secondary schools, three primary schools and one special school. Two of the secondary schools were 11-16 establishments while the other two included sixth forms. The schools were drawn from a variety of communities throughout Wales. The secondary schools included two industrial areas (one large and one small industrial community), a school in a market town serving a large rural hinterland, and a fourth in an inner-city area. Two of the primary schools were situated in rural villages while the third was located in an inner-city area. The special school was located in a town in the South Wales valleys.

5.2 Data collection

The research team prepared interview schedules for use with teachers and learners during the visits to the case-study schools (Appendix 7) and these were agreed by the steering group prior to the pilot. The interview schedule for staff focussed on the following aspects:

- The school's background in developing the IDE.
- The outcomes of the IDE.
- Using the self-assessment tool.

The schedule for learners was designed to ascertain learners' views on the following two main areas:

- The role of learners in the IDE at the school.
- Their perceptions of the outcomes of the IDE.

The schools had a period of approximately three weeks to complete the self-assessment tool and all schools were then visited by a member of the research team. During the visits the researcher held interviews with the person with the main responsibility for completion of the tool and other relevant members of the staff as appropriate. Table 5.1 shows how many staff at each school were interviewed and their roles within the school.

Table 5.1 Number of staff interviewed and their roles

School	Number of staff interviewed	Staff Roles
School A	4	Assistant Headteacher Communications Secretary (non teaching) History teacher Library Manager
School B	5	Assistant Headteacher Welsh Baccalaureate Coordinator Head of Geography Year 7-8 Learning Leader Community Learning Centre Coordinator (non teaching)
School C	1	Assistant Headteacher
School D	4	International coordinator (teacher) Senior school teachers x 2 Learning Support Assistant (LSA)
School E	1	Headteacher
School F	3	Headteacher Foundation Phase teacher KS2 teacher
School G	1	Headteacher
School H	1	Headteacher

Source: NFER/CEWC-Cymru research 2010.

All members of the research team had been CRB checked and interviews were conducted in accordance with the NFER code of practice (available at: <http://www.nfer.ac.uk/nfer/about-nfer/code-of-practice/nfercop.pdf>). In all the primary and secondary schools the research team had an opportunity to interview groups of learners without staff members present. A member of staff was present during interviews held with learners at the special school.

Table 5.2 shows how many learners were interviewed at each school and their year groups.

Table 5.2 Number of learners interviewed and their year groups

School	Number of learners interviewed	Year Groups
School A	12	Year 10 – 7 Year 12 – 2 Year 13 – 3
School B	8	Year 7 – 2 Year 8 – 2 Year 9 – 2 Year 10 – 2
School C	9	Year 8 – 2 Year 9 – 1 Year 10 – 6
School D	12	Senior school learners
School E	6	Year 4
School F	17	Year 1 – 2 Year 2 – 2 Year 3 – 4 Year 4 – 4 Year 6 – 5
School G	8	Year 5 – 4 Year 6 – 4
School H	6	Year 9 – 2 Year 10 – 4

Source: NFER/CEWC-Cymru research 2010.

Following the visits the research team prepared an in-depth case study on each of the eight schools in the sample. These case studies are contained in Section 5.3 of this report and a summary of the main findings together with conclusions and recommendations can be found in Chapter 6 of this report.

5.3 The eight case studies

Case Study – School A

- an 11-18 mixed, designated bilingual school in a rural area
- 681 pupils on roll with 127 in the sixth form (at the time of the last Estyn inspection, in January 2010)
- less than six per cent of pupils are entitled to free school meals.

Developing the IDE

The school had long-established and well-developed international links with a variety of countries and had been active in fostering community and business involvement in IDE work. Over the years almost 50 staff had been involved in IDE activities at some level. Since 1992 Year 12 learners and teachers had been regularly visiting two schools in America. These links had been further strengthened by the support and interest from local business people, through the chamber of trade and town twinning and very effective partnerships had been established. A new collaboration with a nearby secondary school was being considered to further develop the links.

The school also had long-standing links with a number of European countries including Spain, France and Germany. Learners regularly made educational visits as part of their modern foreign languages courses and for the language element of the Welsh Baccalaureate course. The school also had musical and sporting links with a school in Australia and had forged associations with several other Celtic and European countries over the years. The history department had arranged a series of trips to France to WW1 battlefields and some learners had visited holocaust sites as part of their studies.

The school had a communications secretary who had assumed special responsibility for developing IDE activities and projects within the school and also developing the school's website to become *'truly global'*. A number of specific projects had been undertaken, including a recent water project with a school in Italy and Italian students studying the local area had been hosted by the school. During their visit the Italian students had made a documentary film and a reciprocal visit to Italy was planned, with 20 learners in Year 8 to 13 involved in preparing individual projects and presentations to share with Italian pupils during their visits. Staff from both schools were in regular contact by e-mail and some learners had begun learning Italian. The

school had recently applied for EU Comenius funding through the British Council to extend the water project to include Sweden and Greece.

The communications secretary and two other members of staff had also visited Colombia as part of an eco project and a return trip involving older learners was planned for the following year. As a result of this project, after-school Spanish classes had been arranged, at the request of learners, in an attempt to ease communication with Colombian pen pals.

Other IDE activities included a number of Fairtrade initiatives, for example a fashion show, organised by learners involved in the Duke of Edinburgh scheme and co-ordinated by the school's library manager. Local charity shops provided the clothes, several departments within the school had contributed to the show and the local community, including feeder primary schools, had been invited. The library manager also organised a regular programme of high profile guest speakers called 'An Audience With', specifically targeted at able and talented learners, but which had proved very popular throughout the school. Many of the speakers had international and European connections and learners had opportunities to question them and learn more about global issues.

Learner voice

The school had used the Welsh Assembly Government's Listening to Learners consultation toolkits and had arranged a range of self-evaluation opportunities to capture learner feedback in Years 9, 12 and 13. The learners completed questionnaires on various aspects of provision at Key Stage 3, 4 and 5 and the data from these was analysed by the communications secretary and had been used to inform future developments in IDE.

The school council was very active and planned and carried out a range of ESDGC-related activities. Furthermore, learners had also set up a World Schools Council (WSC), which met weekly, with its own website, designed by a Year 12 learner and dedicated to promoting international dialogue. The website had attracted attention from schools and groups across the world and learners from School A were in regular contact via e-mail and video link with learners in a variety of countries including Nepal, Madagascar, Italy and Colombia. The WSC met every week and discussed and planned IDE activities and fundraising events and responded to pen pal requests from interested non-members. Although run entirely by learners, members of staff were co-opted onto the council as necessary. The WSC had been selling Fairtrade donuts to

raise money to contribute to the rent on a school in Madagascar, but members were very much aware of a reciprocal relationship, as this comment indicates:

We're not only trying to help other people around the world, we've learnt so much too about the culture, social structures and geography of other countries.

Another member, who had designed the website, emphasised the acquisition of new IT skills. Other members cited increased confidence, better communication skills and opportunities to learn new languages in order to communicate with pen pals as benefits of the IDE. Learners felt that there had been a greater interest in studying A level geography as a result of the WSC's work.

Learners who had been involved in European exchange visits were equally positive about the outcomes. One Year 10 learner remarked: *'It's made me enjoy French more'* and a Year 13 learner felt that it *'Challenged the obvious stereotypes, as we were able to compare them with the reality of what we saw in the country'*. One learner who had visited Auschwitz and the Somme told of how the visits had deepened her understanding of history saying that: *'Seeing the place for yourself is a totally different experience from reading about it in a textbook'*. She also referred to confidence acquired through feeding back to learners and staff during a special assembly and of the interest her trips had generated among local people. She had since secured a scholarship to study history at university and intended to become a history teacher, with the ambition of taking a group of learners to the 100th anniversary of the battle of the Somme in 2016.

Outcomes of the self-assessment process

The assistant head teacher and the communications secretary had been mainly responsible for completing the tool for the purpose of the pilot, as they had a strategic overview of all the school's IDE work.

The communications secretary felt that the IDE had helped to develop learners' competencies and confidence in a variety of ways:

Pupils who don't usually get involved in school projects have actively taken on huge tasks and responsibilities and have suggested many ways in which projects can move forward. It has been a wonderful opportunity to invent exciting, meaningful projects which brings Global Citizenship to life.

She also felt that the IDE provided an excellent vehicle for older learners to do a meaningful project for the Welsh Baccalaureate course and to take part in extra-curricular activities which had a strong citizenship element.

It was felt that the tool could contribute usefully to the school development plan, as a planning tool and also as a way of collecting evidence for the School Effectiveness Framework. The school had used attainment levels as indicators of the impact of the IDE when providing evidence for past Estyn inspections, but felt that using essential skills as a driver would make the process easier in future, as this remark illustrates:

You can measure from the benchmark of where learners are in a particular year group and then factor in what they do as part of the IDE and measure the improvement in particular skills e.g. communication or working with others.

The school was keen to further develop the IDE at Key Stage 3 and 4 and link it to essential skills and wider key skills, e.g. working with others and improving own learning, in order to provide measurable outcomes, similar to those already available through the Welsh Baccalaureate. In the words of the assistant headteacher,

It isn't now about going to France for a cultural visit or even just about learning the language. The real question is, how does it link with wider skills development?

The school considered accreditation for IDE work to be especially important, particularly post 16, 'as currency outside the school and to bring together all the outcomes that are not academic'. The links with America had provided unique opportunities for teachers and learners on the Welsh Baccalaureate course to obtain work-related experience in an international environment and these could be measured in terms of learner qualifications.

School A rated itself as 'Developed' in Sections A and C as they had focused their efforts as regards the IDE on outcomes for learners and this had a knock-on effect on the outcomes for the school community as a whole. The school felt it was 'developing' as regards outcomes for teachers and that more could be done in the future to include more departments and individual teachers. As part of developing networks of professional practice the school wished to explore using the IDE to

enhance the professional development of staff and learn from good practice in schools in other countries. Historically they had done this with the American and Australian links and during a recent visit, staff from Italy had looked at school management structures. It was hoped that a similar exercise could be undertaken during the reciprocal visit in the future. However, the school considered the IDE as ‘embedded’ in relation to the wider community because of the breadth of activities which were in place. These judgements were echoed by a recent Estyn inspection which noted that *‘partnerships with local and international organisations are outstanding’*.

Case Study – School B

- an 11-19, mixed community school situated in a city, where parts of the catchment area are economically disadvantaged
- 841 pupils on the roll and 95 staff (at the time of this case-study)
- proportion of pupils entitled to free school meals was 25 per cent (at the time of the last Estyn inspection in 2005).

Developing the IDE

Over a period of two years the IDE had been developed in a variety of curriculum areas and was delivered in a number of subjects including art and design, geography, Welsh and MFL. Examples of activities included individual research by Year 7 learners on aspects of Chinese life in geography and a world music day and educational trips to France, Spain and Belgium. In Year 8 the focus for the Geography department was on Brazil and they had used case studies to examine different regions and to learn about the rainforest and the global impacts of deforestation. Specific elements within the Welsh Baccalaureate had enabled the school to develop the IDE with Year 12 and 13 and learners had been heavily involved in selecting, organising and running fund raising events for a variety of overseas charities, including the Operation Christmas Child Shoebox and the Haiti earthquake appeals.

Under the leadership of the assistant headteacher the school had changed the way that the PSE programme was delivered, moving from regular one hour sessions to a series of six themed PSE days. The organisation and delivery of the PSE programme was carried out by five learning leaders. The change in PSE delivery had meant that it was possible to offer a whole range of learning activities which included ESDGC, citizenship and a distinct international dimension as part of the complete PSE programme. During the PSE days the normal timetable was suspended and learners had opportunities to become involved in a variety of activities. For example, as the

school had links with a partner school in China, in Year 7 learners participated in a China ‘Terracotta Army’ day, learning about the history of China and its culture through the medium of art and design.

In addition, the school had a strong community focus and employed a learning centre coordinator to develop and run a number of projects aimed at promoting the international dimension. For example, to build on the China links, in collaboration with Dragons in Europe and the Confucius Institute at Cardiff University, the school had run a programme of extra-curricular IDE related activities including Mandarin lessons and Tai chi sessions. These projects had generally targeted learners in Years 7 and 8 and feeder primary schools had also been involved. The British Council supported Connecting Classrooms project had also provided opportunities to use ICT to link with a number of schools in Malaysia and Vietnam. In addition to these developments the school also had longstanding link with a school in Japan and reciprocal visits by staff and learners had taken place. The school had also developed recent links with South Africa through a British Council project called Dreams and Teams, to develop young people’s leadership skills through sport and was aimed at Year 10 and 11.

External barriers to developing the IDE had included lack of technology in partner schools and problems with government restrictions on schools in China. Within the school one of the main frustrations had been the lack of sufficient volunteer staff to support projects and drive them forward, particularly on the Dreams and Teams project. Funding was also limited. The curriculum and PSE initiatives, including the links with the school in China, had been funded through the school budget and key skills funding had been secured for the community projects and some had been funded through the community focus budget, as this remark indicates: *‘We have had to be quite creative when it comes to accessing funding’*. The school had received support from the LEA advisor responsible for IDE, particularly in developing MFL outside the classroom and to foster the South Africa links.

Learner voice

The school council was used to sound out idea and develop projects and activities. A series of workshops was also under consideration as another way of capturing learner voice in the future. Learners themselves gave examples of work in Geography which had helped them to learn more about other countries and how people live and also about global issues in general. For example, one interviewee remarked that: *‘It’s good because we’ll learn how not to be disrespectful to people from other countries’* and

they gave specific examples to support this view e.g. removing your shoes before entering a house in Japan. They were aware of the work of the after school clubs and one member was an active member of the Eco club, but could not point to any IDE work done by the club so far. Learners also referred to the links with Japan where Japanese youngsters had visited the school and stayed with local families. For example, an interviewee noted that: *'We teach them English and stuff about our country and they teach us about their country and we compared the differences'*. None of the school council members interviewed had visited Japan, but some of their friends had done so.

