National Foundation for Educational Research

Global School Partnerships Programme Impact evaluation report

Report for DFID

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GSPP

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Executive summary

1. Background and aims

NFER (the National Foundation for Educational Research) was commissioned by the Department for International Development (DFID) to conduct an impact evaluation of the Global School Partnerships (GSP) programme. This is the report of the initial 'snapshot' survey, carried out between April and November 2010.

> *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.*[1]

Schools are supported in using their partnership to embed global dimension themes in the curriculum of both partnership schools. Grants to schools fund reciprocal visits between schools in the UK and schools in Africa, Asia, Latin America and the Caribbean, while teachers are provided with a wide range of professional development opportunities, some of which lead to accredited learning.

The DFID Global School Partnerships programme is delivered by a consortium of the British Council, Cambridge Education Foundation, UK One World Linking Association (UKOWLA) and Voluntary Service Overseas (VSO). Schools, both primary and secondary, throughout the UK can apply to the GSP programme for support grants to fund, in the first instance, reciprocal visits (RVs) between their school and a partner school in a developing country (RV grants). Thereafter, schools may apply for follow-up grants to fund the development of joint global curriculum projects (GCPs) over three separate school years (GCP grants – years 1, 2 and 3).

The overarching aim of this evaluation is to assess the impact of DFID's Global School Partnerships (GSP) programme on levels of global awareness and attitudes to global issues in pupils attending GSP schools in the UK.

This main aim can be broken down into four subsidiary aims, namely:

1. to measure levels of global awareness and attitudes to global issues amongst pupils taking part in GSP programme activities

2. to compare awareness levels and attitudes among pupils in GSP schools with those of pupils in non-GSP schools

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[1] http://www.dfid.gov.uk/Getting-Involved/For-schools/global-school-partnerships/about-gsp/

3. to evaluate whether the impact of GSP on global awareness and attitudes to global issues differs depending on pupils' ages and educational stages (e.g. at primary versus secondary level)

4. to assess whether levels of awareness and attitudes amongst participating pupils change as the GSP programme becomes more embedded in schools (i.e. whether, over time, the programme has a positive, neutral or negative impact on pupil levels of development awareness).

The results of the evaluation will be useful to DFID and its partners in providing an evidence base to help inform decisions about the GSP programme going forward.

Although the GSP programme is specifically directed at developing teachers, this study is specifically focused on whether the investment can be seen to impact on pupils' learning.

2. Evaluation approach

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

> **Questionnaire survey -** 8519 pupils and 284 teachers in GSP schools and comparison schools in England, Scotland, Northern Ireland and Wales were surveyed, by online questionnaire.

> **School case-study visits** – 21 schools, GSP and comparison, were visited and focused interviews conducted with senior leaders, programme co-ordinators, teachers and pupils covering a wide range of ages and background characteristics.

Outcome measures

Factor analysis of pupils' responses to 102 attitude statements were analysed to develop 13 robust factor scales (or measures) that allowed the comparison of pupils in GSP and non GSP schools.

The 13 factors fell into three broad categories:

> **Awareness factors** (5): showing how much pupils felt they knew about global issues in general and, specifically about interdependence, human rights and social justice and sustainable development and conflict issues

> **Attitude factors** (6): showing pupil attitudes towards a range of different global issues such as diversity, global citizenship, interdependence, human rights and social justice, sustainable development and conflict resolution

> **Response factors** (2): showing pupils' critical reflections about the impact of their global learning and the extent to which they 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. Higher scores indicate more positive awareness and attitudes concerning global issues.

3. Key findings

GSP programme - Impact on pupil learning about global issues

➢ Involvement in the GSP programme has a significant positive effect on the awareness, attitudes and response of pupils about global issues at both primary and secondary school level.

➢ In GCP grant years 1 and 3 of the programme, this difference was statistically significant (ie GSP had more impact in the first and third years of the GCP grants than in the second year).

➢ The effect of the GSP programme is the equivalent of increasing the average pupils' mean score by around 8 to 12 percentile points on the factor scale measures described above.

➢ The effect size for GSP was measured to be between 0.2 and 0.3. This represents much higher impact for the GSP programme than seen in many other educational initiatives.[2]

➢ Pupils in both GSP and comparison schools showed positive attitudes to global issues, but pupils in GSP schools, generally, demonstrated a deeper understanding of a wider range of issues.

➢ Impact on pupils' **awareness** of global issues

- the GSP programme was found to have a positive impact on pupils in both primary and secondary schools

- in GCP (Global Curriculum Project) grant year 3 of the programme, this difference was statistically significant (with an effect size of 0.22, equivalent to an increase of 9 percentile points for the average pupil)

➢ Impact on pupils' **attitudes** towards of global issues

- the GSP programme was found to have a positive impact on pupils in both primary and secondary schools

- in GCP grant year 3 of the programme, this difference was statistically significant (with an effect size of 0.24, equivalent to an increase of 10 percentile points for the average pupil)

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[2] Effect sizes in other major educational evaluations conducted at NFER, if significant at all, have tended to be in the range of 0.1

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➢ Impact on pupils' **response** to global learning

- the GSP programme was found to have a positive impact on pupils in both primary and secondary schools

- in RV (Reciprocal Visit) year, and in GCP grant years 1 and 3 of the programme, this difference was statistically significant (with effect sizes of 0.28 in year 3 and 0.16 and 0.18 in RV and grant year 1 respectively. These are equivalent to an increase of 11, 6 and 7 percentile points respectively, for the average pupil).

The GSP programme was seen to have a positive impact on pupils' learning about global issues. Differences were most significant in schools in their third year of GCP funding. Although effects were seen at all stages of the programme, they were more pronounced in schools where the partnerships were well established and the principles and values promoted by the GSP programme had had time to become embedded in whole school policy.

➢ Pupils in GSP schools generally had a clearer understanding of interdependence, and were able to give specific examples of instances where our actions impact on those in poorer countries, for example in areas of trade and the environment.

➢ Pupils from GSP schools tended to be more informed about the factors that contribute towards inequality amongst the countries in the world.

➢ Pupils in primary schools had the highest scores on most attitudinal factors although secondary pupils reported more awareness.

➢ Pupils in high achieving schools, girls and pupils born outside the UK also had significantly higher scores overall.

➢ Pupils in schools with high proportions of white British pupils, pupils in schools located in deprived areas and in urban areas had significantly below average scores.

GSP programme - Teacher responses

Teacher responses were examined for any patterns of response that might be linked with groups of pupils who achieved high scores on the factor scales. Teachers of the high 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

- and that 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.

➢ Teachers greatly valued the funding and support provided by the GSP programme and most believed their partnership would be sustainable and expressed a wish to maintain it.

➢ Many GSP teachers reported positive impact of the GSP programme on their local communities.

➢ All teachers in GSP schools believed that the reciprocal visits were a very important aspect of the GSP partnership.

➢ Teachers and senior leaders reported that it often took time for the GSP partnership to become properly established. Many reported initial enthusiasm followed by a period of trial and error in developing successful joint projects and discovering the most effective ways of working together.

➢ Many schools reported that having the GSP grants over a three year period allowed more staff and pupils to become involved in the programme and, therefore, to establish more of a whole school approach.

➢ 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.

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Teachers perceived importance of GSP funding

➢ Senior leaders and teachers in all GSP schools reported that the GSP funding was crucial to developing the partnership.

➢ Many senior leaders/teachers in the third year of their GCP grant stressed that it took the full three years of funding to fully develop a strong working partnership and felt that it would have been difficult or impossible without the GSP funding.

➢ Views were mixed on whether the partnerships could be sustained when the funding ended but all, unanimously, expressed a desire to maintain relations with their partner school. Some schools were exploring other ways of funding their partnerships in the future.

➢ Some schools used part of the GSP funding to buy supply cover to release teachers involved in the programme.

Differential impact

The GSP programme was seen to have a differential impact on pupils' from different groups.

➢ **Differential impact by year of GSP programme:**

  ➢ Greatest impact was found in schools where GSP partnerships were embedded, notably in grant year 3, but some significant effects were found in other grant years

  ➢ Least impact was found in schools in grant year 2 of their GSP partnerships. (The reasons for this are unclear, but case study data offered some possible explanations.)

  ➢ In all grant years of the GSP programme, a significant effect was found on the two 'response' factors, indicating that involvement in the programme encourages pupils to think critically and reflect on global learning and to feel able to contribute to the global community.

➢ **Differential impact on primary/secondary pupils:**

  ➢ Pupils in primary schools demonstrated more positive attitudes to global issues than their counterparts in secondary schools.

  ➢ The GSP programme, when fully established in the school, impacts positively on pupils at both primary and secondary levels.

  ➢ In both primary and secondary schools, effect sizes were consistently significant in terms of pupils' response to global learning (critical thinking), their sense of self-efficacy (making a contribution) and in their and attitudes to interdependence – indicating significant impact of the programme in each of these areas these areas.

➤ Involvement in GSP activities, and with the partner school, is more widespread among primary school pupils.

➤ Participation in secondary schools may involve fewer pupils, but they are more likely to visit the partner school, so the level of involvement is often deeper.

➤ **Differential impact on boys/girls pupils:**

➤ Girls, in general, demonstrated significantly more positive attitudes than boys to a range of global issues.

➤ The GSP programme, when fully established in the school, impacts positively on both girls and boys.

➤ For boys, the impact was generally in grant years 1 and 3 and particularly in relation to their awareness of most issues.

➤ For girls the impact was mainly in year 3, in was more in relation to their attitudes.

General observations

➤ Instances of excellent global learning was observed in both GSP and comparison schools, particularly in terms of pupils' knowledge and understanding of diversity, human rights and social justice. Pupils in GSP schools, however, showed more evidence of a deeper understanding of a wider range of global issues.

➤ 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.

➤ Global learning generally was regarded positively in most schools, both GSP and comparison, but the degree to which it was prioritised varied considerably.

➤ 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 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 is perhaps one of the most significant factors that separate GSP schools from non-GSP schools.

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4. Conclusions

This survey represents an initial snapshot of pupil attitudes, alongside teacher perception and qualitative observations.

The Global School Partnerships programme aims to motivate young people's commitment to a fairer, more sustainable world. Initial findings indicate that pupils involved in the GSP programme do score more highly on measures of awareness, attitude and response to global issues. This would imply that the current level of funding has made a significant impact, at varying levels, on the attitudes of girls and boys in primary and secondary schools throughout the UK.

Both the questionnaire and interview data indicated strong, positive responses from teachers and pupils involved in the GSP programme.

The GSP programme is aimed largely at teacher professional development. This survey was designed to assess the impact on pupil awareness, attitudes and behaviours. As this is a snapshot survey, we have no earlier baseline measure for the pupils in the GSP schools. The study compares the current situation in a selected sample of GSP schools with a random sample of comparison schools. In order to fully attribute changes in pupils' learning to the GSP programme a longitudinal measure, over at least two points in time, would be necessary. (For example, it is possible that schools who apply for GSP funding are already predisposed to developing global learning, or have an ethos that celebrates diversity, etc.)

A longitudinal study that follows a number of pupils from the early stages of involvement through to their third grant year, and perhaps beyond, would give a more conclusive measure of the 'value added' impact of the programme. Such a study would demonstrate whether the GSP impact is sustained over time and would allow further exploration into the school level features that impact on pupil attitudes. It would also be of interest to examine whether the lower scores of secondary pupils represent pupils' natural maturational processes.

1. Introduction, methods and analysis

Chapter 1 overview:
- ➢ **Background** of the GSP programme and the current research
- ➢ **Methods** used – quantitative surveys and qualitative interviews of pupils, teachers and senior leaders in primary and secondary schools in England, Scotland, Northern Ireland and Wales.
- ➢ **Analyses** used – descriptive analyses, factor analyses, multilevel modelling , integration of teacher and pupil responses and qualitative data
- ➢ **Outcome measures** – description of the factor scales developed to measure pupils' awareness of global issues, attitudes towards a range of global issues and the impact of global learning on their response to (or critical reflection about) global issues.
- ➢ **Other background variables** taken into account in the analyses.

1.1 Background

NFER (the National Foundation for Educational Research) was commissioned by the Department for International Development (DFID) to conduct an impact evaluation of the Global School Partnerships (GSP) programme. This is the report of the initial 'snapshot' survey, carried out between April and November 2010.

> *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.*[3]

Schools are supported in using their partnership to embed global dimension themes in the curriculum of both partnership schools. Grants to schools fund reciprocal visits between schools in the UK and schools in Africa, Asia, Latin America and the Caribbean, while teachers are provided with a wide range of professional development opportunities, some of which lead to accredited learning.

The DFID Global School Partnerships programme is delivered by a consortium of the British Council, Cambridge Education Foundation, UK One World Linking Association (UKOWLA) and Voluntary Service Overseas (VSO). Schools, both primary and secondary, throughout the UK can apply to the GSP programme for support grants to fund, in the first instance, reciprocal visits between their school and a partner school in a developing country (RV grants). Thereafter, schools may apply for follow-up grants to

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[3] http://www.dfid.gov.uk/Getting-Involved/For-schools/global-school-partnerships/about-gsp/

fund the development of joint global curriculum projects over three separate school years (GCP grants – years 1, 2 and 3).

The overarching aim of this evaluation is to assess the impact of DFID's Global School Partnerships (GSP) programme on levels of global awareness and attitudes to global issues in pupils attending GSP schools in the UK.

This main aim can be broken down into four subsidiary aims, namely:

1. to measure levels of global awareness and attitudes to global issues amongst pupils taking part in GSP programme activities

2. to compare awareness-levels and attitudes among pupils in GSP schools with those of pupils in non-GSP schools

3. to evaluate whether the impact of GSP on global awareness and attitudes to global issues differs depending on pupils' ages and educational stages (e.g. at primary versus secondary level)

4. to assess whether levels of awareness and attitudes amongst participating pupils change as the GSP programme becomes more embedded in schools (i.e. whether, over time, the programme has a positive, neutral or negative impact on pupil levels of development awareness).

Although the GSP programme is specifically directed at developing teachers, this study was specifically designed to investigate whether this type of investment in teachers' professional development can be seen to impact on pupils' learning.

This study provides an independent assessment of the impact of the programme to date and provides a sound empirical evidence base which DFID and its partners can use to inform policy decisions concerning the funding and direction of the GSP programme for schools going forward. The research findings address issues of breadth, in terms of the age at which GSP might best be started and of depth, in terms of how long the GSP funding should be sustained in order to meet the intended outcome **i.e. to motivate young people's commitment to a fairer, more sustainable world.**

It should be noted that this is an initial snapshot evaluation. The findings would benefit from follow up longitudinal research that surveyed pupils' awareness and attitudes at least two points in time, in order to ascertain the extent and trajectory of change and impact over time.

An overview of the methods and analyses used in the study is set out below with further details in the report chapters and appendices.

1.2   The quantitative survey

The primary aim of the quantitative survey was to provide an evaluation of the impact of GSP on levels of global awareness and attitudes to global issues amongst pupils in UK schools that are participating in the programme.

To achieve this aim, NFER conducted:

- **an online survey of pupils** in primary and secondary schools and

- **an online survey of teachers** in primary and secondary schools.

Primary and secondary schools were recruited from England, Scotland, Northern Ireland and Wales for both the GSP and comparison samples. Full details of the methodology and sampling are presented in Appendix 1. While there were some differences in the characteristics of comparison and GSP schools these differences are taken into account in the statistical analyses and schools are then compared on a 'like-for-like' basis.

The Pupil Survey

A pupil questionnaire was developed to gather information on the following:

- pupils' experience of global learning

- pupils' awareness about a range of global issues

- pupils' views about and attitudes towards global issues

- pupils' perceptions of the impact of global learning on their opinions and behaviours.

The results of the pupil survey are outlined in Chapter 2 and a full copy of the pupil questionnaire, annotated with pupil responses is presented in Appendix 3b.

A total of 8,519 pupils from Years 4 – 13 (i.e. age 8 to 18) took part in the pupil survey, as shown in Table 1.1.

Table 1.1   The pupil sample

Sector	Pupils in GSP schools	Pupils in comparison schools	Overall N
Primary	1780	1969	3749
Secondary	2540	2230	4770
Total	**4320**	**4199**	**8519**

The Teacher Survey

A teacher questionnaire was developed to gather information on the following:

- teacher perceptions of the impact of global learning on their pupils (all teachers)

- teacher perceptions of the impact of the GSP programme on pupils, on the school and on themselves (GSP teachers only)

- teachers' views on the value of GSP funding (GSP teachers only)

and further background on:

- how global learning was managed in the school

- the extent to which global learning was supported and embedded in the school

- the teaching priorities of different global issues

- teachers' views and experiences of global learning.

The results of the teacher survey are outlined in Chapter 3 and a full copy of the teacher questionnaire, annotated with teachers' responses is presented in Appendix 4.

A total of 284 teachers took part in the teacher survey, as shown in Table 1.2.

Table 1.2   The teacher sample

Sector	Teachers in GSP schools	Teachers in comparison schools	Overall N
Primary	106	55	161
Secondary	91	32	123
Total	**197**	**87**	**284**

Considerably more teachers from GSP schools responded than from comparison schools. Full details of the representation of the sample are shown in Appendix 1.

1.3   The qualitative study

In addition to the pupil and teacher surveys, NFER also conducted case study visits to 21 schools (11 GSP and 10 comparison schools). During visits, interviews were conducted with senior leaders, GSP/Global learning co-ordinators, teachers and a cross-section of pupils from Years 4 to 13.

These visits allowed collection of in-depth 'whole-school' perspectives of the context, implementation and impact of the GSP programme. Visits to comparison schools also

enabled collection of more detailed information about how global education is managed outside of the GSP programme.

