



# Global School Partnerships Programme

Impact evaluation

February 2011

**Global School Partnerships aims to motivate young people's commitment to a fairer, more sustainable world. DFID supports partnerships that promote global education through the curriculum. Support and guidance is provided to teachers and grants to schools to make the most of a school partnership as a learning tool. Funding is available for visits between partner schools to enable them to develop curriculum projects together based on global themes.**

In September/October 2010 NFER conducted, for DFID, a 'snapshot' evaluation to assess the impact of the Global School Partnerships (GSP) programme on the learning and attitudes of pupils throughout the UK in relation to global issues.

## Evaluating the GSP programme

The methods employed to meet the aims of the evaluation were as follows:

- **Questionnaire survey** - 8519 pupils and 284 teachers in GSP schools and non-GSP (comparison) schools in England, Scotland, Northern Ireland and Wales were surveyed, by online questionnaire.
- **School case-study visits** - focused interviews with senior leaders, programme co-ordinators, teachers and pupils were conducted in 21 schools, GSP and comparison, primary and secondary, with a wide range of background characteristics across the UK.

**“** *Even just raising awareness is ‘doing something’ – if we can spread the word about what we learn, and other people become aware of the problems they are facing over there, then people will be more inclined to try and help. We can do things personally on a small scale – and they do add up.*

### Measuring global learning

Factor analysis of pupils’ responses to 102 attitude statements were analysed to develop 13 robust factor scales (or measures) that could be used to compare pupils in GSP and non-GSP schools.

The 13 factors fell into three broad categories of:

- **Awareness** of i) global issues in general and specifically about ii) interdependence, iii) human rights and social justice iv) sustainable development and v) conflict issues
- **Attitudes** to a range of global issues such as vi) diversity, vii) global citizenship, viii) interdependence, ix) human rights and social justice, x) sustainable development and xi) conflict resolution
- **Response** or xii) critical reflection about their global learning and xiii) self-efficacy: the extent to which pupils felt they could, as individuals, contribute to the global community.

Pupil ‘scores’ on the factor scales were then combined to give overall measures of the impact of the GSP programme.

