

Evaluation of the ChangeMakers Programme 2012-2017



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Executive Summary

ChangeMakers is a Global Citizenship programme for young people and their educators. Between 2012 and 2017, it has helped 271 young people become ChangeMakers in their communities. In turn, they've used their skills to reach 2459 of their peers so far, raising awareness of sustainability, human rights and trade justice.

ChangeMakers are informed young people, who are inspired to lead actions that contribute to global change

195 educators have also attended training to improve the way they deliver Education for Sustainable Development and Global Citizenship. They have been provided with free resources, lesson plans and new ideas to bring global learning alive in their classrooms.

The ChangeMakers programme enabled Wales' leading agencies in the field of global citizenship education to work together as delivery partners. Schools have been able to attend free conferences in their local area, receive in-school workshops and to meet and network with other practitioners who share their interest in global issues.

Young learners have been empowered, not only through knowledge and awareness raising, but by taking control of the events themselves. They have gained new skills in event organisation, campaign building and influencing others. They have learnt how to speak in public, how to argue persuasively, and how to help each other make a difference. They have gained confidence, enhanced their creativity and found their own way to take action on the issues that really matter to them.



This report is the story of the ChangeMakers programme; how it started, who it helped, and what it has become. ChangeMakers has involved

a huge number of people over the years, and nearly everyone has been positively affected by taking part. In some cases, young learners have done exceptional things after being inspired at the Conferences. In telling their stories, I hope others will be inspired to learn, and perhaps become ChangeMakers themselves.

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1. Introduction

ChangeMakers is part of a British-Council funded programme funded in turn by the Welsh Government, which has been delivered as discrete annual projects by a partnership of organisations working in the field of ESGC in Wales.

In 2012 the British Council (Wales) invited suitably qualified organisations to bid for a contract to organise a series of workshops or conferences for young people. The remit required that the events be accessible to young people from across Wales, and would contain content designed and delivered by young people.

The Centre for Education in World Citizenship (CEWC), the education arm of the Welsh Centre for International Affairs, led the successful bid, in partnership with Oxfam Cymru, Fair Trade Wales and Christian Aid. The bid and proposed resources were modelled on the format of the Global Student Forums; a delivery model that has good evidence of achieving its objectives when used in other contexts.¹

“Large scale events where young people can spend the day with inspirational speakers and debate global issues with their peers really engage them. They leave fired up – ready to take on injustice”

Nicola Inson, Education Officer, Christian Aid

Each year, the delivery team needed to resubmit a bid to deliver ChangeMakers again. Over time, the organisations and staff involved have changed, as funding and staffing levels have affected capacity to undertake the work. The format of the ChangeMakers events has also altered, based on lessons learnt from each previous year.

As time has gone by, the programme has evolved towards a co-production model. The young learners have been given more responsibility for developing and delivering the conferences themselves. The delivery partners have focussed on capacity building with the young people, training their teachers and supporting the follow-up work in schools. Allowing the ChangeMakers to lead on the bulk of the activity has had a significant impact in the wider learning community and was successfully employed in years 3-5 of the programme.

This evaluation seeks to uncover which aspects of the various delivery models have worked well, and which haven't been so successful. It also seeks to draw a picture of the very best practice which led to the greatest action by the young learners who became ChangeMakers. It is an appreciative enquiry of what has been achieved and what could yet be done. Many schools still wish for third sector support to improve their ESDGC delivery, and the new Welsh Baccalaureate and revised 3-19 curriculum present fantastic opportunities to grow this programme and ensure its sustainability in the long term.



2. The ChangeMakers Delivery Model

ChangeMakers is a multi-agency programme delivered by a network of third sector organisations working in the field of global citizenship, sustainable development and trade justice. The funding for the programme is provided by the British Council, which awards the grant on an annual basis, as part of the International Education Programme funded by the Welsh Government. Typically, there is a fairly short lead-in time between funding being awarded and the programme activities starting.



Wales International Dimension in Education

Each year one or two of the organisations has taken the lead in co-ordinating the project as a whole, with the other partners then delivering the activities in different areas of Wales (table below).

| Year | Lead partner/s | Other Partners | Programme summary |
|-------------|-------------------|---|---|
| 1 (2012-13) | CEWC | Oxfam Cymru Christian Aid Fair Trade Wales | 2 conferences on the theme of global food security. Not funded to deliver teacher training |
| 2 (2013-14) | CEWC / WIDE | Oxfam Cymru Christian Aid Fair Trade Wales CAT | 3 conferences on the theme of mobile phones and conflict minerals. Teacher training which was provided in conjunction with the conferences |
| 3 (2014-15) | CEWC | Oxfam Cymru Christian Aid Fair Trade Wales CAT | 3 schools selected by application designed and delivered conferences. Teacher training provided in these schools |
| 4 (2015-16) | Oxfam Cymru / CAT | CEWC Fair Trade Wales | Building on year 3, supported 3 schools to expand peer learning to local schools. Teacher training delivered separately |
| 5 (2016-17) | Oxfam Cymru | CEWC CAT | 3 schools selected by application process provide with workshops on refugees and asylum seekers, and supported to take action and deliver peer learning. Teacher training provided separately in 3 locations. |

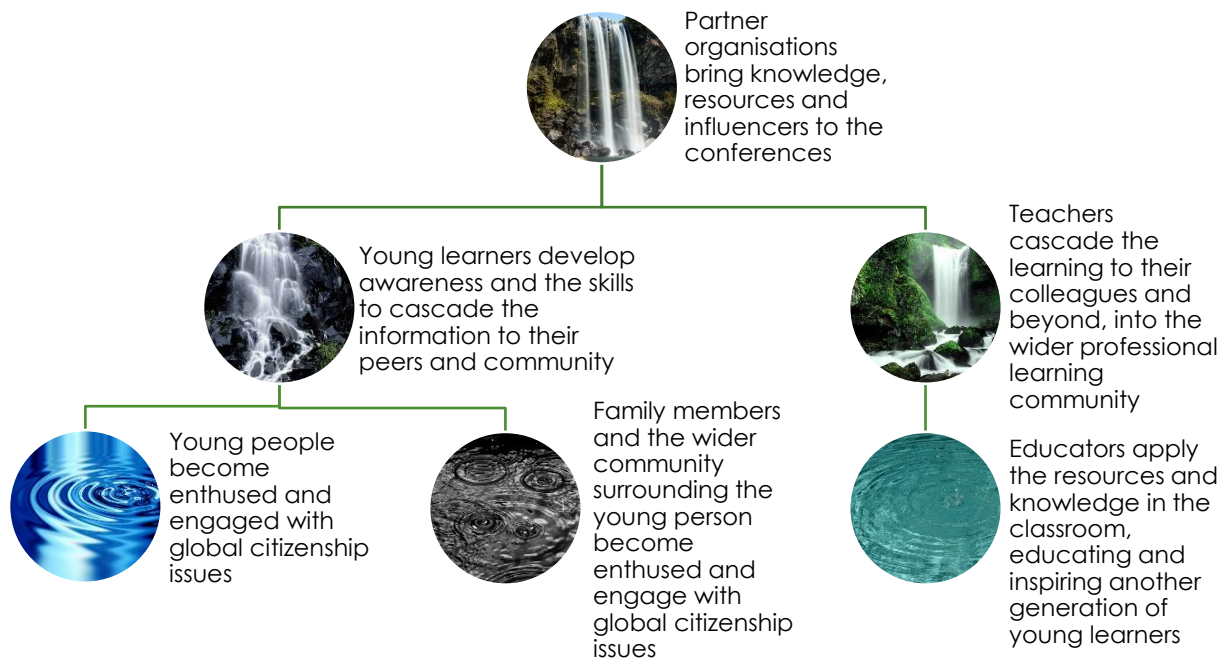
The programme benefits from a delivery model that is deliberately flexible. This regional autonomy allows the partners to shape the sessions to fit the specific learning needs of their local participants. In the spirit of ESDGC, it embeds global issues into a truly local context, linking worldwide issues with the unique geo-socio-linguistic context of each school.

As well as imparting knowledge and understanding of global equality issues, it also serves to motivate people to act. It stimulates creativity, problem-solving, co-operative working and new approaches in both young people and their teachers.

ChangeMakers is founded on the core belief that activities to raise awareness of global inequality, coupled with action planning and skills development, will motivate the participants to return to their communities and influence the behaviour of their peers.