Schools selected for case study covered a wide range of background variables in terms of length of participation in the GSP programme, school type, ethnic diversity, level of deprivation/free school meals, achievement and location in the UK.

An overview of the findings from the qualitative visits is presented in Chapter 5.

1.4 Analysing the pupil data

The pupil data were analysed in the following stages:

Stage 1 analysis

- **Descriptive analysis**: to explore basic patterns of response between GSP and comparison samples; also between primary and secondary pupils.

- **Factor analysis**[4]: to determine and construct reliable outcome measures that reflect the impact of pupils' global learning experiences. This method identifies measures, questions, or statements where pupil responses are highly correlated with each other and therefore are deemed to be measuring the same underlying construct. These statements are grouped together to form 'factors' or scales, such as 'awareness of global issues' or 'attitude to sustainable development', that can then be used to measure differences between groups of pupils.

- **Initial examination of differences in factor scores –** to examine initial differences between GSP and comparison group pupils based on pupil scores on the factor scales identified. Analysis at this stage was on whole samples only i.e. without taking any other background factors (e.g. achievement) into account.

Stage 2 analysis

- **Multilevel modelling**[5] – this is a more detailed analysis which examines the interaction of other background variables which may have had an effect on the outcome measures described above. A range of school level and pupil level variables such as school type or location, achievement, pupil gender, ethnicity etc. were examined in order to isolate any effects that were associated solely with involvement in the GSP programme.

- **Interactions** – a number of interactions were considered in order to explore whether there were differential relationships between GSP and gender and also between GSP and primary and secondary schools. These would address two questions. The first would determine whether the difference in attitudes or awareness of boys and girls in GSP schools is the same as the differences between

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[4] More detailed explanation of factor analysis is provided in Appendix 2

[5] More detailed explanation of multilevel modelling is provided in Appendix 2

boys and girls in comparison schools, or whether boys and girls in GSP schools think differently to their peers. The second would determine whether the effect of GSP was the same in primary and secondary schools.

Additional analyses

In addition to the detailed analyses of the pupil data:

- **analysis and integration of case study findings** – to provide a deeper insight into the results based on the qualitative information gathered during visits to schools.

- **linking with the teacher data** – to explore whether there were differences in teachers' responses in relation to the attitudes and awareness of their pupils.

1.5 Outcome measures - Factor Scales

In addition to background information about their experience of global learning, pupils were presented with 102 statements for which they gave ratings to indicate their knowledge and views about global issues and their reflections on their global learning.

Factor analysis of all the statements identified 13 separate factor scales (or 'measures') that allowed comparisons between pupils. These fell broadly into three categories:

- **Awareness factors** (5): which indicate how much pupils felt they knew about global issues

- **Attitude factors** (6): which indicate pupils' views and opinions about a range of different global issues

- **Response factors** (2): which indicate pupils' perceptions about how global learning had impacted on their thinking (understanding, attitudes and behaviours) and the extent to which they felt they, as individuals, could make a contribution to global community.

Factor scales were first examined individually then combined to give scores on pupils' awareness, attitudes and responses to global learning. Finally, a total score was calculated by combining pupils' scores on all 13 of the factors identified. Higher scores on each of the factor scales indicate more positive attitudes in relation to global issues.

Reliability coefficients (Cronbach's alpha) were calculated for each factor, for the combined scales and for the total score. The results are shown in Table 1.3 for combined factors and in Appendix 3a for individual factors.

Given the nature of the constructs being measured and the number of items in each scale, the reliability coefficients obtained were judged to indicate that these factor scales would provide sufficiently robust measures.

Table 1.3 Factor scales used to measure pupils' learning about global issues

Factor scales Awareness Factors	Focus of questions included in each factor
Factor A **Awareness of global issues** *Reliability 0.855*	Questions included in this factor focused on how much pupils felt they knew about: • different cultures and traditions and how people live in other countries • global issues generally such as word poverty, natural disasters, diversity, stereotyping and so on.
Factor B **Awareness of interdependence** *Reliability 0.779*	Questions included in this factor focused on how much pupils felt they knew about: • how people, places and environments are all interrelated • how responsibilities for the future of the word can be shared
Factor C **Awareness of human rights and social justice** *Reliability 0.717*	Questions included in this factor focused on how much pupils felt they knew about: • the breadth and universality of human rights • social justice and how to work towards improved welfare of all people
Factor D **Awareness of sustainable development** *Reliability 0.743*	Questions included in this factor focused on how much pupils felt they knew about: • how to maintain and improve the quality of life now without damaging the planet for future generations
Factor E **Awareness of conflict issues** *Reliability 0.454*	Questions included in this factor focused on how much pupils felt they knew about: • why there is a need for conflict resolution • how conflicts are a barrier to development
Pupil scores on these five factor scales were combined to give an overall measure of awareness of global issues.	

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Table 1.3 (continued)	
Attitude factors	
Factor F **Attitude to diversity** *Reliability 0.81*	Questions included in this factor focused on pupils' attitudes towards: • different cultures • understanding and respecting differences • relating similarities and differences to our common humanity
Factor G **Attitude to global citizenship** *Reliability 0.772*	Questions included in this factor focused on pupils' attitudes towards: • gaining the knowledge, skills and understanding necessary to become informed, active, responsible global citizens • learning how different forms of action can effect change • the direction of society and the future of the world • their own place in the world and their rights and responsibilities to other people • co-operation and collaboration (local and global)
Factor H **Attitude to interdependence** *Reliability 0.814*	Questions included in this factor focused on pupils' attitudes towards: • the world as a global community • learning that places and environments are all inextricably interrelated and that • recognising that local events can have repercussions on a global scale • the moral and social obligations everyone has towards each other
Factor I **Attitude to human rights and social justice** *Reliability 0.802*	Questions included in this factor focused on pupils' attitudes towards: • universal human rights and needs • individual and collective responsibilities to ensure these rights are me • the importance of social justice and the welfare of all people
Factor J **Attitude to sustainable development** *Reliability 0.503*	Questions included in this factor focused on pupils' attitudes towards: • current lifestyles and the future of the Earth • actions and choices that affect the environment and so on the quality of people's lives
Factor K **Attitude to conflict resolution** *Reliability 0.62*	Questions included in this factor focused on pupils' attitudes towards: • conflict resolution and the promotion of harmony.
Pupil scores on these six factor scales were combined to give an overall measure of attitude towards global issues.	

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Table 1.3 (continued)	
Response factors	
Factor L **Response to global learning** *Reliability 0.778*	Questions included in this factor focused on pupils' perceptions of: • the ways in which global learning has impacted on their views, opinions and behaviours • whether global learning has made them also reflect on more local issues
Factor M **Sense of efficacy** *Reliability 0.708*	Questions included in this factor focused on pupils' understanding of: • how lifestyle choices they may make can have an impact on people across the world • how, as individuals, they can make a contribution to the world in terms of global issues.
Pupil scores on these two factor scales were combined to give an overall measure of pupil response to global learning.	

Each of the above factors were then used, separately and in combination, to examine and measure differences between different pupil groups.

Full details of the statements from which each factor was composed are outlined in Appendix 3a.

1.6 Other background variables examined

It is important, in an investigation of this kind, that any analysis technique used takes account of the differences in the circumstances in which different pupils and schools are situated. It may be that pupils involved in the programme have slightly different characteristics on average from those within the comparison group and any analysis that is done should take account of this. Multilevel modelling allows analysis to efficiently explore whether the impact of the programme differs for pupils and schools of different characteristics.

To this end, the following variables were taken into account in Stage 2 of the analysis of the pupil data:

Background variables of pupils

- Gender

- Age

- Ethnicity

- Language, other than English, spoken at home

- Born in the UK

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School variables

- Primary/secondary

- School's ranking according to achievement

- Percentage of pupils in the school who are white British

- Percentage of pupils in school with English as an additional language

- Ethnic diversity of school (no. of different ethnic categories in school)

- Index of multiple deprivation according to school's location

- Percentage of pupils eligible for free school meals

- Urban/rural location

- Other grants (Comenius, TIPD, Local authority)

- Country.

There are likely to be a number of complexities in terms of how each of these variables impact on a pupil's global learning. It may be that primary and secondary schools emphasise different aspects of global learning, or there could be other initiatives or programmes in a school or community that may impact on pupils' knowledge about some issues. For example, many schools are involved in community cohesion projects which could affect pupil attitudes, say 'to diversity'. Another school may have a whole school focus on Human rights, or bullying – these too could impact on pupils' awareness of particular issues.

The ways in which these variables combine and interact with one another is complex.

Nonetheless, by using a multilevel modelling approach, the effect, if any, of the GSP programme can be isolated and impact attributed with confidence.

2. Quantitative findings - Pupil responses

Chapter 2 overview: Impact of the GSP programme on pupils

➢ **Overall impact** in terms of pupils' total combined factor scores
- the GSP programme was found to have a positive impact
- in GCP grant years 1 and 3 of the programme, this difference was statistically significant.
- The mean overall score for pupils in grant year 3 schools is significantly higher by 12 percentile points, and by 16 percentage points in grant year 1.

➢ **Impact on pupils' awareness of global issues**
- the GSP programme was found to have a positive impact
- in GCP grant year 3 of the programme, this difference was statistically significant (with an effect size of 0.22, an increase of 9 percentile points for the average pupil)

➢ **Impact on pupils' attitudes towards of global issues**
- the GSP programme was found to have a positive impact
- in GCP grant year 3 of the programme, this difference was statistically significant (with an effect size of 0.24, an increase of around 10 percentile points for the average pupil)

➢ **Impact on pupils' response to global learning**
- the GSP programme was found to have a positive impact
- in RV year, and in GCP grant years 1 and 3 of the programme, this difference was statistically significant (with an effect size of 0.28 in year 3 and 0.16 and 0.18 in RV and grant year 1 respectively. These represent increases of 11, 6 and 7 percentile points for the average pupil).

The GSP programme was seen to have a positive impact on pupils' learning about global issues. Differences were most significant in schools in their third year of GCP funding. Although effects were seen at all stages of the programme, they were more pronounced in schools where the partnerships were well established and the principles and values promoted by the GSP programme had had time to become embedded in whole school policy.

A total of 8,519 pupils, in primary and secondary schools in England, Scotland, Northern Ireland and Wales, took part in the survey.

The representation of the sample can be found in Appendix 1, with details of the analyses shown in Appendix 2.

The pupil questionnaire, annotated with a summary of the raw results, is presented in Appendix 3b.

The following sections show first the overall impact of the programme, then the impact on pupils' awareness, attitudes and response separately.

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2.1   Overall Impact of the GSP Programme

In terms of **combined total scores for awareness, attitudes and response**:

> ➢ the GSP programme was found to have a positive impact

> ➢ pupils in GSP schools gained higher scores than those in comparison schools in terms of their combined total score for learning, attitudes and response to global issues

> ➢ in GCP grant years 1 and 3 of the programme, this difference was statistically significant

> ➢ the mean overall score for pupils in grant year 3 schools is significantly higher with an effect size of almost 0.31 (an increase of 12 percentile points for the average pupil), and 0.14 (an increase of 6 percentile points for the average pupil) in grant year 1.

The following charts show the results of the multilevel modelling. This technique is used to disentangle the effects of a range of different variables and to indicate how each one impacts on pupils' overall factor scores.

Figure 2.1 shows how different groups of pupils compare in terms of their total combined scores for:

- awareness of global issues

- attitude towards global issues

- response to global learning.

The chart summarises the impact of the GSP programme, and other variables, using the combined factor scales as described above[6].

Interpreting the charts

The central vertical line represents the 'average' score (for pupils in comparison schools) and the diamonds indicate the extent to which different groups have more positive or negative (higher or lower) scores – that is, scores on the factor scales that are above or below the average. (The horizontal lines show the 95% confidence intervals).

If the symbol (diamond plus horizontal lines) is entirely to the right of the central '0' line the variable can be said to be significantly above average. Similarly, any variable whose symbol is entirely to the left of the central '0' line can be said to be significantly below

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[6] See Table 1.3, pages 15 - 17

average. If the confidence intervals (horizontal lines) straddle the central '0' line then that variable is *not significantly different* from the average.

While the overall factors have been combined for ease of interpretation, it should be noted that they do measure distinct aspects of pupil response which are not always correlated. The sub factors give a more accurate representation of the impact of GSP. These are outlined in the figures below.

Full details of pupil responses to each of the individual factors are presented in Appendix 3a and the impact of the programme on different groups of pupils is discussed further in Chapter 4.

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Figure 2.1 Pupils' overall awareness of, attitudes towards and response to global issues (total combined scores)[7]

Overall scale:
Attitudes, Awareness and Response

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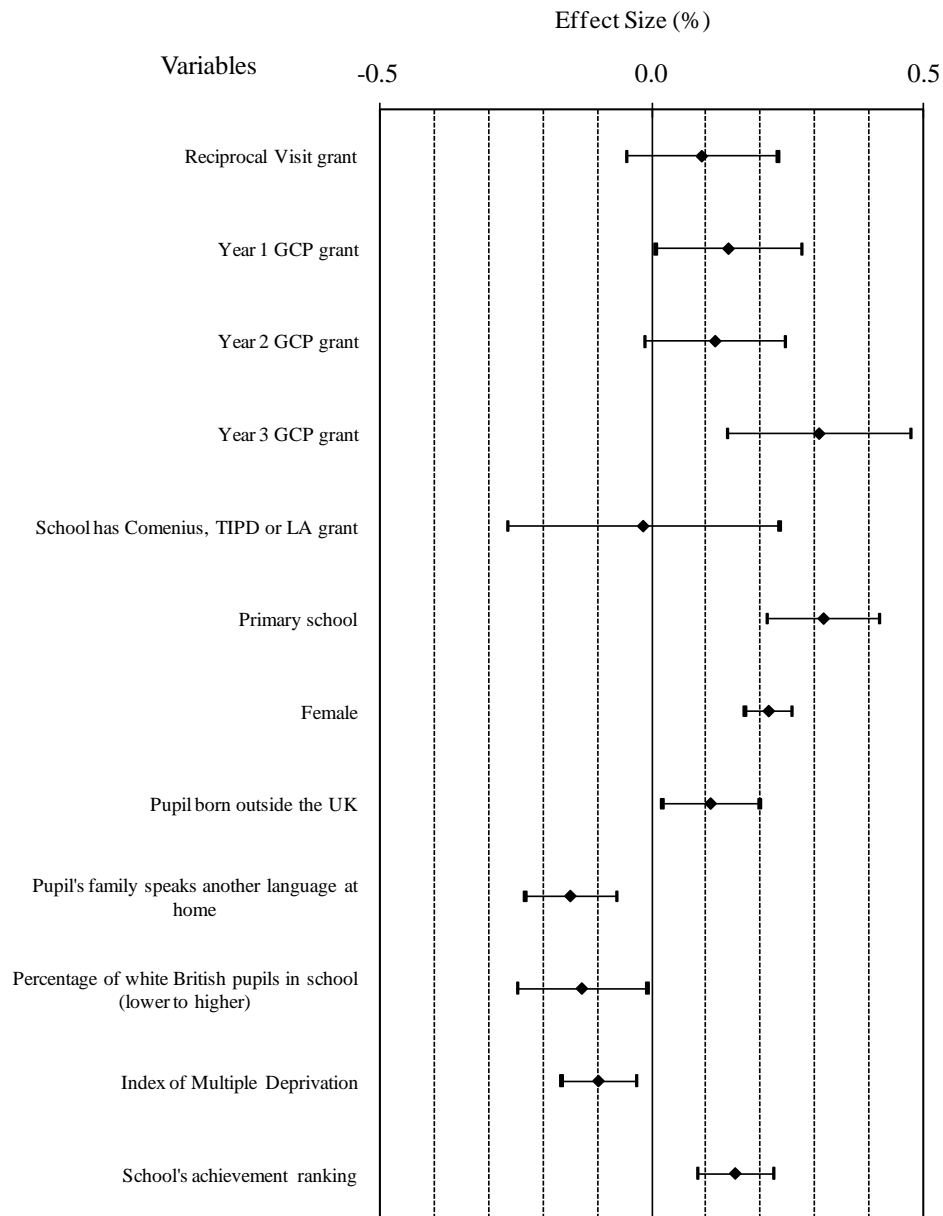
[7] For details of the factor scales included in this measure see Table 1.3, pages 15-17

GSP impact on pupils overall

Figure 2.1 shows that, when all other factors are taken into account:

- pupils in schools involved in all years of the GSP programme have higher than average scores in terms of overall awareness, attitudes and response to global learning

- the difference is statistically significant in the first and third grant years of the programme. The mean overall score for pupils in grant year 3 schools is significantly higher by with an effect size of 0.31 (an increase of 12 percentile points for the average pupil), and 0.14 in grant year 1 (an increase of 6 percentile points for the average pupil).

Information gathered during the qualitative interviews reflected this finding. Teachers and senior leaders reported that it often took time for the partnership to become properly established. Often they reported initial enthusiasm amongst the UK and partner school teams, followed by a period of trial and error in developing successful joint projects and discovering the most effective ways of working together. Many schools reported that having the GSP grants over a three year period allowed more staff and pupils to become involved in the programme and, therefore, to establish more of a whole school approach.

In some cases, the GSP programme followed and built on existing initiatives and therefore the transition into the programme was reasonably smooth. Nonetheless, the extra dimension of working with a partner school sometimes meant that it took time for the partnership link to be fully functioning.

Other findings

Pupils in primary schools had the most positive scores. Pupils in high achieving schools, girls and pupils born outside the UK also had scores that were significantly above average in terms of the combined total score.

