



Teachers and Global Citizenship Education: Values, Attitudes and Practices

A Research Report on a National Survey of Irish
Primary Teachers and Global Citizenship Education

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Research Report 1 for Global Village
consortium partners and Irish Aid

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Introduction

This report presents an overview of and findings and implications from a mixed methods study of Irish primary principals' and teachers' needs, values, attitudes and practices in relation to Global Citizenship Education (GCE). The study was devised as part of the Global Village pilot programme and took place between January 2022 and April 2023. The study seeks to support a research-informed approach to the work of Global Village and to ensure that teacher needs and experiences are central to the development of a national and strategic programme for GCE in primary schools in Ireland.

GCE is an educational process which seeks to develop understanding of local and global injustice and to encourage school level appropriate action leading to a more equal and sustainable world (Irish Aid, 2021). Increasingly, GCE is framed as an umbrella term to capture several adjectival educations and broader societal agendas, which include peace education, human rights education, citizenship education, development education, environmental education, intercultural education and education for sustainable development (Bamber, 2020; Goren & Yemini, 2017; Mannion et al., 2011). GCE has received increased policy focus at international, European and national levels as a means of responding to complex global trends and challenges such as climate change, migration and cultural diversity (Bourn, 2020; Estellés & Fischman, 2020; Goren & Yemini, 2017; Mochizuki & Bryan, 2015). For example, the United Nations Sustainable Development Goals (SDGs) identify Global Citizenship Education (GCE) as one of several educational approaches which can support the advancement of Goal 4.7, and the development of inclusive and equitable quality education to further the pursuit of a more just and sustainable world (UN, 2015). In Ireland, GCE has evolved over decades under a number of guises and is currently supported by two key policy developments, Irish Aid's Global Citizenship education Strategy 2021-2025 (Irish Aid, 2021) and ESD to 2030: Ireland's second national strategy for Education for Sustainable Development (ESD) (Government of Ireland, 2022).

Research highlights the importance of school-based GCE within the European context, and has highlighted the relative strengths of GCE in the Irish context (Tarrozi & Inguaggiato, 2019). Within Irish primary education, there is recognition of the potential of the Irish Primary School Curriculum (NCCA, 1999) to support GCE practice (NCCA, 2018; Waldron, 2004) and the potential 'windows of opportunity' for the incorporation of GCE into classroom practice (Ruane et al., 2010; Mallon 2019). Supported by this environment, GCE has made significant inroads into the formal Irish education system (GENE, 2015; McBreen, 2020), alongside educational approaches such as education for sustainable development (prioritised by the Department of Education and Skills), peace education, multicultural and intercultural education, human rights education, and more recently anti-racist education, which often share common themes (Bourn, 2015; Fiedler, 2008; NCCA, 2018).

Wider societal and educational contexts shape the form of GCE in schools (Palmer, 2022; Waldron et al., 2020; Yemini et al., 2019). Alongside this, it is important to note that GCE approaches and practices are recognised as dynamic, diffuse and oftentimes contested (Tarozzi, 2022; Waldron et al., 2020; Yemini et al., 2019). Research shows that even experienced teachers need ongoing expert and peer support in order to meet the challenges and changes of GCE subject content and to gain the pedagogical skills required (Poursalim et al., 2020; Yemini et al. 2019; Tarozzi & Mallon, 2019). In Ireland, there are significant opportunities to develop GCE in specific areas, for example through Aistear, the Early Childhood Curriculum Framework (Dillon & O’Shea, 2009; Dillon, Ruane & Kavanagh, 2010) and the new primary curriculum framework (NCCA, 2023; NCCA, 2018). There is also recognition of the importance of whole school approaches (Waldron, Ruane & Oberman, 2014). However, barriers to the integration of GCE into complex educational settings are also noted (GENE, 2015; Waldron et al., 2020). Whilst there has been significant qualitative research undertaken to deepen understanding of classroom practice both internationally (e.g. Bourn, 2015) and in the Irish context (e.g. Barry, 2020 unpublished manuscript; Bryan & Bracken, 2011; Mallon, 2018), there has been little quantitative exploration of the values, practices and needs of primary teachers within national or international contexts. Within the Irish context, there have been national teachers’ surveys, for example those concerned with the practice of Geography Education (Usher, 2021) and Human Rights Education (Waldron et al., 2011), but none with a specific focus on GCE.

This report seeks to examine how Global Citizenship Education is understood by Irish primary principals and teachers, their levels of knowledge, confidence and pedagogical skills, and to identify factors which impact on the teaching and learning of GCE in primary schools. The following section will set out the research design and methodology for the study, followed by a presentation of the key findings. The report concludes with a consideration of some key implications of these insights for the Global Village programme.



1 Research design and methodology

This cross-sectional study looks at primary school teachers' and principals' knowledge and attitudes relating to Global Citizenship Education (GCE).

The study recruited primary school teachers from across the Republic of Ireland using Global Village partner networks, social media and two rounds of emails sent to 2,856 English-medium schools and 253 Irish-medium schools. School email addresses were drawn from publicly available information on the Department of Education website (DES, 2021). The study was conducted by means of a survey (Appendix A) that was first circulated on May 5th, 2022, and, after an initial low response rate, was circulated for a second time in September 2022. All participants were, at the time of the study, either teaching or working as a principal or deputy principal. Demographic information relating to age, gender, teaching experience, qualification, teaching responsibility, classes taught, school profile and language of instruction were collected.

A mixed methods design was employed. The survey included both closed (quantitative) and open-ended (qualitative) questions. The primary forms of quantitative analyses in this study were descriptive and comparative analyses. A multiple-linear regression analysis was also conducted to determine which factors, if any, predicted the amount of time a teacher spent teaching GCE per week. Qualitative analyses were carried out on participants' own-word responses to open-ended questions. This was conducted using a coding method designed by authors M. Barry and B. Mallon. For example, to analyse teachers' understandings of GCE, four coders separately coded the open-ended responses given by the first 20 participants and codes were then compared, with similarities and differences being noted. Ten final codes were chosen based on the comparison results and included: 'Teacher as facilitator', 'Diversity', 'Transformative', 'Responsibility', 'Rights', 'Sustainability', 'Local', 'Global', 'Cosmopolitan', and 'Problem-based'. In addition to these ten codes, three codes were also chosen based on UNESCO's (2015) core dimensions of GCE: cognitive, socio-emotional, and behavioural.

A total of 443 participants took part in the study (423 English-language responses, 20 Irish-language responses), spanning the full working-age range. A number of participants had missing data, with 155 not completing a sufficient proportion of the survey to be included in the analyses. If participants had completed a sufficient proportion of the survey (i.e., answered at least one portion of the self-rating sections), they were included in all descriptive and comparative analyses for which their data was present, even in cases where some questions were left unanswered.

The research questions for this study are:

- 1 What are primary teachers' understanding of GCE?

- 2 What are primary teachers' knowledge and attitudes towards GCE?

- 3 What are primary teachers' confidence and skills related to GCE?

- 4 According to both teachers and school leaders, what impacts on the inclusion of GCE in schools?

2 What do we know about survey respondents?

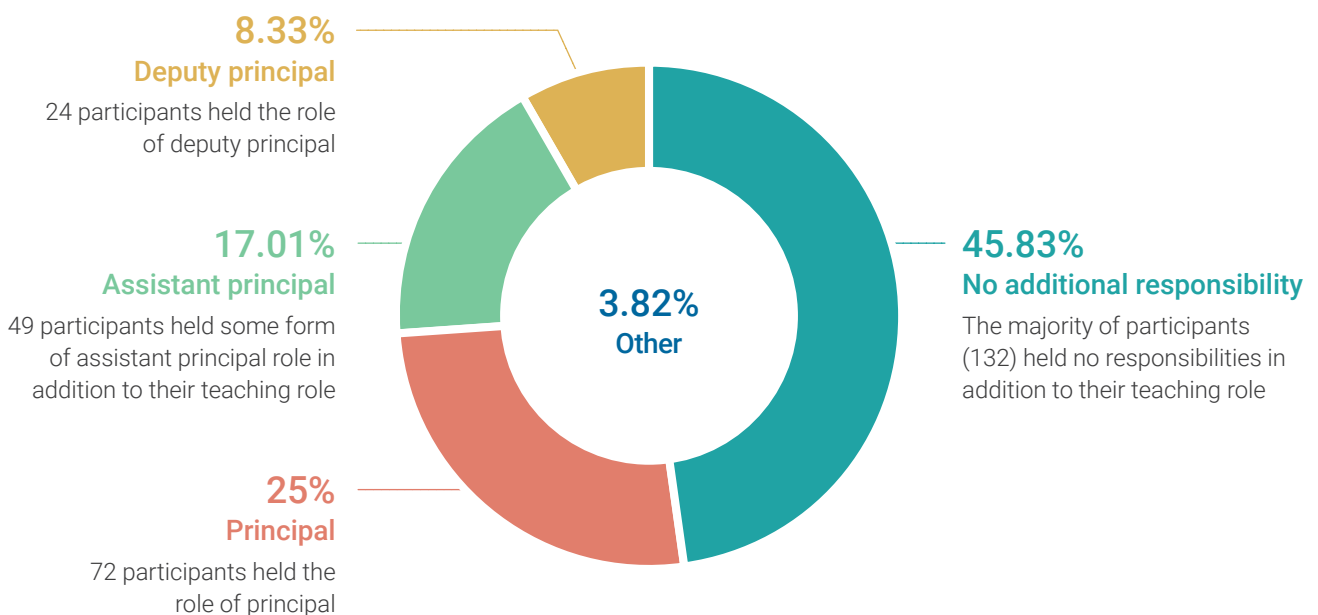
This section provides a description of the survey respondents, based on demographic information collected. It illustrates the types of schools the respondents are teaching in, the extent of their teaching experience and the extent to which they hold roles of additional responsibility in their schools.