ChangeMakers Knowledge Cascade



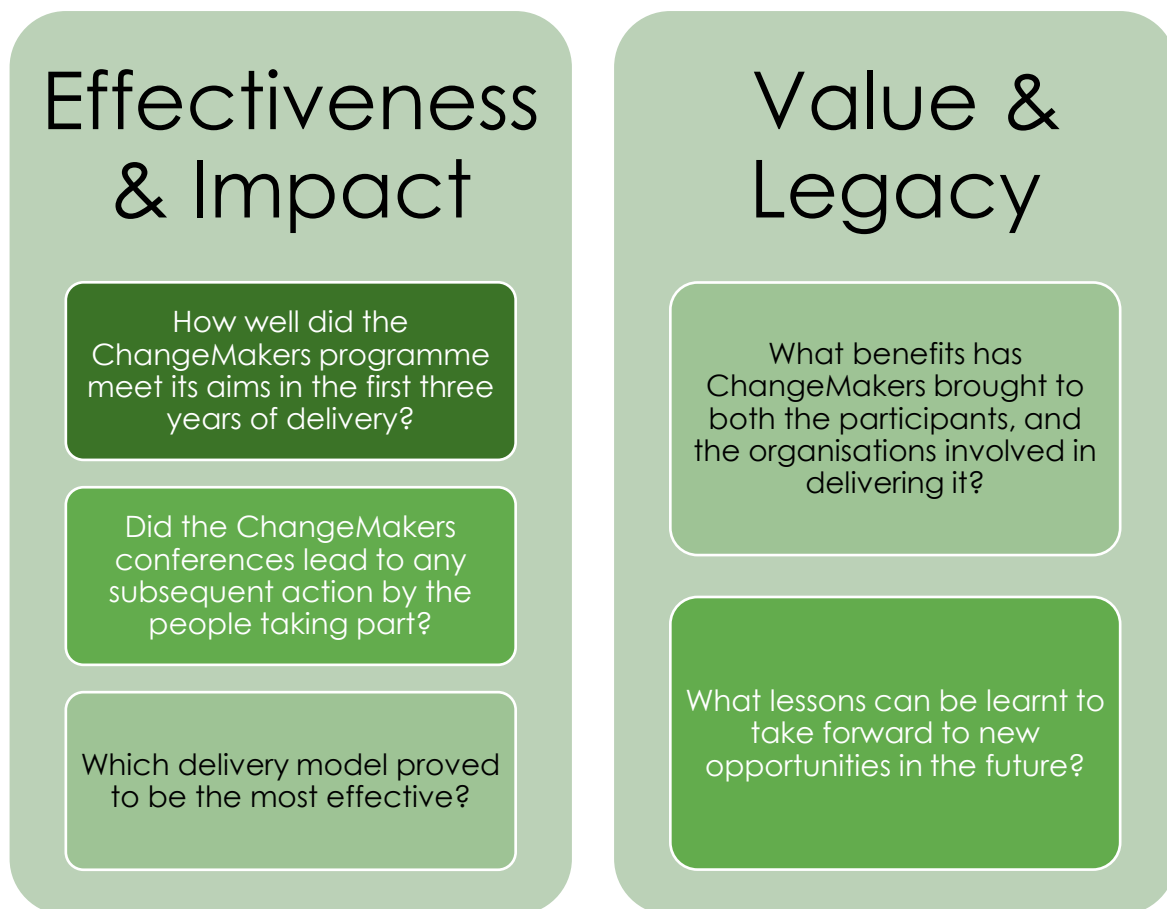
There is some evidence that such an approach can work in the field of environmental education, provided awareness raising and information dissemination are themselves seen as a type of behaviour change.² In a meta-analysis of more than 100 environmental-behaviour studies, Hines, Hungerford and Tomera (1986) found fairly substantial correlations between pro-environmental attitudes and pro-environmental behaviours. However, more important than – but also strongly interactive with – attitudes, were the cognitive aspects of knowledge of issues and knowledge of action strategies.³

ChangeMakers works because it shows young learners how they can make a difference. Not only are they encouraged to develop a sense of social responsibility, they are shown *how* to go about challenging social injustice and environmental harm. They are taught about the most effective means of influencing those in power, and given the confidence to act locally in their community, persuading their peers to join them in positive action too.

3. Evaluation methodology

At the inception of this evaluation, the lead partners in the ChangeMakers programme were asked what they wanted to gain from this report.

Their input led to an enquiry plan focussing on two main themes:



Following the evaluation of the first 3 years of delivery, additional feedback was collected about years 4 and 5 from student and teacher evaluations and delivery partners. This has been incorporated in the report but has not been the subject of semi-structured interviews.

Delivery models

Each year ChangeMakers has been delivered using a different model (see appendix 1). The partners have alternated their roles in leading, reporting, engaging and delivering the various aspects of the conferences and the supporting work with schools. This has made it difficult to carry out a conventional comparative study of the different years – the participants, staff, format, theme and monitoring systems have all varied to the extent that direct comparison is not possible.

Data limitations

There are also some gaps in the evaluation data from the conferences and workshops. The original evaluation forms have not been retained and not all the information has been fully transcribed onto spreadsheets. Conference delegates were encouraged to create action plans and write pledges but it was not always possible to ascertain whether these pledges resulted in action.

Information relating to participant follow-up is scarce, and contact details for the majority of conference participants have not been collected or retained, partly due to data protection judgements relating to the collection of children's contact details. Participants have not routinely been monitored on the basis of their protected characteristics, but there is anecdotal evidence that certain groups are under-represented amongst young learners taking part.

These data limitations have therefore required a more innovative approach to answering the key questions posed by the programme partners.

Data collection

In the first instance, all available data was retrieved from the CEWC SharePoint document repository. A quantitative analysis of participant numbers was carried out, and a delivery map was pieced together with the help of key staff from WCIA and Oxfam Cymru. The WCIA is the parent charity

of CEWC, and senior management staff assisted in piecing together information on work carried out by staff who have since left the organisation. Data on years 4 and 5 were provided by the lead partners in those years, CAT and Oxfam Cymru. This year 4-5 data was collected and incorporated into the report by a partner organisation after the evaluation on years 1-3 was completed by the external consultant.

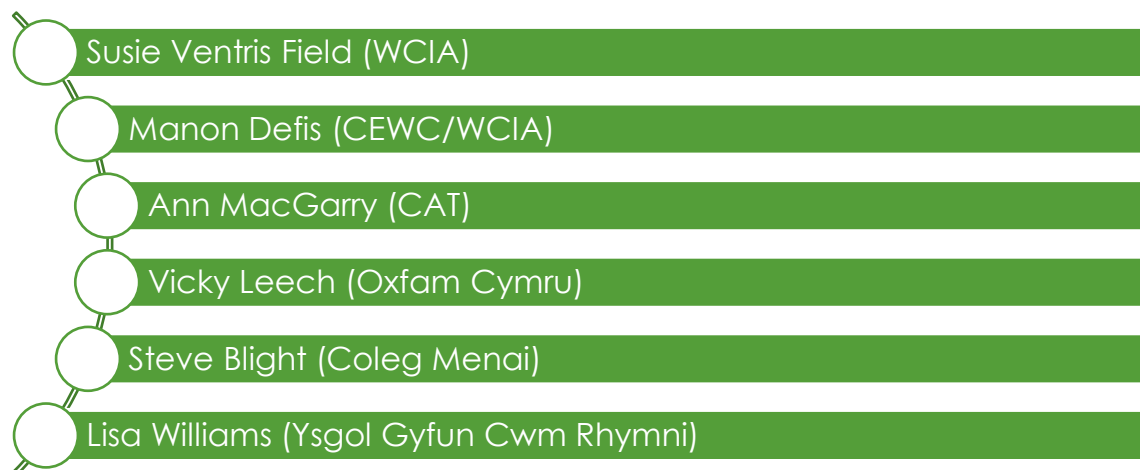
From this, an overview of the programme outputs and activities in each year was created. This enables a clearer view of the actions achieved and the possible causative factors involved. These overviews have been incorporated into an easy-read version of this evaluation (appendix 1).



A list of key informants was drawn up for years 1-3 and each was contacted inviting them to participate in the evaluation. Unfortunately, several key staff involved in the programme have since moved on to new roles, and in the case of Christian Aid and Fair Trade Wales, the Education Officer posts in Wales were subsequently dissolved. It was not possible to engage remaining staff from these organisations in the qualitative discussions feeding into this evaluation. The previous education officers for Fair Trade Wales and CEWC subsequently gave brief email feedback about years 1-5 about their involvement.

In agreement with the project lead, it was decided that this evaluation would be outcomes-based; measuring the impact the programme had, whilst seeking to understand its goals and how effectively it went about meeting them. The evaluation would seek to understand the 'best of what can be' using a process of appreciative enquiry to illustrate the peak success of the programme.

Semi-structured interviews were held with 6 key informants, who had designed, delivered, and participated in the conferences and workshops over the years.



These key informants were invited to reflect on the strengths and challenges of ChangeMakers, using a focused conversation technique to elicit rich qualitative data about the value of the programme and its impact on a personal, professional and organisational level. An additional guided conversation was held with three Year 12 students from Ysgol Gyfun Cwm Rhymni. These young learners had taken part in ChangeMakers in both 2015 and 2016 and were able to reflect on their personal development journeys as a result of the programme.

Sharon Pruski, Project Manager/Coordinator for the Developing Confident Global Learning Communities programme and previous partner in the WIDE group, contributed evidence by email.