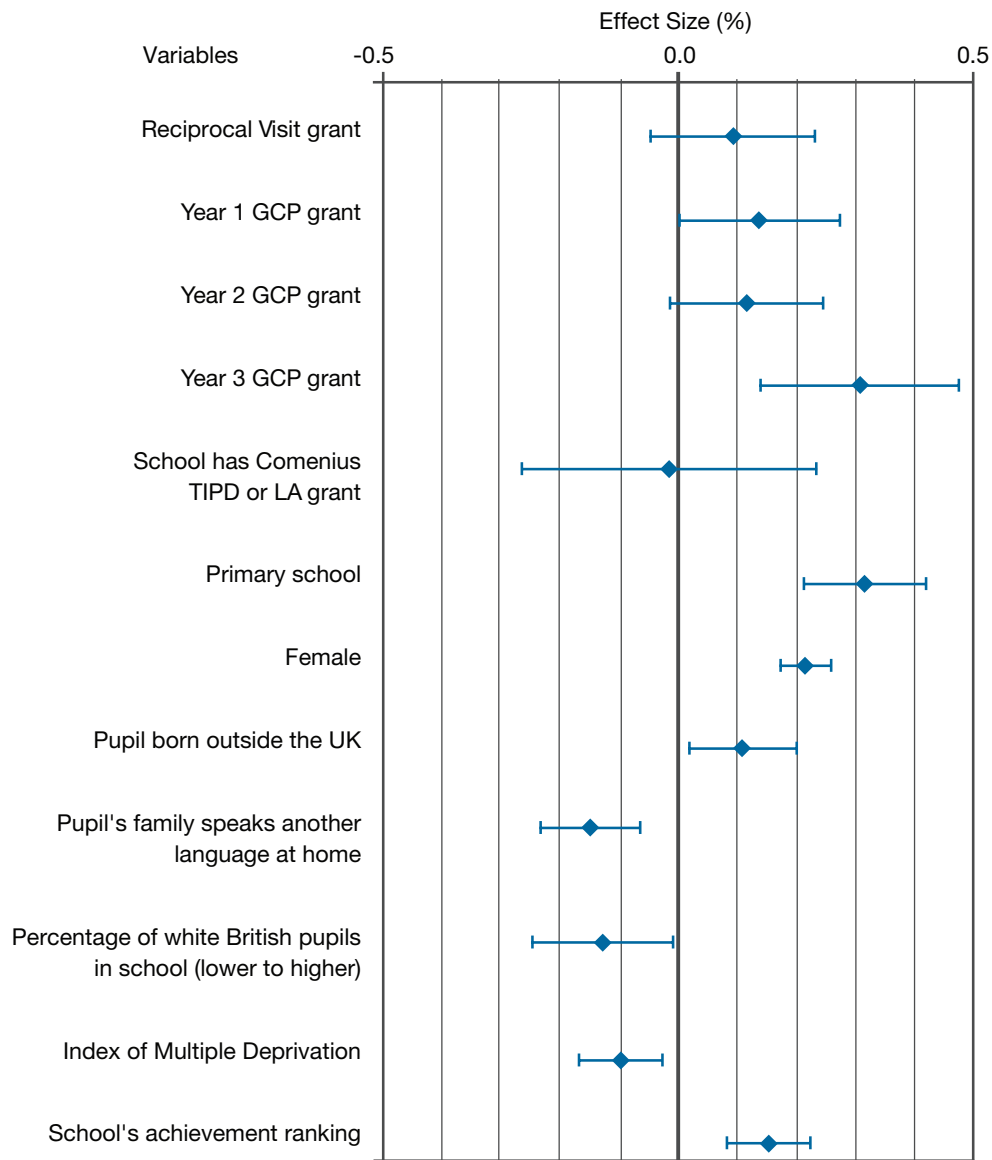
## Key findings

### GSP - impact on pupil learning about global issues

- **Involvement in the GSP programme was shown to have a significant positive effect on pupil awareness, attitudes and response at both primary and secondary school level.**
- **Most significant differences were observed in schools in the third grant year, where partnerships were well established and the principles and values promoted by the GSP programme had had time to become embedded in whole-school policy, but significant effects were also found in other grant years.**
- The impact of the GSP programme was seen most significantly in primary school pupils, girls, pupils in high achieving schools and pupils born outside the UK. Each of these groups scored significantly higher than average.
- Lower than average scores were found among pupils from schools in deprived areas and pupils in schools with higher proportions of white British pupils.
- Pupils in GSP schools had a clearer understanding of interdependence, and were able to give specific examples of how our actions impact on poorer countries, for example in areas of trade and the environment. They were also more informed about the factors that contribute towards inequality amongst different countries.
- The GSP programme, when fully established in the school, impacts positively on both girls and boys and on pupils at both primary and secondary levels.

The figure below shows how different groups of pupils differ from the overall mean score (indicated by the central vertical line at 0.0).

### Overall scale: Attitudes, Awareness and Response



### Further observations

- Both the quantitative and qualitative findings suggest that pupils in schools where ethnic diversity is celebrated are likely to have a broader understanding of global issues and more positive attitudes.
- In GSP schools, working with the partner schools was greatly valued as a way of engaging pupils, of making the learning more direct and challenging stereotypes.
- Having allocated time was an issue for many teachers, and in many cases staff were seen to devote their own time to plan and develop global learning.
- The extent to which the relationship with the partner school is a two-way exchange, working and learning together rather than simply providing charitable support, was perhaps the most significant factor that separate GSP schools from non-GSP schools.

## GSP - Teacher responses

Teacher responses were examined for any patterns that might be linked with pupil scores on the factor scales. Teachers of the higher scoring pupils were significantly more likely to be from GSP schools.

### Teachers of high scoring pupils reported that:

- the global dimension was fully embedded across their school
- global learning was seen as a school priority
- they had received training/professional development specifically in relation to global learning
- they specifically taught: global citizenship, sustainable development, interdependence and conflict resolution.

### Teachers in GSP schools were significantly more likely to report that global learning:

- was seen as a priority in their school
  - was fully embedded across the school
  - was well developed in their whole-school curriculum planning
  - played a significant part in their school ethos
  - was part of their school development plans
  - had brought vibrancy and relevance to the learning in their classrooms.
- Teachers in GSP schools reported high positive impact of the programme on their schools, their pupils and on their own personal and professional development.
  - Many GSP teachers reported positive impact of the GSP programme on their local communities.
  - Teachers greatly valued the funding and support provided by the GSP programme and believed their partnerships would be sustained.
  - Teachers and senior leaders commented on the importance of the programme in 'opening the eyes' of pupils living in areas where there was little ethnic diversity.

**“** *It IS really important for us to learn about what's happening in other countries now – because it's our generation that's going to change the world – it's up to us to make it a world worth living in... for everybody.*

**The Global School Partnerships programme aims to motivate young people's commitment to a fairer, more sustainable world. The evidence from this research indicates that the GSP programme has made a significant positive impact on the learning and attitudes of girls and boys in primary and secondary schools throughout the UK.**

**“** *Meeting someone face-to-face is much more important than anything you can learn from a book – a first hand view*

For further details of this research go to [www.nfer.ac.uk/publications/GSP01](http://www.nfer.ac.uk/publications/GSP01)

For further information about the GSP programme go to [www.dfid.gov.uk/globalschools](http://www.dfid.gov.uk/globalschools)