Following on, the section sets out study findings in relation to a range of GCE-related areas that includes teachers experience of GCE-related continuous professional development (CPD), the amount of time spent teaching GCE per week and teachers' self-rated level of knowledge, confidence and pedagogical skills.

2.1 Respondent profile

Our 288 participants were made up of teachers, deputy principals, and principals (see Figure 1), with 55.21 percent of principals and deputy principals also having a class assigned to them to teach.

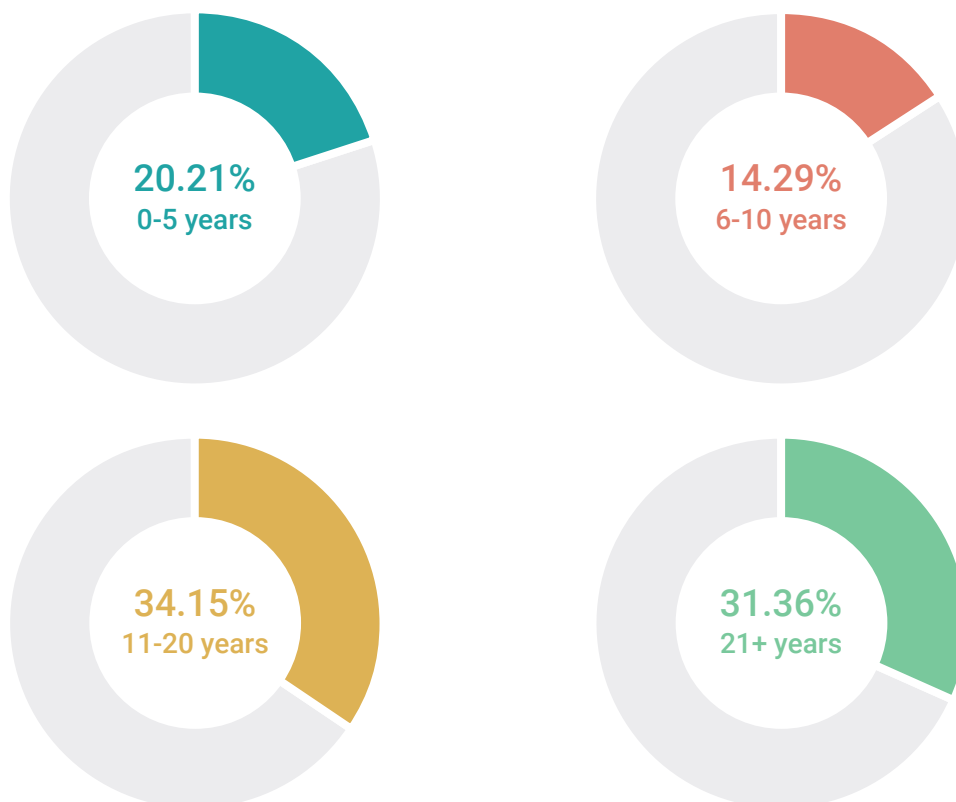
Figure 1: Additional responsibilities



Participants were working in both urban (71.88%) and rural (28.13%) schools and most had experience teaching at least four primary-level classes (80.84%), with almost 30 percent reporting experience teaching all primary-level classes.

Of our 288 participants, 81.6% were female and 18.6% were male. According to gov.ie, this is roughly in line with the gender breakdown of primary school teachers in Ireland (female teachers = 84.54%, male teachers = 15.46%), with our survey having a slightly higher male response rate. These gender figures include both teachers and principals. The gender breakdown of principal and deputy principal respondents for the survey was 70.83% female and 29.17% male, a slightly higher female count than the national count of 67.03% female principals and 32.97% male. Most of our respondents had over 10 years teaching experience (Figure 2) and worked in mixed-gender, vertical schools that employed over 12 teachers. Most (71.88%) worked in urban settings and in schools without DEIS status (60.07%). Teachers from Irish-medium schools made up 8.1% of respondents which, according to the Irish Times, is exactly in line with the number of Irish-medium schools in the country as of 2019.

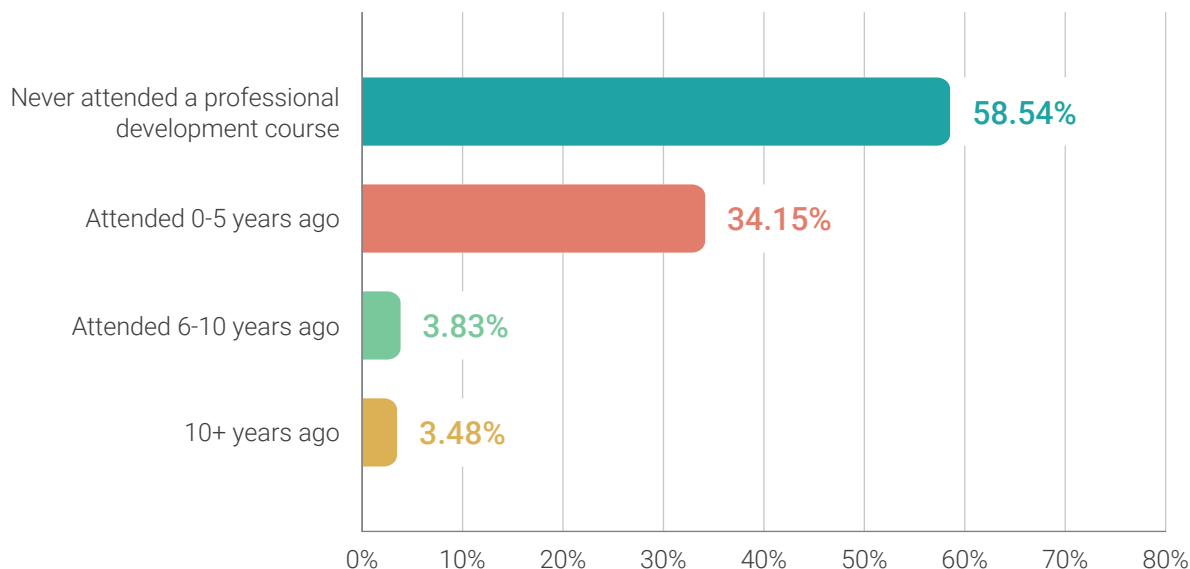
Figure 2: Years teaching experience



2.2 Professional development in GCE

Most respondents had never attended a professional development course in GCE (Figure 3). This factor seems to be unaffected by age or by years of experience as the age-group breakdown and experience breakdown of participants who have never attended a professional development course in GCE are both very similar to the overall participant counts in their equivalent category. No age group differed from overall counts by more than 5 percent.

Figure 3: Professional development in GCE



2.3 External agencies

The vast majority of teachers believed external agencies to be beneficial in the teaching of GCE. There were extremely varied answers when it came to listing the external agencies that teachers had experience with, but NGOs were the type of agency most frequently mentioned. Figure 4 shows the list of answers given by those respondents who chose 'other' as their answer, the most common answer to this question after NGO.

Table 1: 'Other' external agencies used by teachers

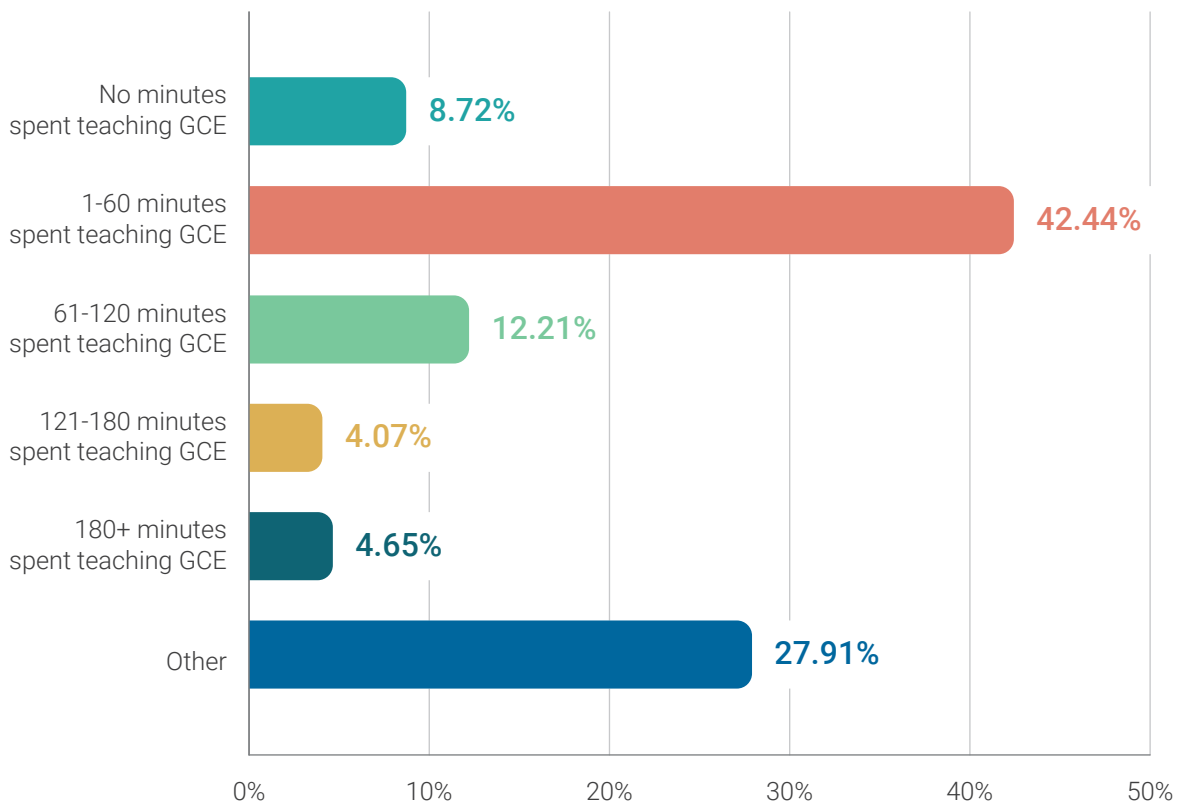
	Count	%
None	18	0.391304
Green schools	8	0.173913
Don't know	5	0.108696
College of Further Education	1	0.021739
Parents	1	0.021739
Sustainable Energy Authority of Ireland (SEAI)	1	0.021739
Church and religious leaders	1	0.021739