All those interviewed spoke of the importance of learning languages, particularly Spanish and Chinese *'because they are the two most spoken languages in the world apart from English and it would give us a good chance to be bilingual when we're older'*. They felt that learning languages would open up better job opportunities. They thought that their school wanted to offer learners experiences that they wouldn't otherwise have and to learn about how to cope in unfamiliar situations abroad. Some learners expressed an interest in having individual contact with young people from other countries through pen pals, which some of them had experienced at primary school. Many learners expressed an interest in further opportunities to visit other countries, as expressed by this interviewee: *'Instead of someone just telling you what it's like you can see for yourself'*. A fundraising activity for the Haiti appeal, initiated and organised by a pupil, was mentioned and it was considered to be a *'good cause because they could get medicines and hospital treatment'*. One learner in Year 7 was attracted to the idea of the Welsh Baccalaureate and the chance to devise an individual project comparing Wales with another country, *'I'd like to think outside the box and choose a country hardly anyone has heard of and see how they are different'*.

Outcomes of the self-assessment process

The school believed that learners had developed a greater awareness of their own heritage and culture as well as respect for and understanding of the cultures of others. They also felt that the revised PSE programme had offered learners an enhanced learning experience, in terms of visits and 'hands-on' experience. The community-focussed activities had provided further opportunities for learners to acquire new skills, for example Mandarin lessons and the Eco Club's work in creating a mosaic featuring a dragon and the globe designed by learners assisted by an artist in residence. IDE activities had also strengthened links with feeder primary schools as they had been invited to participate in some of the community projects.

Some staff had volunteered to help with Saturday workshops and those involved with the PSE programme had experienced working in different way with learners e.g. the whole of Year 7 sharing a learning space during the Terracotta Army day. The assistant head felt that staff engagement in this particular day could be measured partly by the number of staff outside the art department who wished to be involved in the activities.

The school used staff and learner questionnaires to measure satisfaction and engagement in the PSE days and the results of the surveys were analysed and used to inform future planning. A similar process had been adopted by the Geography department, using learner feedback to refine schemes of work. The Head of Geography commented that:

We have changed the delivery of some of the units of work to include more differentiation and re-word some of the questions to make them more accessible to all learners.

Further quantitative evidence was obtained using a range of proxy indicators. Attendance was monitored throughout the PSE days and was found to be higher than normal. Another indicator was a significant reduction in the numbers of learners being sent to the withdrawal room since the introduction of the dedicated PSE days, as this observation illustrates:

We still have some issues but not on the same scale as when IDE was delivered throughout traditional fortnightly hour PSE slots. Then withdrawal was filled to capacity – that hour was our hotspot. Now we hardly need to staff the room at all on PSE days.

It was felt that attendance on IDE activity days could also be compared with attendance on other non IDE-related days to provide evidence of impact.

During the pilot period the assistant headteacher had used schemes of work to collate information on how the IDE was currently being delivered, but had time allowed, heads of department would have been asked to contribute to Sections A and B. Learning leaders with responsibility for various key stages had contributed and the learning centre coordinator was also asked to provide information and evidence for Sections C and D. Overall, the school had rated itself as ‘developing’ in all four sections, because it was felt that there was much more that could be done to enhance and extend its current IDE work and embed it more fully in all aspects of school life. Although the school had not been able to share the tool with governors during the

pilot they felt that it would be useful to do so in future in order to gain their perspectives and raise awareness of the IDE. As the school was developing the IDE, the tool had been useful for self evaluation, as a forward planning tool and would also be used in the near future as a way of collecting evidence prior to an Estyn inspection.

Case Study – School C

- an 11-16 co-educational community school situated in a town centre in South Wales
- 523 pupils on the roll and 33 staff (at the time of this case study)
- a full range of abilities are represented across the school and pupils come from a range of socio-economic backgrounds
- 17 per cent of pupils entitled to claim free school meals (at the time of the last Estyn inspection in 2005).

Developing the IDE

For about 18 months prior to this case study the school had become involved in a Connecting Classrooms project with Pakistan. The project had been planned to build over three years from studying the school in the first year, the town in the second and the country in the third. The headteacher had been on a visit and learners in Year 7 had prepared personal information to introduce themselves to learners in Pakistan. When the visitors from Pakistan came to School C learners took the lead in introducing them to the various aspect of the school. A Year 7 Welsh class developed a DVD of the school's Christmas carol service and Welsh cards were made to send to Pakistan. The Art department had also shared resources of pupil work. Other subject areas, such as Design and Technology, Food Technology and science had also linked and sent information to Pakistan. Learners used Skype on a regular basis to link with classrooms in Pakistan and thus developed a learning dialogue with learners there.

Other opportunities for learners to engage in enrichment and curriculum enhancement activities connected with the IDE included members of the Eco committee attending 'Looking Forward to Copenhagen', an environment conference where they were able to question then Secretary of State for the Environment Rt Hon Ed Milliband. Links with the local MP and AM were also strong and these facilitated discussion of global citizenship and visits to the Senedd had been arranged. Learners regularly took part in the annual local holocaust memorial service and some had attended a special drama performance on the Rwandan genocide. The school had also developed a link with Kenya through a local business man. They had been visited by Masai Warriors and

had subsequently raised funds to support schools in the region of Samburu Masaii. Other global fundraising activities included Water-Aid, the Haiti earthquake appeal and work with local charity shops.

Learner voice

The school's self evaluation procedures included sampling learner voice through interviews (ten per cent of the cohort generally sampled when reviewing departments). Learners were asked to consider improvements to the PSE programme and suggest issues to be introduced on the course each year. Learners were involved in the design and maintenance of the school website and, through the Silver Surfers Club, learners had been assisting OAPs to gain experience of new technology and this had recently included using the Skype link to contact London, Estonia and Mexico. Learner feedback on all aspects of the school's work, including the IDE, was considered to be vital and much more important than *'measuring something for its own sake. The proof of the success of what you have done should be in talking to the pupils'*. The school council and Eco Committee were both very active and minutes of the meetings were also examined and used to inform learner well being and the conditions for learning.

Members of the Eco Committee interviewed for this case study made reference to fundraising activities for global issues such as a Fairtrade cake sale for Water Aid and a non-uniform day for the Haiti earthquake appeal. Learners described their geography project on Kenya in Year 9 which had involved learning about the country and its culture. They had particularly enjoyed the visit from the Masaii warriors and making Welsh Christmas cards to send abroad. They mentioned watching a video of schools in Pakistan and were struck by the inequality educational provision there, remarking: *'It's not like here where schools are quite equal. Some schools there were well equipped and in others they were sitting on the floor'*. The opportunity to question survivors of the Rwandan genocide after a drama performance had left a lasting impression as illustrated by this interviewee:

It was horrible to hear what they'd been through and how they had been affected, like losing members of their families and one girl had had to hide among dead bodies.

It had been an opportunity to learn about another language *'they told us what their names meant in English and how to say them in their own language, which was hard for us!'*. They felt that engaging in conversation with people from other countries had helped to make a global issue more real, noted by this interviewee: *'If someone comes*

in from Africa to talk to you it really brings it alive, better than a teacher just telling you'. Learning about other countries helped young people to reassess their own lives, 'It makes us realise how lucky we are, we've got teachers to help us and we don't have to walk miles to get food or water'. They also thought it might help them with future travel abroad and how 'to respect people from other countries and not offend them'. They said that they would value the opportunity to have pen friends from other countries or to be able to use Facebook to keep in contact with young people abroad.

Outcomes of the self-assessment process

The assistant headteacher, who had been instrumental in driving the IDE forward at the school, had used schemes of work and the school's website to collate information about the contribution of various departments in order to complete the tool. The DT teacher, who had been coordinating the Skype sessions on the Pakistan project, also had input, as did the headteacher. The school felt that completing an audit of IDE had been time-consuming, but a useful exercise as part of preparation for an Estyn inspection, as illustrated by this comment:

We have now collated evidence of the school's work on the IDE in one place. This document could be offered for perusal by the inspection team. That could form the basis for an informed discussion with a relevant member of the team during the inspection. As such is it worth the time investment.

Departmental reviews were used to gather evidence of the extent to which international, national and local themes had been able to develop teacher and learner subject knowledge at all key stages and also a deeper understanding of cultural and socio-economic factors affecting people's lives. Art, PSE, Geography, History, English had all provided specific examples where learners and teachers had been encouraged to develop a greater depth of understanding of global issues. The recent links with schools in Pakistan and Samburu in Kenya had provided valuable opportunities to teach using real examples.

The assistant head felt that the best time to use the tool would be during the summer term when these departmental reviews were underway and cross-cutting themes like ESDGC and the IDE could be highlighted during this process. However, the tool had not been circulated to individual departments during the pilot as it was considered important that a member of the senior management team, with a strategic overview of IDE, engaged in a professional dialogue with staff to make the review process meaningful.

The school considered the IDE to be an important and valuable extension of its focus as a community school. The assistant headteacher commented how contact with Pakistan on a weekly basis had helped engage learners with another culture: *'Linking with other schools has opened pupils' eyes to youngsters lives in Pakistan and how similar their likes and dislikes actually are'*. Through the link with Kenya, learners had also developed a deeper understanding about the vulnerability of some cultures due to climate change. Any available opportunities to engage with other cultures and groups had been taken to broaden pupil experiences. Evidence was offered in the form of school displays, schemes of work, learners' work and the school's website.

Teacher development had been enhanced by the Connecting Classroom project, enabling professional dialogue via the Skype link between primary schools in the LEA cluster as well as colleagues in Pakistan. This had also led to improved teacher ICT skills and confidence as a result of regular use of the Skype facility, but the process had been time consuming and required good lines of communication and forward planning, which had sometimes been challenging. The school had organised a Fairtrade day, aimed at raising staff awareness and offering products for sale in the staffroom.

When completing the tool the school had not used attendance as an indicator for its IDE work and they felt that it would be difficult to isolate the contribution of the IDE to improved attendance, as learner engagement was dependent on a range of factors and not limited to one element alone. However, a specific sports-related initiative had impacted positively on the attendance of some learners and, in the light of that experience, it was acknowledged that it might be possible to explore the impact of a specific IDE initiative on attendance in future. The assistant headteacher was also able to point to specific examples of individual learners who had been motivated to attend more regularly by involvement and engagement in fundraising activities, some of which were related directly to the IDE.

Despite significant development in some subject areas School C had rated itself 'Developing' in all four sections of the self-assessment tool. In order to progress and embed the IDE the school was keen to involve a larger number of staff. They also intended to extend existing learner consultations to include feedback on specific elements of the IDE in order to improve its content and delivery.

Case Study – School D

- a co-educational special school situated on the southern outskirts of an industrial town
- 147 pupils with special educational needs, aged three to 19.

Developing the IDE

School D had been developing the IDE with learners in the senior school since 1996. The first link was developed via personal contact with a school in Botswana and in 1998 two teachers and four learners made a visit to the country. Other members of the teaching and support staff had made subsequent visits to Botswana with pupil groups and the head of the school in Botswana had also visited School D. With the support of the headteacher one of the senior school teachers, with an interest in international linking, assumed the role of international co-ordinator and over the next few years all staff were invited by letter to volunteer for trips abroad or to take part in fundraising events. The school estimated that approximately half the staff had been involved in the international events and trips abroad over the ensuing years. Teachers had also visited schools in Poland, Holland and South Africa and assisted a vocational school for street children in Vietnam with ICT, English and Technology. In 2002 the school put on a special drama presentation to celebrate the creation of a mural depicting its global activities. Senior learners worked with artists in residence to create the mural.

In 2007 the school secured EU Comenius funding for a two-year project entitled ‘We are Communicating Culture’ which involved links with Lithuania, the Czech Republic, Sweden, France and Greece. The aim of the project was to raise awareness of cultural aspects e.g. food, traditions and history. During 2008 staff and learners visited partner schools in France, Lithuania and Greece. Visitors from those countries had also visited School D and were hosted by local families. During their stay the school arranged a trip to Cardiff which included a visit to the origins area of the museum which had arranged an exhibition of artefacts from towns connected with the visitors. The school sought to involve the wider community in the hosting of visitors with learners from the local secondary school making boxes for the Welsh dolls which were given as gifts and the mayor and members of the local community attending functions.

In order to promote various IDE projects and fundraising events a special mascot – Shadwell the Travelling Dragon – had been introduced. Shadwell accompanied groups on their visits and had been photographed in a variety of international

locations. The wider community had also been involved, e.g. with the school's caretaker raising money for charity by climbing a number of peaks around the world with Shadwell at his side.

The school also regularly organised fundraising days and annually participated in Unicef's Day for Change. They also arranged a regular series of international days celebrating their own and other cultures e.g. Chinese New Year, Diwali, St Dwynwen's day and the school Eisteddfod. A number of Fairtrade events were organised and the school had a strong link with the local Co-operative shop which provided supplies for their fundraising events. Learners had also taken part in a variety of ESDGC related events delivered by CEWC-Cymru, including learning about global issues such as the role of the UN, children's rights, Fairtrade workshops and a whole-school assembly on the aftermath of the Haiti earthquake, comparing life in the country with that in Wales.

Learner voice

The international co-ordinator emphasised the importance of learners having ownership of the projects. They had been involved in every stage of the IDE activities as this teacher attested:

They made the decisions about all aspects of each project. They did the entertaining when the visitors arrived and the school council showed them around the school.

Learners also kept diaries of their trips and took part in feedback sessions after each international visit or event. Learners who had been abroad reported that they had enjoyed 'making new friends', 'finding out about how people live' and 'representing our school'. They had enjoyed socialising with their hosts, playing football and taking photographs of their trips to remember what they had done.

In the case of fundraising activities learners took the lead in planning the events and chose a different fun theme for each one e.g. 'Can't Cook Won't Cook' and 'Change Your Hair' day. The school council met once a month and representatives reported that they 'discuss things and then go back to our classes and to tell them about what we're going to do'. Learners were very enthusiastic about the activities they had planned and very much aware of global events and disasters such as the Haiti earthquake. They were able to explain how their fundraising activities could make a difference to the lives of others, mentioning clean water, 'mosquito nets to protect them' and new school equipment. One of the learners who had been to a school in

Greece remarked that *'they only had an old minibus'*. Another learner who had been to Lithuania explained that they spoke Russian and that their school *'was an orphanage because they didn't have parents and they slept in beds at school'*. Other learners could remember some Russian and Lithuanian words they had learnt. Learners also described how they had shown their visitors Welsh culture through the Eisteddfod and about the history of their town through performing a play. One learner, who had visited another country, remarked that *'we know more about what to do now if we go abroad'*. When reflecting on the range of IDE opportunities offered by their school, other learners felt that participating in these activities had helped them gain new life skills, such as how to raise money, learning languages, acting and *'talking in front of people'*.