These results were also mirrored by the qualitative findings. Pupils in primary schools demonstrated enthusiastic engagement in their programme activities. Although positive attitudes were observed among pupils in high achieving school, there were also many examples of extremely positive approaches in schools where school achievement levels were average or below average. In particular, positive attitudes were observed in many multi-cultural schools where diversity was celebrated.

The survey showed that pupils in schools with higher proportions of white British pupils had the lowest scores. Pupils in schools located in areas of higher deprivation also had scores that were significantly below average and so did pupils who do not speak English at home.

Although very few negative attitudes were observed in case study schools, some 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.

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2.2 Pupil awareness of global issues

In terms of **combined factor scores for awareness** of global issues:

➢ the GSP programme was found to have a positive impact

➢ pupils in GSP schools gained higher scores than those in comparison schools in terms of their awareness of global issues

➢ in GCP grant year 3 of the programme, this difference was statistically significant, with an effect size of 0.22, equivalent to an increase of 9 percentile points for the average pupil

➢ pupils in GSP schools report learning more about global issues in school lessons and assemblies than pupils in comparison schools

➢ pupils in GSP schools report learning more about global issues in school lessons and assemblies than pupils in comparison schools

Pupils were asked to indicate how much they thought they knew about a number of global issues. Five factors emerged relating to their awareness of:

- global issues generally

- interdependence

- human rights and social justice

- sustainable development

- conflict issues.

Pupil responses were examined in relation to each of the awareness factors separately (see Appendix 3a), then scores were combined to give a more general measure of 'global awareness'. Figure 2.2 shows how different groups of pupils compare in terms of their combined factor scores for awareness of global issues.

This is not a 'test' of global awareness, and some caution should be exercised when interpreting these results, since they relate to self reported knowledge. Nevertheless, pupils' confidence in reporting their knowledge of various issues was deemed to be a valid indicator of awareness.

Patterns of response varied between different groups, but reflected age appropriate teaching on global issues. For example, primary pupils were more likely to say they knew a lot about 'how to look after the environment' and 'recycling' or about specific issues

such as 'why it can be difficult for people in poorer countries to get clean water' or 'the kinds of food people eat in poorer countries', whereas secondary pupils were more likely to say they knew a lot about more generalised issues such as 'diversity', 'equality' and 'stereotyping' – as might be expected. The questionnaire data was also validated during the case study visits where it became evident that pupils were sound, and honest, judges of what they knew about, even if their levels of understanding varied considerably.

GSP impact on pupils' awareness of global issues

Figure 2.2 shows that:

> ➢ pupils in schools in the third GCP grant year of the GSP programme report significantly higher than average levels of awareness of global issues by around 9 percentile points for the average pupil (an effect size of 0.22)

> ➢ Although the mean scores of pupils in other years of the GSP programme are higher than average, the differences were not statistically significant.

Other findings

The level of awareness of global issues was highest among primary school pupils. In particular, they said they knew a lot about environmental issues and sustainable development. Older pupils (within school sectors), pupils from high achieving schools and pupils in schools with wider ethnic diversity also reported significantly more awareness of global issues.

The qualitative study visits highlighted that, although primary school pupils were enthusiastic and reported that they had learned a lot about global issues, secondary pupils were often more circumspect and reflective when discussing how much they knew.

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Figure 2.2 Pupils' overall awareness of global issues[8]

Overall Awareness scale
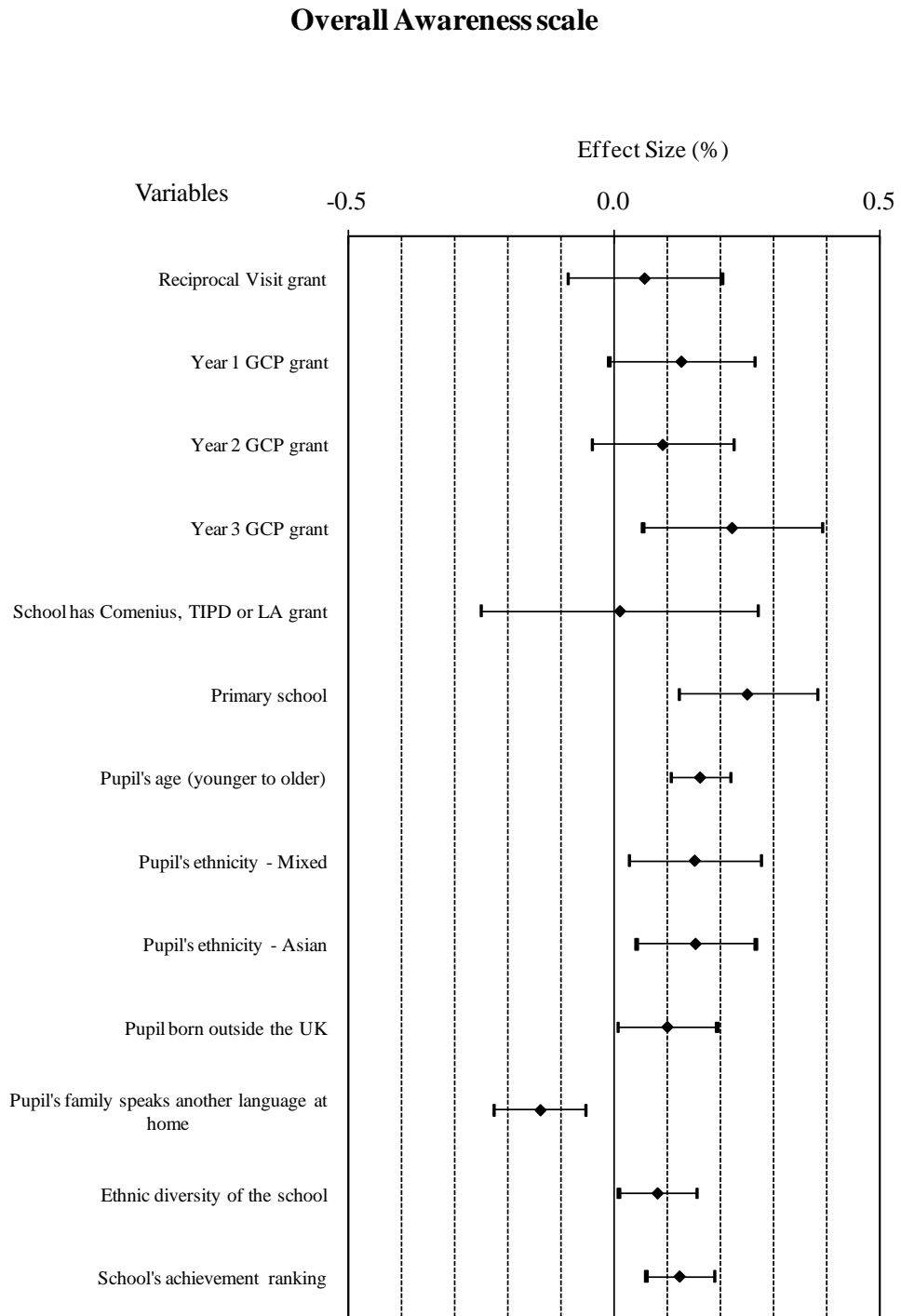
Pupils of Asian or mixed ethnicity reported significantly higher awareness of global issues, as did pupils born outside the UK.

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[8] For details of the factor scales included in this measure see Table 1.3, page 15

Pupils who reported least global awareness were those did not speak English at home. It is possible that the language used in the questionnaire was less accessible to these pupils, but there is no way of knowing if this is the case.

Main sources of learning about global issues

All pupils

- While the vast majority of all pupils reported that they learned about global issues in *school lessons* (49% some, 22% a lot) and *assemblies* (36% some, 18% a lot), more said they learned 'a lot' about global issues from the *TV* (33%) or the *internet* (35%).

- Primary pupils tended to report the *internet* and secondary pupils report *TV* as their main sources of information.

- The sources pupils said they learned *least* about global issues from were from *friends* or from *church* or *other religious groups*, particularly in secondary schools where around 60% of pupils said they learned hardly anything about global issues from these sources.

GSP/comparison pupils

- Pupils in **GSP schools** were significantly more likely to report that they learned about global issues in *school lessons* and *assemblies*, whereas pupils in **comparison schools** were significantly more likely to report learning about global issues from *church groups* and *charities.*

- In terms of learning about global issues from *TV, internet, books, school trips* or *foreign holidays* there were no significant differences between GSP pupils and those in comparison schools.

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Figure 2.3 Where pupils learn about global issues

How much do you learn about global issues...

...in school lessons

...in school assemblies

... on school trips

...from parents/carers

...from your friends

...from TV

...from magazines or books

...from the internet

... from church or other religious or faith group

...from foreign holidays

... from charities (e.g. Oxfam, Comic Relief)
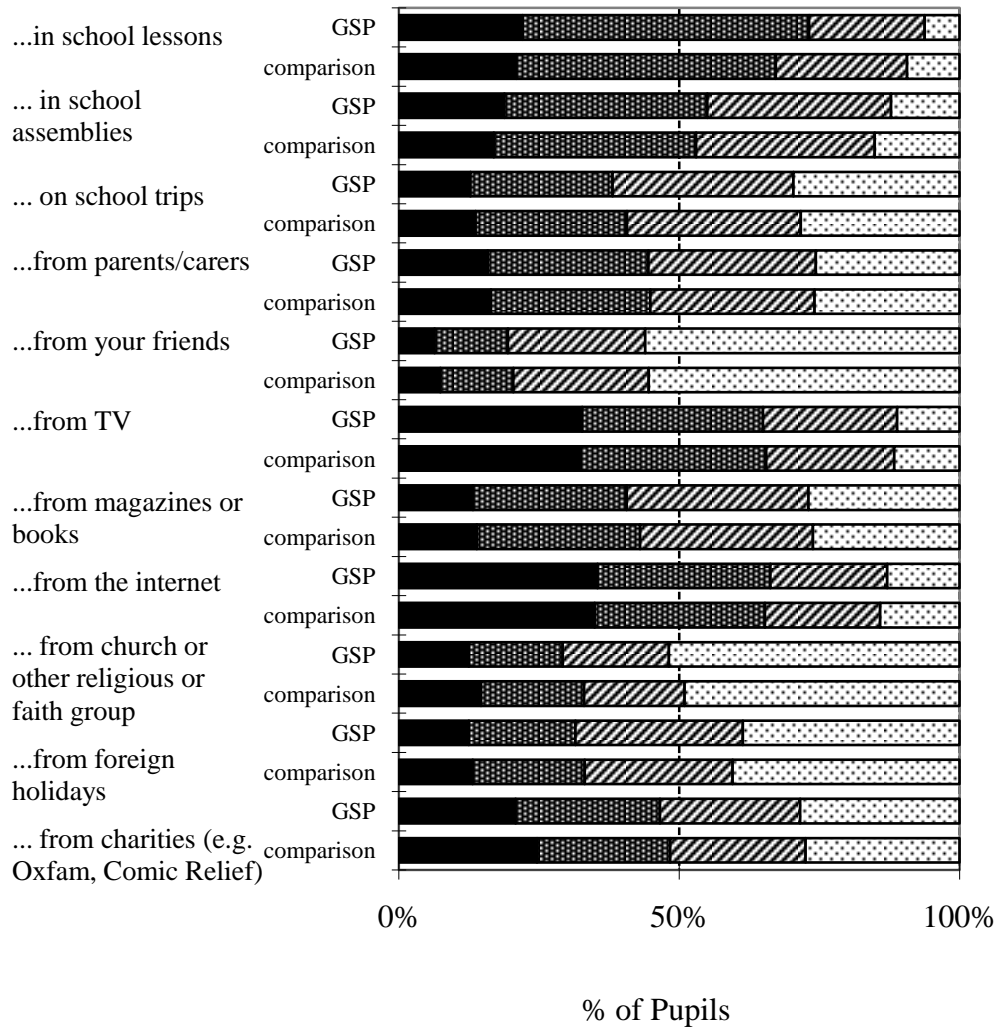
% of Pupils

■ A lot ▣ Some ▨ A little ▢ Hardly anything or Nothing

2.3 Pupil attitudes to global issues

In terms of **combined factor scores for attitudes** towards global issues:

- ➢ the GSP programme was found to have a positive impact

- ➢ pupils in GSP schools gained higher scores than those in comparison schools in terms of their awareness of global issues

- ➢ in GCP grant year 3 of the programme, this difference was statistically significant, with mean scores around 10 percentile points higher for the average pupil (an effect size of 0.24)

- ➢ older pupils were significantly less likely to demonstrate positive attitudes.

Pupils were asked to indicate how much they agreed with a range of attitude statements relating to a wide range of global issues.

Six factors emerged relating to their attitudes towards:

- diversity

- global citizenship

- interdependence

- human rights and social justice

- sustainable development

- conflict resolution.

Pupil responses were examined in relation to each of these factors separately (see Appendix 3a), then scores were combined to give an overall attitude measure. Figure 2.4 shows how different groups of pupils compare in terms of their combined factor scores for attitude towards global issues.

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Figure 2.4 Pupils' overall attitudes towards of global issues [9]

Overall Attitude scale
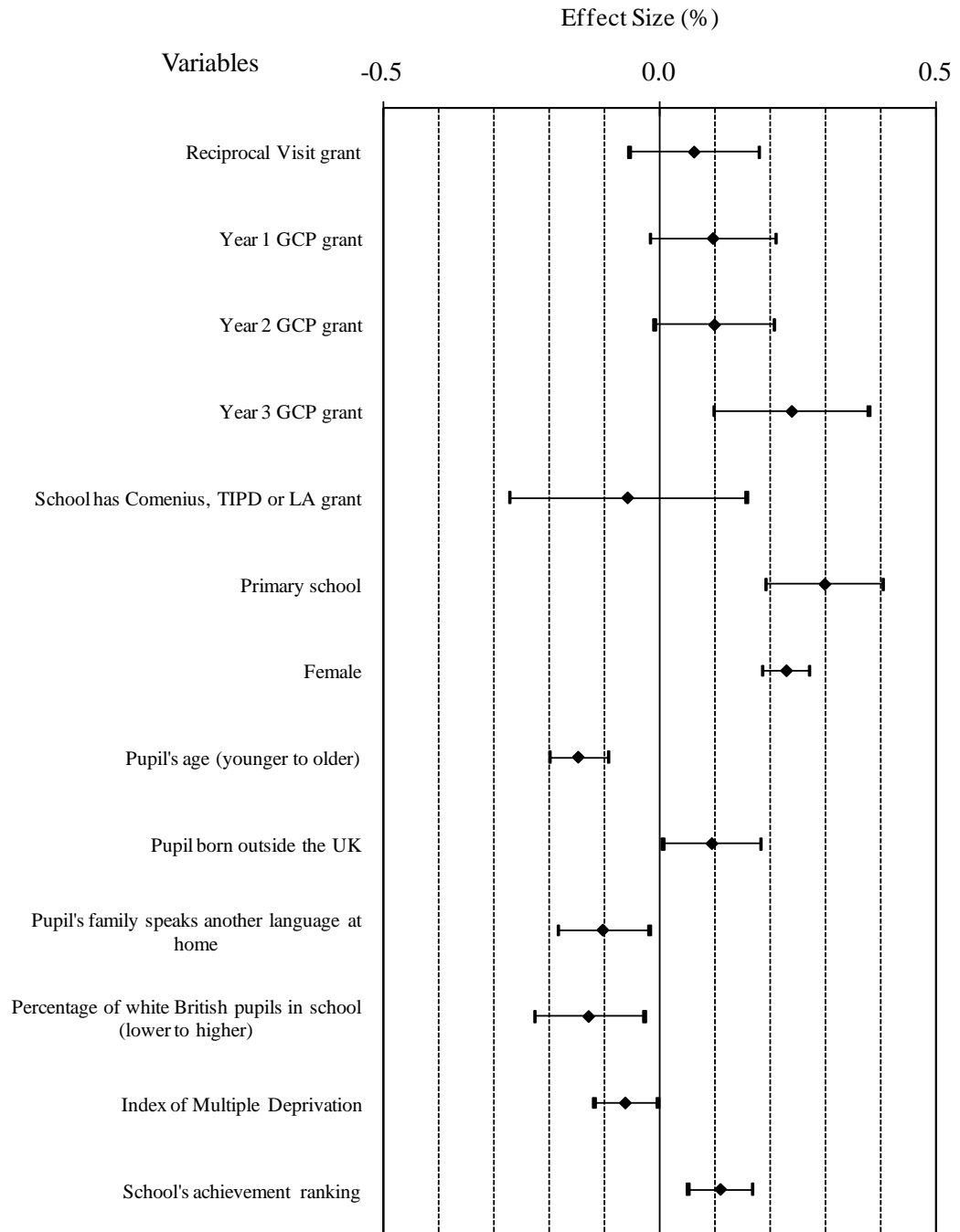
GSP impact on pupils' attitudes

Figure 2.4 shows that:

➢ pupils in schools in the third GCP grant year of the GSP programme reported significantly more positive attitudes towards global issues, by an increase of almost 10 percentile points for the average pupil (an effect size of 0.24).

➢ Although the mean scores of pupils in other years of the programme are higher than average, the differences are not statistically significant.

The qualitative study visits showed that pupils involved in the GSP programme were able to describe in some detail how specific global issues impacted directly on pupils and families in their partner schools.

While pupils in all schools expressed humanitarian concerns, pupils in GSP schools generally had a clearer understanding of interdependence, and were able to give specific examples of instances where our actions impact on those in poorer countries, for example in areas of trade and the environment. In addition, pupils from GSP schools tended to be more informed about the factors that contribute towards inequality amongst the countries in the world, giving historical examples such as colonisation and imperialism as well as being aware of ongoing exploitation.

Other findings

Significantly more positive attitudes towards global issues were seen in primary school pupils, girls and pupils in high achieving schools. Pupils who were born outside the UK also had attitude scores that were significantly above average.