	Count	%
Irish Aid	1	0.021739
Junior Achievement, Trocaire, etc.	1	0.021739
Local charitable partnerships	1	0.021739
'The Local' shop	1	0.021739
Golden citizenship schools	1	0.021739
Local private businesses	1	0.021739
Eramus+ projects	1	0.021739
Green schools, Galway City Council	1	0.021739
Development, Intercultural and Citizenship Education (DICE)	1	0.021739
Poetry Ireland	1	0.021739
Special Educational Needs Organisers (SENO)	1	0.021739

2.4 Time spent teaching GCE

Only a minority of respondents reported spending more than an hour a week teaching GCE: 12.21 percent reported spending between one and two hours teaching GCE, 4.07 percent reported spending more between two and three hours, and 4.65 percent reported spending over three hours. Most teachers spent up to an hour teaching GCE every week while 8.72 percent said that they spent no time teaching it (see Figure 5). However, many teachers did not see GCE as a discrete-time subject to which has no specific designated teaching time, reporting instead that times could vary from week to week or that there was no time allocated specifically to GCE as it was incorporated into the teaching of all or many other subjects. Twenty-eight percent of respondents gave an answer that did not mention a set teaching time allocated to GCE. Of those, 18.75 percent of respondents claimed that GCE was incorporated into the teaching of their other subjects (e.g., “Very much done in a cross curricular thematic way. Linked with SESE and SPHE and literacy.” or “Not timetabled but integrated in SPHE and RSE.”) and 41.67 percent gave an answer of or equivalent to “it depends/varies” (e.g., “Woven throughout the week. Not [sic] explicit time.” or “Couldn’t specify.”). Some teachers reported it being taught incidentally and one or two mentioned that the time varied depending on topic or theme but, otherwise, there was almost no elaboration on what led to more time being spent teaching GCE in any given week.

Figure 4: Time spent teaching GCE per week



In order to look at what might lead to more time being spent teaching GCE per week, we carried out a multiple regression analysis test that measures the relationship between multiple different variables. Such a test can tell us whether certain factors can predict how much time a teacher spends teaching GCE per week. We found that teachers' self-reported pedagogical skills significantly and positively predicted time spent teaching GCE (Table 2). In other words, the higher they considered their pedagogical skills to be in relation to GCE, the more time they were likely to spend teaching GCE per week. Teachers' length of teaching experience was approaching significance ($n = 0.053$) which indicates that teachers who have more years experience teaching may be more likely to devote more time to the teaching of GCE.

Table 2: Multiple linear regression analysis results for time spent teaching GCE, excluding 'other' category

Characteristic	B	SE	t	p-value
Time spent teaching	1.42	1.02	1.39	.167
Control variables				
Teaching qualification	-0.03	0.22	-0.13	.892
Teaching qualification [other]	0.00	0.55	0.01	.996
Teaching experience	-0.18	0.09	-1.96	.053
Gender of school	-0.25	0.20	-1.25	.213
School DEIS status	-0.41	0.21	-1.96	.053
Knowledge of GCE topics	0.27	0.21	1.26	.210
Perceived importance of GCE topics	0.17	0.15	1.10	.272
Confidence in GCE topics	-0.34	0.21	-1.6	.113
Pedagogical skills in GCE topics	0.62	0.21	2.93	.004*

3 How do teachers rate their GCE-related knowledge, confidence and skills?

On a scale of 1-5 with one being the lowest, we asked respondents to rate their knowledge, perceived importance, confidence, and pedagogical skills in areas related to GCE.

For both knowledge and perceived importance, teachers were asked to provide ratings in the areas of sustainable development, sustainable lifestyles, human rights, gender equality, peace and non-violence, global citizenship, and cultural diversity. For both confidence and pedagogical skills, teachers were asked to provide ratings in the areas of ‘teaching Global Citizenship Education’, ‘supporting your pupils to become active promoters of inclusive and sustainable societies’, ‘supporting your pupils in engaging in individual and collective action to address global challenges’, ‘developing your pupils’ critical thinking skills when engaging with GCE topics’, ‘developing your pupils’ enquiry-based skills on topics related to GCE’, ‘supporting your pupils’ empathetic responses to global issues’, ‘supporting your pupils’ emotional responses to global issues’, and ‘supporting your pupils’ considerations of interdependence and solidarity’.

The following tables show the number of participant responses per rating for each GCE-related topic, with the highest rating per area highlighted in bold. The highest participant count for any rating overall is marked with double asterisks (**).

Table 3: Percentage of responses per rating of ‘knowledge’

Rating	Sustainable Development (n = 288)	Sustainable life (n = 288)	Human Rights (n = 288)	Gender equality (n = 288)	Peace and non-violence (n = 287)	Global citizenship (n = 288)	Cultural diversity (n = 288)
5	10%	9%	14%	16%	10%	8%	12%
4	28%	32%	40%	42%	39%	36%	41%
3	42%	42%**	36%	31%	39%	36%	37%
2	16%	13%	6%	9%	9%	16%	8%
1	4%	4%	3%	3%	2%	4%	2%

Table 4: Percentage of responses per rating of 'perceived importance'

Rating	Sustainable Development (n = 286)	Sustainable lifestyles (n = 285)	Human Rights (n = 286)	Gender equality (n = 286)	Peace and non-violence (n = 286)	Global citizenship (n = 285)	Cultural diversity (n = 286)
5	63%	65%	75%	74%	73%	71%	72%
4	27%	23%	19%	16%	19%	21%	20%
3	8%	10%	4%	8%	7%	6%	5%
2	1%	1%	2%	1%	1%	1%	2%
1	1%	<1%	<1%	<1%	<1%	<1%	<1%

Table 5: Percentage of responses per rating of 'confidence'

Rating	Teaching GCE (n = 285)	Support pupils as active promoters (n = 284)	Support pupils to engage in action (n = 285)	Support pupils' critical thinking skills (n = 285)	Support pupils' enquiry skills (n = 285)	Support pupils' empathetic responses (n = 284)	Support pupils' emotional responses (n = 285)	Support pupils' consideration of I&S (n = 284)
5	12%	12%	11%	13%	13%	15%	14%	12%
4	33%	37%	32%	41%	34%	43%	40%**	32%
3	37%	38%	41%	30%	35%	30%	34%	41%
2	14%	11%	13%	14%	14%	10%	11%	13%
1	4%	2%	3%	3%	2%	2%	1%	1%

Table 6: Percentage of responses per rating of 'pedagogical skills'

Rating	Teaching GCE (n = 276)	Support pupils as active promoters (n = 275)	Support pupils to engage in action (n = 274)	Support pupils' critical thinking skills (n = 274)	Support pupils' enquiry skills (n = 275)	Support pupils' empathetic responses (n = 274)	Support pupils' emotional responses (n = 274)	Support pupils' consideration of I&S (n = 275)
5	8%	6%	5%	8%	7%	12%	11%	10%
4	32%	38%	34%	35%	37%	35%	34%	30%
3	39%	39%	41%**	38%	40%	36%	39%	41%
2	17%	16%	15%	16%	14%	12%	14%	16%
1	4%	2%	4%	3%	3%	4%	3%	4%

Within each of these categories, average ratings were similar for all areas of GCE, i.e., average knowledge ratings were between 3.25 and 3.59 for all areas, average perceived importance ratings were all between 4.49 and 4.66, average confidence ratings were all between 3.34 and 3.61, and average pedagogical skill ratings were all between 3.20 and 3.38. However, the overall average rating for importance was much higher than the overall average rating for the other three sections (see figure 6). This indicates that participants rated the importance of teaching GCE issues very highly and thus any issues related to the teaching of GCE may not be explained by teachers' indifference to the area. On the contrary, looking at scores for knowledge, confidence, and pedagogical skills, it appears as though teachers do not feel as though their ability to teach the subject matches its importance.

Figure 5: Teachers' average ratings of perceived importance, confidence, knowledge, and pedagogical skills in GCE topics



4 What are teachers' understandings of GCE?

Participants were asked to give a description of Global Citizenship Education in their own words. This was one of the first questions asked in the survey to gauge teachers' raw understandings of the topic without any input from survey content.

The own-words description for GCE definitions (n = 246) were coded qualitatively and these codes were then analysed based on frequency. Table 7 shows the frequency of inclusion for each code.