Outcomes of the self-assessment process

The international coordinator had raised staff awareness of the purpose of the tool at their weekly staff meeting. A simplified proforma was then sent to all staff asking them to note down their involvement in IDE activities, their evidence of outcomes and any ideas for new innovations. She had used that information and her extensive knowledge of IDE development within the school to complete the tool. She also discussed the proformas and the tool with colleagues individually to ensure that everyone had an opportunity to contribute fully.

The school felt that IDE work had enriched learners' experiences and provided opportunities that would not otherwise have been available to many of them as this interviewee observed: *'We aim to develop positive attitudes and values in their own lives and this is reflected in improved self esteem and in their behaviour towards others'*. Staff reported that learners had become more aware of other cultures and, despite language barriers, had managed to communicate with learners from their partner schools: *'They just got along without words and found things they had in common, like football'*.

Although the school is in a deprived area, learners and their families had embraced the concept of fundraising for international causes and this had enabled learners to make a difference to the lives of others and expand their own horizons at the same time. The international visits had given learners opportunities to develop important life skills, try new experiences and adapt to unfamiliar circumstances. The school reported that learners had also grown in confidence and showed improved communication skills, which was evidenced in presentations made during their international visits and the feedback on their experiences to parents and the wider

community. This had not only broadened individual learners' horizons, but had a positive effect throughout the school as this teacher noted: *'Their feedback to other classes and the fundraising activities they arrange involve the whole school'*.

The IDE had also enhanced the curriculum by helping to make global issues meaningful for the learners:

They come to realise that the world is a big place and appreciate the similarities and differences between themselves and others. They see that it's not just us, there is a world of other people out there.

Teachers reported that they had been able to bring global issues into almost every area of the curriculum, e.g. some learners had used IDE work as a basis for their drama examinations.

Outcomes for school staff had been equally positive and they welcomed the opportunities they had been given to participate in and lead international trips, with many staff volunteering for extra-curricular activities. In the words of the international coordinator: *'They come back glowing from the trips'*. One member of the support staff who had accompanied children on a visit to France commented that she would now like to learn French and that the trip *'was fabulous and opened my eyes to new places and made me think I would like to visit other parts of the world, not just spend my own holidays on the beach'*. No members of staff reported any problems or worries about taking SEN pupils abroad, but merely saw it as an extension of work they already did in helping learners to gain life experience within their own communities, the only difference being that *'we are just taking them a bit further'*. However, there had been a few problems with lack of engagement or capacity from some of the partner schools and those links had not been sustained as a result.

Staff exchanges had offered opportunities to share good practice with colleagues abroad and create international learning communities. The outcomes of the IDE were extensively documented in files and booklets kept on each project as well as DVDs and wall displays. Letters from parents and other evidence of wider community involvement was also documented. Estyn also recognised that IDE activities within the school had a *'very positive impact on pupils' personal and social development'*.

The school had been involved with piloting the SEF and felt that the IDE tool fitted in well with their current planning and evaluation structures. The international

coordinator was retiring and felt that the tool had been particularly useful to summarise the IDE work which had been done during her tenure: *'It was a good opportunity to review and see exactly what we had achieved'*. The coordinator had made extensive use of the future outcomes columns to record ideas from staff about possible directions for the school's IDE work under its new coordinator. She had not made any use of the school effectiveness section, but felt that her successor would have an opportunity to take that forward in discussion with senior management.

Overall, the school had rated itself 'embedded' in all four sections of the self-assessment tool. Their judgements were evidenced by the extent of the involvement of staff and learners in IDE activities and the way in which global issues and human rights had been incorporated into schemes of work, curriculum planning and learning.

Case Study – School E

- a primary school located in an inner-city area west
- the social and economic backgrounds of pupils are relatively disadvantaged, with approximately 55 per cent of pupils eligible for free school meals
- around 26 per cent of the pupils have been identified as having additional learning needs (ALN) and less than one per cent of pupils have statements of special educational need (SEN)
- around 89 per cent of pupils speak English as an additional language.

Developing the IDE

Historically, curriculum work in geography had involved the study of particular regions in other countries, such as Chembakolli in India and Somaliland. As the school had a large number of Somali pupils, they had previously tried to set up links with a school there, through one of the school governors, but the political situation at the time had made forging closer links impractical. At the time of this case study IDE was not part of the school's development plan, but in planning for Curriculum 2008 the school had begun looking at innovative ways of developing aspects of the IDE. They had recently been accepted as part of a Connecting Classrooms project made up of a group of four primary schools and one secondary school linked with schools in Brazil from two neighbouring LEAs. Three parallel classes in Year 5/6 were involved and the work had been planned to involve seven interconnected themes of ESDGC and humanities, music, art, ICT and RE as appropriate. The school had received active support and encouragement from the LEA when preparing the application. The headteacher had also been on a preliminary visit held in Bogotá to meet with staff

from Brazilian schools and develop an overall action plan for the project. There had been some initial problems on the Brazilian side, but because of the detailed planning and enthusiasm of the Welsh schools, every effort was being made to facilitate suitable links in Brazil. Subsequent meetings via video conference were planned.

The school had also recently established a link with a school in Gambia. This link had been made through a colleague that the headteacher had met in Bogotá who had connections with a school in Gambia through his church:

Because of a contact forged during the Connecting Classrooms project we were able to take advantage of a separate opportunity to link with a totally different part of the world and enrich our curriculum further.

The Gambia link was being explored with two parallel classes in Year 4. The learners had written letters and an introduction to School E had been sent to Gambia. They had subsequently received letters and a CD containing images of the school in Gambia. These had been shared with learners and parents at a specially arranged assembly, as this teacher noted: *'We wanted to let parents know what we were doing and get them involved with their children's learning'*.

When planning the IDE work on Brazil and Gambia teachers had used the same process and areas of study as they had adopted previously when planning for the integration of ESDGC into all aspects of the curriculum. In this way staff had not found integrating the IDE to be daunting or burdensome and the outline plans noting the seven main areas of study gave governors and others an overview of the project. Staff involvement and commitment had been crucial to the school's decision to engage with the IDE, even though it was not currently a part of the school's development plan, as illustrated by this comment:

I was able to release staff and to use PPA time to plan for the IDE and, because of the teachers' interest and enthusiasm we have been able to drive it forward.

Learner voice

The school was currently working towards a fully developed Listening to Learners programme. After each topic teachers devised a self evaluation proforma and administered these orally with some individuals or groups of learners, while those with better developed writing skills were asked to complete the proforma in a written form. The data from these discussions was used to inform future planning to make

schemes of work to be more relevant and accessible to learners. An interviewee said that:

'The learner feedback contributes to an evaluation of what worked well and what didn't, which is especially important when you are doing something for the first time.'

Year 4 learners interviewed for this case study were extremely enthusiastic about the work they had done on Gambia over the preceding five week period. They showed extensive knowledge of the geography and climate of the country: *'It rains more often in Wales, but when it does rain in Gambia it is really heavy'*, as well as its culture and way of life: *'When a baby is born they put a statue outside the house, brown for a girl and black for boys so when people go past they know about the baby'*. They explained how they had started by looking at maps and the globe to locate Africa before finding out about Gambia and then the particular school that the school was linked with *'We start small and go bit by bit to help us understand it'*. They had enjoyed sending and receiving letters and were keen to know more about some of the things they had seen in the photographs, observed by this interviewee: *'We think it's a church school, because we saw a bible and a cross, but we don't know yet, so we are going to find out'*. They also wanted to find out more about the food and clothes and what the children in Gambia enjoyed doing. They were very enthusiastic about a visit from a traditional African wood carver and a mask making activity. This interviewee revealed that: *'They have different kinds of masks for different things - the dancing masks had glitter and nice colours, but the spooky masks were for hunting'*.

Outcomes of the self-assessment process

The tool was well received by the headteacher who felt it would prove an effective and useful tool to assess the IDE and could be used to plan future IDE developments. The school was also keen to explore whether the tool could be adapted for use in evaluating other curriculum or subject areas. As the knowledge base of the SEF was at present only a senior management level, the headteacher felt that the tool would be an excellent medium for raising awareness of the terminology and structure of the SEF. Relevant staff in Year 4 and 5 would be asked to contribute to completion of the tool and it would be discussed and data compiled by the headteacher and deputy. It was envisaged that the tool would be completed electronically and stored on the server so that hyperlinks to relevant sources of evidence could be included, which would eliminate duplication. This format would also enable the school to update and add information to the tool as the school's IDE work, currently in its infancy, developed and grew.

The school stressed that good quality planning, linked to agreed success criteria, shared with learners, provided a sound basis for being able to measure outcomes in terms of hard evidence in the form of learners' writing, drawing and oral work. The school also had a pupil tracking system within the core subjects and it was envisaged that the contribution of IDE work (once fully developed within the school) to areas such as communication could be measured using this system. Softer outcomes and work in other non-core subjects were also evaluated but, as the school viewed the IDE and ESDGC as integral to the curriculum and not as *'bolt-on extras'*, the headteacher felt that proving a direct link between IDE and specific outcomes might be problematic and unhelpful. Previously, study of other countries had been delivered through discreet curriculum areas but now the school had integrated it into every aspect of learning and felt that it was more relevant as a result, as evidenced by this observation:

We now have that real human element of being able to communicate with actual people from that country and learning things about the environment and the culture seems more real.

However, the school hoped that developing the IDE would have many other benefits besides an enriched curriculum and outcomes for learners. They aspired to achieving the International Schools Award in time, in order to raise the profile of IDE amongst parents, governors and the wider community, as noted by this remark: *'It would be recognition for all the work we have done and a way of enriching all aspects of school life'*. Opportunities for staff to travel and experience life in a Latin American country at first hand were considered desirable outcomes which would contribute to CPD and subject knowledge and understanding. The cluster of schools involved in the British Council project included some with extensive international experience and others who were only just developing the IDE and the headteacher felt that her school had already benefited enormously from the professional engagement with more well-developed schools.

Overall, the school rated itself 'developing' in regard to the first three sections and 'basic' for 'Outcomes for the wider community'. The reason for this was that the development of the IDE was at quite an early stage and the focus so far had mainly concentrated on developing the IDE through teaching and learning experiences. The headteacher felt that once the curriculum aspects were better developed, the school would be able to broaden the IDE to encompass the wider community.

Case Study – School F

- a primary school situated in the small rural village in South West Wales
- 64 children on the roll, three full-time teachers and one-part time teacher (at the time of this case study)
- learners come from a wide range of social backgrounds and the area is neither prosperous or economically disadvantaged.
- the proportion of pupils entitled to free school meals was 1.6 per cent and those having some degree of additional educational needs was 26 per cent (at the time of the last Estyn inspection in 2010).

Developing the IDE

School F had been developing the IDE in a variety of ways over a five year period. The school had established a strong link with Malubalube primary school in Lesotho. All three full-time teachers had visited Lesotho several times and staff from the partner school had also visited Wales. School F had created a Sekolo (the Sesotho word for school) in a summer house in the school grounds. The space was used as a quiet area for learning, a meeting place for parents and to exhibit photos and artefacts from Lesotho which had been brought over by staff on their visits. Malubalube school had created a similar space which they had given a Welsh name. In 2008, to coincide with a visit to School F by the king of Lesotho, the school created a keyhole garden, following a traditional design used in Lesotho, to help learners understand issues around sustainable living, climate change and water security.

Other international school links included Nepal and South Africa, and IDE work had contributed to the school's success in the Times Educational Supplement (TES) and the Impetus ethical education awards in 2008 and led to its gaining the International Schools Award. The IDE was further developed through the curriculum, for example, researching the history of the slave trade, the global impact of child labour, child soldiers and modern piracy and also issues around climate change and water use. The school regularly used current affairs and events such as the World Cup or natural disasters to discuss and raise learners' awareness of other countries.

Learner voice

Teachers discussed global issues with learners of all ages on a regular basis and learners showed an extensive knowledge of life in Lesotho and the other countries which were linked with the school. Year 2 and 3 learners described how people made their own bread, washed their clothes in the river and carried items on their heads. They described the clothes the teachers wore, the presents they had exchanged with

their partner school and how they had learned to dance and to count in Sesotho and French. A doll called Tabo was used to further strengthen the connection for these younger learners. They had opportunities to take the doll home, take photos of him doing activities with them and also to contribute to Tabo's diary of life in Wales which would eventually be sent back with him to Lesotho. Many learners mentioned the visit of the king of Lesotho as an event of great significance and described the visit in detail, by referring to a display of photographs taken on the day. One pupil remarked: *'I was very proud that the king came here to my school'* and another explained why the flag of Lesotho had been redesigned: *'The old flag had a shield and spear on it and that was about fighting, so they wanted to chose a new one with bright colours on it'*.

Older learners felt that contact with schools abroad had helped them to learn about other cultures and to appreciate their own life more. They felt they had a better understanding of global issues and how other people lived, as this interviewee noted:

They have to walk a long way to school and sometimes they don't have much food. They have to work much harder than us – fetching water and things. It makes me realise that we're lucky because we've got so many things here.

They had enjoyed writing letters and having email contact, but expressed a wish to use a webcam to contact other schools, as expressed by this remark: *'Our teachers have been there and told us a lot about life there, but it would be good to see for ourselves'*. Learners were aware of water shortage issues through a project called 'Hole in the bucket', but also mentioned tensions caused by villagers having to leave their homes in order to make way for a reservoir in Lesotho. Learners were also very proud of the Secolo and the artefacts contained there, describing its significance thus: *'We've got a part of them and they've got a part of us out in Lesotho'*. Year 6 learners felt that work they had done on other countries would help them with the study of geography in secondary school.