Older pupils were most found to demonstrate significantly less positive attitudes towards global issues. Pupils in schools with high proportions of white British pupils and from schools located in deprived areas also had attitude scores that were significantly below average, as did and pupils who do not speak English at home.

These findings were supported by case study observations which also indicated that older pupils were less likely to demonstrate positive attitudes towards global issues than younger pupils. In some cases a sense of powerlessness affected older pupils' perceptions. Many pupils in secondary schools believed that that unless they assumed a position of power (for example, president of the USA), they could not change the nature of a system that was so deeply embedded. Older pupils also reflected on their own desires to maintain the lifestyle and luxuries to which they were accustomed. In this respect they were less naïve than their younger counterparts and showed a greater degree of critical thinking about the issues involved.

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2.4   Pupil responses to global learning

In terms of **combined factor scores for response** to global learning:

- ➢ the GSP programme was found to have a positive impact

- ➢ pupils in GSP schools gained higher scores than those in comparison schools in terms of their response to global learning

- ➢ this difference was significant throughout the GSP programme except in grant year 2.

- ➢ mean scores were, for the average pupil, around 11 percentile points higher in grant year 3, around 6 percentile points in RV year and around 7 percentile points in grant year 1 (with effect sizes of 0.28, 0.16 and 0.18 respectively)

Two remaining factors emerged from the pupil data which did not correlate directly with either the awareness or attitude factors. The sets of items that correlated together related to pupils' critical thinking about global issues and their perceptions of how they, themselves, might be able to do something about global issues.

These factors were interpreted as 'response' factors which indicate pupils':

- • **response to global learning:** the extent to which pupils felt global learning had prompted them to reflect on global issues, or think about their own attitudes and behaviours

- • **sense of efficacy:** the extent to which pupils felt that they, as individuals, could contribute to the global community.

For example, they might indicate that '*My opinions about poorer countries and the people who live there, have changed*' or '*Global learning makes me think more about what is happening in my own community*' or they might disagree with statements such as '*There's really nothing I can do to sort out problems in poorer countries*' or '*I can't do anything about climate change*'.

Pupil responses were examined in relation to each of these factors separately (see Appendix 3a), then scores were combined to give an overall attitude measure. Figure 2.5 shows how different groups of pupils compare in terms of their combined factor scores for response to global learning.

Figure 2.5 Pupils' overall response to global learning[10]

Overall Response to Global Learning
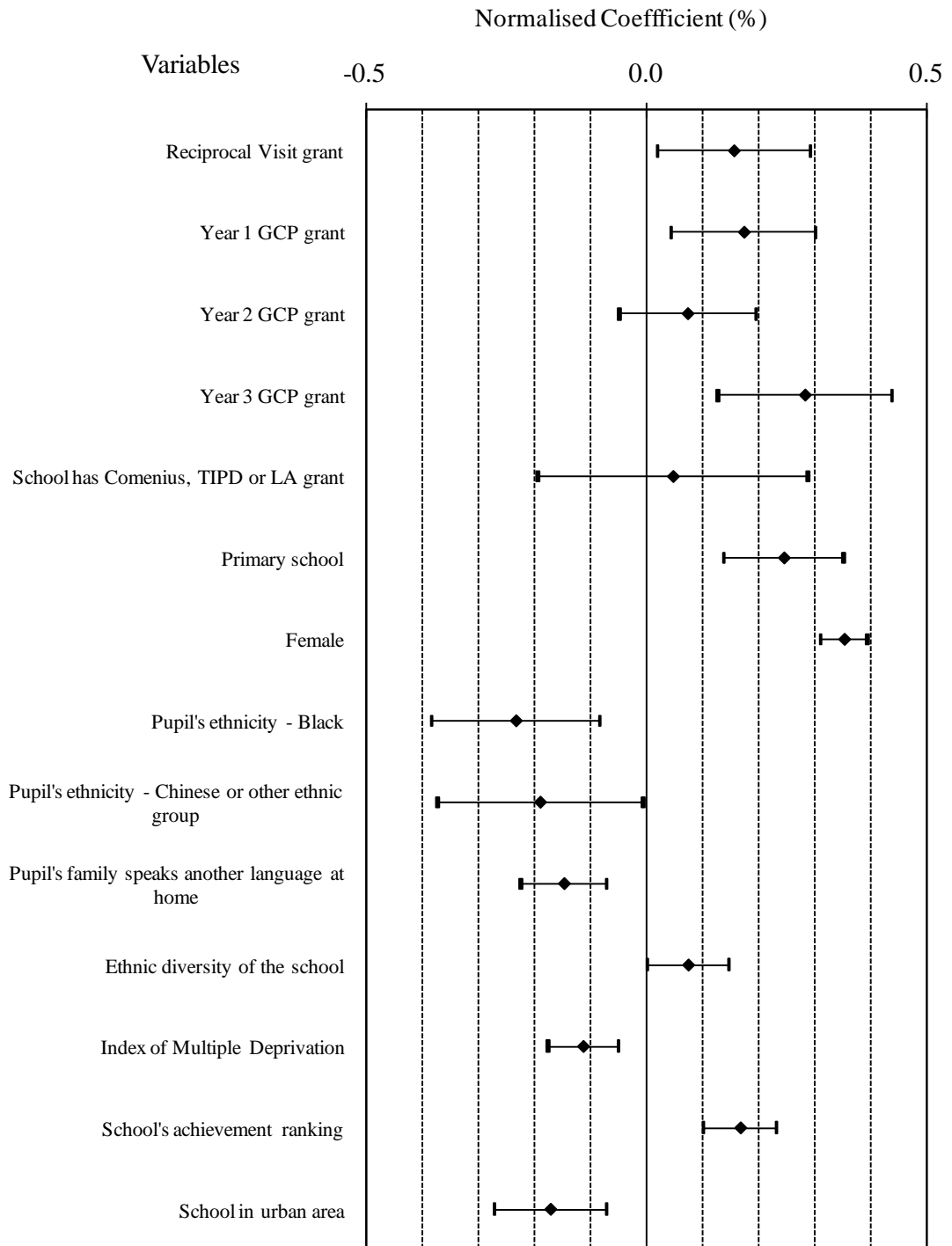
GSP impact on pupils' response to global learning

Figure 2.5 shows that:

➢ pupils involved in the GSP programme demonstrated a significantly more positive response to global learning, by almost 10 percentile points for the average pupil in grant year 3, and by 6 and 7 percentile points for the average pupil in RV and grant year 1 respectively

➢ in grant year 2, although the mean was above average, the difference was not statistically significant.

Impact by year of programme is discussed further in Chapter 4.

These findings were reflected in the qualitative data. Pupils in GSP schools were clearly able to reflect on their learning and discuss the impact of working with pupils in their partner schools. For example, they were more likely to discuss the positive points about poorer countries and how we are able to learn from them. Many pupils in GSP schools said that working with their partner school had given them a greater understanding of their own shortcomings and that they had gained a greater respect for pupils from the partnership school. Certainly one of the most significant aspects of the relationship for many pupils was realising that the difference between pupils in the UK and partnership schools was not as big as they had initially thought and they recognised that their views had been coloured by what they had seen in the media. In addition, pupils reported that working with pupils in their partner school had made them reflect on their own lives. In particular, many said they had become more conscious of the materialistic concerns of the developed world.

Other findings

A significantly more positive response to global learning was seen in girls and in primary school pupils. Pupils in high achieving schools and in schools with greater ethnic diversity also gained scores that were significantly above average in terms of their response to global learning.

The qualitative data also indicated that more primary pupils than secondary pupils believe that they have an important role in shaping the future of the world, and that their actions count.

Pupils in urban schools and schools in more deprived areas gave responses that were significantly below average as did pupils of black, of Chinese or 'other' ethnicity[11] and pupils who do not speak English at home.

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[11] This group includes ethnicities other than white, mixed, black or Asian

2.5 Additional findings on pupil learning about global issues

Pupils' reported knowledge about global issues

- The vast majority of pupils in all groups (GSP, comparison, primary and secondary) reported having 'some' or 'a lot' of knowledge about *the way people live in other countries*, *why some countries are poorer than others, natural disasters, equality* and *diseases*.

- *Recycling* was the issue that pupils, from all school groups, reported knowing most about.

- Pupils from all groups also reported knowing 'a lot' about *how to look after the environment* (50-60% primary 40% secondary) and *fair trade* (50-60% primary 40% secondary).

- However, over two thirds of pupils in all four school groups reported knowing only 'a little' or 'hardly anything or nothing' about the *Millennium Development Goals*.

- Pupils in GSP schools reported greater knowledge of *looking after the environment, knowledge of different cultures and traditions in other countries* and *diversity* than their same-age peers.

- Primary school pupils were more likely to report knowing 'hardly anything or nothing' about issues such as *natural disasters, diversity, stereotypes* and *children's rights and responsibilities* than were secondary school pupils.

Involvement in global learning activities

- GSP primary pupils were most likely to have taken part in *pen pal schemes* and class activities with pupils from a poorer country than any other group

- Over three quarters of pupils in all groups said they had taken part in *giving money to charities* for work in poorer countries.

- Over half of all pupils also said they had organised *fundraising events for poorer countries*, with primary GSP schools saying yes more often than primary comparison schools (67% and 55 % respectively - significant) and secondary GSP saying yes more often than secondary comparison schools (53% and 51% respectively – non-significant).

The qualitative interviews indicated that pupils in GSP schools were more likely to be involved working jointly on curriculum projects with pupils in the partner schools and, in addition, friendships were also developed through e-mails and sometimes through social networking sites such as Facebook.

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Knowledge of the 8 key concepts [12]

Secondary pupils (only) were asked directly about their knowledge of the 8 key concepts from the curriculum guidance on developing the global dimension in schools. Differences between the reported knowledge of secondary pupils in GSP and comparison schools were minimal.

Pupils' responses on 8 key concepts

- Overall, the key concepts secondary pupils reported knowing most about were *diversity, social justice* and *human rights*.

- The issues pupils reported knowing least about were *values and perceptions, interdependence* and *conflict resolution.*

Case study visits revealed that while many pupils (and some teachers), including those in GSP schools, were not familiar with the exact wording of the eight key concepts, pupils in GSP schools were more likely to have some familiarity with the terms and to display some understanding of the concepts. For example, many had not come across the term 'global citizen', but they were, nonetheless able to demonstrate an understanding of what this might incorporate.

Teachers' responses on 8 key concepts

Comparisons were made with the teacher responses regarding how much emphasis they placed on the teaching of the eight key concepts. Teachers in GSP schools reported more focus on each of the key concepts than those in comparison schools.

- More teachers in both GSP and comparison schools reported having a major focus on the teaching of *diversity* than for any other global issue.

- Teachers also reported a major focus on *social justice* and *sustainable development*. This corresponds with the reports of greater overall knowledge about *diversity* from pupils in GSP and comparison schools.

- *Interdependence* was the key concept least likely to be a major focus. Once again, this is in line with pupils' reporting of limited knowledge about these particular issues.

- More teachers reported that they 'hardly ever' addressed the issues of *conflict resolution* and *values and perceptions* than for any other issues.

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[12] http://www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_developing_the_global_dimension.pdf

3. Quantitative findings - Teacher responses

Chapter 3 overview: Common features of teachers of high scoring pupils and teacher perceptions of the impact of the GSP programme

- ➢ **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
  - and that 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** 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 GSP and on their own personal and professional development.

- ➢ Teachers greatly valued the funding and support provided by the GSP programme and most believed their partnership would be sustainable and expressed a wish to maintain it.

- ➢ Many GSP teachers reported positive impact of the GSP programme on their local communities.

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The teacher questionnaire was designed to gather information about teachers' views and experiences of global learning and about how they felt global learning had impacted on their pupils. Additional questions to GSP teachers concerned their perceptions of impact of the GSP programme on their on the school as a whole and on themselves as teachers. GSP teachers were also asked to comment on the value of GSP funding.

In addition, teachers were asked to provide further background on their school context, in terms of how global learning was managed and the extent to which it was supported and embedded in the school.

Teachers' responses in relation to their school contexts were compared, as were their views, opinions and teaching priorities in relation to global learning generally and, where appropriate, in relation to the GSP programme in particular.

Further analysis was then carried out to link the teacher data with that from the pupil survey to examine whether teachers of high scoring pupils showed any common response patterns. These are discussed in Section 3.1 below.

The remaining results from the teacher survey are summarised in sections 3.2 to 3.7 below, and presented in more detail in Appendix 4.

3.1   Initial links with pupil data

In order to investigate whether teachers of pupils with the most positive attitudes had any common attributes, pupils in GSP and comparison schools were ranked in terms of their overall scores on the overarching factor of awareness, attitudes and response to global learning. Three groups with high, middle and low scores were identified and linked to the teacher data.

Factors associated with high pupil scores

Analysis showed that teachers of the highest scoring pupils were significantly more likely to be from GSP schools.

High scoring pupils were significantly more likely to be found in schools that were in receipt of a grant to develop global learning, specifically GSP reciprocal visit (RV) grants and global curriculum project (GCP) grants.

Teachers of the highest scoring pupils were significantly more likely to report that:

- the global dimension was fully embedded across the school
- global learning was seen as a school priority
- they had received training/professional development specifically in relation to global learning

and that they specifically taught:

- global citizenship
- sustainable development
- interdependence
- conflict resolution

School partnerships

The number of partnerships a school was involved in was not significant in terms of whether pupils scored highly or not.

Further details on the range of school partnerships are presented in section 3.3.

The results from linking the teacher and pupil responses suggest that it is not the number or location of school partnerships that makes a difference to pupils – but the extent of their involvement in the GSP programme.

Teacher confidence

Teachers' confidence in teaching about global issues was not significantly associated with high pupil scores.

Teachers generally reported that they felt reasonably confident teaching a range of global issues. They were most confident to teach about *environmental issues, global citizenship, fair trade* and *sustainable development*, and least confident to teach about *Millennium Development Goals*.

These findings were borne out by the case study visits. Instances of excellent global learning was observed in both GSP and comparison schools, particularly in terms of pupils' knowledge and understanding of *diversity*, *human rights and social justice*. Pupils in GSP schools, however, showed more evidence of a deeper understanding of the issues in the bullet points above.

Other factors

A number of other factors were examined but found **not** to be associated with high pupil scores were:

- the extent to which teachers reported teaching about *diversity, human rights and social justice*.
- the extent to which global learning activities were *cross curricular*.

Case study visits indicated that all of the above were happening in both GSP and comparison schools and did not appear to be significant factors in distinguishing between school types.

The results of the teacher survey are presented below.

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3.2   Background of participating teachers

A total of 284 teachers took part in the survey. The teacher questionnaire annotated with a summary of the raw results is presented in Appendix 4.

Teachers were asked to indicate their role in the school and within their global learning programmes. These are shown in table 3.1.

Table 3.1 Participating teachers' roles

Teachers' role	Primary GSP	Secondary GSP	Primary comparison	Secondary comparison
Global learning/GSP coordinator	43%	29%	18%	13%
A teacher involved in some aspects of global learning	52%	64%	53%	81%
A senior leader in the school	38%	29%	40%	34%
Total N =	(106)	(91)	(55)	(32)

More than one answer could be given so percentages may sum to more than 100.

3.3   School context

Delivery of global learning

Teachers reported delivering global learning in a variety of ways, but the most popular in primary was through *cross-curricular activities*, and in secondary through discrete subject areas (e.g. *Geography or citizenship*), although they also work across the curriculum.

GSP schools were more likely to *involve the community*. Secondary schools were more likely to use *extra-curricular activities*.

The subject areas most used to develop global learning, in all schools, were *geography / environmental studies, citizenship, PSHE, RE* and *Art*. GSP schools were more likely to use *English/literacy* than other schools and a number of primary schools reported delivering global learning through *ICT*.

Teachers in GSP schools reported a greater focus on teaching the *8 key concepts* than those in comparison schools, although teachers in comparison schools did report that all 8 key concepts were addressed regularly.

GSP teachers reported a greater focus on global issues generally, and teachers in GSP secondary schools addressed *cultural or racial stereotyping* and *international aid and charities* more than any other teachers.

Further details are presented in Appendix 4.

