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

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

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

www.ideas-forum.org.uk
IDEAS Theory of Change – understanding the impact of global citizenship education

**DIRECT INFLUENCE**

1.1 Teachers (including school leaders) become more confident and skilled in global citizenship education (GCE)

2.1 Better GC teaching and learning in class

2.2 Teachers integrate GCE across their curricular planning

2.3 Confident and skilled GC teachers influence other members of staff in their schools

2.4 Confident and Skilled GC teachers share and network across schools

2.5 Teachers more globally minded (= ongoing reflection and assessment of impact, updating of approaches through reading and professional learning, updating of understanding of global social justice issues through reading, discussing, reflecting)

3.1 Children and Young People (Ch&YP) become more globally minded (= thinking, questioning reading, discussing, reflecting on global social justice issues)

3.2 GCE embedded in school leadership, planning, and whole school activities reflect GC attributes

3.3 Attainment, skills and achievement of Ch&YP is enhanced (i.e. Curriculum for Excellence four capacities: Successful learners, Confident individuals, Responsible citizens, Effective contributors)

4.1 Ch&YP have better understanding of levers of power and how to effect change

4.2 Ch&YP make lifestyle choices and other decisions taking into account global social justice issues

4.3 Ch&YP take action on global social justice issues

4.4 Ch&YP have better understanding of global social justice issues

4.5 Parents become more aware of global social justice issues

4.6 School/community links in relation to global social justice issues become strengthened locally and globally

**INDIRECT INFLUENCE**

1.2 Teachers committed to GCE as an integral part of good teaching and learning

1.3 Teachers understand an ongoing engagement with Global Citizenship (GC) themes, locally and globally, as an integral part of their professional responsibilities

2.1 Better GC teaching and learning in class

2.2 Teachers integrate GCE across their curricular planning

2.3 Confident and skilled GC teachers influence other members of staff in their schools

2.4 Confident and Skilled GC teachers share and network across schools

2.5 Teachers more globally minded (= ongoing reflection and assessment of impact, updating of approaches through reading and professional learning, updating of understanding of global social justice issues through reading, discussing, reflecting)

3.1 Children and Young People (Ch&YP) develop GC attributes (K&U, skills, values)

3.2 GCE embedded in school leadership, planning, and whole school activities reflect GC attributes

3.3 Attainment, skills and achievement of Ch&YP is enhanced (i.e. Curriculum for Excellence four capacities: Successful learners, Confident individuals, Responsible citizens, Effective contributors)

4.1 Ch&YP become more globally minded (= thinking, questioning reading, discussing, reflecting on global social justice issues)

4.2 Ch&YP make lifestyle choices and other decisions taking into account global social justice issues

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**GLOBAL LEARNING INPUTS**

- Professional learning opportunities
- Supporting sharing and networking
- Complementary activities (local and national events, campaigns, etc)
- Stride (online magazine providing features, classroom activities, resources & news)
- Signposts (website providing access and guidance on teaching resources)
- Professional enquiry
- Other impact assessment development activities
Assumption 1: Teachers are at different levels of readiness and will respond with different depths of engagement.

Assumption 2: More confident and skilled teachers will deliver better GC teaching and learning.

Assumption 3: Better GC teaching and learning will result in changes in Ch&YP’s GC attributes. Key elements of GC overlap with and contribute to key elements of quality education, as envisioned in Curriculum for Excellence.

Assumption 4: Children and young people with stronger global citizenship attributes are more likely to be more globally minded and discuss and take actions on global social justice issues.

Assumption 5: Teachers, children, young people, parents and communities that are more globally minded and informed about global social justice issues are more supportive of and active in tackling global poverty and achieving the UN Sustainable Development Goals.

UN: esp Sustainable Development Goals (SDGs)
UNESCO: esp Global Action Programme (GAP) on ESD
EU: International Development Policy
UK Government: International Development Policy
Scottish Government: Education Policy, International Development Policy
Local Government: Education priorities
Other: General Teaching Council Scotland, Education Scotland

Note: Teachers’ awareness of the policy context varies. How they understand, interpret and prioritise different aspects of the policy context in practice varies. Also teachers are not only impacted by the policy context as individuals but collectively as members of particular schools, clusters, and local authorities and by elements of ethos, culture, common practice etc influencing teachers and education at national or other levels.
IDEAS views Oxfam’s key elements of Education for Global Citizenship as a very useful framework for understanding GC attributes.

## EDUCATION FOR GLOBAL CITIZENSHIP
— KEY ELEMENTS AS DEFINED BY OXFAM

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