Capturing the voices of the remaining young learners proved to be more challenging. There were few records of the names or contact details of the pupils who attended the conferences, which meant it was not possible to create an adequate distribution list for the follow-up questionnaire. Although a questionnaire was sent to eight previous conference participants,



none responded to it. Given that the conferences were aimed at Year 12 and 13 students reaching the end of school, it is not unreasonable to assume most have now moved on to higher education or employment, and most probably no longer access these email addresses.

Fortunately, a wealth of data exists in the evaluation forms used before and after the year 3 conference from years 4 and 5. Although methods to collect data each year were different because of the changes to the programme and learning from the previous year, the data illuminates the immediate impact that the conferences and workshops had on the people who took part. Data from year 3 has been collated and used to generate word clouds which visualise the most common descriptions of the participants' subjective experiences. Data from years 4 and 5 has also been summarised.

Finally, a comprehensive literature review of ESDGC provision in Wales was carried out. The review encompassed Welsh Government and Estyn guidance on ESDGC provision, the introduction of new curriculum requirements via the Donaldson review, and the Global Citizenship Challenge within the revised Welsh Baccalaureate qualification. From this review, it was possible to map the opportunities the ChangeMakers model can offer within this new policy context. These findings are recorded in the conclusion of the evaluation.

4. Effectiveness and Impact

4.1 How well did ChangeMakers achieve its aims in the first three years of delivery?

4.1.1 Year 1: ChangeMakers 2012-13

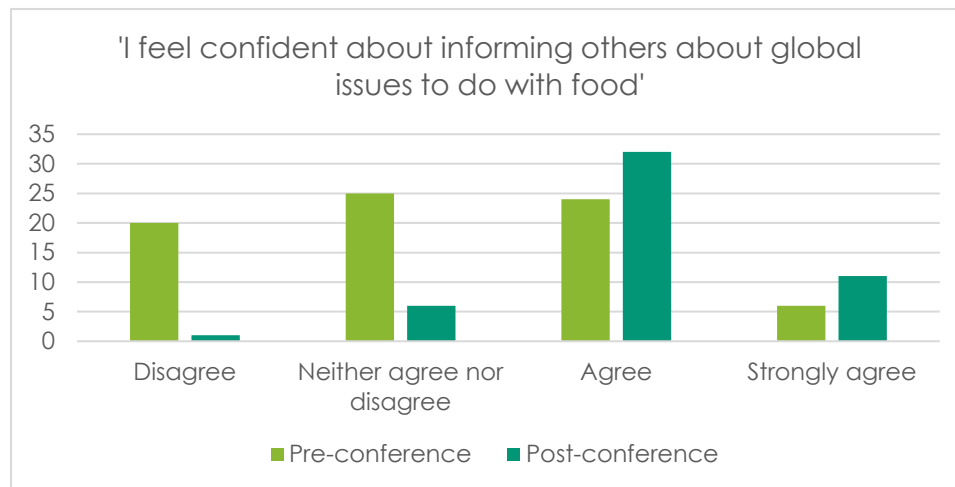
In year 1, the ChangeMakers programme had 3 objectives to be delivered through conferences in North and South Wales:

- To inspire young learners to make a difference as active global citizens
- To develop their knowledge of the issue of global food security
- To enable learners to lead further actions in their schools/colleges that contribute to global change

The programme was funded to deliver the conferences for young learners. In addition, a member of staff from CEWC took teachers out to a separate room for half an hour during the day. He explained plans to follow up the conference and gave them some advice on how to go about supporting the students.

Data from the evaluation forms completed before and after each conference shows that the events were very successful at achieving objectives one and two. 90% of all the students surveyed said that it was possible for people like them to take action to tackle the causes of global food insecurity. Most students also felt that they were able to explain a wide range of reasons for the existence of global food insecurity in today's world.

The evaluation forms asked the young learners if they felt more confident in their ability to inform others about global issues to do with food. Whilst self-assessed confidence is not a reliable indicator of subsequent action, it does illustrate that the conferences successfully raised awareness of the issues and contributed to a greater sense of competence in this area.



"It made me want to change how I act and waste less food and take action"

"I feel I could make an impact now, when before I felt my actions would make no difference"

There is little evidence that objective three was achieved by the conference delegates. Although the conference activities contained SMART action planning kits, and both teachers and students were repeatedly prompted to keep in touch, no reports were received. A Facebook group was set up for the young ChangeMakers to stay connected and share their work, but it was not adopted by the young learners and is now shut down. The participating schools did not respond to letters, phone calls and emails asking them to report on their progress. Such participant attrition is not unusual in programmes working with schools, but it helped to prompt the delivery partners to consider a new approach to information gathering in the next year of delivery.

Although the conferences had a target of 100 young learners taking part, only 75 eventually attended on the day. The high attrition rate raises the cost-per-beneficiary significantly. Those schools who did not come were followed up, and cited poor planning and a lack of transport on the day as reasons for not attending. The internal project evaluation report recognises the need to develop more robust booking procedures and a better process for screening applicants to ensure they have the necessary commitment to attend.

4.1.2 Year 2: ChangeMakers 2013-14

In 2013-14, the Centre for Alternative Technology and WIDE joined the delivery partnership, with WIDE becoming the co-lead partner alongside CEWC. WIDE was an association of 22 Local Authority officers with responsibility for the International Dimension in schools. It was active until around 2013, but as

consortium working lead to Local Authorities reducing staff, the network was eventually wound down. Therefore WIDE did not take part in ChangeMakers again after this year.

This year, the partnership successfully applied to deliver teacher training as well as the student programme. The delivery of the conferences and teacher training activities were separated but still took place within the conference, allowing more curriculum-focussed training for school staff, and more action-based activities amongst the young learners. This was in response to feedback from the previous year, when several teachers and students requested sessions tailored to their specific learning needs and styles.

The conferences were themed around the global impact of the mobile phone industry. There were separate objectives for the teacher and student elements:

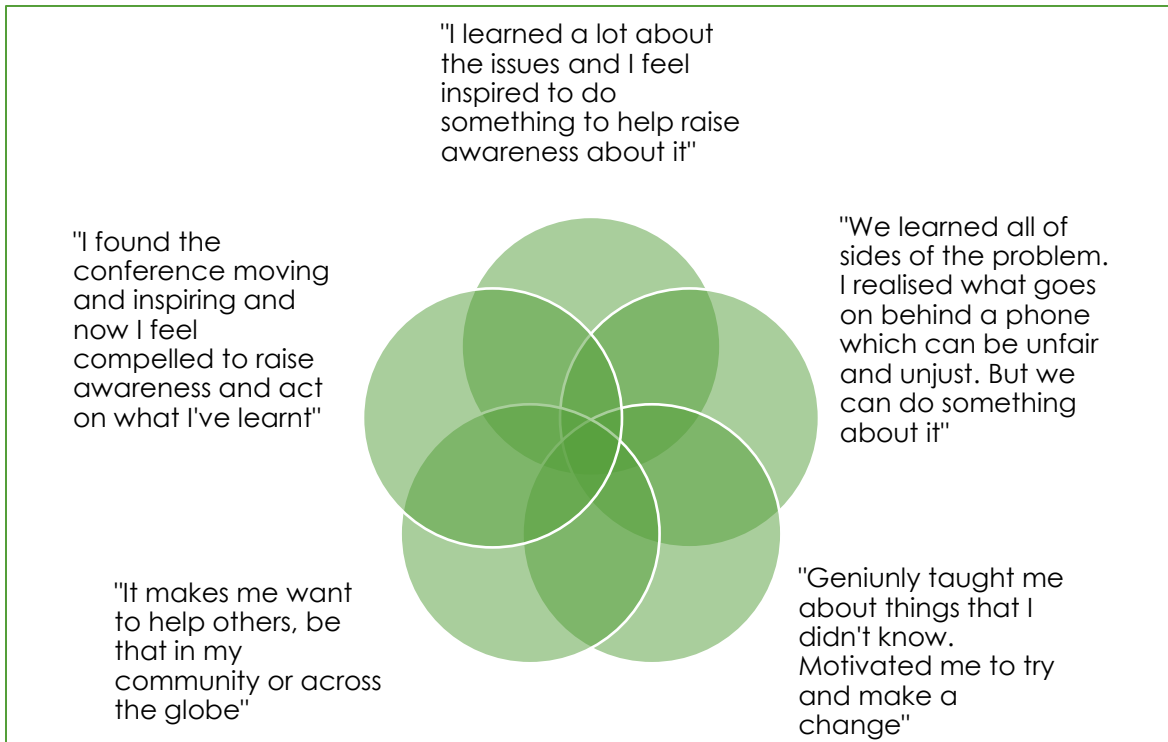
Objectives of the teachers' session:

- Develop techniques to teach Education for Sustainable Development and Global Citizenship (ESDGC) throughout the curriculum with a special focus on government priorities, numeracy and literacy
- Empower teachers to share their learning with colleagues in their own schools after the event

Objectives of the student sessions:

- Develop critical thinking about the impact of mobile phone production
- Inspire students to become ChangeMakers with the skills to run their own peer education projects in their schools

It is clear from the detailed feedback forms that the conferences were very successful in meeting their objectives. Both students and teachers reported that they were significantly more knowledgeable about the issue as a result of attending, and nearly all felt equipped to take positive action as a result.