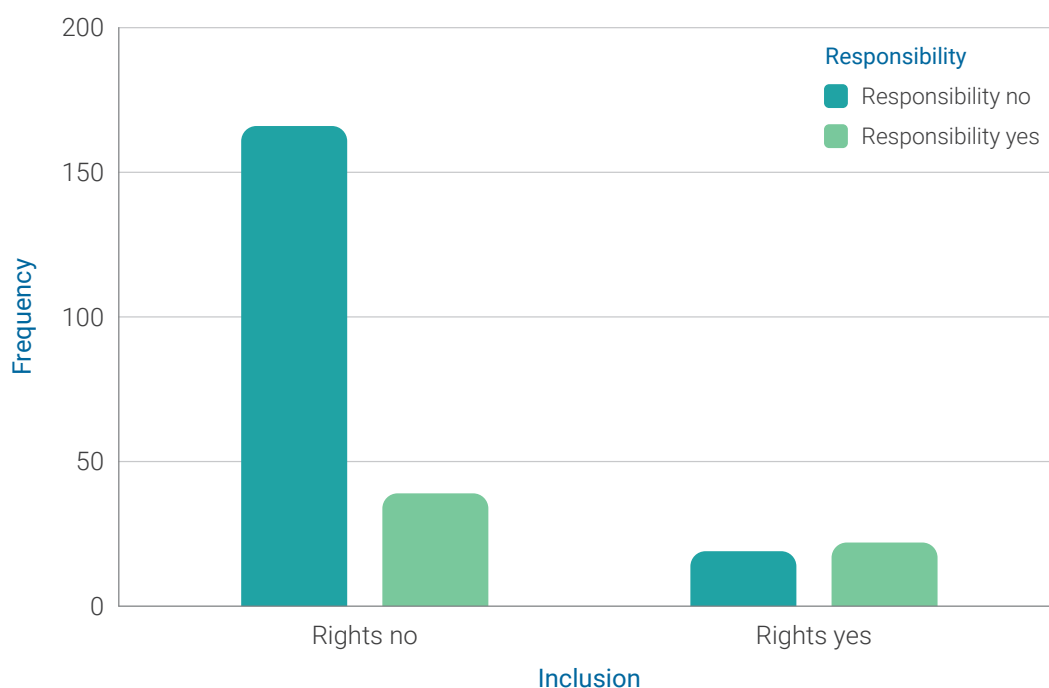
Table 7: Frequency of inclusion and exclusion of identified qualitative codes in teacher understanding of GCE responses

n = 246	Included	Not included
Teacher as Facilitator	60	186
Diversity	87	159
Transformative	75	171
Responsibility	61	185
Rights	41	205
Sustainability	62	184
Local	68	178
Global	184	62
Cosmopolitan	97	149
Problem-based issues	77	169

Findings from this analysis indicate that teachers' GCE understandings are multi-dimensional and very broad in range. From this we understand that teachers are coming to GCE from a range of perspectives and experiences. 'Global' related issues were the most frequently mentioned (74.8%) in participant definitions of GCE. On the other hand, sustainability, and sustainability-related concepts such as climate change, were not particularly prevalent in teachers' understandings of GCE (25.2%). Teacher understanding of GCE encapsulates a strong cosmopolitan and global outlook which indicates strong connections to ideas of a global community, a 'shared humanity', interdependence, and interconnectedness. There was a significant absence of explicit references to rights in teachers' understandings of GCE. Rights was the least referenced code of the ten used to analyse teacher understandings (16.67%). Finally, Diversity featured consistently in teacher understandings of GCE (35.37%). Respondent references ranged widely and included, for example, references to culture, different languages, inclusion, pupil empathy and tolerance, race and religion.

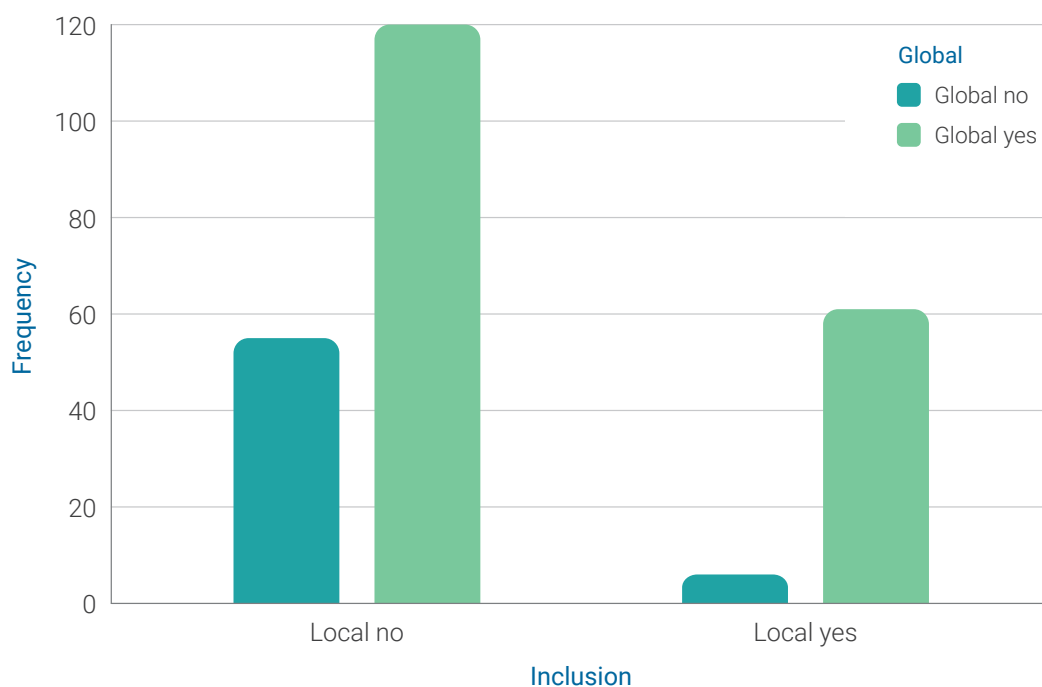
GCE definitions and conceptualisations frequently make connections between rights & responsibilities and local & global dimensions. To determine whether teachers also made these connections, two Chi-Square tests of independence were performed to determine whether the author-developed codes of 'Rights' and 'Responsibility' were linked and whether the author-developed codes of 'Local' and 'Global' were linked. For the first test, the test statistic of 21.98 was greater than the chi-square value of 3.84. Therefore, we can conclude that, in teacher descriptions, there is a relationship between the inclusion of both the 'Rights' and 'Responsibility' codes. The standardised residuals showed that there were more cases of people mentioning both rights and responsibility in their description of GCE than would be expected if the variables were independent (<1.96). Similarly, there are fewer people mentioning rights who had not also mentioned responsibility than would be expected if the variables were independent (<-1.96) (figure 7). In other words, teachers did tend to group issues related to rights and issues related to responsibility together in their descriptions.

Figure 6: A comparison of the inclusion and exclusion of the 'Rights' and 'Responsibility' codes in teacher responses



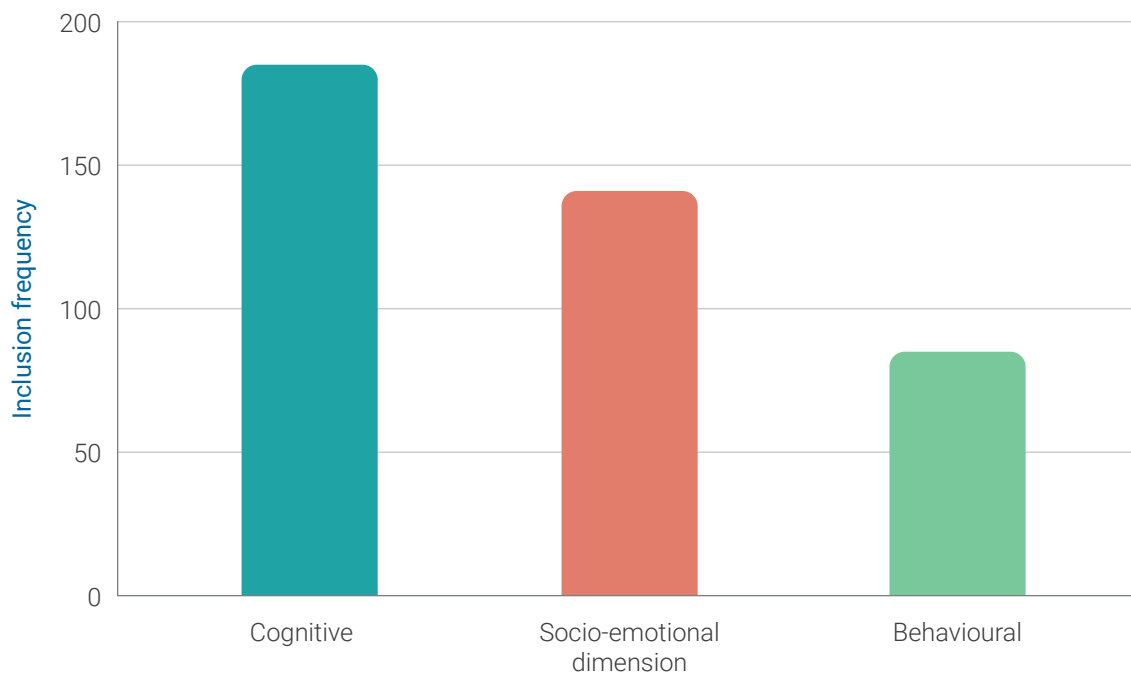
The second test examining the link between the inclusion frequency of 'Local' and 'Global' also indicated that there is a relationship between these two codes, with a test statistic of 13.38. However, on examination of the standardised residuals, this link was only present (<-1.96) between 'Local' inclusion and 'Global' exclusion. This means that there are fewer people mentioning local issues who did not also mention global issues than would be expected if the variables were independent (figure 8) but that the reverse is not true. In other words, those who mentioned local issues in their definition also tended to reference global matters, but teachers who mentioned the global in their definitions did not necessarily also include references to the local