Learners took an active role in organising and contributing to the school's IDE work through their school council meetings, held in the Secolo, including writing minutes on a specially designed form and decided on priorities for the Eco-Schools initiatives and fundraising projects involving the IDE.

Outcomes of the IDE

The tool had been completed by the headteacher with input from the two other full-time teachers. Evidence of impact was cross-referenced to the extensive portfolios of learners' work, photographs and files of evidence compiled for the various awards that the school had applied for and received.

The school felt that the IDE work and activities were integral to the school's success in enhancing learner well-being and that international links had enriched the curriculum and provided invaluable opportunities for both staff and learner development. Teachers reported how much they and the staff in their partner school in Lesotho had gained from reciprocal visits, including enhancement of the school environment and changes to the curriculum. This teacher observed that:

The school in Malubalube was very bare and the children had no playground, but following visits to [our school] they have made changes to their provision, e.g. painting a Welsh dragon on the classroom wall and also creating a play area. So we feel we have made a positive difference to their professional practice.

Similarly, the creation of the keyhole garden and the Secolo at School F had provided unique opportunities for learners to experience another culture and new ways of delivering learning. Learners of all ages took part in cultural activities which included learning and performing traditional dances and songs from their partner school and as a result they had learned words and phrases in several different languages and were able to discuss cultural differences between their respective countries. A recent Estyn report noted the '*exceptional range of links and activities*' offered at School F and considered the school's success in celebrating cultural diversity to be an outstanding feature.

The local community was actively involved in hosting the visitors from Lesotho and the involvement of the wider community was also evident in the creation of a wall display to celebrate the school's fiftieth anniversary. A local artist had helped learners to design and create a series of ceramic tiles in which aspects of the schools' IDE work featured prominently. The school had also involved parents and the wider community in regular fundraising events for other countries.

As yet the school had not used attendance or attainment to measure the impact of the IDE, but felt that it had been influential to the school's success over a number of years. As the school had been involved with developing the IDE over a long period of

time the headteacher was confident that many aspects the IDE were ‘embedded’ and had rated itself as such with regard to outcomes for learners, the whole school community and the wider community, while the ‘outcomes for teachers’ was rated ‘developing’ overall and it was hoped that these could be further enhanced by future links and new projects.

Case Study – School G

- a primary school situated in a village in North West Wales which also draws pupils from a very wide rural hinterland
- 114 pupils on roll, six teachers (one part-time) and three teaching assistants (at the time of the case study)
- ten per cent of the pupils were entitled to free school meals and 13 per cent were identified as having ALN (at the time of the school’s last Estyn inspection).

Developing the IDE

School G had established links with a school in Lesotho through Dolen Cymru. These links had been in place for approximately seven years. The first steps were taken when a teacher from School G visited Lesotho and spent a week familiarising himself with the school with which they worked. This was felt to have provided an impetus for the programme because in the headteacher’s words: *‘the whole thing came alive after that’*. The headteacher of the school in Lesotho had also visited School G and was said to have made a great impression on the children. She had sung and danced in the Lesotho tradition and had spoken to them about life in her country. Pictures of the school and children in Lesotho were placed prominently in the school and both schools exchanged learners’ work. The school’s wider community had been engaged in these activities; for example, fund-raising events had been organised involving a local chapel and community organisations and a summer strawberry tea party was held to support the link.

The school had also developed links with China. The headteacher had visited China on two occasions and a senior member of the school staff in China had visited School G. Two other teachers from School G had also visited China. These visits had been sponsored by the British Council. These links had led to the placing of a Chinese dragon in School G and the celebration of important Chinese events. Likewise, the Chinese school now marked St David’s Day, using a guidance book produced by the school in Wales. A Chinese dragon had been installed at the school.

Children were involved in whole-school activities linked to the work in Lesotho and China through work in individual year groups and days involving the whole school together. For example, a whole day was devoted to Lesotho when the children were encouraged to wear clothing of the Lesotho colours and the day included things like traditional Lesotho dances. Children were also encouraged to walk to school on that day in order to empathise with their counterparts in Lesotho. Likewise, the school organised an event to mark the Chinese New Year which involved dressing in Chinese colours, eating a Chinese meal, learning a Chinese folk song and holding Tai Chi sessions. The curriculum work was structured in two distinct year groups. Children in Years 4 and 4 studied Lesotho and those in Years 5 and 6 studied China.

The main challenge that had been encountered had been the difficulty of communicating with the schools with which they worked due to technical (e-mail and other problems). There had also been issues about communicating with some staff because not all of them spoke English.

Learner voice

The children were very enthusiastic about the IDE and believed that everyone should have the type of opportunities which they had enjoyed. They felt that the IDE helped them to understand different cultures and experiences much more effectively than they would be able to do if they were confined solely to a book or website.

The learners had been involved in a very wide variety of IDE-related activities stemming from their links with Lesotho and China. They recalled how teachers from those countries had visited their school and had talked about life there and the way children there lived and learned. Some had also exchanged letters with children in those countries. The school held days that were devoted to Lesotho and China. These included opportunities to eat Chinese food, calligraphy based on Chinese writing, and learning about the Chinese year and how it was organised. They also did Tai Chi, which the children had found relaxing and which they would recommend to others.

Most of the activities had been organised by the teachers at the school and they had told the learners what would be going on. They could not recall discussing the issue in the school council. They felt that most of what they had learned had been acquired through the school and they did not know much about the other countries before studying them.

The benefits identified by the children were that they appreciated different cultures and were more aware of global issues and different ways of life. For example, they had become much more aware of the distance which some children had to travel to go to school, the poverty which existed in some parts of the world, and different expectations about things like learning styles and behaviour. They also referred to the way other children learned about Wales. For example, they sent books and materials such as Sali Mali to China to raise their awareness of what happened in Wales.

Outcomes of the self-assessment process

The IDE was included in the School Development Plan. Outcomes were measured through the school's self-assessment processes and the headteacher reported on progress in this field in his annual reports to the governors. The school believed that the IDE assessment tool would enable them to measure outcomes more formally in future. The tool had been completed by the headteacher and his deputy. They had involved their colleagues through a staff meeting. It was estimated that it had taken a total of six hours to complete the tool. The headteacher felt that there was some repetition but that it was a useful way of establishing a baseline and determining what the priorities were in terms of future development.

The headteacher felt that the tool was something that would be used as part of a rolling programme of self-evaluation, possibly every three years, rather than on an annual basis. *'It was definitely worth devoting the time to it'* was the headteacher's view as it had enabled them to focus their minds on specific outcomes they wanted to achieve. The headteacher was happy with the layout and the sequence in which matters were addressed and he had found the guidance document useful. The tool was felt to fit in well with the other evaluation tools which they were required to use such as the Estyn framework and the SEF. However, the headteacher believed that it would be useful to have exemplar materials of the IDE in schools and in particular to develop guidance about how to measure the impact of the IDE in a quantified way.

The school believed that IDE activities helped children to develop as informed and responsible citizens. They were felt to nurture a sense of respect for cultural differences. They also expanded their horizons. At the same time, it was felt that the children's own sense of Welsh identity was strengthened by learning about different cultures and ways of life. These valuable outcomes were seen to contribute indirectly towards the children's attainment by engaging them, raising their motivation, and nurturing their cultural awareness.

The school's staff had benefited by being part of the activities which had involved each one of them. In particular, the staff working on a mentoring project at Bangor University on the international dimension had benefited immensely from it.

The wider community were also perceived to have benefited. Parents had taken a prominent part in supporting the school's international work (including the fund raising activities) and the engagement of the local chapel and community organisations had strengthened the school's links with those organisations. However, the school felt that it was extremely difficult to attribute hard, quantifiable outcomes directly to the IDE. Because attendance was stable in the school it would be difficult for them to draw reliable conclusions by measuring any differences in the days when IDE activities were held and they believed it would be equally hard to identify the specific impact of the IDE on overall attainment.

Overall the school had rated itself as follows: 'Outcomes for learners' – 'developed', 'Outcomes for teachers' – 'developing'. The headteacher had not entered an overall rating for Sections C and D as the individual rating for outcomes within those sections were so varied.

Case Study - School H

- an 11-16 school serving a post-industrial town and its surrounding area in North West Wales
- 422 pupils on the register
- ten pupils were on the SEN register and a further 99 were identified as having some form of additional need pupils entitled to free school meals was 13 per cent (at the time of the last Estyn inspection in 2008).

Developing the IDE

The main impetus for the IDE in the school came from the Humanities Department, including history and geography, with a very strong involvement from those delivering moral education. All learners pursued the moral education course to GCSE stage and this emphasised the importance of values, beliefs, and of respecting differences.

The IDE was also featured prominently in school assemblies where they drew attention to current issues across the world. The school would be introducing the Welsh Baccalaureate at KS4 from September 2010 and were developing ways of

meeting the requirements for Global Citizenship, Wales, Europe and the World through a structured programme.

The school did not have any direct links with other schools currently. A longstanding arrangement with a school in France had been abandoned a few years ago because of health and safety and potential child protection issues that could not be overcome in exchange visits. However, learners were supported to maintain e-mail links with young people in other countries and some links were being nurtured by the use of videoconferencing. In addition, visits abroad were organised. For example, a group had recently been to the United States where they had visited New York and Washington DC on a trip that had focused on the Holocaust, Auschwitz, and related issues. This visit had focused more on the moral education aspect than on history. These activities were paid for by the learners' families but they had been able to access funding through a charitable trust. The school also worked closely with the Llangollen International Eisteddfod and students from School H had won its competition to compose a message of international goodwill.

The school did not have a specific member of staff leading on IDE but some six members of staff were actively involved in this aspect of its work. These were mainly located in the humanities faculty and their involvement arose largely from personal interest. The school had been supported by the LEA humanities and modern languages advisers who had been on hand to provide assistance and raised awareness of opportunities associated with IDE. The main challenges which had faced the school had been cost and also the time pressure on staff and, more fundamentally, on the secondary school curriculum.

Learner voice

The school council discussed a range of issues and school visits, in the general sense, had been among them. However, it had not as yet considered the specific issue of IDE. A few of the young people maintained their own links with relatives abroad, but nothing was done through the school.

They felt that the IDE helped them to understand different cultures and experiences much more effectively than they would be able to do if they were confined solely to a book or website at home. The learners said that their main contact with IDE had been through moral education and subjects such as geography, history, and modern languages, although in the latter the amount of attention devoted to learning about the lives lived in those countries had been more limited. They felt that the IDE had

nurtured and enhanced their knowledge of world issues and events. For example, one girl commented that it had increased her *'understanding of different cultures, what other people believe, and how that influences their perspectives'* while a boy noted that it had *'broadened his horizons and enabled him to compare people's lives'*. The young people who had been on a recent visit to New York which had focused on the religious and historical aspects had been particularly impressed by the experience. For example, they recalled how it had been informative to

See how people behave, their attitudes, the pride which they had in their own country, their attitudes towards minorities, and the poverty that existed in some quarters.

They felt that having this experience through IDE had made them more able to judge for themselves and to come to their own informed conclusions about American culture and society. They said that they took much more interest in the news than they had done and that they felt better informed.

They had learned about different people's cultural and religious backgrounds and the way it affected their perceptions of other countries. This they felt would help them in subject areas such as their studies of the Second World War and the Cold War, in history.

The young people had not been involved in planning the activities and the arrangements had been handed to an outside company. The IDE had not yet been discussed in the school council.

Outcomes of the self-assessment process

The school believed that the format adopted for the assessment tool was appropriate and it welcomed the focus on outcomes. They felt that it had been compiled with a school in mind and that the way it was structured showed that the designers had considered schools' needs. For example, all requirements were clear and concise. It was felt that it was similar to other frameworks and that schools would be familiar with the requirements of completing this type of document. It provided a structure to enable them to measure and assess what they were doing, something which would be valuable for their work in general and also as they addressed the requirements of the introduction of the Welsh Baccalaureate.

The school believed that the IDE offered a very valuable means of broadening learners' horizons and that it helped them to develop their own values and principles

by opening their minds to other people's experiences. This enabled them to understand similarities and differences, to learn about standards of living and different ways of life, and the impact of people's backgrounds on their attitudes and beliefs. However, the school felt that it was very difficult to quantify directly the link between IDE and pupil attainment and outcomes.

Staff were perceived to have benefited from IDE. *'It does them the world of good'* was one comment. They were felt to benefit because of the opportunities to enhance their own knowledge and skills through participating and leading IDE activities. At the same time, it was noted that teachers and support staff often saw learners in a different light (and were themselves perceived in a different light) as a result of leading more informal activities such as those associated with IDE.

The impact on the wider community was much more difficult to determine. However, the school was aware from feedback it had received from parents that the discussion of IDE-related topics in school had prompted their children to raise such issues at home and this had led them to probe and consider their values and beliefs in a way which had not happened before.

At the same time the school believed that the action plan at the end of the document was very important, as it provided a focus for them to think about how they wanted to develop things in the future. It was felt that case-study examples would help the school to develop ideas for the future. They would also welcome references to resources that could be used to develop IDE.

The school judged itself to be 'developing' in terms of 'Outcomes for learners', 'Outcomes for teachers' and 'Outcomes for the wider community'. It judged itself to be 'developed' in terms of the 'Outcomes for the school community as a whole'.

6. Key findings and recommendations

This chapter summarises the key findings from the interviews with the pilot schools. It focuses on the way those schools have developed the IDE, their judgements about the outcomes of doing so, outlines the views of learners about the IDE, and presents those schools' perceptions of the IDE self-assessment tool.

The sections on the overall development of the IDE and the learners' voice can be used in a number of distinct ways. Firstly, they provide useful background information about the extent of the IDE in the pilot schools. Secondly, they indicate what data can be extrapolated by using the IDE assessment tool across a number of different schools; therefore, while the assessment tool could be used by individual schools (as exemplified in the case studies), it could also be used more broadly to assist local authorities, consortia or other stakeholders to examine the nature, effectiveness and impact of the IDE.

The section on outcomes focuses on the range of conclusions reached by schools which had used the assessment tool to measure the impact of the IDE. Finally, the last section outlines the pilot schools' views of the assessment tool itself, providing the evidence about their experiences of using it.