Teachers in GSP schools were more likely to report that global learning was fully embedded across the school, with teachers in comparison schools reporting that their schools were still at the developing stages. (Figure 3.1)

Figure 3.1 Extent to which global learning was embedded in schools
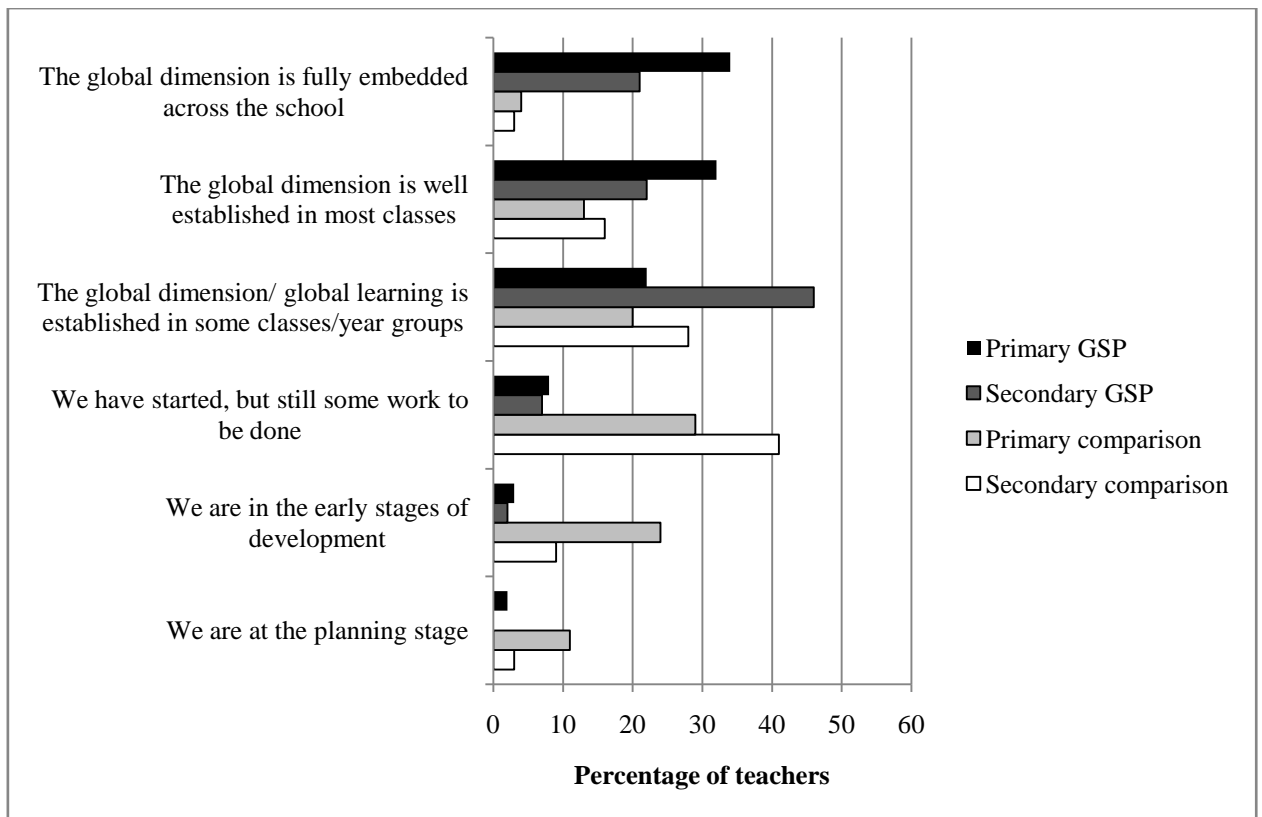
Year groups in which global learning was taught

The teaching of global learning was more widespread in GSP schools.

In GSP primary schools, around 90 per cent of teachers reported that all pupils in Years 1 to 6 were taught global learning. In comparison schools, the tendency was to deliver slightly less global learning in Key Stage 1.

In secondary schools three quarters of teachers in GSP schools reported that all pupils in Years 7 to 9 were taught global learning, with slightly fewer reporting teaching to all pupils in Years 10 and 11 (63 and 51 per cent respectively). In comparison secondary schools the main focus was in Year 8 (75 %) with around half or more pupils being taught global learning in other years. (See Appendix 4)

GSP activities were most common in upper primary and lower secondary classes.

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Partnerships with other schools

The GSP programme supports partnerships between schools in the UK and the developing world and the vast majority of GSP schools had been involved for over 2 years. However, both the quantitative and the qualitative studies showed that many comparison schools had also established school partnerships in developing countries (65% primary and 84% secondary). Almost half of all schools (both GSP and comparison) also had partnerships with schools in Europe.

Partnerships tended to be more established and longstanding in secondary schools, and secondary schools were more likely to have links in the rest of the developed world outside Europe (eg USA, Japan etc.). Comparison schools were more likely to have partnerships with local schools.

School visits indicated that partnerships with other schools, at home and abroad, were common aspects of school life in GSP and comparison schools, primary and secondary.

3.4   Teachers views and experience of global learning

Overall

Teachers in GSP schools were significantly more likely to report that global learning:
- was seen as a priority in their 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.

Figure 3.2 shows the ratings given by teachers in GSP and comparison schools. For all statements teachers in GSP schools gave significantly higher ratings.

Figure 3.2 Teacher ratings about global learning in their schools

% of Teachers

| ■ Strongly agree | ▦ Agree | ▨ Neutral |
| ▣ Disagree | □ Strongly disagree |
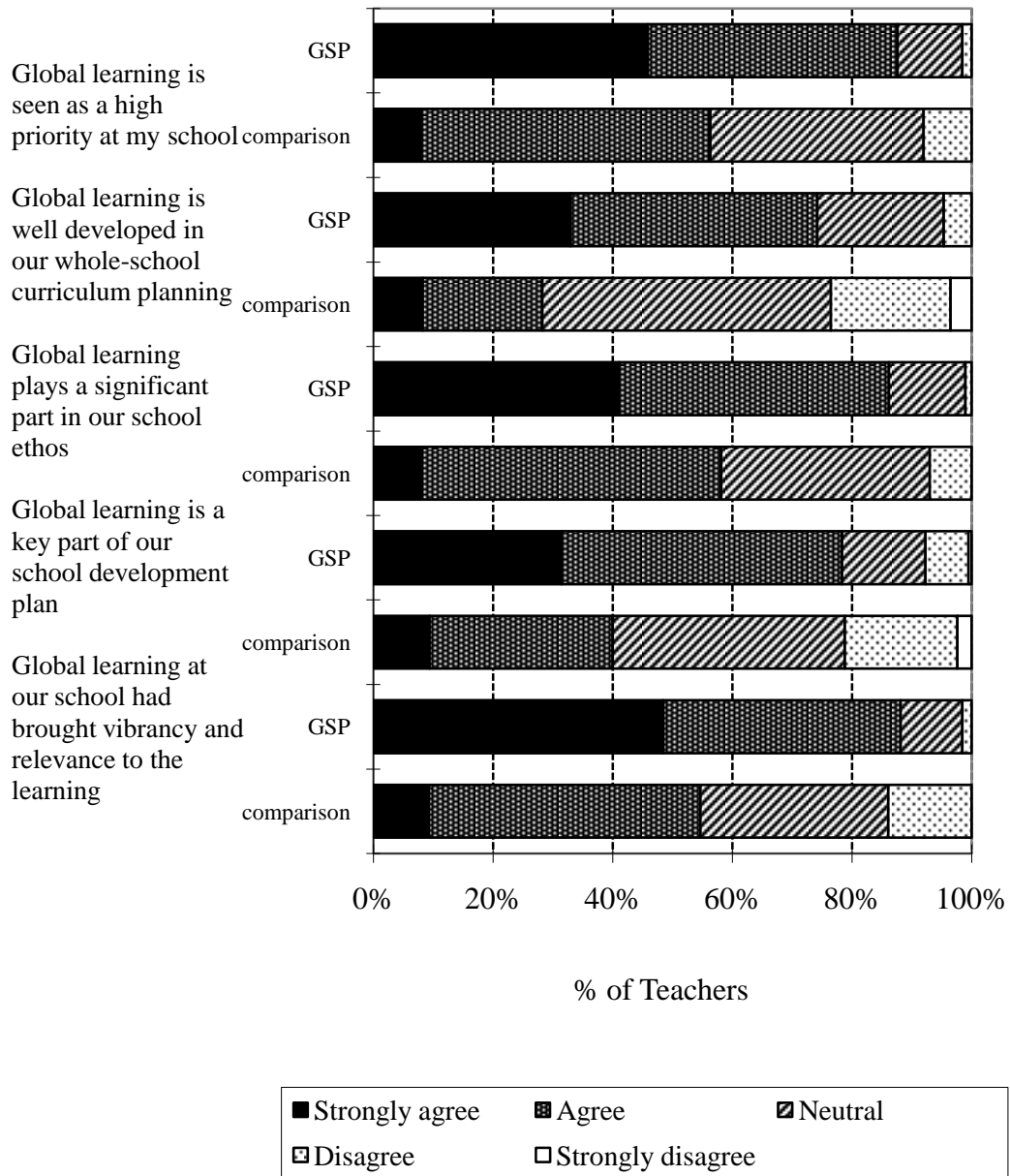
Teachers in GSP schools were also significantly more likely to report:
- more support from senior leaders
- that they had plenty of teaching resources (for teaching global issues)
- that their schools celebrated links with people and school around the world
- that they used global learning to encourage pupils to reflect on their own values and attitudes
- that they support other schools to provide global learning.

Training and professional development

Teachers in GSP schools were more likely to have experienced training or professional development specifically related to global learning.

Table 3.3 Teacher training on global learning

	Primary GSP	Secondary GSP	Primary comparison	Secondary comparison
Teachers who have received training/ professional development in relation to global learning	57%	35%	24%	22%
Teachers who feel the need for additional training in relation to global learning	60%	58%	87%	69%
Total N =	*(106)*	*(91)*	*(55)*	*(32)*

Of those teachers in GSP schools who had received training or professional development to support the development of their school partnerships, the vast majority had found the Introduction to Global School Partnerships extremely relevant, and many also valued other training courses offered by the GSP programme.

Further details can be found in Appendix 4.

When asked what they had found most useful in developing their pupils' awareness of global issues, an overwhelming majority of GSP teachers said that working with the partner school and the GSP funding grants had been very useful. Many also found the GSP training workshops useful as well as guidance from GSP.

Of teachers who said they would like additional training, the vast majority reported that they would value training on the resources and subject matter available. Over half indicated a wish for training on awareness and understanding of development issues.

Teachers in comparison schools wanted training in planning and managing partnerships and intercultural communication skills.

Teachers in primary schools, especially GSP schools, expressed a wish for training in dealing with controversial issues.

3.5 Teacher perceptions of the impact of global learning on their pupils (all teachers)

Teachers in involved in the GSP programme, primary and secondary schools, gave high positive ratings in relation to the impact of global learning on their pupils':

- knowledge of global issues
- understanding and respect for people from developing countries
- attitudes towards inter cultural differences
- awareness of their/our effect on the world
- awareness of development issues.

Teachers in comparison schools also reported that global learning had a positive impact on these and other aspects of their pupils' learning, but to a noticeably lesser extent than GSP teachers.

For full details of teacher perceptions of the impact of the programme, see Appendix 4

GSP school teachers (primary and secondary) felt that global learning had impacted most positively on their pupils' *understanding and respect for people from developing countries,* their *knowledge of global issues*, *attitudes towards inter-cultural differences* and their *awareness of their/our impact on the world.*

No teachers in GSP or comparison schools reported that global learning had a negative impact on the pupils in their school, but some teachers reported negligible or mixed impact around some issues.

For full details of teacher perceptions of the impact of the programme, see Appendix 4 (Q25)

3.6 Teacher perceptions of the impact of the GSP programme on the school (GSP teachers only)

Teachers in GSP schools were asked some additional questions specifically about the impact of the GSP programme on their school, on themselves and on their pupils. The results from those who responded are summarised below.

On the school as a whole

The vast majority of GSP teachers reported that the programme had a positive impact on:

- increased awareness of development issues across the whole school
- making pupils into well rounded citizens
- improving cross curricular links
- students' awareness of topical issues and the world around them
- developing the school as a community.

Around half believed involvement in the programme had:

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- helped improve links with the local community
- helped pupils in becoming able to make informed critical decisions.

Most teachers believed that working with the partner school had a positive impact on:

- awareness of development issues among staff
- on the types of issues covered in assemblies.

Teachers also reported high positive impacts of the GSP programme on:

- the teaching materials and resources used in class
- school ethos
- the school development plan
- staff professional development.

Secondary teachers reported positive impact on *the types of extracurricular activities available* in their schools.

Less impact was reported on *teaching methods, schemes of work, links with other UK schools* and *on assessment/evaluation approaches*, with a number of teachers reporting negligible or mixed impacts on these.

No teachers reported any negative impacts. The qualitative study indicated that if any negative impact was perceived it was often in relation to the time it took to plan with the partner school. In a few cases, problems with technology limited what they could achieve through the partnership and teachers found this frustrating. One teacher reported reluctance on the part of the teacher from the partnership school to fully commit to the relationship and this hindered the progress of any cross-cultural planning and learning.

Aspects of the programme deemed most important

In terms of promoting global awareness among the pupils, the vast majority of teachers who responded believed the most important aspects of the GSP programme were:

- reciprocal visits
- direct communication with colleagues in the partner school,
- developing shared objectives
- communication/interaction between pupils
- friendships that developed.

During case study visits, teachers and senior leaders reported that taking part in the reciprocal visits with the partner school had been extremely effective in 'kick-starting' active involvement in the programme and were unanimous in the view that working with staff and pupils in the partner school had provided valued opportunities for professional development and contributed to a number of aspects of their whole school ethos.

GSP services and support

The services and support offered by the GSP programme were largely thought to impact positively, particularly in terms of staff awareness and professional development, assemblies, school development plan and school ethos.

Further details on this question can be found in Appendix 4.

3.7 Teacher perceptions of the impact of the GSP programme on themselves as teachers (GSP teachers only)

Reciprocal visits

Over half of the teachers who responded had completed a visit to their GSP partner schools. Almost all of these teachers reported that it had impacted greatly on their awareness and understanding of development issues. Teachers interviewed during the case study visits were unanimously in agreement that making and hosting the reciprocal visits had a significant, positive effect on their own development (professional and personal) and on the teaching and learning in their classrooms.

Sharing the learning experiences

Teachers who had visited the partner school reported that they had shared their experience as shown in Table 3.4

Table 3.4 Teacher training on global learning

Have you shared your experience with any of the following groups?	Primary GSP %	Secondary GSP %
Staff	98	100
Whole school	88	70
Your class(es)	95	93
Parents	68	55
Governors / Parent Councils	78	41
The local community	47	46
Total N =	(59)	(56)

These findings were confirmed by the qualitative study visits. Teachers' enthusiasm and desire to share their experience was very strongly in evidence. All teachers had involved their own classes and usually other classes in the school. In most cases teachers, and pupils, had shared with parents and governors through open days and newsletters and many had shared their learning with other schools. Some schools had presented exhibitions in local libraries or supermarkets.

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Teacher's personal skills

Table 3.4 shows teachers' perceptions of how they believe involvement in the GSP programme has impacted on their personal skills. All teachers reported positive impact.

Table 3.4 Teachers' perceived impact of involvement in GSP programme

To what extent has your involvement in the GSP programme helped you to develop the following?	Overall mean	Primary GSP mean	Secondary GSP mean
	(0 = not at all, 10 = a lot)		
a critical understanding of global development issues, including those relating to the partnership context	8.67	8.70	8.65
leadership, team-working and personal skills	7.82	8.01	7.63
curriculum development and delivery expertise which supports school-wide global learning enhancement through the partnership	7.80	8.17	7.42
a critical and reflective approach to global learning practice	8.23	8.41	8.03
approaches which support inclusive working practices in a cross-cultural context	7.57	7.86	7.27
expertise in community engagement, diversity and widening participation practice	6.96	7.12	6.79
Total N =	197	106	91

The vast majority of teachers reported that, as a result of involvement in the GSP programme:

- they believed the partnerships they had developed were sustainable
- they had developed equitable relations with their partner schools
- they now highlighted global issues in their day to day teaching
- included more of a global dimension in their cross-curricular activities and teaching
- they had benefitted from valuable professional development
- they incorporated global learning links into their lesson plans wherever possible
- they were more highly motivated and their pupils were more highly motivated
- their lessons were more stimulating and relevant
- they had more collaborative group discussion activities and enquiry based lessons.

Case study interviews indicated that teachers believed that becoming actively involved in the programme, and particularly the reciprocal visits, had improved their own awareness of global issues as well as that of their pupils and that developing links with the partner school had brought vibrancy and relevance to the global learning in their schools.

4. Impact of GSP on different groups

Chapter 4 overview: Impact of GSP on different groups:

➤ **Differential impact by year of GSP programme**:
  - Greatest impact was found in schools where GSP partnerships were embedded, notably in grant year 3, but also in other grant years
  - Least impact was found in schools in grant year 2 of their GSP partnerships. The reasons for this are unclear, but case study data offered some possible explanations
  - Significant effect was found on both 'response' factors in all year of the GSP programme indicating that involvement in the programme encourages pupils to think and reflect on global learning and to feel able to contribute to global issues.

➤ **Differential impact on primary/secondary pupils:**
  - Pupils in primary schools demonstrated more positive attitudes to global issues than their counterparts in secondary schools.
  - The GSP programme, when fully established in the school, impacts positively on pupils at both primary and secondary levels.
  - In both groups, effect sizes were consistently significant in terms of pupils' response to global learning (critical thinking), their sense of self-efficacy (making a contribution) and their and attitudes to interdependence – indicating significant impact of the programme in these areas.

➤ **Differential impact on boys/girls pupils:**
  - Girls, in general, demonstrated significantly more positive attitudes than boys to a range of global issues.
  - The GSP programme, when fully established in the school, impacts positively on both girls and boys.
  - For boys, the impact was generally in grant years 1 and 3 and particularly in relation to their awareness of most issues.
  - For girls the impact was mainly in year 3, in was more in relation to their attitudes.

The relationship between patterns of pupil response and the impact of the GSP programme is complex. Schools in the programme have different priorities and may focus on specific global issues depending on the location of their partner school, or the stage of their partnerships. Even where teachers aim to address the same global issues, the content of the lessons is likely to focus of different aspects and to vary according to the age of the learners. We have already seen how a number of home background and school type variables are likely to impact on pupils' learning about global issues. Individual pupils' experiences of global learning, therefore, are likely to vary considerably, and measuring 'overall impact' is not straightforward.

Nonetheless, we can look at the responses of different pupil groups to specific sets of questions, to ascertain whether any patterns emerge in terms of the separate, and the combined, factor scales.

4.1   Impact by year of programme

As discussed in Chapter 2, pupils' mean scores on the combined factor scales generally increased according to the number of years their school has been involved in the GSP programme. In schools in grant year 3 of the programme, the difference in pupil responses was significantly greater on all measures demonstrating significantly greater awareness, more positive attitudes and more positive responses to global learning.