Figure 7: A comparison of the inclusion and exclusion of the 'Local' and 'Global' codes in teacher responses



To test whether teacher definitions aligned with the UNESCO core dimensions of GCE, a Chi-Square Goodness one Fit test was performed. This would determine whether the three main UNESCO GCE elements (cognitive, socio-emotional, and behavioural) were included in an equal proportion among teachers' own definitions of GCE. The test showed that the distribution of elements mentioned in teacher descriptions of GCE was inconsistent with the elements put forward by UNESCO in their definition of GCE. In other words, teacher descriptions of GCE did not mention UNESCO's three dimensions of GCE at an equal frequency and, therefore, teacher understanding of GCE does not align with the UNESCO GCE definition (figure 8). In addition, respondents included the cognitive domain most frequently and the behavioural domain least frequently.

Figure 8: A comparison of the inclusion frequency between the three UNESCO dimensions of GCE

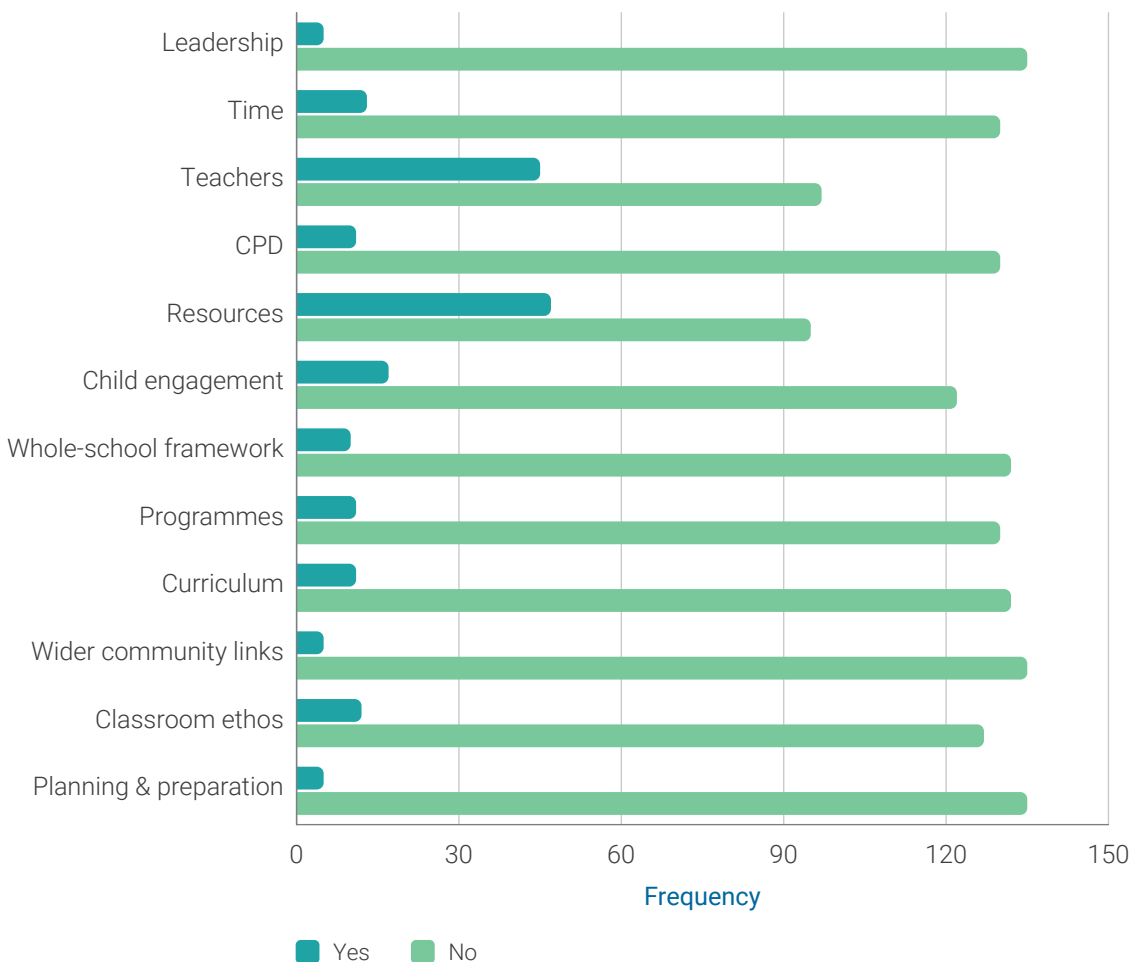


5 What factors contribute to the teaching of GCE in the classroom?

Teachers listed a wider range of factors that support and hinder the teaching of GCE in schools (Figure 9).

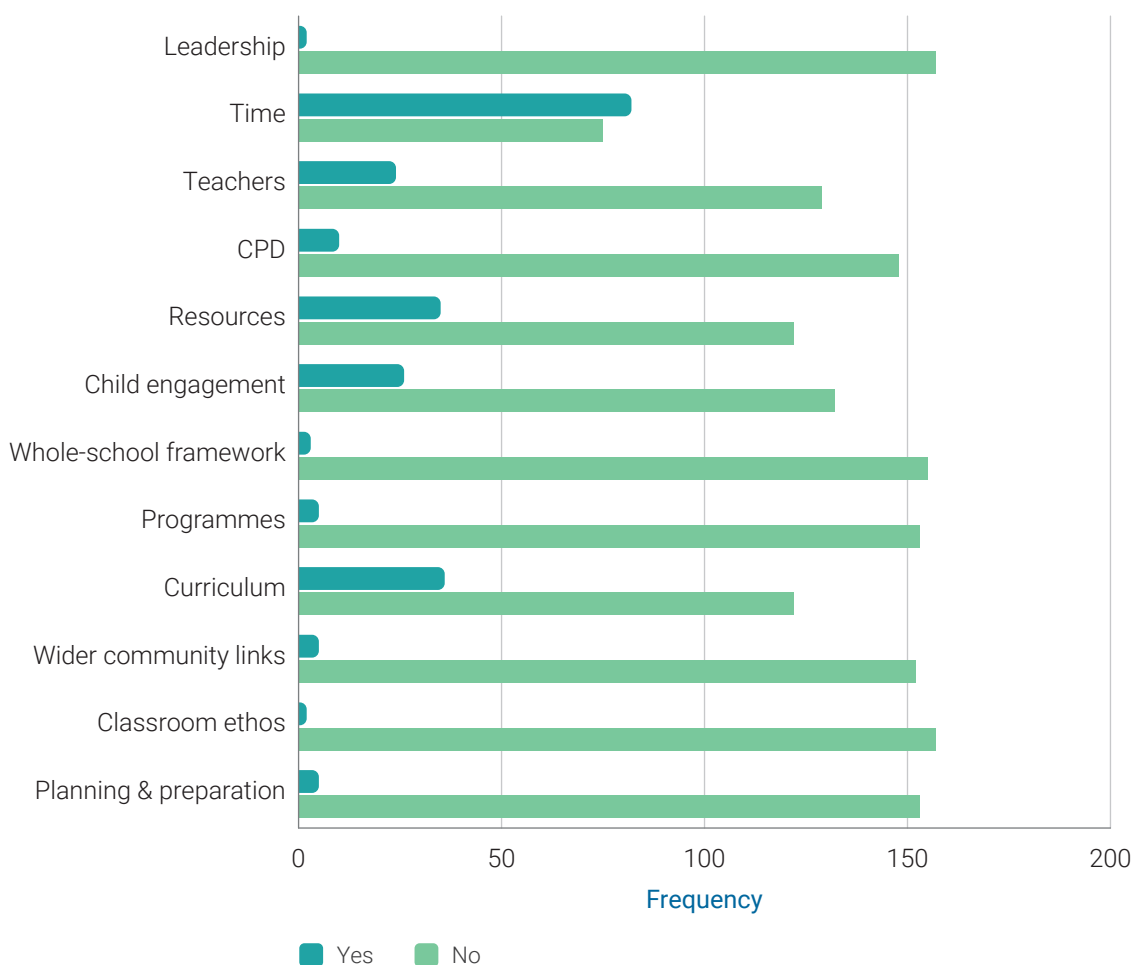
The most prevalent supportive factor cited was resources (34%), followed by teachers [e.g. their passion, knowledge and interest] (31%), children's engagement (13%), school ethos (12%) and the curriculum, CPD, and GCE programmes (all at 8%). The common themes found regarding resources were knowledge about resources, quality and appropriateness of resources and timely access to resources.

Figure 9: The inclusion frequency of different factors that teachers identify



Time was the most significant obstacle identified by teachers (52%), followed by curriculum-related factors that included references to curriculum overload, lack of discrete curriculum allocation for GCE and perceived curriculum constraints (23%) (Figure 10). 'Time' was often mentioned as a standalone factor but references to insufficient time for planning and preparedness, no discrete curriculum time, and a lack of whole school planning and collaboration were also raised as issues. As one teacher said, "Time constraints and demands of school life - busy curriculum, challenging behaviours in classes, teacher energy levels dealing with challenges leading to focus on 'basics'/ priorities of the curriculum".