6.1 The IDE in the pilot schools

As noted in the case studies, the pilot schools were involved in a very wide range of IDE activities. These included school links with countries in Asia, North America, Africa, and in Europe, many of which were longstanding arrangements. A typology of international links is provided below.

6.1.1 Typology of international links

Some of the links had been developed through specific initiatives, among them:

- The British Council's Connecting Classrooms project.
- The European Commission's Comenius programme.
- Global Schools Partnerships, funded by UK Aid from DfID.
- The work of organisations fostering partnership between specific countries such as Dolen Cymru.

The type of activities varied. In most schools (primary, secondary and the special schools) one or more of the teachers had visited the countries with which the school worked and staff from schools in those countries had visited Wales. The schools concerned worked with a particular school or groups of schools. It was usually the case that face-to-face links had been limited to teachers or headteachers and, in a minority of cases school support staff. However, schools had also been able to provide opportunities for learners to visit countries overseas. This was most often the case, but not exclusively, where links had been established with schools in Europe and North America and was a feature in secondary schools and the special school. Where learners had not been able to visit the partner schools themselves, they had been encouraged to foster a sense of awareness and understanding of what was happening there through:

- The creation of e-mail links and/or video links.
- Sending and receiving letters.
- Undertaking individual research on life in those countries.
- Exchanging DVDs and postcards with the partner schools.
- Taking part in whole-school events, such as themed days or visits from staff or other people from the countries with which the school had established a partnership.
- Project work such as a focus on global sustainability, climate change, the issue of water supplies, fair trade or activities such as Tai Chi.
- Fund-raising projects to support:
 - a partner school in another country
 - development projects in countries that had been studied within curriculum subject
 - charity appeals following disasters or emergencies that had featured in the media (often learner-initiated).

6.1.2 Arrangements for including the IDE on the curriculum

The IDE had been included as a theme in numerous ways. These included a focus on issues such as:

- Remembering the Holocaust.
- Studying war and conflict as part of history, RE or other subjects.
- Including international culture in art and design.
- Studying the effect of human behaviour on climate change, eco systems etc.

- The awareness of international cultures and way of life nurtured through modern languages courses.
- Links with organised events such as the Llangollen International Eisteddfod or the Urdd Message of International Goodwill.
- The specific focus on global issues included in PSE.
- Elements of the Welsh Bacalaureate course which all of the secondary schools were either delivering or intended to deliver from September 2010.

This was alongside specific foci on European and international issues in history and geography, for example, where IDE was a traditional element.

These activities were usually in addition to other ways in which the IDE had been developed. For example, the use of school assemblies to raise awareness of international issues and nurture a sense of global citizenship. Likewise, sporting links and those developed through music and drama were highlighted by schools as examples when international links had been created.

The special school that was included in the sample (see the School D case study) had worked hard to develop links that had enabled it to arrange visits to Europe and Africa that included the learners. These had been organised by the school's International Coordinator and had also been linked to fund-raising efforts within the school and the wider community.

Most schools had involved the community in fundraising to support IDE initiatives and sometimes to provide help for the communities abroad with which they were working. This type of activity was often linked to support for organisations and charities such as Dolen Cymru, UNICEF, and Action Aid.

6.1.3 Learners' views on the IDE

The pilot schools used a variety of means to obtain learners' opinions on the effectiveness of the IDE. These were usually linked to formal surveys of learners and the monitoring activities which were undertaken to measure confidence, IT skills, and language skills. Some of these were undertaken during IDE-related activities (though rarely for the specific purpose of measuring those activities themselves). Three secondary schools said that the IDE was an issue which was discussed at meetings of the school council, but it was not as prominent in those discussions in primary schools. Other formal fora included Eco Committees and other structures set up for

learners to discuss sustainability or their wider community role. Some of these had been initiated by the learners themselves and all had a great deal of input from them.

Most of the children and young people who were interviewed about the outcomes of the IDE initially referred to benefits for other countries in relation to the IDE, for example how fund raising projects or activities in which they had taken part had helped to bring material benefits such as clean water and shelter to people in other countries. Children and young people of all ages, also identified a very wide range of benefits in terms of better global understanding and promoting harmony between nations. These included:

- The authenticity and poignancy of presentations made by people from other countries who could talk from experience about other cultures, conflicts, and challenges.
- The way the IDE nurtured better understanding of messages about global inequality and deprivation.
- The role of the IDE in expanding their cultural understanding.
- The way the IDE often made the study of modern languages more relevant and immediate.
- The role of the IDE in deepening their understanding of global issues, conflicts and history.

However, while learners were unfailingly positive about the IDE and could see its importance in helping others, they had often not considered to what extent the IDE could help them. Learners in all schools were less likely to mention factors such as the way the IDE had directly benefited them as individuals or could help them in other contexts. However, with prompting, they identified the development of communication skills (through leadership or interacting with people from a different environment), and areas such as ICT, planning skills, problem solving and enhanced subject knowledge for example geography, history and modern languages.

6.2 Outcomes of IDE

The evidence collected was based on schools' own self-evaluation of their IDE activities and no independent verification was undertaken. The terminology used (i.e. basic, developing, developed, and embedded) was familiar to schools as it appears in other self-assessment tools. Moreover, the data gathered during the qualitative interviews enabled the conclusions presented in the completed self-assessment tools to be discussed in greater detail.

6.2.1 Outcomes for learners

Most schools believed that their IDE activities were contributing to their schools' effectiveness by promoting positive outcomes for learners. This was in each of the six areas that had been identified: wellbeing of learners, assessment for learning/learner participation, development of attitudes and values, skills (thinking, communication, ICT, and number), knowledge and understanding of global issues/context, and attainment levels.

Table 6.1 Number of schools choosing each descriptor in the 'Outcomes for Learners' section of the self-assessment tool

	Basic	Developing	Developed	Embedded	NA
Well-being of learners		2	4	2	
Assessment for learning/learner participation		4	1	2	1
Development of attitudes and values		3		5	
Skills (thinking, communication, ICT, and number)		4	2	2	
Knowledge and understanding of global issues/context		3	2	3	
Attainment levels	1	5		2	

Source: NFER/CEWC-Cymru self-assessment (2010).

As noted in Table 6.1, there were differences in the extent to which they assessed their position in terms of where they had reached in terms of the IDE. Most schools believed that these benefits of the IDE were either 'developing' or 'developed'. However, one school thought that some of these benefits of the IDE were at the 'basic' level in terms of the measurable impact on learners (assessment for learning and attainment) but that school believed that the other benefits were either 'developing' or 'developed'. Fewer schools thought that the benefits of the IDE were 'embedded' in their schools. Although more than half (five schools) believed that the benefits of the IDE were 'embedded' in terms of the attitudes and values of learners, only two schools believed that was the case in terms of wellbeing, assessment for

learning, skills, and attainment while three thought the benefits were ‘embedded’ in terms of learners’ knowledge and understanding of global issues.

In addition to the evidence offered in the schools’ formal self-assessment, a range of positive outcomes were identified by the pilot schools both in the qualitative sections of the self-assessment tool and in the case study interviews. Many of these judgements were recognised to be highly qualitative in nature.

For example, three schools felt that the activities ‘opened pupils’ eyes’, four believed IDE helped them to understand issues better and others referred to the role of IDE in fostering informed citizens and that it developed their skills in particular communication, ICT, and their confidence and self-esteem.

6.2.2 Outcomes for teachers

Table 6.2 presents findings on schools’ evaluation of autonomy for teachers.

Table 6.2 Number of schools choosing each descriptor in the ‘Outcomes for Teachers’ section of the self-assessment tool

	Basic	Developing	Developed	Embedded	NA
Well-being of teachers	2	3	1	2	
Enhancement of subject content		6		2	
Teaching performance, competence and confidence		6		2	
Teacher understanding/attitude towards global issues		3	3	1	1
Knowledge and understanding of global issues/context	1	5		1	1
Professional Learning Communities		5		1	2

Source: NFER/CEWC-Cymru self-assessment (2010).

Two schools judged that the benefits for teachers were ‘embedded’ in terms of their wellbeing, the enhancement of subject content, and teaching performance, competence and confidence. One school believed that it was also ‘embedded’ in terms of their understanding/attitude towards global issues and the development of Professional Learning Communities. However, most schools believed that the benefits for teachers were ‘developing’.

The qualitative evidence suggested that schools felt teachers were more aware of global issues and that they had gained a better awareness of the different pedagogical styles and expectations of countries in other parts of the world. Other benefits included the experience it gave staff of using ICT to link with countries abroad and the planning and leadership skills which were nurtured through participating in the IDE. At the same time, a softer measure was that staff were seen in a different light and also gained a different perspective about some learners, because they spent time with them on more informal activities associated with the IDE.

6.2.3 Outcomes for the school community as a whole

Table 6.3 presents findings on schools’ judgements of the outcomes for the school community as a whole.

Table 6.3 Number of schools choosing each descriptor in the ‘Outcomes for the School Community as a Whole’ section of the self-assessment tool

	Basic	Developing	Developed	Embedded	NA
Impact on behaviour and social cohesion	1	4		2	1
Impact on school ethos		2	3	3	
Promotion of equality and human rights	1	2	2	3	
Impact of pupil attendance levels	3	2		2	1

Source: NFER/CEWC-Cymru self-assessment (2010).

A similar pattern was observed in schools’ judgements about the impact of the IDE on the school community as a whole. Three schools believed that aspects of this

consequence of the IDE were ‘embedded’ in two areas (the impact on ethos and the promotion of equality and human rights), and two of them also believed that the role of IDE was ‘embedded’ in terms of its impact on behaviour and social cohesion and pupil attendance levels. However, it was more common for schools to judge these aspects to be ‘developed’ or ‘developing’ and three schools believed that the impact of the IDE on attendance was at a ‘basic’ level.

6.2.4 Outcomes for the wider community

Table 6.4 presents findings on schools’ assessment of the outcomes for the wider community.

Table 6.4 Number of schools choosing each descriptor in the ‘Outcomes for the Wider Community’ section of the self-assessment tool

	Basic	Developing	Developed	Embedded	NA
Satisfaction of parents	2	2	2	2	
Relations with other schools or communities	1	3		3	1
Community cohesion	1	4		2	1

Source: NFER/CEWC-Cymru self-assessment (2010).

Similarly, while two schools believed that the impact of the IDE was ‘embedded’ in all aspects of the outcomes for the wider community (and an additional school also judged it to be ‘embedded’ in terms of relations with other schools or communities), an equal or slightly larger number believed that this was a ‘developing’ feature. One school believed that this was at its ‘basic’ stage and another school that it was its ‘basic’ stage in terms of the satisfaction of parents. It was recognised that the IDE could contribute to fostering links with the communities served by a school by raising awareness of what the children and young people had accomplished and through fund-raising activities to support IDE-related activities.

6.3 Issues concerning measurement and evidence

6.3.1 Usefulness of the self-assessment tool

All eight schools were positive about the IDE self-assessment tool and believed that it could provide them with valuable data both for accountability and planning purposes, although it was noted that the tool was not something that could be used quickly. *'Time consuming but useful'*, was the comment made by one headteacher, while another reported that he had spent six hours in total working on the tool, but judged that it was worth it provided it did not become an annual requirement. One school where the tool had been completed by a senior manager only during the pilot expressed a future intention to use the tool over a half term period. This would enable them to involve all departments in the process and also allow for the collection of meaningful data on learner voice. Schools believed that the self-assessment tool would be of most benefit if it was used as the basis for an on-going continual review process rather than as a one-off assessment of the IDE. This would be in line with Estyn's approach to self-evaluation as outlined in the CIF. Some schools advocated spreadsheet versions of the tool in order to facilitate on-going self-assessment.

One school was in favour of a statutory document for assessing the IDE which would carry weight - some sort of IDE kite mark similar to the International Schools award. No other schools mentioned this.

Schools were glad that it had been designed in a way which they felt echoed the approach of the Estyn CIF and the SEF. This meant that schools would be familiar with the type of approach which it used and that it could be utilised in a way which linked into the SEF and Estyn self-evaluations. Other schools believed that it could help them with curriculum planning; for example, one school would be introducing the Welsh Baccalaureate in KS4 from September 2010 and it believed that the self-assessment tool was a useful way of preparing for some of its requirements. Another primary school wanted to adapt the tool for use in curriculum areas, and general school planning.

All schools reported that the guidance document was clear and concise and that it had achieved the right balance between providing them with adequate information to enable them to complete the task while at the same time avoiding over-burdening them with detail. Five schools, including those who had rated themselves 'developing', indicated that they would welcome case studies and a list of useful websites to accompany the tool.

At the same time, schools believed that the action plan element included at the end of the assessment tool was particularly valuable. They felt that it could be used to set targets that were informed by the assessment of their existing work and that this could be used to measure their effectiveness at a later date.

6.3.2 Issues concerning measurement

Schools were concerned about the extent to which the assessments made in the light of using the tool could be used to gather hard, quantitative evidence about the effectiveness of the IDE and many were uncertain as to whether it was possible to collect hard data on the IDE alone as it should not be a bolt-on. They had not been collecting quantitative data in the past as it was not a requirement.

Although they believed that the tool offered a way of doing so (with suggestions about what proxy indicators might be chosen) and agreed that the proxy indicators chosen were the most appropriate, they still advocated caution. For example, they believed that the numbers taken to withdrawal rooms, attendance figures, and other indicators of behaviour were factors which might be influenced by the IDE. However, they might equally be influenced by other factors (such as other whole-school initiatives, the work of external agencies such as behaviour support and education welfare), among others. Schools felt that the IDE could also be measured in terms of the key skill of ‘working with others’ although the reliability of this as a proxy indicator needed to be considered and two of the secondary schools believed that the ‘Wales, Europe and the World’ element of the Welsh Baccalaureate could provide a measurable outcome.

All schools viewed the IDE as something which could be measured more effectively by means of the assessment tool and could contribute to whole-school evaluation and planning processes. These could be used for planning purposes (for example to inform School Development Plans and the SEF) and also for accountability purposes (such as their use in response to Estyn requirements and the SEF). In secondary schools the outcomes of IDE assessments could feed into departmental reviews as each head of department sought to evaluate on their teams’ existing strengths and areas for development.