The degree of emotional impact is palpable in the delegates' comments, especially with regard to the keynote speaker Bandi Mbubi from the Democratic Republic of Congo. Hearing first-hand from someone whose life has been affected by blood minerals seems to have struck a deep vein of empathy amongst the learners. There was also a strong reaction to the audio-visual content used, with delegates reporting that they felt moved by the videos they had watched.



"The conference was interactive and I wasn't bored often. The video clips really caught my interest. The video of Chase really affected me"

Young Learner, north Wales

The teachers were universal in their praise for the content and structure of the sessions they took part in. They complimented the ChangeMakers team for tailoring the ESDGC materials to fit with the Literacy and Numeracy framework and for re-awakening their own enthusiasm for trade justice and human rights.

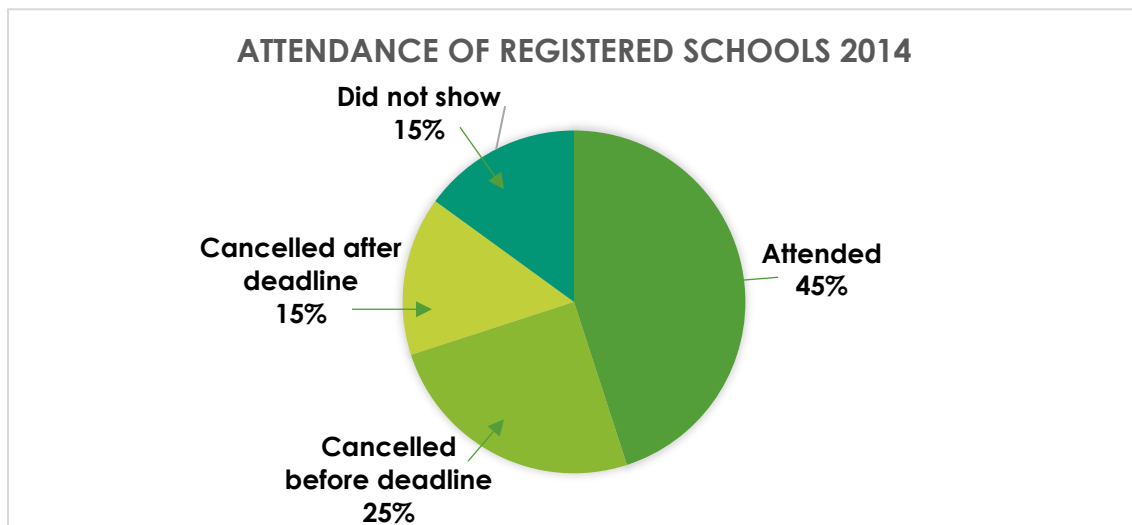
"Inspirational content. Practical and novel ideas to take back to classroom sessions"

"Plenty of information on ESDGC issues (numeracy/literacy). Glad to see so many pupils from schools who will take the message back. I'm sure the conference will impact on their lives."

"Gave me lots of ideas and re-energised my enthusiasm for ESDGC issues and it also gave me lots of new ideas and links to use."

Despite efforts to prevent a repeat of the unfilled places at the year 1 conferences, this time one third of the seats were left empty on the day. Before the conference schools had been informed that they would be subject to a £50 penalty fee for not attending without giving notice.

Across Wales, 20 schools had registered to bring pupils to the conferences. Of this total, 9 (75 students) ended up using the opportunity. A quarter cancelled with adequate advance notice, 15% cancelled immediately before, and 15% simply did not show up on the day.



Even with the introduction of cancellation fees, nearly half the schools did not provide adequate notice that they could no longer come. This left some groups with too few participants to carry out the activities, and was a source of keen disappointment for the organisers. The schools who failed to attend without

notice were contacted to ask why they failed to attend; they cited a lack of teaching cover and transport issues.

4.1.3 Year 3: ChangeMakers 2014-15

In year 3 the conferences were themed around the global fashion industry. The delivery consortium consisted of 5 partners, with CEWC taking lead responsibility. In previous years the team had found it difficult to follow up with schools and get evidence of the action they might have taken after the conference. Limited capacity and funding had meant that it was not feasible to deliver additional workshops before or after the conference.

The new model provided closer support to a smaller number of schools over a longer period of time. Three conferences were held across Wales, and like year 2, teachers and young learners were trained separately.

After an open, competitive application process, 3 schools/colleges were chosen to be part of the ChangeMakers programme: Coleg Menai, Ysgol Gyfun Cwm Rhymni and Ysgol Dyffryn Aman. The delivery partners provided close support and delivered 4 sessions at the schools/colleges. 47 young learners were chosen to become ChangeMakers, and participated in the focus group sessions. The student sessions enabled the young learners to acquire the knowledge and skills to lead change in their school. The sessions introduced the topic of the global clothing industry and developed the students' knowledge and understanding of the topic. They were also taught effective peer-learning, presenting and facilitation techniques, and were provided with ideas for making change happen and guidance on action-planning and organising conferences.

Between the sessions, schools/colleges continued to research the topic and engage with the theme of the impact of the global clothing industry. They developed realistic action plans and methods of engaging the wider school population and then went on to plan and organise a ChangeMakers conference, aimed at inspiring local learning and action on the global clothing industry within the school. Activities were delivered by focus groups of learners, with support from teachers and the delivery partners. In total, over 576 additional young learners were reached through the conferences and other school extension activities.

The partners and other speakers trained teachers on how to deliver ESDGC in their classroom, and demonstrated how to link the topic to the literacy and numeracy framework. Teachers were also trained to support ChangeMakers activities in school or deliver related lessons to their students.

The objectives for the young learners were expanded to enable them to learn about the global fashion industry and be empowered to contribute towards positive change by developing:

- knowledge and understanding of the environmental and human impacts of the clothing industry
- the ability to think critically about global issues
- the skills needed to initiate, plan and carry out positive action
- peer-education skills, and the ability to apply their knowledge and skills.

In an effort to secure better attendance from the participating schools, all were recruited through a more rigorous application process that required them to provide evidence of senior management buy-in. The capacity of the programme was strengthened to include more preparatory and follow-up workshops in the successful schools. The output targets were re-profiled to measure the young learners taking part in the focus groups as well as those reached by the conferences.

The ChangeMakers model shifted further towards a co-production ethos, with the young learners given responsibility for organising the conferences themselves. This proved to be very effective, and the programme exceeded its own targets in terms of engaging with young learners. However, teachers' participation in the ESDGC training was lower than the anticipated. Partly, this was due to the difficulty in booking suitable dates at the schools.

Interestingly, even staff from schools whose students participated fully in the focus groups and conferences did not always attend the training sessions organised for teachers. As Steve Blight from Coleg Menai explains:

"I didn't go to the ESDGC training part last year, I had covered all the topics in other CPD sessions already. We already get a lot of training from the GLP [Global Learning Programme-Wales] and it isn't easy to get cover so you can leave the school for the day"

Steve Blight, Lecturer, Coleg Menai

The young learners were asked to rate their confidence in several areas of knowledge and competence before and after the focus groups, using a 5 point Likert scale

- Confidence in their knowledge about global issues associated with the fashion industry.
- Knowing where to find information about global issues.
- Confidence in educating others about global issues.
- Confidence about planning and organising events and activities.
- Belief that young people can make positive change happen in the fashion industry.

The final project evaluation report to the British Council states:

“There was a significant shift with one focus group especially, which included 12 students. At the start, only 4 felt confident in their knowledge about global issues and the fashion industry and by the end of the project, all 12 students felt confident in their knowledge. Only 2 students were confident in educating others and 5 in planning and organising but after the process, 10 students felt confident in peer-educating and 9 felt confident in planning and organising after the experience leading up to the conference. More students also “strongly agreed” that young people can make positive change happen”

Evaluation data relating to the experiences of the educators was not available for this analysis. However, the young learners who attended the focus groups and conferences were definitely inspired to take further action, and these activities are detailed in the section two.

4.1.4 Year 4: ChangeMakers 2015-16

In Year 4 teacher training and the ChangeMakers programme for young people were separated, with Oxfam taking the lead on teacher training and CAT on the programme for young people. The separation of the teacher training was partly

because of low attendance in the previous year and also to deliver training linked explicitly to the new Welsh Bac. qualification.

The plan for young people was to build on the work of the previous year, working with the same schools, deepening their knowledge and engagement and supporting them to deliver global education to other learners in their own and other local schools. The theme was the Sustainable Development Goals (SDGs) with workshops delivered in schools on climate change, inequality, water, Fair Trade and development in China

Ysgol Cwm Rhymni and Coleg Menai responded enthusiastically. Their own staff introduced their groups to the SDGs, chose topics and identified local schools to engage in workshops. The third school from the previous year decided not to participate. Ysgol Friars was selected instead and although enthusiastic, and benefiting from workshops with over 100 of their students, were unable to deliver the peer learning aspect of the project.