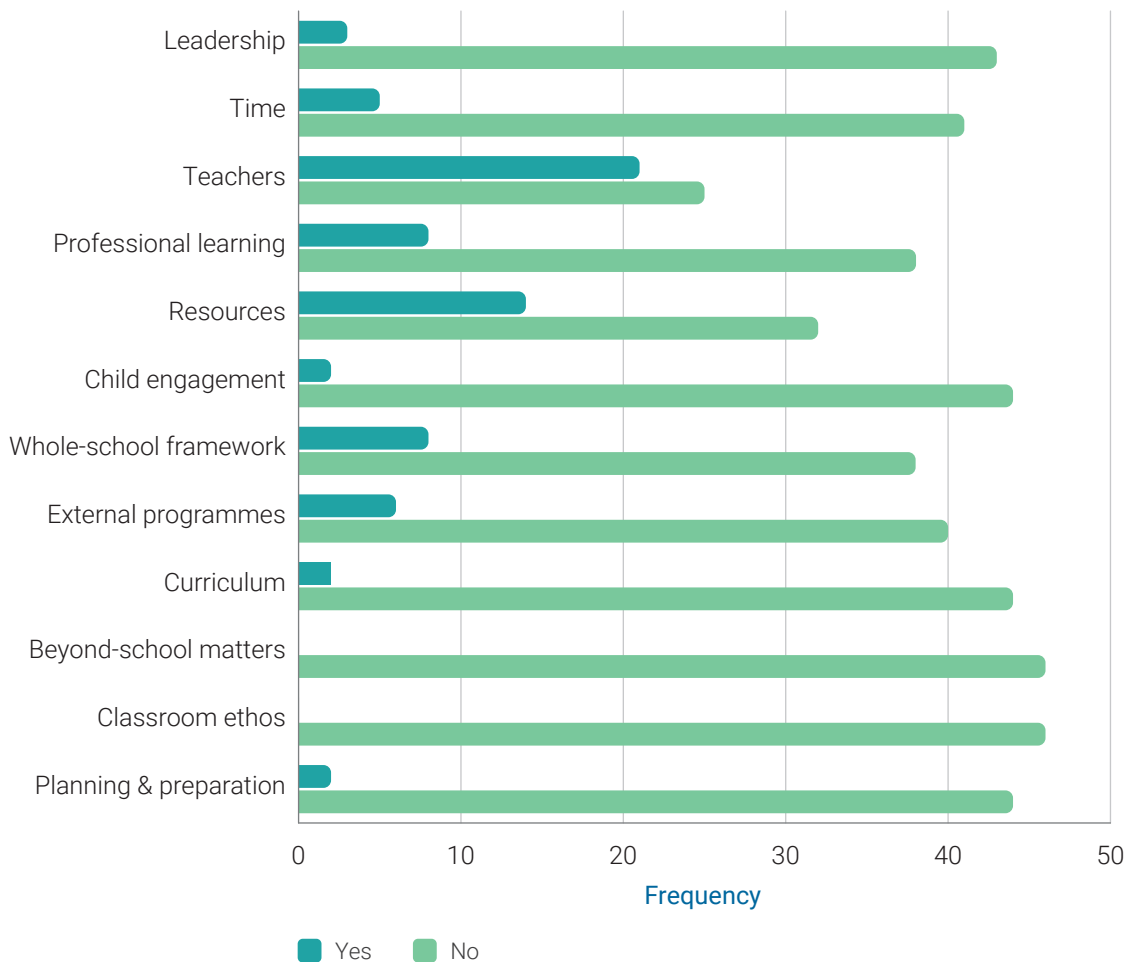
Figure 10: The inclusion frequency of different factors that teachers identify as hindering the inclusion of GCE in the classroom



CPD was referenced very infrequently by teachers as either a support (7.75%) or a hindrance (6.33%). Principals tended to reference it more frequently (17.39% in reference to support, 19.15% in reference to hindrance). When asked directly about CPD needs, teachers' responses were wide-ranging - from a need to 'cover the basics' and 'starter guides', through to CPD on 'critical pedagogy and literacy'.

Principals identified teachers [e.g., their passion and interest] (46%) as the most significant factor that contributes positively to the inclusion of GCE in schools, and time as the most significant constraint (57%) (Figure 11).

Figure 11: The inclusion frequency of different factors that principals identify as supporting the inclusion of GCE in schools





6 Conclusions and recommendations

This study represents the first national survey of primary teachers and GCE in Ireland. As GCE and its related adjectival educations continue to gain momentum at a policy level, it is important that teachers' insights and experiences inform programme and initiative developments. Findings from this study should be drawn on and considered on an ongoing basis by the Global Village programme as it develops a more strategic approach to GCE in primary schools over the next number of years. Below we identify some key findings and implications for Global Village to consider in the medium term. The findings and implications are also relevant to all stakeholders engaged with GCE at primary level including those working at both policy and practice levels.

- Key findings arising from this study indicate that teachers rate GCE as extremely important for children's learning but their levels of confidence, knowledge and pedagogical skills are considerably lower (albeit still high). There is scope for the Global Village to support children's GCE learning, underpinned by teachers' belief in its importance, through the provision of high-quality professional learning which increases teachers' knowledge, develops pedagogical skills and improves teachers' confidence.
- Teacher understanding of GCE indicates a statistically significant one-way relationship between local and global dimensions. In other words, many respondents only saw GCE as a global issue and didn't mention any local dimensions. With particular reference to infant and junior primary curricula, there is an opportunity for Global Village to make connections between the local and the global and to support teachers to identify opportunities for GCE in the locality of schools.
- The absence of sustainability and associated areas such as climate change from the teachers' understanding of GCE is significant. Global Village should make explicit the important overlaps and points of intersection between ESD and GCE. At a policy level, this may include connections to the National Strategy on Education for Sustainable Development. At the level of practice, this may include a focus on issues such as climate change, for example, to incorporate aspects of GCE (e.g. global climate justice framework) and aspects of ESD (e.g. intergenerational justice framework).

- The absence of 'rights' in teacher understanding of GCE is notable. Previous studies indicate that a lack of a conceptual or organising framework for GCE is problematic and can lead to softer and more ad-hoc GCE. Global Village should provide teachers with the opportunity to explore, discuss, interrogate and develop their own understanding of GCE, through dialogical professional learning. There is an opportunity to explore how rights-based approaches to GCE, and potentially more explicit Human Rights Education/Children's Rights Education, might serve to strengthen teacher knowledge, confidence and pedagogical expertise.
- Supporting pupils to engage in action received one of the lowest ratings from teachers for pedagogical skills. Moreover, the behavioural pillar of UNESCO's three core dimensions of GCE was the most absent in teachers' own understandings. These findings, coupled with the identification of 'being an active citizen' (NCCA, 2023, p. 8) as one of seven key competencies in Ireland's new primary curriculum framework, indicate both a significant need and opportunity to highlight the important role GCE can play in supporting schools to engage in citizen-related action. Global Village should seek to embed 'action' within professional learning opportunities, providing teachers and schools leaders with opportunities to explore, discuss and plan different forms of action in relation to local and global challenges. Problem-based, challenge-based and inquiry-based learning may offer potential approaches to embedding 'action' within practice.
- The prevalence of time as a barrier indicates a need to support schools to plan for and develop more whole school approaches to GCE that are spiralled from infants to sixth class. Global Village should provide opportunities for teachers and school leaders to plan for GCE at a classroom and whole-school level. There is an opportunity for Global Village to seek the experiences of teachers who have successfully integrated GCE across the primary curriculum, in order to share innovative practices across the teaching community.
- Limited interpretations of the curriculum also emerged as a barrier in some teacher responses. Global Village needs to make explicit the connections to GCE within existing curriculum documents and to promote a more integrated view of GCE. Over the coming years, Global Village should seek to monitor, influence and respond to consultations on the development of specifications and toolkits in the five new curriculum areas and patron programmes and to advocate for an explicit time allocation for GCE as an integrated strand across curriculum areas. Drawing on evidence and findings from this study, Global Village can demonstrate the importance of GCE to children's learning and its potential to support the implementation of the new primary curriculum framework, particularly in the areas of integration and active citizenship.
- Awareness of GCE and related resources amongst teachers and principals is underdeveloped. Global Village should explore avenues by which the visibility of GCE can be raised amongst teachers, school leaders, children and wider school communities. This should include the consistent use of an appropriate definition of GCE from Global Village and consideration of how GCE can be successfully embedded in different school contexts.
- Given time constraints, there is a need for easily accessible, age appropriate and quality resources that also support teachers in planning and integration. Global Village should consider how existing resources and material can be shared with participating teachers, and explore whether innovative examples of teachers utilising and embedding resources into planning and integration can be created and widely disseminated. Furthermore, in addition to monitoring and influencing curriculum development over the next number of years, Global Village should consider a series of guidance documents on the integration of GCE across the five new curriculum areas and patron programmes and through the active citizen competence.