A minority of pilot schools noted that it would be useful to have descriptors for the rating system used within the tool. One or two schools had been initially reluctant to assess themselves using the descriptors and those schools whose involvement with the

IDE was less well developed were unsure as to whether their assessment was accurate.

Some suggestions for methods of gathering quantitative evidence were included in the guidance document (Appendix 3) and further consideration of these issues is addressed in section 6.6, Recommendations.

6.4 Implementing the IDE effectively

The evidence collected through the process of implementing the self-assessment tool revealed a number of factors which could underpin the effective development of IDE in schools.

6.4.1 Leading the IDE in schools

The organisation and leadership for the IDE varied but all schools emphasised that staff commitment and engagement, both in the school itself and abroad was vital. As noted above, the special school had an International Coordinator and two secondary schools with very well developed links abroad had given the responsibility to a member of the school support staff. This could potentially add a dimension to the role of support staff in schools. In the secondary schools there was usually involvement from the headteacher (as the overall school leader) or one of the assistant headteachers. In the primary schools it was often the headteacher who took the lead, although the work involved other staff as well (including some who had visited countries through the school). The evidence indicated it was possible to delegate responsibility for implementing aspects of the IDE to a range of staff, but that it was important for it to be led by a member of staff with sufficient authority within the school to enable things to happen.

6.4.2 Embedding the IDE

In addition to the need for effective leadership from school leaders and processes to implement the IDE from day to day, schools identified that convincing governors of its importance was often central if the IDE was to be embedded in their activities. At the same time, schools which judged themselves to have 'embedded' the IDE had encouraged staff to consider how it might enrich their work at departmental level (for instance by examining how it might contribute to schemes of work). Discussion at

departmental level could feed into a wider whole-school approach focusing on how the IDE could be included meaningfully across the curriculum and as an activity in PSE and school assemblies etc. The use of technology (video-conferencing, e-mail etc) in enabling more frequent access to communities overseas was also an aspect which was seen to promote ‘embedded’ IDE.

6.4.3 Opportunities and barriers

Schools identified a range of opportunities which they believed offered a means of improving their effectiveness through the international dimension. The areas identified in relation to the curriculum and teaching were:

- The opportunity to create a framework to ensure continuity in the IDE and link it to other aspects of the schools’ work.
- The potential links to ESDGC (a specific focus of future inspections).
- It’s potential to foster collaboration between subjects.

The self-assessment tool itself was identified as a factor which would promote the leadership of the IDE alongside other possible drivers such as the role of schools’ eco-councils and priorities identified through implementing ESDGC.

In terms of intervention and support, schools intended to maintain links with external organisations such as the British Council, CEWC-Cymru and European organisations and to work through specific projects such as the Comenius, Global Schools Partnerships and Connecting Classrooms, to nurture their relationships with schools in other countries.

It was also intended to maximise opportunities to develop networks of professional practice which sought to develop a leadership role in relation to the IDE. The planned activities in this area included contribution to LEA activities and links with other schools and networks.

The main barriers that were identified by schools were the pressure on staff time and also concerns about whether they would have the resources to devote to the IDE in future. Some examples of how these barriers might be overcome were cited. These included: appointing an IDE coordinator, including the IDE on the agenda of staff meetings to raise its profile, securing more involvement from parents and governors in applying for project funding, working more closely with neighbouring schools to develop the IDE.

6.5 Conclusions

The schools which were included in this research had engaged with the IDE to varying degrees. All of the sample recognised its potential contribution and its role in enriching learners' experiences and broadening their cultural horizons.

During the research a significant emphasis was placed on considering how the impact of the IDE could be quantified through reliable proxy indicators. As is noted elsewhere in the report, the SEF and CIF demand the collation of specific data to highlight the impact of activities for learners' wellbeing and attainment and the self-assessment tool was designed to assist in this process in regard to the IDE. At the same time, it is clear that the IDE has a potential to contribute extensively to the broader personal and social development of children and young people (in terms of attitudes and values) which are difficult to quantify. It is also clear that some of the benefits of the IDE may take longer to become manifest. Increased awareness and knowledge of different countries, familiarity with and respect for cultural differences, and the confidence to contemplate living and working overseas for short or longer-term periods are attributes which may well prove increasingly important in a more global economy. Given that Wales has chosen not to adopt the model of specialist schools (for example schools specialising in modern languages with an internationalist ethos), the opportunity exists for all learners to benefit from the IDE. This approach would need to embed the IDE as a key complement of Y Cwricwlwm Cymreig, and as a response to other initiatives such as the rights of children and young people embodied in the Extending Entitlement agenda. This research suggests that for this to be done effectively, schools need to analyse their existing activities and develop a systematic approach to identifying opportunities and how those might be realised.

6.6 Recommendations

The following recommendations are informed by the research evidence collected and analysed for this project.

- Schools should use the self-assessment toolkit and should familiarise themselves with background documents, such as those listed in Section 3 and Appendix 4, in order to understand the context and rationale for the assessment of the IDE.
- Schools need to ensure that whoever completes the IDE assessment tool has a firm understanding of the IDE and the various types of activities which are included in the definition, including as a component of cross-curricular themes such as PSE and ESDGC. The completion of the tool should also be led by a member of staff with a strategic overview and be seen as an essential part of a school's self-evaluation, drawing on the expertise and opinions of other staff as appropriate.
- Schools should be encouraged to view the IDE assessment tool in the context of the SEF and Estyn CIF. Assessments of the IDE should be regarded as part of the SEF and CIF processes and viewed as a process for developing future work as well as reviewing what has been achieved. The use of the descriptors (Basic, Developing, Developed, and Embedded), should help in this respect.
- Learner questionnaires and structured discussions linked to the Listening to Learners programme should be used to ensure that those voices are instrumental in reviewing and developing the IDE.
- Schools should be encouraged to help learners and parents to see how the IDE would benefit them directly and indirectly and how it can improve their learning.
- A programme of INSET or awareness raising for teachers would be needed in order to encourage engagement with and use of the self-assessment tool.
- Schools should be encouraged to gather quantitative evidence of the impact of the IDE, so as to maximise the value of the self-assessment process. Such evidence could be obtained, for example, by linking IDE activities to a specific learning outcome or outcomes in one or more subjects, and as an outcome considered when measuring essential skills. These should be planned learning outcomes linked to pupil-level targets, based on agreed success criteria. A further research project would be needed to develop a detailed suite of recommended data collection activities, so as to improve the quality of information available to schools prior to their completion of the assessment tool.
- The IDE is an integral part of the school curriculum and school effectiveness but its impact, especially short term, is often difficult to quantify. Care should be taken to avoid basing conclusions solely on a limited range of data. While the use of proxy indicators (such as attendance on days focusing on the IDE etc) should be encouraged, the limits of such data should be taken into account, especially because of the range of other factors which have to be controlled for. The value of qualitative evidence, alongside quantitative data, should be recognised and should not be given less value or credence than other indicators.

- The following documents contained in this report should be made available to schools as separate downloadable documents via appropriate websites, for example: Welsh Assembly Government, British Council, NGfL Cymru, CEWC-Cymru, Cyfanfyd, ESD Wales:
 - What is the IDE? (Appendix 1).
 - The Self-assessment Tool (Appendix 2) in Excel, Word and Pdf formats.
 - The Guidance Document (Appendix 3).
 - Further Reading on the IDE (Appendix 4).
 - The eight case studies (Section 5.3).
 - The executive summary of this report.

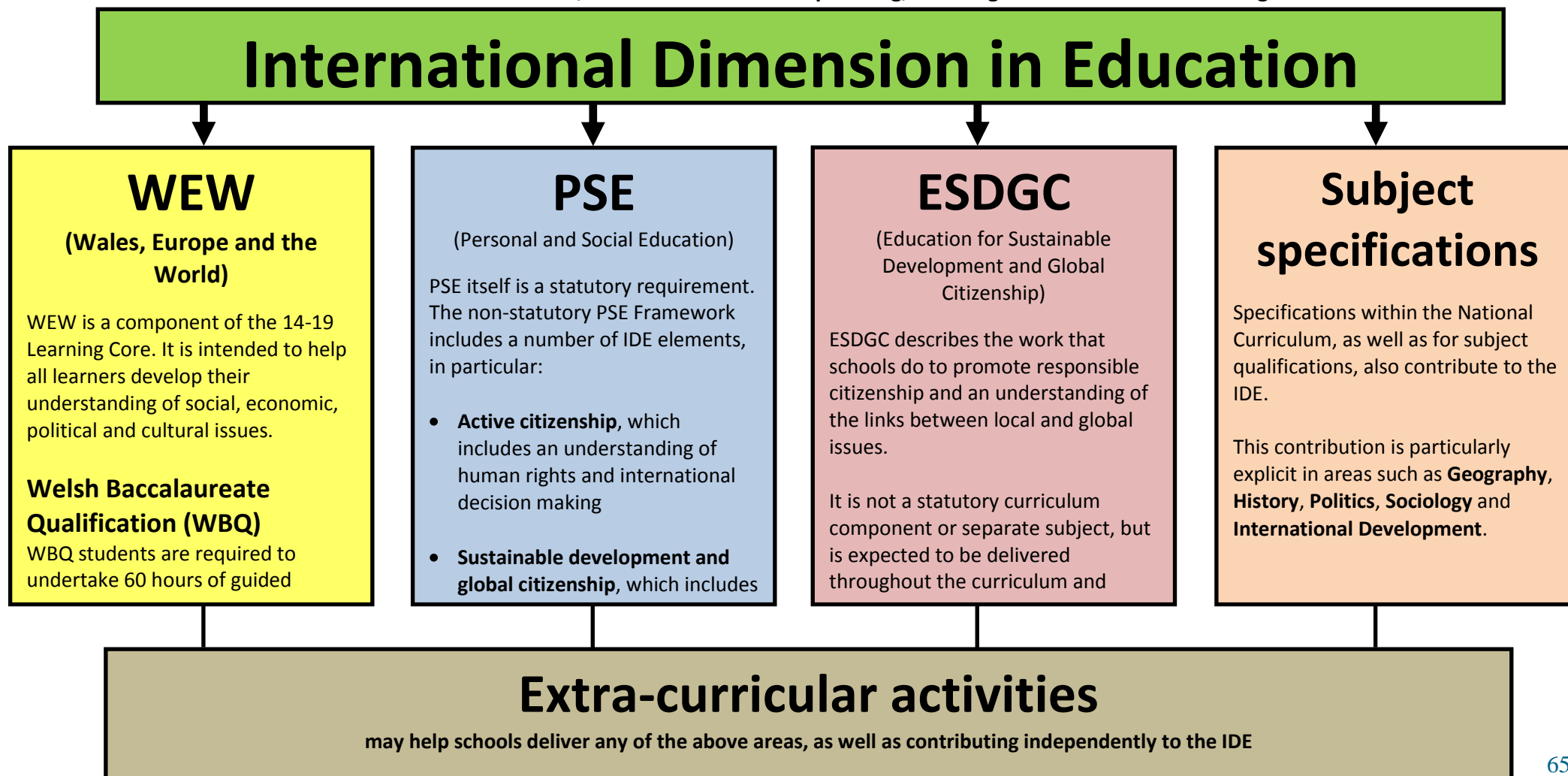
Further information on this research and programmes supporting the delivery of IDE can be found at: <http://www.britishcouncil.org/wales>.

Appendix 1 What is the IDE?

What is the International Dimension in Education (IDE)?

The IDE is the component of education and learning that focuses on international issues. It is also known as the *global dimension*.

In schools in Wales, the IDE is covered explicitly in a number of areas, as illustrated here. It is important to recognise that there may be overlaps between these areas, in terms of curriculum planning, teaching and out-of-school learning.



Appendix 2 The self-assessment tool

THE INTERNATIONAL DIMENSION IN EDUCATION (IDE) SCHOOL SELF-ASSESSMENT TOOL

Name of school:

Main person responsible for completing the tool

Name of staff member who took the lead role in completing the tool

Position in school

Others who contributed to completing the tool

1 Name
Position in school
Which section(s) of the tool did this person contribute to?

2 Name
Position in school
Which section(s) of the tool did this person contribute to?

3 Name
Position in school
Which section(s) of the tool did this person contribute to?

Please continue on a separate sheet if necessary.