Between Ysgol Cym Rhymni and Coleg Menai, they delivered peer learning to over 900 learners. Before and after questionnaires demonstrated improved knowledge about the SDGs. There was also broader skills development for learners. Lisa Williams at Ysgol Cym Rhymni said:

"The project increased the confidence of all the participants...Most of them were fairly quiet in the beginning and have now developed into the strongest communicators. The shyest girl gave a confident 25 minute presentation to her contemporaries. The confidence of the primary school pupils has always developed through fostering a good relationship with older pupils whereby they felt comfortable discussing and sharing ideas...The communication between pupils of different ages has been constructive, positive and mature. The project has stimulated creative thinking, brought learning to life with a world outside the classroom. "

4.1.5 Year 5: Change Makers 2016-17

In year 5, the topic of the movement of people with a focus on asylum seekers and refugees was selected. Oxfam Cymru took the lead on teacher training and the programme for young people. Based on learning from the previous 4 years, it was decided to keep the teacher training separate, and to work with three schools intensively based on an application process to ensure buy in. It was agreed that these should not be those who participated in years 3-4 to further the reach of ChangeMakers.

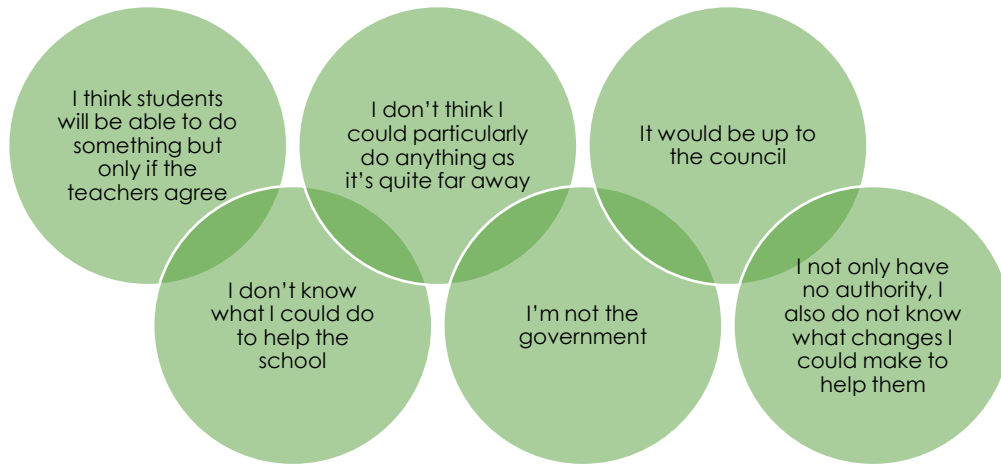
The objectives for the young people's programme were:

- Increase knowledge and understanding of the movement of people with a focus on refugees and asylum seekers
- Develop critical thinking skills and apply these to real world issues
- Gain skills and experience in peer education activities reaching 400 learners
- Develop as informed, ethical and active citizens

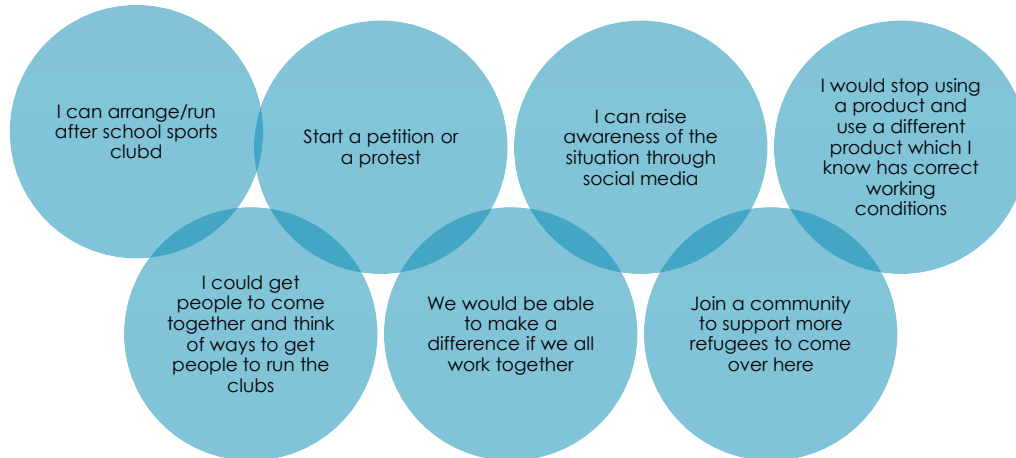
Ysgol Plasmawr, Ysgol Maesyrdderwen and Bishop Vaughen Catholic School were selected as participants after a competitive application process. Each school had one workshop on the theme, and another workshop on how to take action and deliver peer learning. They then had time to implement actions, followed by a further workshop for reflection and review.

This model worked well because it enabled intensive work with young people and supported them through the process of taking action. Learners valued learning about the refugee crisis and clearly demonstrated a better understanding of these terms based on data from the baseline assessment and final evaluation. They were also particularly moved by hearing from volunteer speakers who are asylum seekers.

Example baseline responses to “Can I do anything about it?”



Example post-programme responses to “Can I do anything about it?”

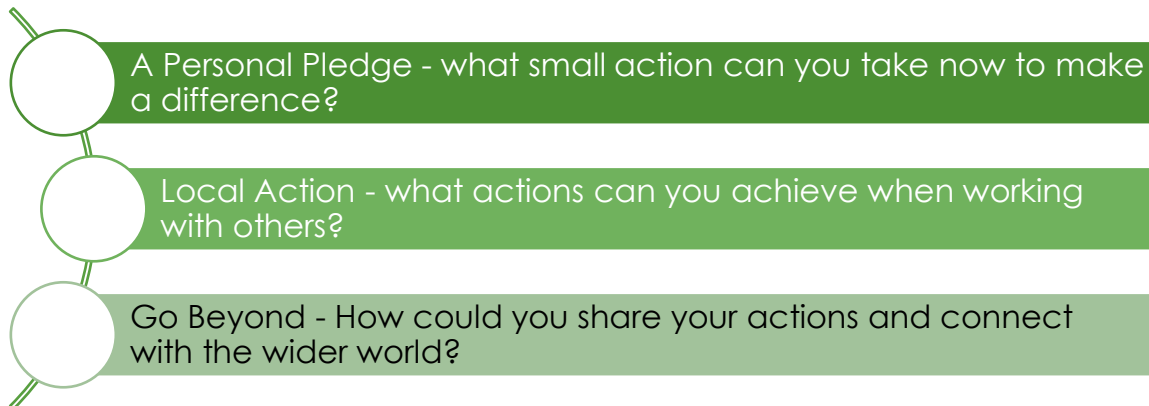


Learners completed a ‘Can I do anything about it?’ baseline and final survey which showed a substantial increase in their belief that they have power to have an influence on both local and global issues.

During the programme, ChangeMakers have delivered peer learning to over 1126 pupils and this work is ongoing. Learners are confident that they will engage even more of their peers after the exam period is over. For example, Ysgol Plasmawr have committed to running a Refugee Welcome day during Refugee Week. The main challenges of the programme have been time pressures, with schools wanting a little more time than allocated to complete the projects particularly due to exam pressures.

4.2 Did the ChangeMakers Conferences inspire participants to take further action?

It is not possible to prove whether the conferences in years 1 and 2 led to any subsequent action on the part of the schools who attended. During year 1, student delegates were given a comprehensive delegate brochure. The brochure contained pages asking them to consider what action they would take once the conference was over, and to complete 3 pledges to that effect:



Each question also asked the student to think about whether the pledge was realistic, and frame it with a timescale and a measure for indicating success.

Although efforts were made to keep in contact with the schools after the event, there was a poor response rate to the follow-up activity by the partners. It was not possible to secure evidence that the young people or schools carried out the pledges they made. Contact details of the schools who took part were also not retained, meaning it is not possible to follow-up in subsequent years.

The delivery partners recognised that monitoring and evaluation processes needed to improve in the second year of the programme. A variety of new means were used to capture the activity carried out by the young learners after the conference. This included a Facebook group, a blog and prizes for the most inspiring group and individual actions. This included a one-year subscription to 'ethical consumer magazine'. Even with these incentives, few reports were received.

Although no records of action have been retained and the Facebook page and blog are now closed down, the key informants recall that some of the schools did continue to carry out action once they returned from the conference. For example, Coleg Menai held a session raising awareness of mobile phone

recycling during Fair Trade Fortnight. Stanwell School sent members of their eco-committee to the conference, and reported back in the school's newsletter.