Although these effects were observed at all stages of the programme, they were more pronounced in schools where the partnerships were well established and the principles and values promoted by the GSP programme had had time to become embedded in whole school policy.

Table 4.1 shows the impact of the GSP programme in different grant years in terms of an 'effect size'. Effect size is a statistical concept which allows the impact of an intervention or a characteristic to be quantified in comparable terms, both within a study and across studies. An effect size of 1.0 is the equivalent of a shift of a population's mean by one full standard deviation. (This is the equivalent of raising the mean score by around 34 percentile points.)

We can interpret an effect size of 0.2 as raising the score of the average student by 8 percentile points (to the 58th percentile). An effect size of 0.4 indicates a rise of around 15 percentile points.

Cohen[13] (1969) suggests that an effect size of 0.2 may be considered small and effect sizes of 0.5 medium. However, empirical evidence from other NFER studies indicate that effect sizes found in educational studies, if significant at all, are more commonly in the region of 0.1.

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[13] (COHEN, J. (1969). *Statistical Power Analysis for the Behavioural Sciences.* London: Academic Press.)

Table 4.1: Impact according to GSP grant year (combined factors)

Pupil measures	RV year	Grant year 1	Grant year 2	Grant year 3
		Effect size		
Total combined score: Pupil Awareness, Attitude and Response to global learning Response and Awareness	-	**0.14**	-	**0.31**
Overall Awareness	-	-	-	0.22
Overall Attitude	-	-	-	0.24
Response to Global Learning	0.16	0.17	-	0.28

effect size is indicated where the difference is statistically significant – 0.2 is equivalent to 8 percentile points

The effect sizes are consistently stronger in schools in the third grant year of the programme. It is also worth noting that these figures reflect the impact of the programme on a whole population. Evidence from the qualitative case studies indicated that while some pupils appeared relatively indifferent to the global school partnerships, others demonstrated a genuine passion about global issues.

The apparent dip in grant year 2 is interesting. As reported in Chapter 3, many teachers reported that fully establishing the partnership took time and secondary teachers in particular noted that they were still developing ways of involving all their pupils. Case study visits also indicated that pupils, particularly in secondary schools, were sometimes less positive about their ability to make a personal contribution to resolving global issues. This tendency often developed alongside a deeper understanding of the issues, and perhaps more awareness of the difficulties in addressing them.

In schools where the global learning and partnership activities were embedded, pupils were more likely to demonstrate understanding of the possible ways in which they, as individuals could make a difference.

Table 4.2 shows the comparative impact of the programme on each of the 13 separate factor scales.

Significant effects are seen mainly in year 3, but pupil scores on the two 'response' factors were found in almost every year of involvement of the GSP programme. This suggests that participation in the programme has a significant impact throughout on pupil's thinking and reflection about global issues, relating their learning to their own lives and their sense of being able to make a difference.

Pupils from schools in the third grant year of the GSP programme scored significantly higher on a wide range of measures. Compared to other pupils they were more aware of sustainable development and conflict issues. They had significantly more positive attitudes to human rights and social justice, global citizenship, interdependence and human rights and social justice.

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Table 4.2: Impact according to GSP grant year (individual factors)

factor	Pupil measures	RV year	Grant year 1	Grant year 2	Grant year 3
					Effect size
Awareness					
A	Awareness of global issues	-	-	-	-
B	Awareness of interdependence	-	-	-	-
C	Awareness of human rights and social justice	-	-	-	-
D	Awareness of sustainable development	-	0.20	0.19	0.31
E	Awareness of conflict issues	-	-	-	0.21
Attitude					
F	Attitude to diversity	-	-	-	0.23
G	Attitude to global citizenship	-	-	-	0.24
H	Attitude to interdependence	0.14	-	-	0.24
I	Attitude to human rights and social justice	-	0.15	-	0.28
J	Attitude to sustainable development	-	-	-	-
K	Attitude to conflict resolution	-	-	-	-
Response					
L	Response to global learning	0.14	0.12	0.13	0.27
M	Sense of efficacy	0.19	0.20	-	0.26

* effect size is indicated where the difference is statistically significant

As the GSP programme progresses in schools, more teachers, and sometimes pupils, are able to visit the partner school. Case study interviews revealed that, as teachers and classes shared their experiences with others in the school, the link became more tangible and awareness was raised across the school and, in time, across the local community.

Some schools reported a period of development whilst working out, with their partners in developing countries, the most effective ways of working together. Almost all indicated that once the partnership was established, there was a mutual desire to sustain it. While many were already developing ways of funding their partnerships in the future, a few felt it would not be possible to maintain links without funding.

4.2 Impact on primary/secondary schools

The findings from the pupil study reflected the case study observations that primary pupils generally tended to show more engagement and enthusiasm than older pupils. Analysis of the questionnaire responses revealed that pupils in primary schools were more likely to select the extremes of the attitude scales, that is they were more likely to strongly agree or disagree than their counterparts in secondary schools. This tendency, while suggesting a

more positive approach might also mask a lack of the deeper understanding or thoughtful reservation sometimes demonstrated by older pupils who actually knew more about the challenges associated with many global issues.

Isolating the extent to which the GSP programme impacts differentially on primary and secondary pupils is complicated by these and other factors. For example, primary pupils are more likely to hold an idealised view of what they might be able to do both now and in the future. It could be argued that the more mature, if sometimes more cynical, secondary pupils have a more realistic perspective based on a critical evaluation of the issues.

Nevertheless, the questionnaire data shows that the GSP programme, when fully established in the school, does have a positive impact on pupils at both primary and secondary levels.

Adopting a whole school approach appears to be more achievable in primary schools. This is partly because primary schools are usually smaller and in-school communication is often easier, but the nature of the curriculum also plays an important part. In several schools, global learning was taught through subjects such as PSHE, citizenship, geography, history and science. These are often taught as part of cross-curricular projects in primary schools, whereas in secondaries they are more often taught as separate subjects. If partnership activities are delivered within only a few subject areas, older pupils who have not chosen to study these subjects may be excluded from involvement in the programme.

Partnership activities are often shared at school assemblies. Again in primary schools these tend to involve either the whole school or key stage. In secondary schools, depending on the size, these assemblies might be limited to single year groups or houses and therefore not everyone in the school learns about the partnership.

In some secondary schools, as few as five or six pupils could be involved in the project. For example, it might be part of an elective programme or, as in some schools, pupil participation could be dependent on their parents' willingness, or ability to fund a visit to the partner country. In other schools, primary and secondary, the partnership link has become the basis of a community-wide movement in which parents and the wider community are all fully engaged.

The management of the GSP programme varied considerably from school to school – whether primary or secondary.

Interactions

The next phase of analysis looked at differential effects on pupils in primary and secondary schools in different years of the programme. Table 4.2 shows where statistically significant effect sizes were found in relation to the individual factor scales.

In order to make direct comparisons of the differential impact of the GSP programme, the over-arching 'primary' effect (the main effect) has been removed from the effect sizes shown.

## Table 4.3: Impact according to GSP grant year in primary and secondary schools (individual factors)

	Pupil measures	RV year	Grant year 1	Grant year 2	Grant year 3		RV year	Grant year 1	Grant year 2	Grant year 3
			Primary					Secondary		
					Effect size					
Awareness										
A	Awareness of global issues	-	-0.10	-	-		-	0.36	-	-
B	Awareness of interdependence	-	-	-	-		-	-	-	-
C	Awareness of human rights and social justice	-	-	0.25	-		-	-	-	-
D	Awareness of sustainable development	-	-	0.28	0.22		-	-	-	0.22
E	Awareness of conflict issues	-	-0.10	0.20	0.22		-	0.25	-	0.22
Attitude										
F	Attitude to diversity	-	-	-	0.30		-	-	-	0.30
G	Attitude to global citizenship	-	-	-	0.32		-	-	-	0.32
H	Attitude to interdependence	0.13	0.04	0.15	0.35		0.13	0.28	0.15	0.35
I	Attitude to human rights and social justice	-	0.06	0.11	0.37		-	0.39	0.11	0.37
J	Attitude to sustainable development	-	-	-	0.20		-	-	-	-
K	Attitude to conflict resolution	-	-0.01	0.16	0.21		-	0.22	0.16	0.21
Response										
L	Response to global learning	0.14	0.12	0.13	0.27		0.14	0.12	0.13	0.27
M	Sense of efficacy	0.19	0.20	-	0.36		0.19	0.20	-	0.36

In both primary and secondary schools the impact was highest in grant year 3.

In both groups, effect sizes were consistently significant in terms of pupils' response to global learning, their sense of self-efficacy and their and attitudes to interdependence – indicating significant impact of the programme in these areas.

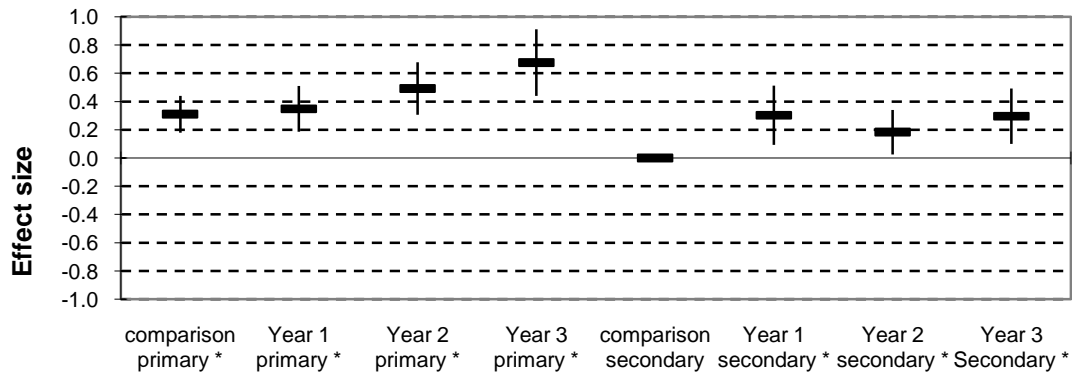# Figure 4.1 Interactions – Impact by year of programme by primary/secondary

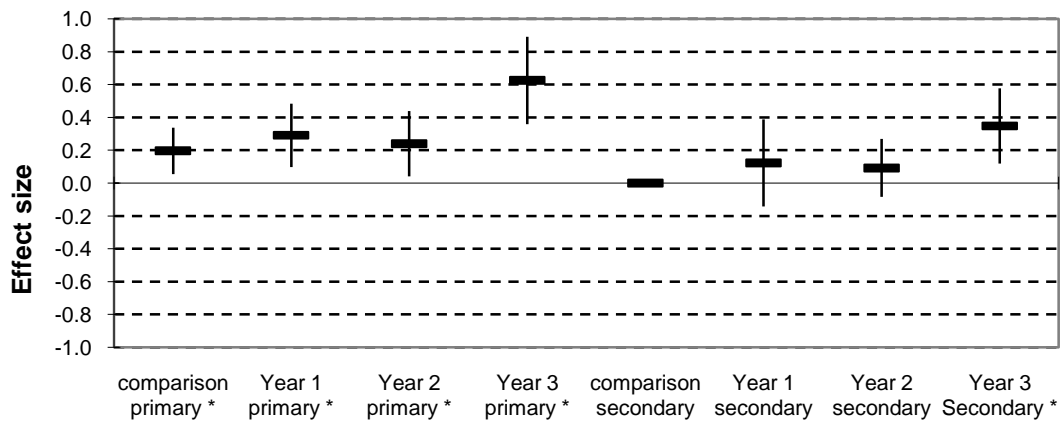## Total combined measure – awareness, attitude and response
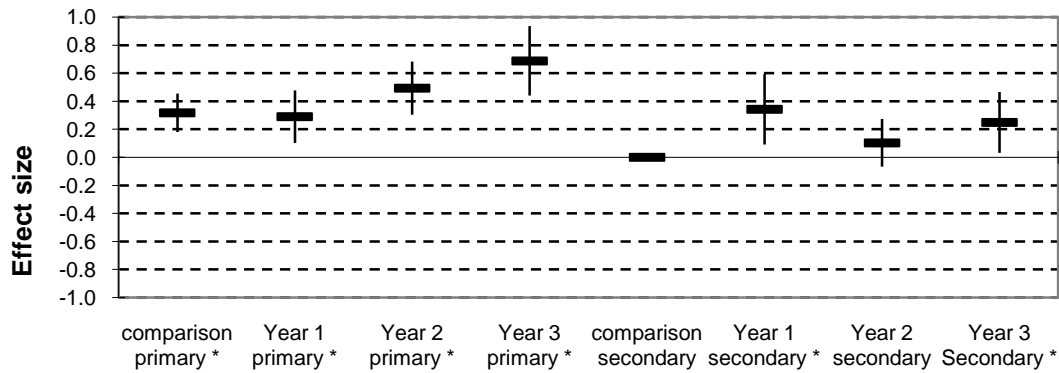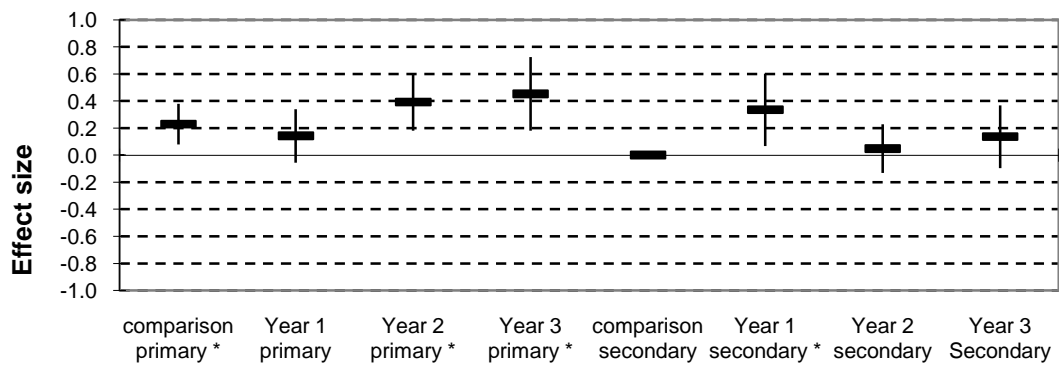
Awareness

Attitude

Response

4.3　Impact by gender

Girls, in general, demonstrated significantly more positive attitudes than boys to a range of global issues.

Girls were more likely to report awareness of global issues generally, and specifically awareness of sustainable development. Boys reported more awareness of social justice and of conflict issues. In terms of awareness of interdependence, there were no differences between boys and girls.

On all six of the attitude factors (attitudes to diversity, global citizenship, interdependence, social justice, sustainable development and conflict resolution) girls showed significantly more positive attitudes than boys.

In their response to global learning, girls again showed significantly more positive responses than boys.

These findings were largely reflected in the case study visits. However, although girls might be expected to show more empathy, there were many instances during the pupil interviews where boys clearly demonstrated a deep understanding of global issues and a strong intention to put their learning into practice.

It is possible that these results indicate a differential effect of the GSP programme on girls, however it may be that they reflect a maturational difference between boys and girls that has been documented in a number of educational studies.

Interactions

By adding interaction terms to the model the differential effect of GSP on boys and girls in different year groups can be explored/examined. The table below shows the effect sizes for boys and girls, after the effect for girls has been removed (for clarity/comparative purposes).

In order to make direct comparisons of the differential impact of the GSP programme, the over-arching 'girls' effect (the main effect) has been removed from the effect sizes shown.

For both boys and girls, the programme was seen to have significant impact on their response (critical thinking) and their sense of efficacy (personally making a difference) in all grant years of the programme. Impact was also found throughout in terms of attitude to interdependence.

For boys, the impact was generally in grant years 1 and 3 and particularly in relation to their awareness of most issues. For girls, who probably began at a higher level, the impact was mainly in year 3, in was more in relation to their attitudes.