Section A: Outcomes for learners	CURRENT OUTCOMES FROM IDE These may be delivered through Wales, Europe and the World, ESDGC, PSE, subject areas, international linking and extra-curricular activities. See 'What Is The IDE?' for more information.			FUTURE OUTCOMES What new or improved activities are planned to take you to the next level?
	Your assessment At present, how much do IDE activities contribute to your school's effectiveness in the following areas?	Examples of current activities These may be whole-school activities, projects, clubs, thematic days, topics covered in lessons etc.	Evidence of impact List any evidence that you could provide to support your assessment of the activities' effectiveness.	Future activities or approaches e.g. new projects on international issues, improved curriculum approaches, setting up a club
	Wellbeing of learners (engagement, motivation, satisfaction, attendance)	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded		
Assessment for Learning (AFL) / learner participation	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Development of attitudes and values	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Skills: Thinking, Communication, ICT, Number	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Knowledge and understanding of global issues/context	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Attainment levels	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
OVERALL ASSESSMENT FOR SECTION A	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			

Section B: Outcomes for teachers	CURRENT OUTCOMES FROM IDE			FUTURE OUTCOMES
	These may be delivered through Wales, Europe and the World, ESDGC, PSE, subject areas, international linking and extra-curricular activities.			What new or improved activities are planned to take you to the next level?
	See 'What Is The IDE?' for more information.			
	Your assessment At present, how much do IDE activities contribute to your school's effectiveness in the following areas?	Examples of current activities These may be whole-school activities, projects, clubs, thematic days, topics covered in lessons etc.	Evidence of impact List any evidence that you could provide to support your assessment of the activities' effectiveness.	Future activities or approaches e.g. new professional partnerships within or between schools, improved CPD opportunities, teacher exchanges with other countries
Wellbeing of teachers (engagement, motivation, satisfaction)	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Enhancement of subject content	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Teaching performance, competence and confidence	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Teacher understanding / attitude towards global issues	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Professional Learning Communities (action research, CPD etc.)	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
OVERALL ASSESSMENT FOR SECTION B	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			

Section C: Outcomes for the school community as a whole	CURRENT OUTCOMES FROM IDE These may be delivered through Wales, Europe and the World, ESDGC, PSE, subject areas, international linking and extra-curricular activities. See 'What Is The IDE?' for more information.			FUTURE OUTCOMES What new or improved activities are planned to take you to the next level?
	Your assessment At present, how much do IDE activities contribute to your school's effectiveness in the following areas?	Examples of current activities These may be whole-school activities, projects, clubs, thematic days, topics covered in lessons etc.	Evidence of impact List any evidence that you could provide to support your assessment of the activities' effectiveness.	Future activities or approaches e.g. new policies, awareness raising activities, new ways to monitor attendance, opportunities to involve governors
Impact on behaviour and social cohesion	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Impact on school ethos	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Promotion of equality and human rights	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Impact on pupil attendance levels	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
OVERALL ASSESSMENT FOR SECTION C	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			

Section D: Outcomes for the wider community	CURRENT OUTCOMES FROM IDE			FUTURE OUTCOMES
	<p>These may be delivered through Wales, Europe and the World, ESDGC, PSE, subject areas, international linking and extra-curricular activities.</p> <p><i>See 'What Is The IDE?' for more information.</i></p>			<p>What new or improved activities are planned to take you to the next level?</p>
	Your assessment	Examples of current activities	Evidence of impact	Future activities or approaches
	<p>At present, how much do IDE activities contribute to your school's effectiveness in the following areas?</p>	<p>These may be whole-school activities, projects, clubs, thematic days, topics covered in lessons etc.</p>	<p>List any evidence that you could provide to support your assessment of the activities' effectiveness.</p>	<p>e.g. opportunities to involve parents, new project partnerships with other schools, ideas to develop relations with other organisations/local businesses</p>
Satisfaction of parents	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Relations with other schools or communities	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
Community cohesion	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			
OVERALL ASSESSMENT FOR SECTION D	<input type="checkbox"/> Basic <input type="checkbox"/> Developing <input type="checkbox"/> Developed <input type="checkbox"/> Embedded			

SECTION E IMPROVING SCHOOL EFFECTIVENESS THROUGH THE INTERNATIONAL DIMENSION

This section is designed to help you progress to the next level of effectiveness (e.g. from Developing to Developed), and to enable you to achieve the Future Outcomes you have listed.

Use the relevant boxes in this section to note factors in your school which will affect progress. You do not need to fill in every box.

Aspects of School Effectiveness <i>The headings below are taken from the Welsh Assembly Government's School Effectiveness Framework. Please refer to the Framework for more information.</i>	✓ Opportunities Factors which can help your school to achieve greater effectiveness through the International Dimension	X Barriers Factors which could impede progress	Action(s) required	Person/people responsible	Date to be achieved
Curriculum and Teaching e.g. time needed to plan for a new project; using pedagogies which allow IDE themes to be explored in more depth					
Leadership e.g. attitudes to innovative projects and activities; policies on sustainability/ participation					
Intervention & Support e.g. applying for project funding; support for learners of different abilities; resources/ facilities required					
Networks of Professional Practice e.g. sharing ideas across departments/ schools; involvement in Professional Learning Communities					
Working with Others e.g. partner schools, community groups, NGOs, arts companies					

Appendix 3 The guidance document

Completing the IDE Assessment Tool: A guide for teachers

The **International Dimension in Education (IDE) self-assessment tool** is designed to help teachers assess how well their school is doing in promoting the IDE. You are asked to provide an appraisal of the IDE's contribution to school life, and to plan future activities which will enable the school to further embed the IDE.

This document provides guidance on how to complete the self-assessment tool. Information on the IDE itself is provided in the document, **What Is The International Dimension in Education?** You may also find it helpful to consult other related documents provided:

- **Further Reading on the IDE.**
- The Executive Summary of **Assessing the International Dimension in Education in Schools in Wales Phase II** (NFER/CEWC-Cymru 2010).
- **Case studies** of eight schools three primary, four secondary and one special school) who piloted the self-assessment tool.

Educational context

The Welsh Assembly Government's **School Effectiveness Framework (SEF)** and Estyn's new **Inspection Framework** stress the importance of schools seeking to continually improve their effectiveness. The self-assessment tool can assist you in meeting this objective by helping you consider the extent to which IDE activities aid the school's overall effectiveness, and to plan future activities which build on effective practices. You will notice that the tool uses language consistent with the SEF, with references to Professional Learning Communities in Section B and to five aspects of school effectiveness in Section E.

The tool also builds on the increasing importance of international awareness and engagement in schools, exemplified in Wales by the development of **Education for Sustainable Development and Global Citizenship (ESDGC)** and global elements of **Personal and Social Education (PSE)**.

As well as benefiting the whole school community by helping you to enrich your work, therefore, the tool can be used to provide evidence to Estyn about the effectiveness of IDE activities. Use of the tool is not, however, a requirement of Estyn or of the Welsh Assembly Government.

Structure of the tool

Sections A-D

The first part of the tool is divided into four sheets, each covering a different area that can be enhanced by the IDE – outcomes for learners, for teachers, for the school community as a whole, and the wider community.

Section E Improving School Effectiveness through the International Dimension in Education

This final sheet enables you to plan how the school will embed the IDE more effectively in future.

Effective use of the tool

To ensure that the tool is used effectively for assessment and school improvement, we recommend the following:

Involvement of a range of teachers, including senior staff

- We strongly recommend that completion of the tool is led by an experienced teacher with a comprehensive understanding of the school.
- The lead teacher should gather evidence from as many different departments and school initiatives as possible. This will ensure that you can draw on a wide range of activities when completing the tool.
- We recommend that a senior manager take an active role in completing the tool. Their strategic perspective will be particularly useful for completion of Sections C, D and E.

Including the voices of learners

- We recommend that you interview a representative range of learners to ensure that their views are reflected when completing the tool. This will provide an important source of quantitative evidence and help to ensure that future activities are planned with young people's perspectives and interests in mind.

- You might consider the use of innovative methods to engage learners in the feedback process e.g. the use of the Audience Response System (ARS) if it is available in your school.
- The National Standards for Children and Young People’s Participation provide an important set of principles for enabling learners to voice their opinions and help plan future activities. See www.pupilvoicewales.org.uk for further details.

Other voices

Helpful indicators for completion of Sections C and D might include:

- The views of parents, which might be gathered via parents’ evening discussions, internet-based surveys or questionnaires, or reply slips in school newsletters.
- School governors’ views, canvassed at governors’ meetings.
- Feedback from members of the wider community (e.g. local businesspeople or community leaders) who have been involved in IDE activities at your school.

Completing sections a–d

When completing the tool, please feel free to leave some boxes empty if appropriate. It is more important to provide a realistic assessment of the school’s activities than to fill every box.

1. Each section is divided into a number of rows, representing different outcomes that can be achieved through IDE activities. Once you have gathered your evidence, please tick the box that best describes the extent to which IDE activities contribute to each outcome. Choose from the following levels of effectiveness:

Basic	IDE activities add very little
Developing	IDE activities are beginning to have an impact
Developed	IDE activities play a substantial role
Embedded	IDE activities are an integral part of this area

Note: The terms Basic, Developing, Developed and Embedded derive from the Welsh Assembly Government document *A Common Understanding for ESDGC in Wales*. This contains illustrative examples of those terms in the context of ESDGC.

2. Next, fill in the first green column with examples of current activities that are relevant to your assessment.

You should include work delivered within **the National Curriculum and subject specifications**, for example:

- Discussion of climate change, economic inequality and other issues in Geography.
- Debates about international issues in English or Welsh.
- Human impact on the global environment in Science.
- PSE lessons that consider the global effect of local actions.
- The study of internationally relevant topics in History.
- Culturally diverse forms of movement in PE or Drama.

Examples of **other IDE activities** might include:

- Whole-school initiatives, e.g. international linking work (such as Comenius/Connecting Classrooms), involvement in relevant charitable work.
- Projects on specific countries, international news stories and global issues.
- The work of school clubs and groups, e.g. Amnesty International, debating clubs, Eco Committee, school council.
- Educational trips abroad.
- Involvement in awards schemes, e.g. International Schools, Eco-Schools, Fairtrade Schools, Rights Respecting Schools.
- Thematic days on international issues, e.g. poverty, cultural identity, climate change.
- Involvement in external activities with an international theme, e.g. language celebration days, Urdd activities, International Eisteddfod, Model United Nations conferences.
- Assemblies and presentations.
- Achievements of individual teachers and departments, e.g. Global Teacher awards

3. In the **second green column**, show how you would evidence the **impact** of your examples.

Quantitative evidence should be included wherever possible, as this will help the school to make a concrete assessment of the value of its IDE work.

For example, you could include analysis of data on attendance levels, where it is possible to attribute a rise in attendance partially to IDE activities. To prove the impact you might compare the attendance on an internationally themed day to

attendance in the week(s) thereafter, or with attendance on a comparable non-themed day.

Other sources of quantitative evidence might include:

- Analysis of attainment data in particular curriculum areas where there has been IDE input.
- Data from questionnaires or interviews with learners/staff.
- Learner assessment tasks and reports.
- Reports, minutes or policy documents which prove a link between IDE activities and the school's developing values/ethos.

Qualitative evidence may also be included, and should clearly indicate the impact of the activities that took place (rather than simply providing evidence that they took place). Sources might include:

- Learner feedback which reflects the quality of the work, e.g. 'talking head' videos, diaries, interviews.
 - School websites, newsletters and other media, particularly where learners have had a key role.
 - Letters or other materials from project partners.
 - Certificates or commendations from awards schemes.
4. In the **blue column**, indicate any future activities that the school plans to undertake. These should be specific projects or approaches that **enhance the contribution of the IDE to the school's effectiveness** – enabling you to move to the next level of effectiveness, e.g. from Developing to Developed.

Completing section e

This sheet asks the school to consider the IDE in light of five aspects of school effectiveness from the School Effectiveness Framework: Curriculum & Teaching, Leadership, Intervention & Support, Networks of Professional Practice, and Working with Others.

The sheet enables you to consider factors in school that might help or impede your achievement of the Future Outcomes listed in Sections A-D. It therefore is essential

that a staff member with strategic responsibilities (e.g. a deputy head) helps to complete Section E.

1. In the **white columns**, note any Opportunities or Barriers that exist within each aspect of school effectiveness. These may be internal factors such as the school's structure, policies or staff dynamics; or they might be external factors like funding, local educational networks or government policies.
2. In the **yellow columns**, note the actions that the school will take to take advantage of the identified Opportunities or overcome the Barriers. It is important to name the people responsible for undertaking these actions, and to set a realistic date for their achievement.

Appendix 4 Further reading on the IDE

Literature and assessment tools from the UK and beyond

4.1 Assessment of global citizenship education

Cambridge Education Foundation, Impact Assessment Model

This model considers the impact of schools' international work in terms of Population (systems, institutions, practitioners, learners and communities), Time and Quality Outcomes. Although the development team felt that this did not provide a quickly accessible model for use by teachers, they were able to cross-reference its sample range of outcomes with the outcomes listed in the IDE assessment tool.

Liz Allum, Barbara Lowe and Louise Robinson, *How Do We Know It's Working?*

Subtitled 'A toolkit for measuring attitudinal change in global citizenship from early years to KS5', this handbook could help to gather evidence for the impact of IDE activities, leading to more effective use of the IDE self-assessment tool.

Allum, L., Lowe, B. and Robinson, L. (2008). *How Do We Know It's Working? A Toolkit for Measuring Attitudinal Change in Global Citizenship from Early Years to KS5*. London: RISC.

RISC, 2008; ISBN: 978 1 874709 10 6

David Kerr, Avril Keating and Eleanor Ireland, *Pupil assessment in citizenship education: purposes, practices and possibilities* (NFER/CIDREE)

A report considering the opportunities and challenges posed by the need to develop better pupil assessment frameworks, strategies and tools for citizenship education in several European countries.

Kerr, D., Keating, A. and Ireland, E. (2009). *Pupil Assessment in Citizenship Education: Purposes, Practices and Possibilities. Report of a CIDREE Collaborative Project*. Slough: NFER.

NFER, 2009; ISBN: 978 1 906792 28 2

John Lloyd and Chris Waller, *The School Self-Evaluation Tool for PSHE and Citizenship Education in Primary Schools*

A self-assessment tool designed for the Citizenship and PSHE curriculum in England. It does not focus primarily on the international dimension, but provides detailed descriptors for different stages of schools' development which might be useful for schools assessing their current levels of activity.

Lloyd, J. and Waller, C. (2006). *The School Self-Evaluation Tool for PSHE and Citizenship Education in Primary Schools*. London: DFES [online]. Available: <http://www.teachingcitizenship.org.uk/dnloads/primaryselfevaluationtool0.pdf> [15 July, 2010].

4.2 International school partnerships

Department for International Development, *Building Effective Partnerships*

The following documents are produced by DFID as part of its support for Global Schools Partnerships, which can be an important element of IDE work. They contain a range of useful measures that schools can use to assess the effectiveness of such partnerships; guidance on working with local communities and clusters of schools; and workbooks to help schools build their partnerships.

- Department for International Development (2008). *Building Effective Partnerships: Participants' Workbook*. London: DFID. ISBN: 978 086355 6166
- Department for International Development (2008). *Creu Partneriaethau Effeithiol: Llawlyfr i Gyfranogwyr*. London: DFID.
- Department for International Development (2008). *Partners in Learning Guide*. London: DFID.

www.dfid.gov.uk/Getting-Involved/For-schools/global-school-partnerships/Publications/

Dr. Karen Edge, Keren Frayman and James Lawrie, *The Influence of North South School Partnerships: Examining the evidence from schools in the UK, Africa & Asia*

Report on a major academic assessment exercise by the University of London, again covering the specific area of international school partnerships. It contains a number of practical recommendations for schools wishing to develop effective partnerships.