Most notably, young learners from Dyffryn Secondary School were deeply affected by the information they learned at the conference. Dyffryn Secondary school is based in Port Talbot, and attended the south West Wales ChangeMakers event in March 2014. Pupils at this school had already been trained as ESDGC champions by Sharon Pruski at WIDE. She recalls

“This event had a profound effect on pupils (who had also been trained up by me as ESDGC champions) and they decided that they wanted to do something in school to raise awareness of the problem. They ran a peer learning day (with support from teachers) and organised the training and supervised the day, They also had an environmental tourism day at Margam Park for year 7 pupils and have gone on to do lots of work including their own training of pupils in their school to be ESDGC champions. We started with 6 pupils in 2014 and this has increased to 40 by 2015. [The] School also got involved in World Largest lesson and Carl Sergeant attended school to take part in the event”

Sharon Pruksi, Project Manager, WIDE

In years 3-5, the entire format of the programme was adapted to focus on developing the young learners as ChangeMakers. The conferences were organised and run by the ChangeMakers, or the focus shifted from conferences to peer learning and action. Learners were supported to carry out other actions by their teachers and the project delivery partners. The schools taking part were more carefully selected and this helped ensure that there was senior management buy-in, with time and resources allocated to the young learners. Establishing a closer link with the Welsh Baccalaureate qualification in some schools also meant that the young learners were able to dedicate more of their study time to the activities as it counted towards their portfolio.

For example, the three schools all undertook additional work before and after the year 3 workshops, with Dyffryn Aman pupils creating a display on the ChangeMakers project so all the students at their school could see.

At Coleg Menai every aspect of the event was organised by the students themselves, from inviting delegates to deciding on the key issues it would focus on. They decided to concentrate on the use of water, pollution and the working conditions of people employed in the global clothing industry. The students crafted a large banner with the logo 'Let's Unstitch Poverty' to highlight the problems faced in the Garment Industry. Following the event they carried out outreach work with younger pupils in Ysgol David Hughes, raising awareness of Fair Trade and the manufacturing conditions behind the clothes we buy.

Coleg Menai continued to build on this work in year 4 of ChangeMakers, delivering peer learning through a stall in the college and a conference for learners at Ysgol David Hughes.

At Ysgol Gyfun Cwm Rhymini, ChangeMakers slotted in to the school's existing comprehensive programme of ESDGC. The school is a lead school in the Global Learning Programme – Wales and supports other schools who wish to improve their ESDGC teaching. Their work is led by a dedicated member of staff who has the full support of the school management. They used the ChangeMakers opportunity to its fullest extent, training a group of year 12 pupils to lead the programme with younger peers in their community. The young ChangeMakers organised a conference that was attended by 250 pupils, and then visited local primary schools to give presentations and run workshops. They reached an additional 200 pupils through this work. The momentum created by ChangeMakers continued in year 4; another round of peer-learning workshops with local primaries and younger students was delivered.

ChangeMakers fits really well with the World Development 'A' Level I teach. The activities help to bring the issues to life, and provide a rich context to help them apply their learning. The conferences really help make the pupils think about how progress can be made in reducing poverty, and how this can be done in a sustainable way.

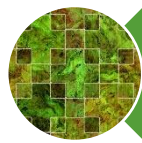
Steve Blight, Lecturer, Coleg Menai



The staff also participated in the teacher training opportunities afforded by the programme. The school ensure all staff get a chance to access the CPD opportunities, including managerial staff and those assisting teachers in the classrooms.

In year 5, Ysgol Plasmawr, Ysgol Maesyrdderwen and Bishop Vaughen Catholic School have delivered peer learning to 1126 learners and plan whole school activities including citizenship classes, PSE day, and school exhibitions. Two of the schools are planning to work towards School of Sanctuary status as a result of ChangeMakers.

There are several shared features between the schools that have taken sustained positive action as a result of ChangeMakers:



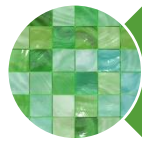
Whole school approach, involving teachers, pupils, LSAs, and school management



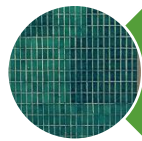
Participation in a variety of external Global Learning opportunities (e.g GLP-W)



Key teachers who champion ESDGC in the school, and who are given time and resources to carry out this work



Good connections with other local schools



A school that is familiar with teaching the Welsh Baccaulaureate, and mainstreams ESDGC across the curriculum

4.3 Was one delivery model more effective than the others?

It is clear to see from the sheer number of people reached, and the impact on the participants, that the models adopted from year 3 onwards were the most effective. Although the conferences in years 1 and 2 were very successful at raising awareness, there was no capacity to follow up with more positive action in the schools so it is not known if the enthusiasm transpired into action.

One of ChangeMakers' key strengths is being able to continuously redevelop and improve the programme based on learning from the previous year. Unburdened by a long-term delivery plan that must be adhered to, the partners were able to bring new ideas and approaches each time they reapplied for funding.

As a result, the programme has become more effective as it has gone on. While early conferences inspired and moved, the final ones have allowed young learners to acquire a broader range of skills and an ongoing commitment to promoting sustainability and global citizenship with their peers.

It is revealing that some delegates at the year 2 conference left feeling guilty rather than empowered. There is always a risk that people will react this way when they become aware of injustice without being given the means to take action.



Likewise, introducing a desire to take action without the skills to think critically about how best to address the problem can lead to ineffective action, or attitudes which actually compound the original problem. Delivering conferences without the surrounding development of critical thinking can lead to a 'soft' global citizenship education which perpetuates colonialist ways of thinking and fails to recognise the political and personal dimensions of global injustice.⁴

The delivery partners who have worked on ChangeMakers across the years all agree that the programme is much more effective when the young learners are given support and training before and after the conferences.

There is also general consensus between the delivery partners that the programme works best when the teacher training and youth action elements are separated, but that it is useful for teachers supporting ChangeMakers in their schools to attend the CPD sessions.

However, in year 2 the teacher training focused on developing the educators' awareness of global issues at the same time as the young learners. Although this meant there was less time for very specific teacher training, the educators themselves seemed to value the opportunity to participate alongside their pupils.

One way that Ysgol Gyfun Cwm Rhymni succeeded in sharing their students' knowledge and opinions with the staff was inviting the ChangeMakers to talk at teacher conferences and meetings.

This was an effective confidence building exercise for the young learners, and allowed the staff to get a good grasp of the themes they were campaigning on and the activities the ChangeMakers had planned.

The presentation that Ysgol Gyfun Cwm Rhymni pupils gave inspired other schools to consider introducing peer-to-peer learning in their settings as well.

"We have always wanted to provide more support, especially after the conferences. But it just hasn't been practical in some years - we didn't have the money, the time or the people to do it that way. But it is definitely more effective to work that way. The schools usually need that extra bit of help"

Manon Defis, WCIA

"The teachers have very specific learning needs related to the new Welsh Bacc. They need specialist training, tailored to their school. It is easier to deliver this outside the conferences...However, it was positive having the teachers who led the ChangeMakers groups attending the teacher training as teachers were more knowledgeable and confident in supporting their learners."

Vicky Leech, Oxfam Cymru

"I was so impressed to see my students standing up and talking about fair trade and global equality. I learnt a lot about their views on these issues and was really proud of the contributions they made"

Steve Blight, Coleg Menai

5. Impact and Legacy

5.1 What positive benefits did ChangeMakers bring to the participants, and the organisations delivering it?

Taking part in ChangeMakers has helped to inspire and motivate not only the young learners, but also their teachers. It has provided a rich and rewarding opportunity for young learners to acquire new skills, to work co-operatively with others, and to gain confidence in their ability to bring about global change through local action. Teachers have been equipped with new ideas and classroom resources, and helped to develop the way they teach literacy and numeracy.

ChangeMakers has helped to support and enrich existing networks like the Global Learning Programme – Wales. The two streams of work complemented each other, and the teachers' CPD events have had a greater reach and impact thanks to this connection. Thoughtful planning means

ChangeMakers is also well suited to meet the growing learning needs of practitioners

who teach the Welsh Baccalaureate. As Global Citizenship has become a more prominent theme, increasing numbers of teaching staff have found the programme helpful in developing their professional practice in this area.

Evaluations of the year 4

ChangeMakers teacher training workshops show that incorporating curriculum guidance for the Welsh Bacc has helped to drive up the number of teachers attending. There were many positive impacts on the young people who took part in the conferences, either as delegates or organisers. Most notably, many

Focusing on the particular need [for Welsh Bacc teacher training] meant that there was a good turnout for the events. During ChangeMakers 2014 we had a lower turnout for the teacher training events, particularly in North Wales. The focus on the Welsh Baccalaureate themes and skills meant that we had a lot more interest in the events.

Vicky Leech, Oxfam Cymru

"It's really good how we have been able to talk to adults too, especially the teachers. I would never have believed I could go to a conference and be up on stage, but doing this project has shown me I can"

Year 12 ChangeMaker, Ysgol Gyfun Cwm Rhymni

report increased confidence, not only in their own knowledge and understanding, but in themselves as learners and ChangeMakers. At Ysgol Gyfun Cwm Rhymni, their teacher recalls that several of the pupils lacked the confidence to speak in public when they first enrolled. The programme was promoted to pupils of all abilities, not just the most academic or confident individuals. By taking part the young learners were coached and supported to present to ever increasing audiences. By year 3, the first group of ChangeMakers were standing up and giving presentations to conference rooms full of education practitioners from other schools.