Table 4.4: Impact according to GSP grant year in girls and boys (individual factors)

	Pupil measures	RV year	Grant year 1	Grant year 2	Grant year 3		RV year	Grant year 1	Grant year 2	Grant year 3
			Girls					Boys		
					Effect size					
	Awareness									
A	Awareness of global issues	-	0.36	-	-		-	0.51	-	0.16
B	Awareness of interdependence	-	-	-	-		-	0.15	-	0.14
C	Awareness of human rights and social justice	-	-	-	-		-	0.15	-	0.23
D	Awareness of sustainable development	-	-	-	0.22		-	0.12	-	0.22
E	Awareness of conflict issues	-	0.25	-	0.22		-	0.44	-	0.22
	Attitude									
F	Attitude to diversity	-	-	-	0.30		-	-	-	0.15
G	Attitude to global citizenship	-	-	-	0.32		-	0.13	-	0.15
H	Attitude to interdependence	0.13	0.28	0.15	0.35		0.13	0.28	0.03	0.15
I	Attitude to human rights and social justice	-	0.39	0.11	0.37		-	0.39	0.11	0.21
J	Attitude to sustainable development	-	-	-	-		-	-	-	-
K	Attitude to conflict resolution	-	0.22	0.16	0.21		-	0.22	-0.02	0.05
	Response									
L	Response to global learning	0.14	0.12	0.13	0.27		0.14	0.12	0.13	0.27
M	Sense of efficacy	0.19	0.20	-	0.36		0.19	0.20	-	0.16

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Figure 4.2 Interactions – Impact by year of programme by gender
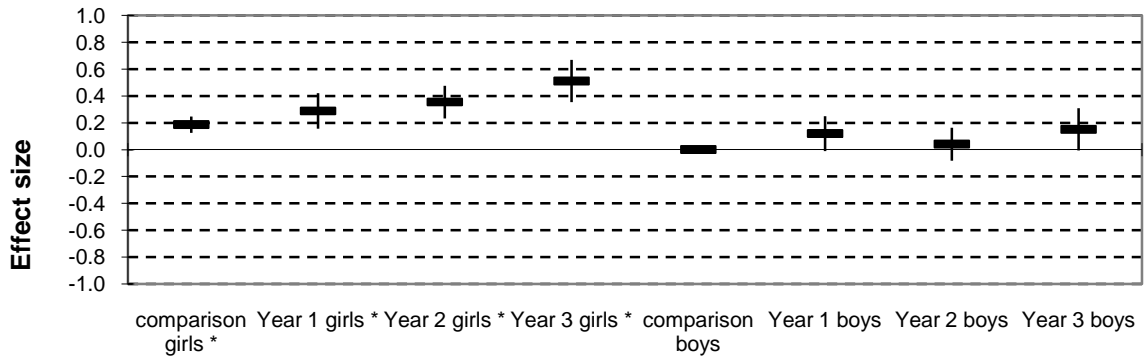
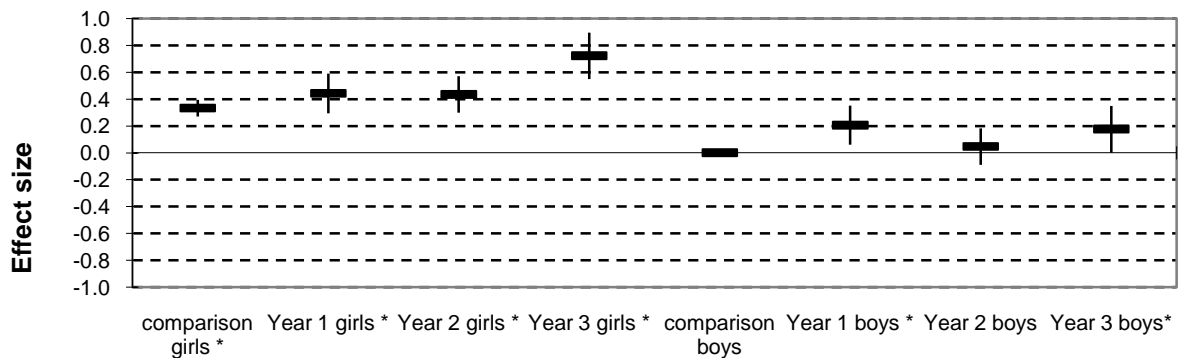## Total combined measure – awareness, attitude and response
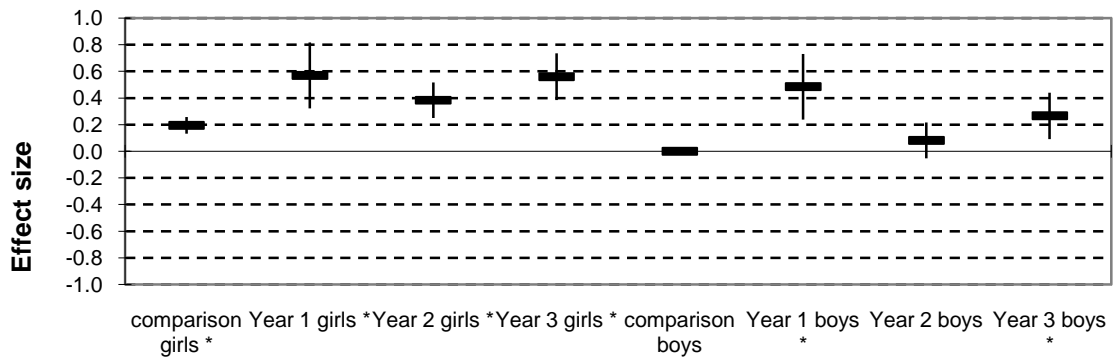
Awareness
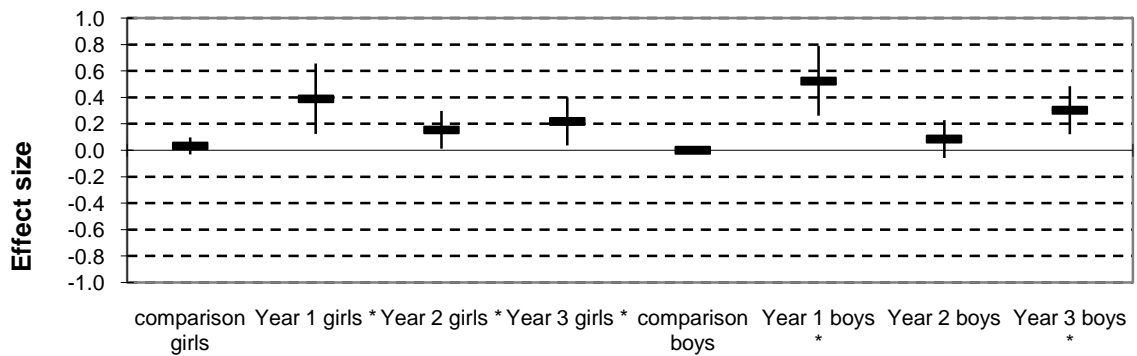
Attitudes

Response

5. Qualitative findings – School case study visits

Chapter overview: Summary of qualitative findings:

> ➤ pupils showed the greatest response to global learning (GL) in schools where a whole school approach was adopted, and where direction for the GSP programme came from a committed and passionate GSP coordinator
> ➤ the relationship with the partner school takes some time to become established
> ➤ the degree of multiculturalism and the extent to which schools celebrated diversity was observed to impact on pupils global learning
> ➤ schools that showed the greatest commitment to GL were those where the relationship with the partner school was seen to be mutually beneficial
> ➤ teachers would like more time to talk to other teachers about how they have managed aspects of GL
> ➤ most schools are still in the early stages of working with the community in connection with GL: there is still some work to be done in this area

The following chapter presents an overview of the findings from the qualitative study drawn from the visit notes from 21 schools (11 GSP and 10 comparison schools) where interviews were conducted with senior leaders, GSP/Global learning co-ordinators, teachers and pupils in settings that covered a wide range of background variables in terms of school type, ethnic diversity, level of deprivation/free school meals, achievement and location in the UK.

Examples of excellent global learning (GL) were observed in both GSP and comparison schools. GSP schools were more likely to place a high priority on GL and often this took on a more specific focus, depending on the issues most pertinent to the partner school.

The sections below summarise the key observations that emerged from the qualitative interviews in schools.

5.1 Perceived importance of GSP funding

- Senior leaders and teachers in all GSP schools reported that the GSP funding was crucial to developing the partnership.

- Many senior leaders/teachers in the third year of their of their GCP grant stressed that it took the full three years of GSP funding to fully develop a strong working

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partnership and felt that it would have been difficult or impossible without the GSP funding.

- Views were mixed on whether the partnerships could be sustained when the funding ended but all, unanimously, expressed a desire to maintain relations with their partner school. Some schools were exploring other ways of funding their partnerships in the future.

- Some schools used part of the GSP funding to buy supply cover to release teachers involved in the programme.

5.2 Factors that may impact on pupil's learning

Observations made during case study visits revealed a number of factors that appeared to impact on pupil's learning, such as:

Having a partner/link school

- Teachers and pupils reported that link/partner schools helped make learning about other countries less remote, and less abstract.

- Where teachers had the opportunity to visit the partner school, there were more opportunities to make GL more engaging for pupils by using real-life examples.

Both of these were more common in GSP schools, as they are essential parts of the GSP programme, but several comparison schools had developed their own links with schools outside of the UK.

Ethnic diversity of the pupils

- Multicultural schools: often used the backgrounds of pupils to celebrate diversity. Pupils with multi-cultural heritage tended to have better knowledge about poorer countries which they received from family members. This was not always the case – pupils from one multicultural school were not very informed, indicating that much depends on how the teachers/ school is able to draw on the pupils' background and make use of them.

- Predominantly white schools: teachers mentioned that some pupils with non-British heritage might feel uncomfortable when talking about poorer countries and that GL topics had to be dealt with sensitively. Other teachers mentioned the fact that GL might seem more remote for those pupils who are not faced with multiculturalism in their daily life. However, as one teacher noted, GL is then essential to prepare pupils for meeting multiculturalism later in life.

Evidence of strong global learning was seen in schools where ethnic diversity was consciously celebrated and where staff and pupils actively sought a variety of opportunities to discuss and explore differences.

Whether GL teaching is selective or whole school

- Some schools adopted a 'whole school' approach. Others selected particular year groups for GL, and this had an adverse affect on the involvement of the pupils who did not receive GL.

- In primary schools, there may be a trend to focus GL on the older year groups, i.e. year 4 upwards

- At secondary school level, it is common for GL to be taught through subjects such as history, geography, Citizenship or Science. One school expressed a concern that if GL is focused in specific subjects like history or geography there may be a disadvantage for those pupils who don't take those courses.

Adopting a whole school approach where all pupils are encouraged to engage with global learning is clearly beneficial for pupil learning. In most cases, all pupils at GSP schools had a degree of involvement with the partner school and demonstrated awareness of global issues. However this was not always the case and in some examples the benefits of the exchange experience remained largely for those directly involved.

Participation in the exchange visits (GSP only)

- In some schools, the ethos of the schools was such that all pupils felt motivated and inspired. However in some schools, the pupils who did not take part in the visits felt disengaged: GL had not filtered through to these pupils

- It was often the case that the older pupils in the school made the exchange visit (e.g. year 12 pupils at secondary level). One teacher mentioned concerns that this may affect the sustainability of GL at school because these pupils remain at school for such a short time after the visit, thus affecting the amount of time where it is possible to share their experience with other pupils.

- In one case - a school on the second year of the programme – it had only been teachers who had made the exchange. Although pupils were still motivated and interested in GL, the lack of personal contact with other pupils made their learning seem less direct.

It was clear that participation in the exchange visits had a huge impact on teachers and pupils. For those students and teachers who were unable to participate in the visits, the extent of global learning was somewhat dependent on the dissemination of knowledge and understanding gained through the experience by those who had had the chance to undertake it.

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Age of the student (primary and secondary differences)

- There seemed to be a difference in perceived level of understanding between primary and secondary pupils. Primary pupils often think that they understand a lot about GL, but the level of their understanding is frequently more basic than secondary pupils. Many secondary pupils acknowledge that there are large gaps in their knowledge about poorer countries.

- There seemed to be a trend for secondary pupils, even those whose schools are very involved in the GSP programme, to feel less empowered and lack motivation to do anything. As one pupil said, "I personally can't make a difference - one individual can't change the life of people in another country (unless you are a really powerful or famous person) – it takes governments and countries working together to make a difference". On the other hand, some pupils thought that, "even just raising awareness is doing something". There are also some secondary pupils who will only participate if they will get something out of it. It seemed to be the case that more primary pupils were involved in actively pursuing fundraising initiatives and carrying out other community-minded endeavours.

One might expect that primary students in general have a higher level of enthusiasm for global learning than secondary students, who tend to be more critical and sceptical at that stage of education. However case study evidence indicated that global learning was an important subject to all year groups, and that GSP was stimulating awareness and debate appropriate to the different levels of schooling.

Knowledge of the 8 key concepts

- Many pupils were not familiar with the exact wording of the key concepts, including GSP pupils, although GSP pupils were more likely to have some familiarity with the terms. For example, many had not come across the term, 'global citizen', although they had an understanding of what this might incorporate.

It became clear through interviews with teachers and pupils that direct teaching of the 8 key concepts took different forms and that the terminology used varied considerably.

5.3 Factors that may impact on the teaching of global learning

The schools that participated in the case studies were all at different stages of the GSP programme, and this affected their teaching in terms of stage of curriculum development and delivery, and teacher confidence and commitment to global learning. Some teachers had the opportunity to travel to the partner school whereas others were still setting up communication with the partner school. It is worth adding that the teaching approach adopted has a huge impact on pupil learning.

Some of the factors observed as having an impact on the teaching of global learning are outlined below.

The extent to which teachers take a personal interest in GL

- In some cases, teachers used current news events as a way of making learning about other countries more direct. In this way GL was incorporated as part of a daily routine.

- Teachers who had been on exchange visits were able to use personal stories to motivate and engage pupils

Teachers' personal interest in GL has a key impact on the commitment to GL in the classroom.

How GL fits into the curriculum

- In all cases, in GSP and comparison schools, GL was not taught as a discrete subject. Teaching was either delivered through other discrete subjects – PSHE, Citizenship, Geography and Science were frequently mentioned, or through topic teaching (primary only).

- GL teaching was a greater priority when GL was formalised as part of the curriculum. In cases where it was not formalised, the extent to which GL was taught was largely down to the motivation and interest of individual teachers.

- Both at primary and secondary level, the cross-curricular potential of GL had led to some examples of interdepartmental (secondary) or cross-year-team collaboration.

- The extent of sharing of ideas and information about GL across the staff seemed to affect the success. In some cases, staff did not seem to be aware of projects that other staff members were involved with. This was also the case with SLT members not having a clear a picture of GL initiatives as the teachers carrying out GL teaching.

The planning and priority of GL in the curriculum varies hugely from school to school and is to a large extent dependent on the support of the SMT.

Time allocated to GL

- Time to plan and develop GL came up as an issue for many teachers. In many cases staff had to devote their own time to pursuing GL.

- Some comparison school teachers mentioned that due to lack of time, they were hitherto unable to apply for funding

Developing schemes of work and planning GL activities with or without partnership input requires a substantial time commitment from teachers. In some cases GL activities were restricted due to insufficient time for development.

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The partner school: ethos and commitment

- One school noted that the success of its link and thus the GL programme at the school must be partly down to the welcoming and committed nature of the partner school. It is not possible that some UK schools may not be so fortuitous with their partner schools. In another example, a UK school told us that their partner school was having to contend with the effects of a national disaster, and this meant that GL was not currently a priority for the partner school. In one case, a school attributed the success of the link to the fact that the partner school was of a similar nature to the UK school: in this case, a UK grammar school had paired with an independent school in a poorer country.

- Whilst the culture of the partner school obviously had a significant effect, perhaps an even greater factor affecting the success of GL was the relationship that the UK teachers have with individual teachers at the partner school. Some teachers at the partner school were obviously very committed and enthusiastic about the partnership; however this was not always the case.

- Communication with the partner school also greatly affected the success of the partnership. As one very successful GSP school noted, "Communication has to be consistent and regular". In many cases, poor technology in the partner school meant that this was not possible, despite the best efforts in some cases to provide resources specifically to help address this (for example, by donating computers or fax machines).

In order for the partnership to be successful there has to be a commitment on both sides – from the UK school and the partnership school. Communication is the key to developing a successful relationship with the partner school, and most schools experienced initial challenges with this in the early phases of the partnership.

The partner school: nature of relationship

The extent to which the relationship with the partner school is a two-way exchange is perhaps one of the most significant factors that separate GSP schools from non-GSP schools.

- Where GL was part of the culture of the school, and teachers and pupils were engaged, thoughtful and passionate about global issues, we observed that there was also a flow of information and ideas between both schools. These were not just partnerships where the UK school was sending aid or funds to the partner school: these were relationships where the UK school was actively learning from the partner school, and where the interaction between schools was mutually supportive.

- Many teachers spoke of the sometimes unexpected benefit to their own teaching of being able to learn teaching skills from the partner school teachers. The visits inspired them to try out new methods in their UK classroom. For some, it inspired

them to make better use of their resources, once they were able to see what could be achieved with so few.

- In terms of curriculum development, teachers had helped to set up exchange projects between the pupils of both schools, to help them learn about the partner school in a more direct way. There were many examples of this exchange, including exchanging pictures of 'the view out of my window', exchanging tourist booklets created by the pupils to inform the other pupils about their area, or exchanging poetry or letters. In some cases, teachers with similar interests had been inspired to co-create a new scheme of work. In other cases, the exchange required each school to complete one part of the same project, for example, for a project on seed growth, one school was required to make the compost, the other to make the fertiliser.

The relationship between the partner school and the UK school is a crucial factor impacting on the degree and quality of global learning as the outcome from this relationship. Where we observed a 'flow of ideas' between the UK and partner school, we also observed a high degree of global awareness and acuity.

5.4 Factors that may extend the impact of global learning to outside the school

It is to be expected that any impact of global learning outside the school might be more widely found in schools that are in a later stage of the Global Schools programme, or schools where there is already an international focus and existing partnerships. This was indeed the case in the schools we visited. Whilst global learning at comparison schools is likely to have a degree of impact outside school, GSP schools often use their link with the partner school to give any impact a specific focus.

The following are some of the factors that were observed as impacting on global learning outside school:

School's relationship with parents

- Schools often ask parents to come into school to share information about their home country/ lifestyle in order to celebrate cultural diversity. This may happen more in primary rather than secondary school.

- School performance evenings, school fairs, school award evenings, or parents' evenings were sometimes used by schools to showcase some of the current GL work, providing an opportunity for parents to learn more about GL. Some GSP schools hosted events that encouraged parents to meet and talk with the exchange visitors. Many teachers thought that this learning and experience cascaded out to the local community.

Parents can contribute to global learning and be global learners themselves. The extent to which parents are involved is dependent on the school ethos and the activities run by the school.

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School's involvement with the community

- For one school, work on Fairtrade took pupils out into the local community to raise awareness of Fairtrade products. This led to an interesting discussion with a local butcher who wanted to support local produce, giving pupils a real-life context for discussion about these issues.

- In one school, the partner school also participated in fundraising endeavours: beads made by people in the partner country were sold in the UK at a school fair to raise money for the exchange visits.

Few schools noted activities where pupils and teachers were directly involved with the community: many teachers thought that global learning had an indirect impact on the community through pupils' changed behaviour and understanding.

Sharing information and ideas with other schools

- Some schools shared what they learnt through the GSP programme with local schools. This also happened in one instance with the partnership school and its local schools. Not all schools shared information in this way.