- With a relatively small number of teachers recognising the potential of continuous professional development to support classroom practice, there is an opportunity for Global Village to highlight the evidence-based impact of high quality, long term, professional learning on teacher practice and children's learning, both in the area of GCE and elsewhere. In addition, Global Village should seek to identify why CPD did not appear more frequently in teachers' responses and ensure that the professional development offered by the programme is responsive to teacher needs.
- Finally, findings from this needs analysis indicate that schools and teachers will come to Global Village from several different entry points. Global Village needs to acknowledge this across its programme and tailor support in a disaggregated way. For example, this could include Introductory webinars for school leaders, a range of communities of practice and a clear programme of professional development that is responsive to teachers and schools.

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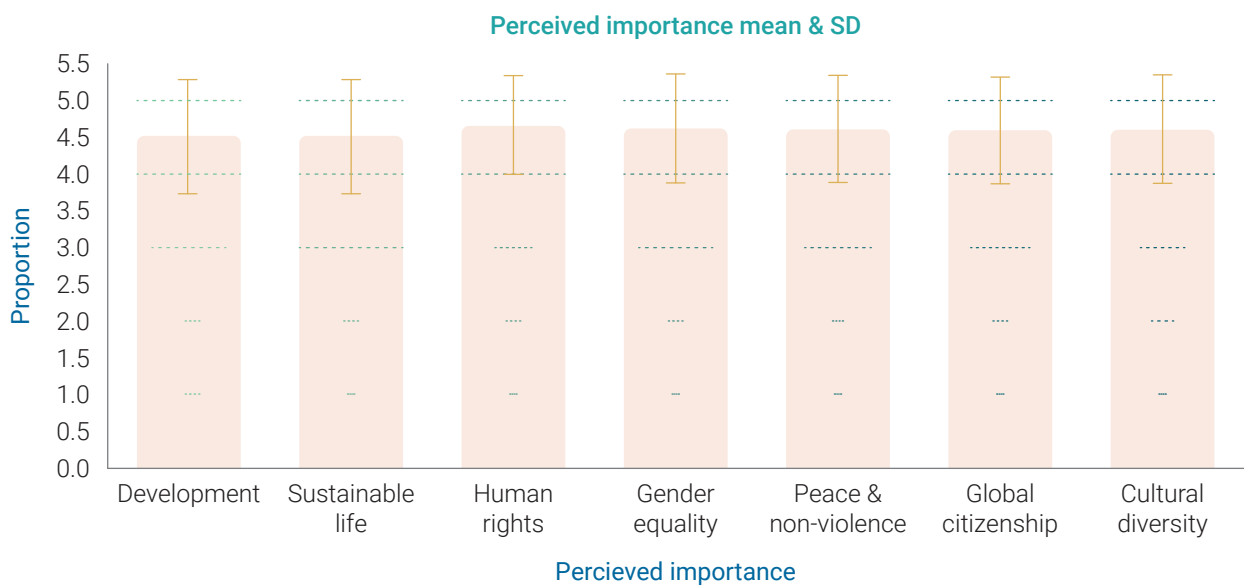
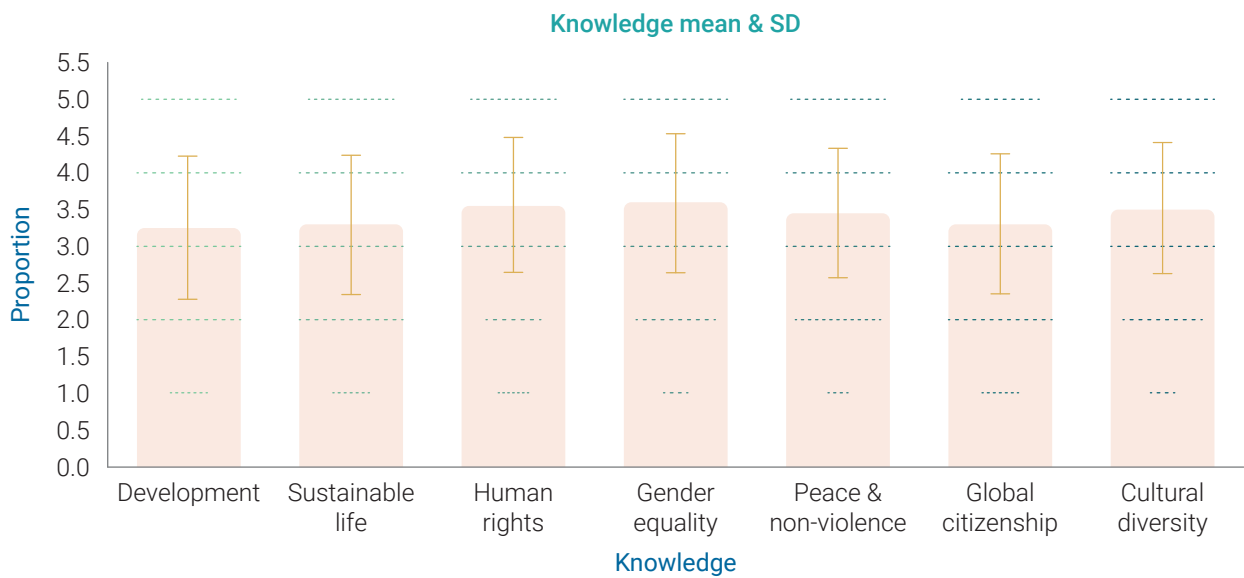
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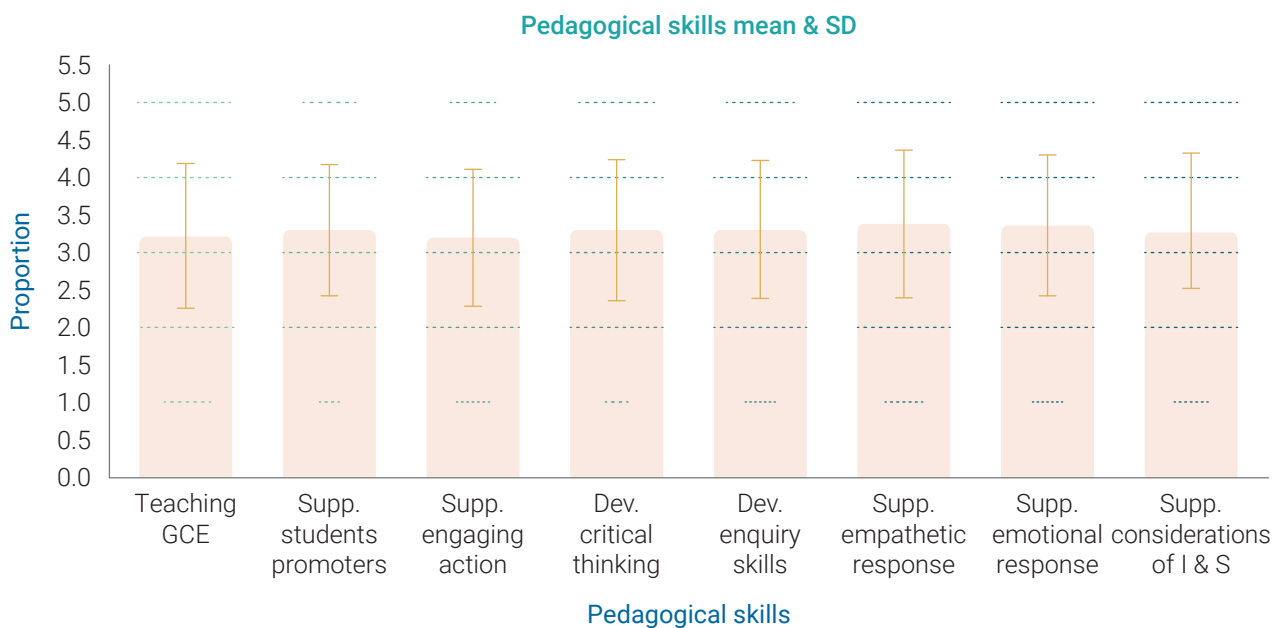
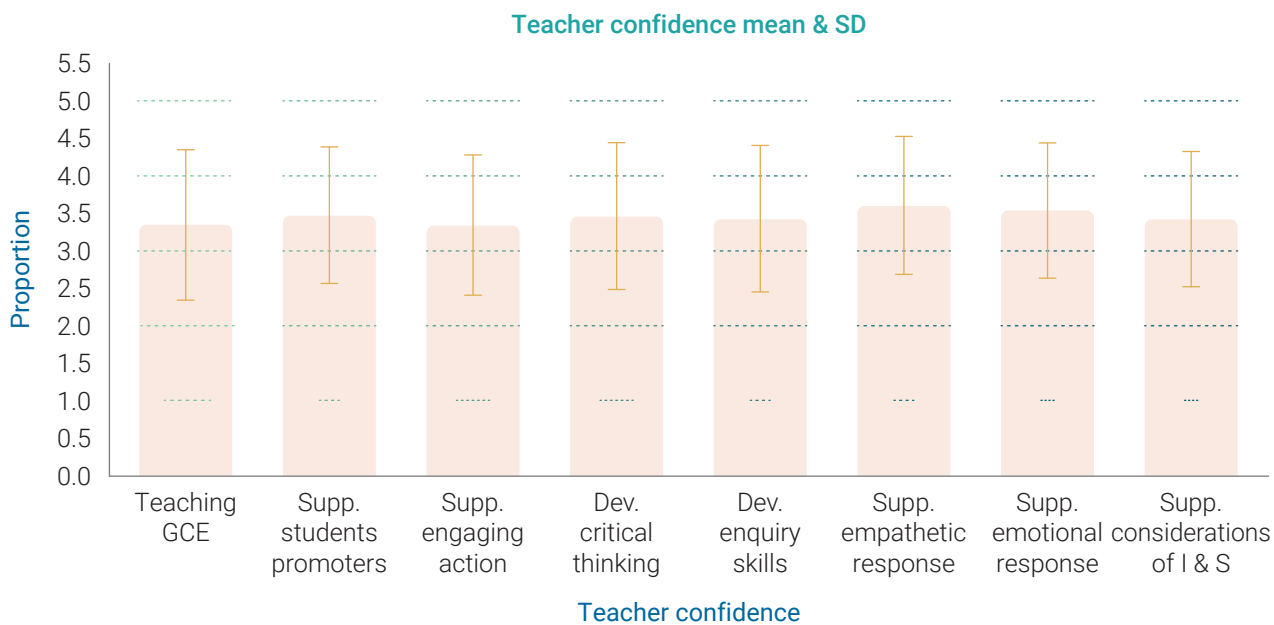
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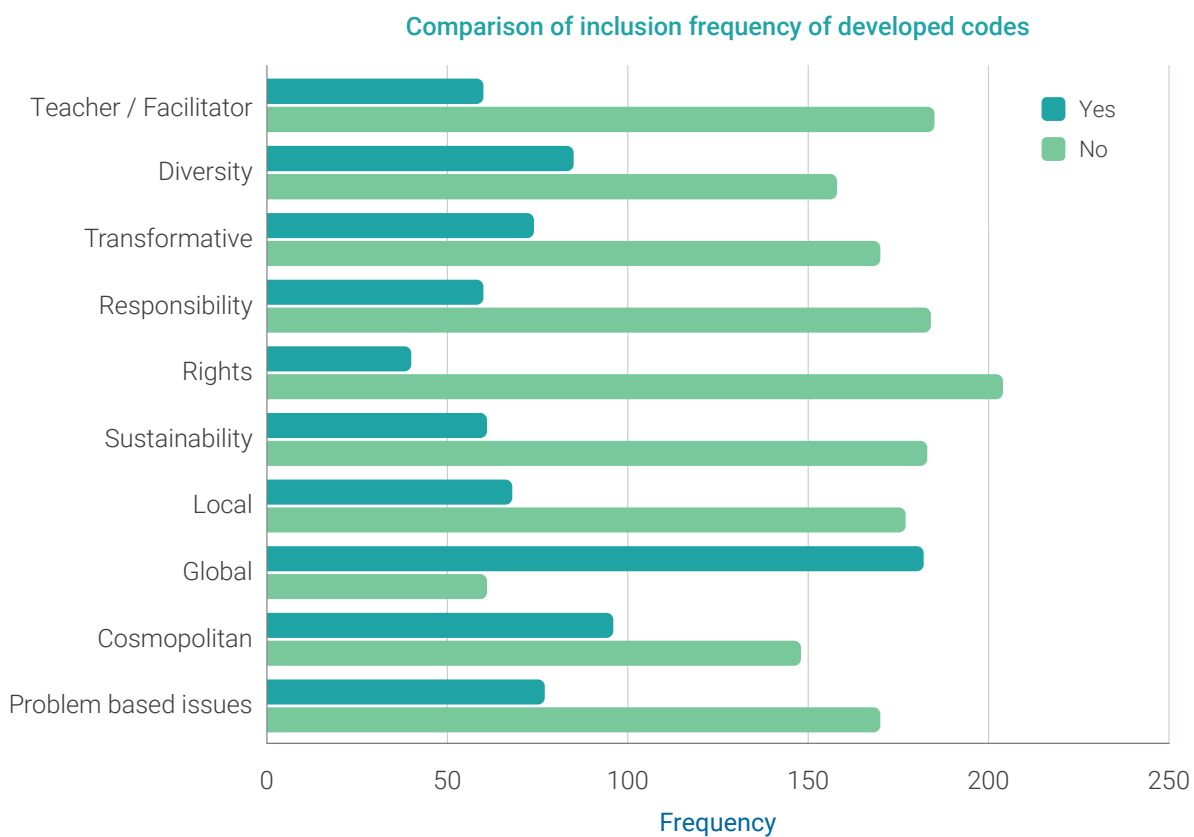
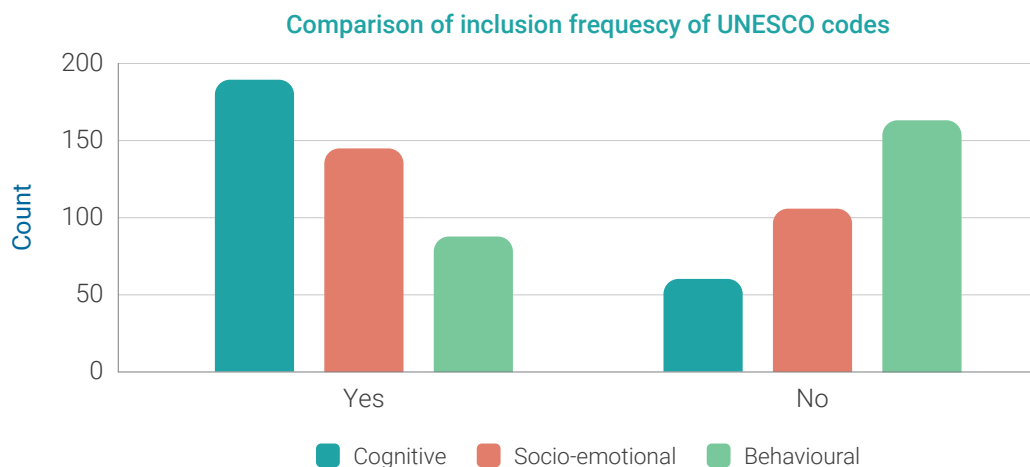
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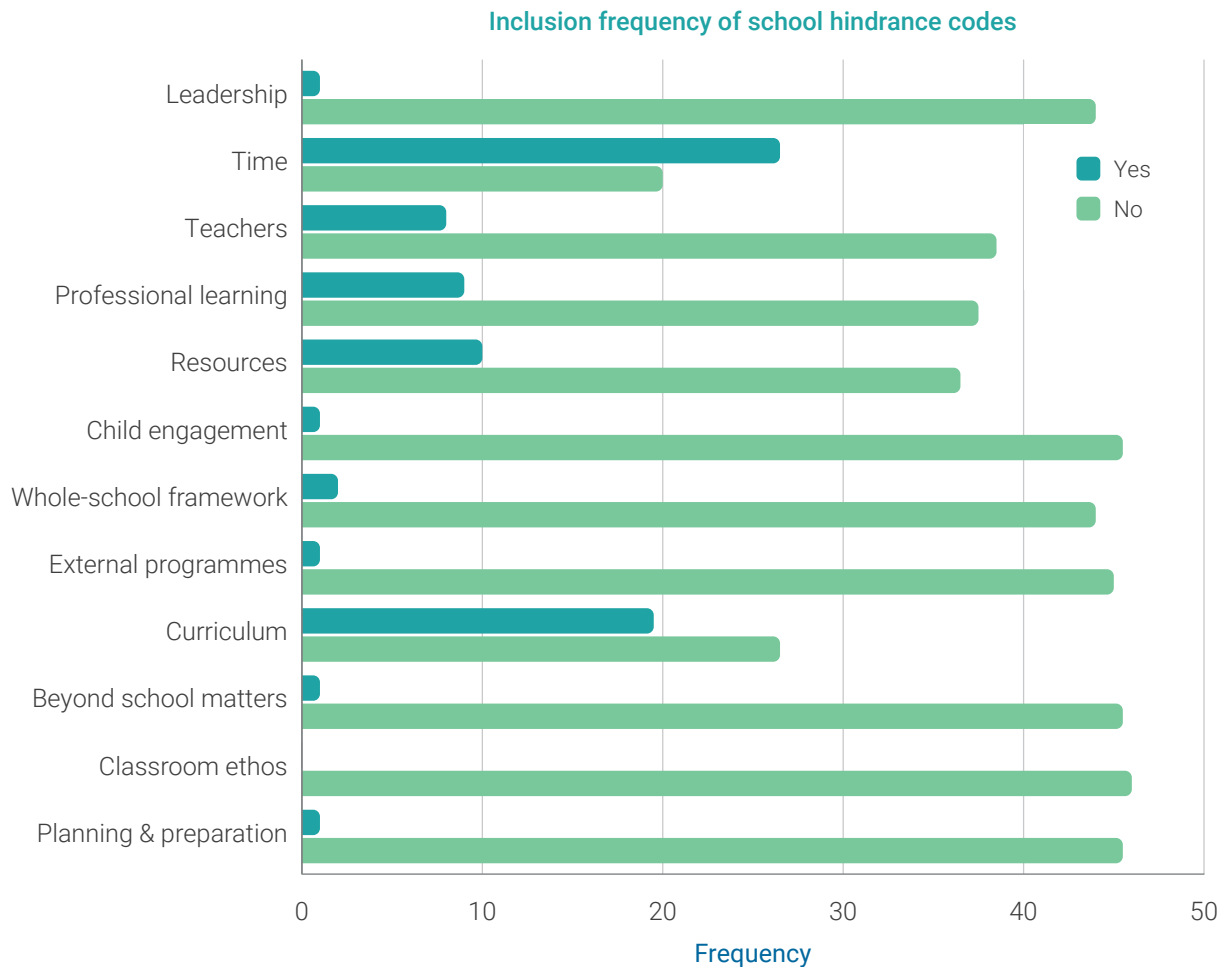
Appendix A

Additional tables









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