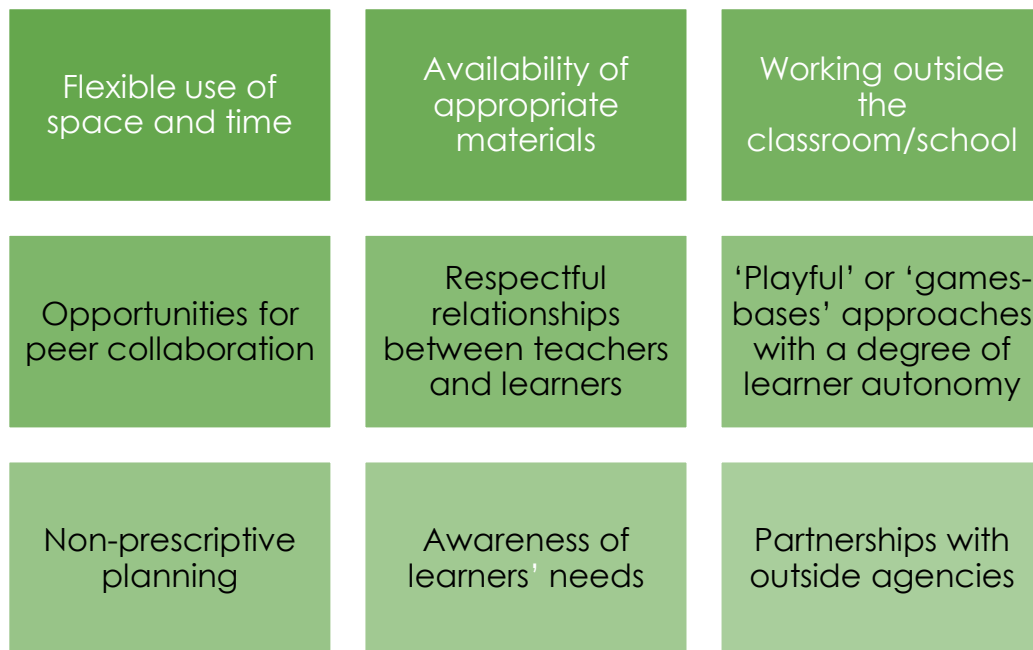
It is notable how the ChangeMakers opportunity enabled the young learners to develop a broad base of skills not always found in the day-to-day curriculum.

Planning the events and peer learning required a good deal of creativity and innovative thinking, as well as a good understanding of the ESDGC issues they were promoting. Several of the key informants reported that they had been impressed by the creativity shown by the young learners when offered the chance to

design their own conference. In some ways this is unsurprising, because the year 3-5 ChangeMakers models are ideally suited to fostering creative expression. A large scale literature review of approaches to creative learning found the following factors were instrumental in supporting creative skills development in children and young people:

“It was great to see the unusual ideas the young people came up with, stuff you really wouldn’t expect. One pupil even dressed up and played a mosquito in a role play – all their own idea, of course”

Ann MacGarry, CAT



Adapted from Davies et al (2011)⁵.

The partners delivering the programme have also benefitted from the opportunity to work collaboratively with other organisations in the sector, pooling resources, contacts and knowledge. Although all share a similar commitment to ESDGC, the partners each have special expertise in different areas; for example environmental sustainability and working with young learners, or teacher training and the production of resources for educators. By collaborating and combining these areas of expertise, the partners have been able to offer the schools a specialised and uniquely tailored learning experience.

6. What opportunities does the Welsh policy context offer ChangeMakers in the future?

Global citizenship has been included in the national curriculum since the late 1980s, and some element of world citizenship education has featured in schools since the early 1960s⁶. There are a diverse range of agendas underpinning the promotion of ESDGC in schools, including sustainability, intercultural understanding, economic integration, skills and knowledge for the global economy, human rights, and social justice and equality. Given these broad foundations, calls for the development of global citizenship education come from a wide range of different organisations – from inter-governmental bodies, national governments, non-governmental organisations (NGOs), the media and the voluntary and business sectors, as well as politicians and education policy makers⁷.

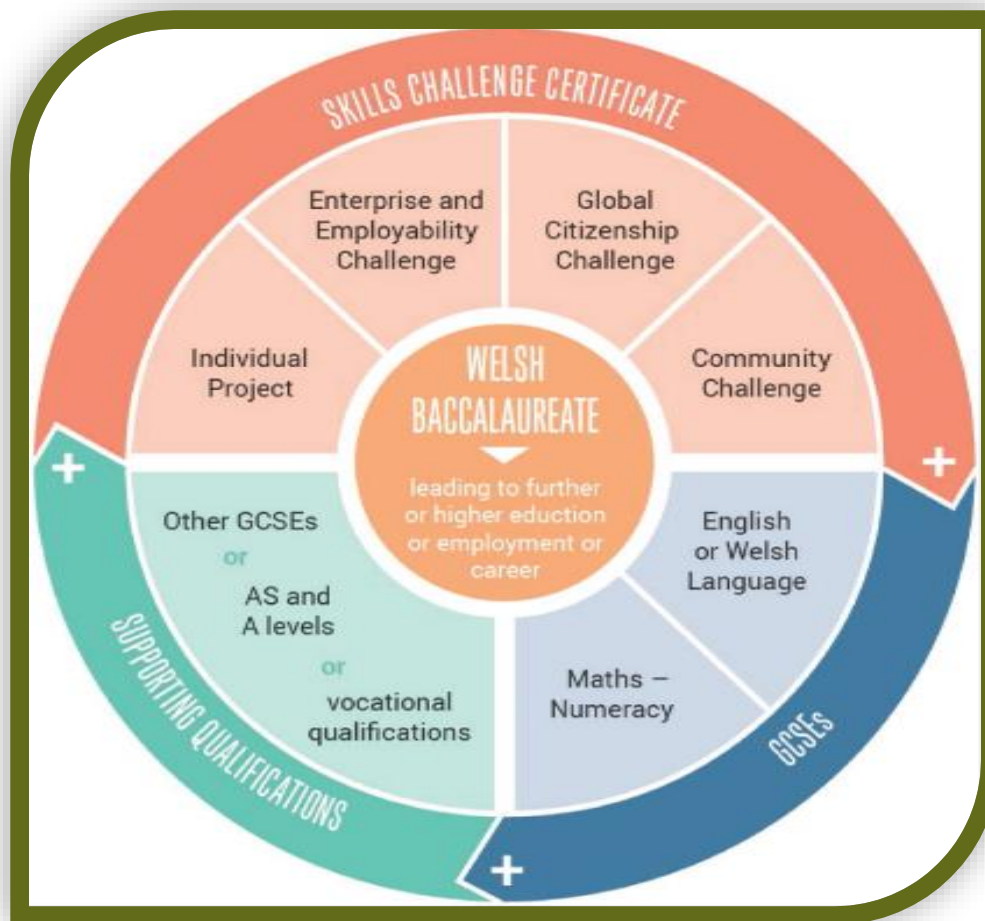
Since devolution in 1999, Welsh schools have continued to be obliged to provide education for sustainable development and global citizenship as a cross-curricular theme⁸. Curriculum guidance issued in 2008 specifically stated that ESDGC should not be seen as an additional subject but as 'an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life'⁹. Wales is now one of the few countries in the world with a Governmental policy committed to incorporating ESDGC into all aspects of the curriculum.

The National Foundation for Educational Research carried out an analysis of the value of the International Dimension in Education in selected Welsh schools. The 2010 study found that all the participating schools noted improvements in the standard of learners' work, motivation and attainment through the use of the IDE in the classroom. A greater understanding and awareness of global issues was reported, along with opportunities for learners to broaden horizons, improve skills and develop better social relationships. All schools also noted a positive impact on their staff too – particularly on staff motivation and satisfaction, with greater shared practice and team working, and improvements in teacher/learner relationships¹⁰.

In 2014 Estyn published a thematic report on ESDGC provision in Welsh schools. It found that the best schools had a clear vision and definition of ESDGC in the context of their school, key staff who were assigned to lead on the theme, good cross-curricular planning, and a broad range of staff training provided by external agencies and their local authority cluster. However they also highlighted a lack of appropriate professional development as a contributing factor to teachers lacking confidence to teach the more complex concepts related to ESDGC in Wales¹¹.

Up until 2015, Sustainable Development and Global Citizenship have not usually been studied as discrete subjects. The WJEC currently offers an A Level in World Development, but this qualification is to be withdrawn by 2018. From then on, the Welsh Baccalaureate will be the only qualification where Global Citizenship is taught as a discrete and accredited subject.

The Welsh BaccaLaureate Qualification was piloted in September 2003, and has since been rolled out across schools and FE colleges. The WBQ requires students to develop knowledge of Wales' culture and its place in Europe and the wider world, alongside a range of wider social and work-related competencies.