Edge, K., Frayman, K. and Lawrie, J. (2009). *The Influence of North South School Partnerships: Examining the Evidence from Schools in the UK, Africa & Asia*. London: University of London, Institute of Education, Centre for Leadership in

Learning [online]. Available:
http://www.ioe.ac.uk/IOE_NSSP_IntSchoolPartnerships_FullReport.pdf

Melissa de Villiers, ‘Partnerships can raise standards’

An article which points to the “striking effect” of international school partnerships on educational standards and the values and attitudes of young people.

De Villiers, M. (2010). ‘Partnerships can raise standards’, *British Council: Learning World*, 24.

Kerra Maddern, ‘How overseas links mean well, but...’

An article on an Exeter University study that considers potential pitfalls with international linking projects, and highlights the importance of effective training and co-operation with partners.

Maddern, K. (2010). ‘How overseas links mean well, but...’, *TES*, 5 March [online]. Available: <http://www.tes.co.uk/article.aspx?storycode=6038085> [15 July, 2010].

Global Gateway website

British Council website which helps schools to establish international partnerships. Includes case studies, guidance for teachers, and information about training and funding opportunities.

www.globalgateway.org

4.3 Other useful literature

Liz Allum, Barbara Lowe and Louise Robinson, *Growing Up Global*

A handbook from the Reading-based non-governmental organisation Reading International Solidarity Centre (RISC which provides guidance on how to incorporate global themes effectively from the earliest stage of education.

Allum, L., Lowe, B. and Robinson, L. (2008). *Growing Up Global. Early Years Global Education Handbook*. RISC Publications.

RISC, 2008; ISBN: 978 1 874709 106

Development Education Association (DEA), *The impact of global learning on public attitudes and behaviours towards international development and sustainability*

A report which presents the findings of a survey among the general public, conducted by Ipsos MORI on behalf of the DEA. It provides clear evidence of the benefits of

educating people about global issues, with potentially useful model questions for gathering evidence on the effectiveness of IDE activities.

Hogg, M. and Shah, H. (2010). *The Impact of Global Learning on Public Attitudes and Behaviours Towards International Development and Sustainability*. London: DEA [online]. Available: <http://www.dea.org.uk/resources/item.asp?d=2076> [15 July, 2010].

Development Education Association, 2010; ISBN: 978 1 900109 39 0

Cyfanfyd, Education for Sustainable Development & Global Citizenship in Schools: Good Practice in Wales

Contains case studies from eight primary schools and four secondary schools, specifically focusing on activities linked to the key themes and concepts of ESDGC.

Thomas, E. (2008). *Education for Sustainable Development & Global Citizenship in Schools: Good Practice in Wales*. Cardiff: Cyfanfyd [online]. Available: <http://www.cyfanfyd.org.uk/resources/pdf/Schools-Guide-web.pdf> [15 July, 2010].

Appendix 5 Development of the draft self-assessment tool

NFER and CEWC-Cymru began work on an initial draft of the IDE self-assessment tool in January 2010, prior to the first meeting of the steering committee.

From the start, a key priority was to ensure that teachers would find the tool genuinely useful, in terms of its relevance to their work and usefulness for their schools' development. The team felt that only a limited number of schools would be familiar with the term the IDE, so the first task was to produce the sheet 'What is the International Dimension in Education?' (see Appendix 1). This highlighted the broad scope of the IDE, linking it to a range of curriculum requirements and other areas of a school's work.

The team then considered the best approach for completion of the tool. Two options were investigated: teachers would either be asked to give examples of IDE activities in their school, then assess the strengths of each activity in turn; or they would be provided with a range of possible beneficial outputs, against which they would fill in examples of activities. While it was felt that the first option would allow teachers an easier 'way in' to using the tool, the latter option was chosen, as it would enable the team to develop a consistent tool with more easily quantifiable data.

The starting point for the list of outputs from the IDE was the British Council's original invitation to tender, which listed a comprehensive range of measurements. The project team felt that this list was too long for practical use by schools, and proceeded to group similar types of measurements, eventually producing a set of 4 in 4 categories. After various minor adjustments suggested by schools and the project steering group, the list was agreed as follows:

Outcomes for learners

- Wellbeing of learners (engagement, motivation, satisfaction, attendance).
- Assessment for Learning (AfL) / learner participation.
- Development of attitudes and values.
- Skills: Thinking, Communication, ICT, Number.
- Knowledge and understanding of global issues/context.
- Attainment levels.

Outcomes for teachers

- Wellbeing of teachers (engagement, motivation, satisfaction).
- Enhancement of subject content.
- Teaching performance, competence and confidence.
- Teacher understanding / attitude towards global issues.
- Professional Learning Communities (action research, CPD etc.).

Outcomes for the school community as a whole

- Impact on behaviour and social cohesion.
- Impact on school ethos.
- Promotion of equality and human rights.
- Impact on pupil attendance levels.

Outcomes for the wider community

- Satisfaction of parents.
- Relations with other schools or communities.
- Community cohesion.

The project team then considered the question of how teachers would rate the success of IDE activities in the above areas. It was clear that numerical statistics, while appropriate for measuring some of the outcomes, were not sufficiently applicable to allow for an overall ‘computation’ of the IDE’s impact. It was decided that the first task for teachers, therefore, should be to give an overall assessment of the IDE’s contribution to their school’s effectiveness in each outcome area.

As noted in Section 3.2.2 above, the team decided to borrow four descriptors – Basic, Developing, Developed and Embedded – with which schools might already be familiar, as they are used in a prominent Welsh Assembly Government document on

ESDGC. Teachers were asked to tick one of these four descriptors for each outcome; provide examples of current IDE activities linked to the outcome; and list any sources of evidence which could support their assessment. Finally, they would provide an overall assessment for each category of outcomes (learners, teachers, school community and wider community).

The team felt that it was important to go beyond this raw assessment and give teachers the opportunity to plan for further development of the IDE in the future. Two additional sections were therefore added alongside each set of outcomes, so that each set now occupied one full sheet of A3 paper. The first additional section was titled ‘Opportunities and Barriers to Effectiveness’, and asked teachers to note factors that would affect their progress, within the categories of:

- Curriculum & Teaching,
- Leadership, Intervention & Support,
- Networks of Professional Practice
- Working with Others.

The last section, ‘Future Outcomes’, provided space to plan new activities which would help schools reach the next level of effectiveness (e.g. move from Developing to Developed). There would therefore be a natural progression from current outcomes to future outcomes, via consideration of the factors that might support or impede progress.

By listing the ‘opportunities and barriers’ for every outcome in all four categories, teachers would be left with 136 separate boxes to complete. The project steering group felt that this was unnecessarily burdensome, and did not allow enough room for teachers to provide examples and evidence of IDE activities in their schools. As a result, a new sheet (Section E) was created for planning purposes, enabling teachers to explore opportunities and barriers that affected IDE work in school generally. This version of the assessment tool (see Appendix 2) was then circulated to pilot schools.

Appendix 6 Development of the draft guidance document

The first draft of the guidance document contained general information about the tool's purpose and structure, instructions for completing each section, and examples of IDE activities which included those provided by the three schools.

The project steering group then agreed on a number of additions and improvements to the document, resulting in a second version with the following structure:

- **Educational Context:** an introduction which gave prominence to the SEF and CIF, as well as mentioning ESDGC and PSE. As noted in Section 2.3.1, these are key documents for schools planning their development, and the project team felt it was important to highlight the relevance of the tool to such areas at an early stage.
- **Structure of the Tool:** An overview.
- **Effective Use of the Tool:** including guidance on how to gather a range of views from the school community – including those of teachers, learners, parents and governors – to enable more effective completion of the tool. Although some members of the steering group were concerned that such gathering of information could be time-consuming, there was general agreement that it could greatly enhance the usefulness of the assessment exercise.
- **Completing Sections A-D:** this provided clear instructions for completing the four main sheets, including an explanation of the four effectiveness descriptors (from Basic to Embedded) which teachers are asked to use. It included a wider range of examples of IDE activities, and increased emphasis on the importance of schools providing quantitative evidence for their impact, underscoring the Welsh Assembly Government's and British Council's desire for hard evidence of effectiveness.
- **Completing Section E:** this explained the purpose of the final planning section, emphasising the need – as discovered in the initial trialling process – for a staff member with strategic responsibilities to be involved in its completion.

After these changes were incorporated, the guidance document was provided, alongside the tool, to the eight case study schools participating in the pilot.

The project team felt that it was important to provide guidance that was clear, practical and brief. It was intended to appeal to teachers active in the IDE as well as to managers within schools, acting as a 'pick up and use' guide rather than a thorough academic document. However, the eventual version would include links to some of the documents listed in Chapter 3 and Appendix 4 of this report – as well as the eight case studies of the schools involved in the tool's piloting process – thus providing practitioners with access to a range of relevant additional literature.

Appendix 7 Interview schedules

Assessing the International Dimension in Education (IDE)

NFER – independent research organization	
Interview will take around 30/40 minutes	
School:	
Names:	
Ages:	

1. Learner role in the IDE

- 1.1 What work or activities have you done at school which has involved learning about other countries or discussing/taking action on important world issues/?

Prompt: curriculum areas, projects, school linking

- 1.2 How and why did you become involved?

Prompt: personal interest, subject area, class activity, direct approach from teachers

- 1.3 Did you have any opportunities to be involved in the planning of this work/these activities?

Prompt: discussion with teachers, school council, PSE

- 1.4 What other international work/activities takes place in your school?

- 1.5 Would you like to become involved in other activities that your school already organises?

Prompt: Why/why not?

- 1.6 Do you have any ideas for new activities which the school might be able to organise or world issues you would like to learn more about?

2. Outcomes of the IDE

- 2.1 Why do you think your school decided to arrange these international activities/do work on other countries and global issues?

Prompt: to help learning, to offer more opportunities, to travel abroad

2.2 How much did you know about other countries and how people live there before doing this work/these activities?

2.3 What have you enjoyed about taking part in these activities/work?

Prompt: meeting new people, learning about other cultures, travel, working in a different way, planning activities.

2.4 How do think your involvement in these activities/with this work has helped you?

Prompt: with school work, to socialise, to learn about other cultures/ways of life, learning new skills?

2.5 How do you think this work/these activities might help you in the future?

Prompt:, enhance CV, travel, further education, decide on a career

2.6 How do you think your school/community has benefitted from doing such activities?

Prompt: more involvement, greater variety of activities, opportunities to travel?

2.7 How do you think people in other countries could benefit from the work/activities that you have done?

Prompt: understanding of other cultures, better standard of living, opportunities to travel

2.8 Would you recommend that other pupils/learners at your school or other schools do similar work/activities?

Prompt: Why/why not? What might they learn?

3. Other issues

3.1 Are there any other issues that you would like to raise, or comments you would like to add?

Thank you for your time

Assessing the International Dimension in Education (IDE)

NFER – independent research organization	
Interview will take around 30/40 minutes	
Name:	
Position:	
School:	
No. of learners:	
No. of staff:	

1. Background

1.1 Please outline the ways in which your school is developing the IDE.

Prompt: curriculum areas, projects, school linking.

1.2 How long has your school been developing these activities?

1.3 How many members of staff are involved with these activities and to what extent?

Prompt: position within the school, planning activities, supervising, teaching

1.4 How and why did these staff become involved?

Prompt: personal interest, subject area, designated role.

1.5 Which groups of learners have been involved so far?

Prompt: age groups, ability range.

1.6 How and why were these learners/groups selected?

Prompt: deliberate targeting, self selection, curriculum needs, level of engagement etc.

1.7 How have any developments on the IDE been funded?

Prompt: from school budget, grant funding, specific project funding, other sources

2. Outcomes of the IDE

2.1 What do you hope to achieve through the school's development of the IDE?

Prompt: Enhanced learner understanding, improvement in a particular curriculum area, community cohesion.

2.2 How far do you feel the school is achieving these aims?

Prompt: Have there been any other unforeseen benefits or outcomes?

2.3 What in your opinion have been the main outcomes for the following groups: (Please give specific examples.)

- learners
- staff
- the school community
- the wider community

Prompt: general well-being, subject knowledge and understanding, skills development, attitudes and values, community cohesion, school development plan, staff development, collaborative working.

2.4 Prior to using the draft assessment tool how has your school attempted to measure the above outcomes?

Prompt: school development plan, evaluation exercises, questionnaires to learners/parents, interviews, attainment levels, attendance figures, staff discussion, governors meetings.

2.5 How, if at all, did you attempt to capture the learner/student voice?

Prompt: How successful has this been? Why/why not?

2.6 What have been the main barriers to the development of the IDE at your school?

Prompt: time, funding, staff enthusiasm/commitment, engaging the wider community

2.7 How have you attempted to overcome these?

3. Using the draft assessment tool

3.1 Which members of staff were involved in completing the tool?

Prompt: What were their roles and responsibilities? How/why were they chosen? Were they released from other duties?

- 3.2 How did you ensure that information was gathered from the appropriate staff/groups?
Prompt: memos, e-mail, briefings, departmental meetings, feedback from learners etc.
- 3.3 How long did it take to complete the tool?
Prompt: Was it burdensome, daunting? Was the time needed appropriate/justifiable?
- 3.4 How appropriate and accessible was the language/terminology used?
Prompt: the shared language with the SEF and Estyn framework
- 3.5 What changes would you suggest are necessary to improve the tool?
Prompt: format, layout, structure, content areas
- 3.6 How useful were the guidance notes provided?
Prompt: How could they be improved. Should they be expanded?
- 3.7 What other supporting materials would be of value to schools?
Prompt: Case studies, relevant web links e.g. to documentation
- 3.8 How useful do you feel the completion of the tool has been for your school?
Prompt: Why/why not? What have you learnt? What has it enabled you to do?
- 3.9 In what circumstances might your school use such a tool in the future?
Prompt: to review IDE activities, as part of the school development plan, in preparation for an Estyn inspection, other?
- 4. Other issues**
- 4.1 Are there any other issues that you would like to raise, or comments you would like to add?