In 2015, the Donaldson review of Curriculum and Assessment in Wales was published. The recommendations from this review were accepted by the Welsh Government and are being implemented in the development of the new curriculum. The review proposed that one of the key purposes of the Welsh curriculum should be “to equip all children and young people to become ethical, informed citizens of Wales and the World.”¹²

Whilst not mandating it, the Welsh Government is keen to see the Welsh BaccaLaureate offered to every pupil in Wales¹³, and Estyn have reported that the Welsh BaccaLaureate is most successful in schools where it is made compulsory¹⁴. There is considerable political momentum towards the Welsh Bacc becoming a universal, compulsory qualification for post-16 learners.

“It can be challenging for some teachers to incorporate ESDGC learning into their schemes of work, it really helps to have specific training on these issues and how to link them to different areas of the curriculum”

Steve Blight, Coleg Menai

From 2015 onwards the revised and more rigorous Welsh Baccalaureate qualification has been based around a graded Skills Challenge Certificate. The Skills Challenge features two elements which directly relate to the ChangeMakers remit; the Global Citizenship Challenge and the Community Challenge. As the

project partners have all identified, the introduction of Global Citizenship education as a core element of this qualification provides many new opportunities for third sector organisations that offer ESDGC resources and teacher training to schools.

Schools have been able to access the Global Learning Programme - Wales if they are willing to commit funding in this area. GLP-W has supported schools to deliver high quality teaching and learning on global themes by establishing local networks of schools, and by providing the necessary tools, resources, and training. ChangeMakers offers GLP-W schools a great opportunity to bring outside agencies into their setting and enrich the quality of their Global Learning provision. It also provides valuable additional CPD opportunities for staff in the school, including those who may not be able to access conventional teacher training.

The GLP-W offers an impressive range of resources, training and support to schools, but it is not available to other education providers, such as FE colleges. The open application criteria in the ChangeMakers programme therefore makes it particularly valuable to colleges, who can struggle to access opportunities reserved for compulsory education providers.

“There is a definite training need now the Welsh Bacc has a more defined Global Citizenship element...more teachers need to know how to introduce global issues and help their students think critically about them”

Manon Defis, WCIA

GLP-W funding comes to an end in July 2017 which may influence the design of future ChangeMakers programmes.

7. Conclusion and recommendations

ChangeMakers has succeeded in reaching its stated aims in each of the years it has run. The programme has enabled 271 young people to become ChangeMakers in their communities who in turn have reached at least 2459 of their peers. 195 educators have also developed their professional practice and understanding of ESDGC in the classroom.

The programme has many strengths, and, thanks to reflective practice on the part of the delivery partners, has improved in effectiveness as time has gone on.

The year 3-5 models have delivered the greatest impact and legacy (although it is early to say for year 5). By apportioning more resources to fewer beneficiaries, the eventual reach of the programme has been extended beyond delegates at a one-off event, and into a sustained programme of action lead by the beneficiaries themselves.

The stakeholders taking part in this evaluation have identified the following aspects of the programme as being particularly useful, effective or noteworthy:

Working with fewer schools over a longer period of time. Both the schools and the delivery partners agree this approach leads to better outcomes

Allowing some degree of regional autonomy to the delivery partners, in order to tailor the sessions to the unique geo-socio-linguistic context of each school.

Giving young learners responsibility for planning and delivering the conferences. This has allowed them to acquire valuable new skills, as well as increasing their knowledge and confidence

Linking the content of both teacher and student workshops to the developing curriculum. ChangeMakers' synergy with the new Welsh Baccalareate curriculum is particularly valued by the schools taking part

The opportunity to attend a conference alongside learners and teachers from other schools was also valued by the participants. The conferences were seen as a beneficial experience in and of themselves, even when no additional work was delivered within the school.

The use of guest speakers who had personal experience of the issues being discussed had a profound impact on the young learners and their teachers.

There was less consensus around the value of separating the teacher training from the work with young learners. Some respondents felt that this worked well, allowing the partner organisations to focus on delivering the aspects they were best suited to. The partners were also able to leverage the existing education programmes they deliver, and their contacts within schools, to continue the momentum of the conferences. In some cases, staff from the most successful schools did not participate in the teacher training element – usually because they had already undertaken CPD around these topics through their professional learning communities.

Nonetheless, maintaining synergy between the work with young learners and the educators in their schools seems to lead to a greater overall level of subsequent activity than working with either group on a stand-alone basis. The young learners benefit from having motivated and enthusiastic teachers, who know how best to support them to carry out the activities they have planned. And the educators themselves seemed to value being part of the activities carried out by their students, and spoke of the pride and admiration they felt seeing the initiatives the young learners developed. It may be that in future years, some aspect of the regional conferences can be retained to allow the young learners and their teachers to work together, and to network with other ChangeMakers in their area.

Some aspects of the programme proved consistently challenging, and were recognised and reported by the majority of stakeholders.

In years 1-3, at least 25% of the spaces for young people at the conferences went unused. This was generally caused by schools failing to attend on the day. Although some remedial action was identified, this was not effective in improving the attendance rates.

Monitoring, evaluation and data retention has been sporadic, especially in terms of participant follow-up. The majority of participants are no longer traceable. Some evaluation initiatives, such as the Facebook group for ChangeMakers, did not succeed in engaging participants

Information sharing and joint evaluation systems between the partners have not always worked well. Partners sometimes lack awareness of the activities of the other organisations involved in the partnership.

Educators reported that the timing of the application process was a little too late in the academic year to incorporate the programme into their curriculum and CPD planning for the year ahead. Delivery partners also recognised that the short lead-in time made it difficult to engage with some schools

In light of the challenges identified by the partners and beneficiaries, consideration should be given to improving the way the programme is monitored and evaluated. The British Council provides its own reporting template, and is satisfied with the way the lead partners have monitored the programme. However, there are some steps the ChangeMakers team could make to help the programme adopt best practice approaches to monitoring and evaluation in the future.

1. Develop a monitoring and evaluation framework that has input from both internal and external evaluators. With a programme on this scale, self-evaluation is usually the most appropriate approach, but engaging an external party to help establish systems at the start of delivery ensures the right information is being collected. This will also enable the post-delivery evaluation to be conducted more effectively.
2. In keeping with the co-production ethos, learners could also be involved by designing and undertaking evaluation. This could mean setting the evaluation questions, collecting and analysing evaluation data, and making recommendations about service improvement. There is evidence that this has occurred in the third year of the programme but the details of the evaluations carried out by the young learners have not been fed into the overall project evaluation.
3. Consider using a clearly defined Theory of Change as a project planning and evaluation tool. This will serve two purposes; to enable better monitoring of whether the activities of the programme are leading to the intended aim, and to help the project partners develop a shared understanding of programme's purpose and methods.
4. Create more clearly defined indicators for the actions that the ChangeMakers are expected to undertake as a result of participation. Although space must be given to allow the young learners to develop their own ideas, the programme has sometimes lacked clarity as to what actions are desirable or effective outcomes of the intervention. Explicitly stating what types of follow up activity the programme is hoping to foster will enable better monitoring of whether the project aim has been met.
5. Collect a wider range of evidence of the activities carried out by the ChangeMakers. In years one and two the young ChangeMakers were able to complete feedback forms after the conferences, but lack of time and funding meant no longer-term follow-up occurred. In the third and fourth years, the partners were able to continue working with the schools after the activity was complete. This led to greater post-workshop activity,

- but most of the reporting is based on anecdotal recollection rather than physical evidence. In year 5, monitoring was embedded in the workshops and much more time was dedicated to collecting rich evidence from participants. In future, methods such as photography, live tweeting, using unique hashtags, live illustration/visual minutes, and digital storytelling could be used to create more channels for capturing evidence of the actions carried out by the ChangeMakers. These methods will most probably be more effective if they are developed in partnership with the young learners.
6. Introduce better methods for sharing information between the partner organisations. The primary lead partner/s in each year was ultimately responsible for collecting and storing all of the information relating to the programme across the years. Information such as participant contact details and the evaluation forms from the workshops and focus groups have not been routinely collected (sometimes due to data protection issues surrounding working with children) and recorded in a central place that all partners can access. A centralised system for collating and reporting participant data would ensure effective information management during programme delivery, and would greatly assist reporting and evaluation.
 7. Consider introducing methods for recording equality data about the programme beneficiaries. Aside from a basic head count, no other demographic data exists. Anecdotal evidence suggests that the majority of the young learners taking part in ChangeMakers were female, despite equal number of young men studying the Welsh Bacc and ESDGC-related subjects such as World Development and Geography¹⁵. More robust monitoring of protected characteristics would enable the partners to ensure that they were providing an accessible service, and provide a benchmark to plan better engagement with under-represented groups.
 8. In latter years, the partners created a dedicated opportunity to regroup, reflect and review the programme once each delivery cycle has ended. This should continue and could also include participants in the future.

In spite of the logistical challenges, ChangeMakers has undoubtedly been of great value to the hundreds of people it has reached between 2012 and 2017. It offers considerable added-value to other ESDGC programmes in Wales, and has the unique benefit of truly involving and empowering the young people taking part. The collective experience and professionalism of the delivery partners means that the programme continues to develop and improve, offering a more

effective delivery model and a richer, more sustainable experience for the programme participants.

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