Only schools in the later stages of the GSP programme were involved in sharing information with local schools. Some teachers observed that it would be useful to find out more about what other schools were doing and how they were tackling some of the challenges of the programme.

5.5 Factors that may support the management of global learning in schools

Global learning was managed in very different ways in the case study schools that were visited as part of the research. In all cases, schools have a coordinator that leads the organisation of global learning, but their efforts were very much affected by the ethos, timetabling and curriculum of the school. The factors observed as having an impact on the management of global learning in the case study schools were as follows:

Other projects or initiatives that a school might be involved with

- The other initiatives that the school is already involved with can affect a school's involvement with global learning. For example, many schools were involved with trying to improve 'Community Cohesion'. This programme requires schools to set up local, national and international links, so there is much overlap with GSPP. Some schools would not call their work GL, but would say that their work focuses on carrying out the objectives of community cohesion

- In some cases, the schools thrived from being involved in a number of similar projects, but for some teachers, the extra work load was too much of a burden, and they thought that the other projects compromised the success and focus on the GSP programme

- If the school has a 'faith' ethos (in the case of this sample this was Christian schools only) there is considerable overlap between the values that a faith school aims to culture, and GSP aims to culture, i.e. helping and respecting others. The faith schools visited tended to focus heavily on providing aid through fundraising. Faith schools often had international links (often with poorer countries) with schools to which they were sending aid/ money. Sometimes these were set up by the school itself; sometimes through a local church.

At any time, schools have to juggle a number of commitments and priorities. In some cases GSP builds upon previous or pre-existing initiatives; in others, more work is needed to integrate the programme into the school curriculum.

Does GL appear on the School Development Plan (SDP)?

- The status of GL in the school policy may affect the amount of time staff are prepared to spend on it, as often GL planning or GL meetings took place in staff's own time.

- In many comparison schools, GL did not appear on the SDP, and often teachers were not aware what was on the SDP. This did not seem to affect the extent of GL carried out by the comparison schools. In one case, GL was not on the SDP but was part of the departmental plans

- GSP schools were more likely to report that global learning featured on the SDP.

Most GSP schools have GL featured on the SDP, however this was not found to be necessary for the success of the programme.

The importance of GL amongst other subjects

- Depends on other school priorities and their urgency, e.g. a recent inspection highlighted that Maths and English teaching needed improving in one school so GL was dropped as a priority

- One school believed that the fact of having links to an international school meant that GL no longer needed to be a priority in the curriculum

The extent to which GL is seen as a priority in the curriculum impacts on the time devoted to planning and delivery by teachers.

Staff support for GL

- The extent to which GL is supported by SLT – in several cases, the SLT member interviewed seemed to have less of an idea about what was going on in terms of GL than the teacher interviewed. Therefore it seems that the support of SLT is less important

- The extent to which GL is supported by the staff body as a whole – we sometimes found teachers acting in isolation from each other – the extent to which they

pursued GL was not necessarily dependent on the inspiration or motivation from other teachers

In some schools, teachers pursue GL largely independent of other staff. However, in schools where there was a strong GSP co-ordinator, and often those in later stages of the programme, all teachers were involved in GL to some extent, and therefore the approach to GL was much more unified and consistent.

The role of the GSP co-ordinator

- Whether the school has a 'driver' seems to be essential for a successful GL programme in GSP and comparison schools. A driver can oversee which aspects of GL are covered and what is missing, and how the programme is balanced throughout each year group. The driver has the passion and focus to take GL learning forward.

- A school where the driver was part-time struggled to have time to develop GL delivery.

- The length of time the co-ordinator assumed the role: for consistency and development, the school benefits from the same teacher leading the programme.

- Whether a teacher is given paid time to be able to co-ordinate and develop the programme.

- Whether a co-ordinator is on the SMT. This was useful not only in making sure GSP was a school priority, but also for practical issues such as being able to call meetings with staff across the school.

The role of the GSP co-ordinator is crucial to developing a whole school approach to GL as well as motivating teachers and overseeing curriculum developments.

Communication about GL amongst teachers

- In several cases, teachers did not communicate their ideas about GL to each other and were acting in isolation. This seemed to affect the consistency of the message for all pupils about GL.

- Many teachers talked about how it would be useful to be able to talk to teachers from other schools that -were in similar positions to them so that they could share ideas and inspiration.

- There seemed to be very little 'whole staff' communication, e.g. INSET days. Staff from the same school sometimes had different ideas about GL, e.g. whether GL was embedded or not in that school

Even in schools devoted to GSP, a recurrent message from teachers was that they would like more opportunities to be able to talk to other teachers about GL – those in the same school, and also those from schools in similar stages of the programme. Teachers thought

that finding the time to meet and difficulties with organising meetings for different groups of teachers were the two main obstacles to improving school communication.

5.6 GSP - what makes a difference to GL

Schools involved in the GSP programme were very positive about the effects that the programme had on pupils, teachers and the community. Many teachers were so committed to the objectives of the programme that they were determined to continue to develop global learning with the help of a partner school once the three years involvement in the programme came to an end. The case study visits revealed a number of key factors about the programme that participants in the programme felt had the greatest impact on global learning in schools:

The exchange visits

- Everyone we spoke to about the exchange visits - teachers and pupils - was extremely positive about them. For many students it was a 'once-in-a-lifetime' experience and for some it represented an opportunity to travel that they might not otherwise have had. Not only were the visits enlightening about how other people live and their values and beliefs, they were also inspiring, and a chance for personal growth. The outcome for many students was increased confidence and self-esteem, a deeper understanding of the issues facing poorer countries and how they are affected by the relationship with the UK and other countries, and an awareness of personal responsibility. In addition many students formed strong friendships with the students in the poorer country and were able to see past the superficial differences between them. Teachers also gained enormously from the visits and spoke about how much they were able to learn in a professional capacity from the teachers in the partner school.

- The knock-on effect of the visits was not just restricted to more engaging, and effective global learning in schools: the learning and experience was also shared with friends, families and communities of those who had the chance to travel.

- Unfortunately we were unable to interview the teachers and students from the partner schools during our research, but feedback from UK participants suggested that there would have been further positive comments to add from the partner schools.

The exchange visits had a hugely beneficial impact on the pupils and teachers at schools involved in the GSP programme, and indirectly to the communities to which they belonged.

The length of the programme

- Many co-ordinators observed that it took time for the relationship with the partner school to develop. This was as much a case of working out how best to communicate with a school that might not have very developed technology resources such as easy access to email, as how to use the interaction with the

partner school in a productive and creative way that would benefit the curriculum and the pupils. The fact that the programme is funded for three years allows schools time to overcome any technical challenges and to develop the relationship so that it is used in a productive and beneficial way.

Three years is a suitable time-frame to establish and deliver GL according to the aims of the GSP programme.

The funding

- The funding was essential to the initial stages of the programme. In most cases it funds the visits from the partner school staff (and pupils), and can additionally be used to fund visits for the UK staff to the partner school. In most cases schools had to find additional funding (through fund-raising or other funding bodies) to enable UK students to visit the partner school (and not all schools were able to find this money). However schools who were heading towards the end of their funding period, or those who were currently at the end of their funding period suggested that they would endeavour to continue the aims of the programme with or without further funding from the GSP programme.

Funding is essential for the exchange visits which are a key part of the GSP programme. Many schools remain committed to continuing to seek ways of funding the visits once their three-year support is over.

Curriculum exchange

- The effect of UK and partner school teachers planning lessons together, although it could present technical and time challenges, was very positive for pupils and teachers. Teachers benefited from the professional exchange and meeting the challenges of creating schemes of work that were practicable and relevant for students of both countries. Pupils benefited from lessons that put global learning in a 'real-life' context.

Developing a scheme of work with the partner school had a huge impact on GL because it helped to contextualise GL for pupils, and it could offer opportunities to share work and communicate directly with pupils at the partner school. This contributed to a more balanced perspective on people from poorer countries and there was an emphasis on what there was to learn from each other. In contrast, pupils from comparison schools often tended to think that the purpose of a relationship with a school in a poorer country was being able to offer financial assistance or donate aid supplies.

5.7 How GSP can help Global learning

The impacts of the involvement with the GSP programme were largely seen to be very positive for pupils, teachers and the community. Some factors could be attributed to global learning in general, and were also mentioned by control schools, although some factors arose specifically from involvement in the GSP programme. The impacts of GSP mentioned by pupils and teachers are as follows:

Impact on pupils

GL has a huge impact on pupils' learning, attitudes, beliefs and their actions. There was some difference found between primary and secondary pupils in terms of eagerness and awareness, although this is to be expected. GSP pupils benefit specifically from the exchange visits and also because GSP schools are more likely to make GL a high priority and to adopt a whole school approach to teaching GL.

Impact on pupils' learning and self-awareness

- Makes lessons more relevant and engaging for pupils: children 'enjoy learning about other children'.

- Improves critical thinking skills, e.g. debate, seeing things from different perspectives, increases pupils' awareness of their own values and perceptions.

- Gives pupils a sense of identity – particularly the case with pupils from non-GB heritage. Some pupils identify with the country they are learning about: "that's my country"; others become more reflective on their own.

- Has an impact on friendships – helps pupils to understand others better, become conscious of their own stereotyping.

Impact on pupils' attitudes and beliefs

- Pupils from GSP schools seemed to have a more balanced view of what life is like for those in poorer countries. They were less likely to only feel sorry for those from poorer countries, and they were more ready to acknowledge the positive aspects of the foreign culture. On the whole, they had a fuller understanding of the complexity of factors that contributed to one country being poorer than another. For pupils who had been on exchange visits, many were impressed by the intelligence and resourcefulness of their hosts and for many UK pupils it made them realise how lucky they were to have the freedoms they did and to have education for all. Many pupils had the impression that they were less different from pupils in poorer countries than they had originally thought.

- Some pupils from GSP schools talked about the history of colonisation and/or the ongoing exploitation of poorer countries and felt it was the responsibility of their generation to address issues such as inequality, for example: "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".

Impact on pupils' actions

- There were many examples of pupils being involved in fundraising schemes. Some pupils made a conscious effort to buy Fair-trade products. In addition, GSP pupils were often involved in selling items made by the partner school pupils and community. Pupils were also often involved in events that celebrated the culture of

the partner school, for example, celebration days or school shows, and sometimes pupils were involved in the publication of school magazines or newsletters featuring articles about life in the partner school.

- However, whilst some pupils were aware of the disparity between rich and poor countries, they were reluctant to change their lifestyles, for example, "to be honest, when I come back [from the visit] I'm still going to want to use my hair straighteners. If we are really honest, say a country has a million pounds – it will ask itself – shall I use it to make life here better or should I give it away – most people would use it for themselves. But we can still give some of it".

- For pupils who had had the opportunity to talk and meet with pupils from the partner school – either as guests or hosts – one of the greatest outcomes for pupils was the friendships that were created. Pupils spoke of the many differences between each other, but that this offered the opportunity to learn more.

- For exchange visit pupils: the visit gave them an insight into life in another country that went far beyond what is presented in the media. Many pupils commented on how surprised they had been about many aspects of life and culture when they first arrived, suggesting that their learning went beyond what was possible to teach in a UK classroom. For some pupils, the visit was a chance to travel that they might not otherwise have had. Teachers commented on the increased confidence, self-esteem and maturity of pupils who had made the visit. In one case, a large group of pupils were planning to return to the partner school to teach as part of their gap year.

Impact on teachers

Although often time-consuming and challenging, the professional exchange with the partner school is often a highlight for teachers involved in the GSP programme. Teachers in comparison schools also report positively on the benefits of engaging with pupils on GL topics, however the extent to which GL offers opportunities for CDP is dependent on other factors.

- GSP offers many opportunities for cross-departmental or collaborative working amongst teachers. This is time-consuming, but it can also be stimulating for teachers.

- Similarly GSP offers teachers the chance to exchange ideas and information with the partner school teachers and for co-curricular planning to take place. This not only contributes towards teachers' CDP, but also many teachers find this aspect of the exchange exciting and rewarding. Teachers who have been on exchange visits only report extremely positive accounts of their experiences and suggest that the visits inspire them to be even more creative and dedicated to teaching GL.

Impact on the community

Impact on the community is difficult to measure, although most teachers thought that there was a positive impact.

- Many teachers thought that GSP has a positive effect on community cohesion, although they thought that this was something that is difficult to measure

- GL learning can follow pupils home and help to influence parents' views. In some communities, particularly where the community was more isolated and inward-looking, it was felt by teachers that contact with people from other countries went some way to challenging previously held beliefs about race and different cultures.

- Some teachers believed that involvement in GSP helped raise the school profile. For some schools the international dimension of the GSP programme gave the school an energy, a "buzz", in the local community, gaining the school a reputation for its success with the programme. This had a positive effect on teacher and pupil morale.

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6 Conclusions and implications

6.1 Conclusions

In answer to the research questions that framed the aims of this evaluation, the main conclusions are as follows:

Overall impact of the GSP programme

- ➢ Involvement in the GSP programme has a significant positive effect on the awareness, attitudes and response of pupils about global issues at both primary and secondary school level.

- ➢ In GCP grant years 1 and 3 of the programme, this difference was statistically significant (ie GSP had more impact in the first and third years of the GCP grants than in the second year).

- ➢ The effect of the GSP programme is the equivalent of increasing the average pupils' mean score by around 8 to 12 percentile points on the factor scale measures described above.

- ➢ The effect size[14] for GSP was measured to be between 0.2 and 0.3. This represents much higher impact for the GSP programme than seen in many other educational initiatives.[15]

- ➢ Pupils in both GSP and comparison schools showed positive attitudes to global issues, but pupils in GSP schools, generally, demonstrated a deeper understanding of a wider range of issues.

Impact of the GSP programme:

On pupils involved in the programme

The research evidence suggests that the GSP programme promotes:

- Improved pupil learning about global issues

- Improved pupil attitudes towards global issues

- Improved pupil response to global learning (critical thinking)

- Improved and sense of efficacy (how they might contribute to the global community)

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[14] An increasingly common method of quantifying effects of programmes or interventions is to use effect sizes. These are dimensionless measures (expressed as a percentage of the standard deviation of the outcome measure) and so can be compared directly across studies.

[15] Effect sizes in other major educational evaluations conducted at NFER, if significant at all, have tended to be in the range of 0.1

On teachers involved in the programme

- Improved knowledge and understanding of development issues

- Valued professional development about global issues

- Increased motivation for teaching about development issues

On Schools involved in the programme

- Positive impact on school ethos

- Positive impact on local communities

Pupils in GSP schools

➢ Pupils involved in the GSP programme show raised levels of awareness of global issues and more positive attitudes in pupils.

➢ Pupils involved in the GSP programme show a greater response to global learning in terms of their critical reflection on global issues and their sense of efficacy to act in response to global inequities.

Pupils of different ages and educational stages

➢ Pupils in primary schools demonstrated more positive attitudes to global issues than their counterparts in secondary schools.

➢ The GSP programme, when fully established in the school, impacts positively on pupils at both primary and secondary levels.

➢ In both primary and secondary schools, effect sizes were consistently significant in terms of pupils' response to global learning (critical thinking), their sense of self-efficacy (making a contribution) and in their and attitudes to interdependence – indicating significant impact of the programme in each of these areas these areas.

➢ Involvement in GSP activities, and with the partner school, is more widespread among primary school pupils.

➢ Participation in secondary schools may involve fewer pupils, but they are more likely to visit the partner school, so the level of involvement is often deeper.

➢ Girls, in general, demonstrated significantly more positive attitudes than boys to a range of global issues.

➢ The GSP programme, when fully established in the school, impacts positively on both girls and boys.

➢ For boys, the impact was generally in grant years 1 and 3 and particularly in relation to their awareness of most issues.

➢ For girls the impact was mainly in year 3, in was more in relation to their attitudes.

Changes as GSP becomes embedded in schools

➢ The programme impacts on pupils' awareness and attitudes throughout the schools' involvement, from the reciprocal visit (RV) phase through each grant year of the GCP phases.

➢ As the programme becomes embedded in the school, ie by the third grant year of the programme, the differences between pupils in GSP schools become statistically significant.

6.2   Implications

The purpose of the Global School partnerships programme is to motivate young people's commitment to a fairer, more sustainable world.

It is DFID's policy to gather evidence that informs their investment in our schools and in our citizens of the future and to develop measures of global citizenship.

In order for DFID to improve the impact of their spending on development education, it is important to have independent evidence of what works and reasons about how and why it works. This research provides both of these in relation to the GSP programme and begins to identify approaches that make a significant impact.

The GSP programme is specifically directed at the professional development of teachers, and the results of the teacher survey show overwhelmingly positive responses in terms of teachers' perceptions of the value and impact of the scheme. Teacher enthusiasm, however, does not always translate into positive impact on pupils' learning.

This study was specifically designed to investigate whether this type of investment in teachers' professional development can be seen to impact on pupils' learning, so that any future policy decisions can be based on robust and independent evidence.

Initial findings indicate that pupils involved in the GSP programme do score more highly on measures of awareness, attitude and response to global issues. This would imply that the current level of funding has made a significant impact, at varying levels, on the attitudes of girls and boys in primary and secondary schools throughout the UK.

Both the questionnaire and interview data indicated strong, positive responses from teachers and pupils involved in the GSP programme.

As this is a snapshot survey, we have no earlier baseline measure for the pupils in the GSP schools. The study compares the current situation in a selected sample of GSP schools

with a random sample of comparison schools. It does not address progress or development of pupil's learning.

In order to fully attribute changes in pupils' learning to the GSP programme a longitudinal measure, over at least two points in time, would be necessary. (For example, it is possible that schools who apply for GSP funding are already predisposed to developing global learning, or have an ethos that celebrates diversity, etc.)

A longitudinal study that follows a number of pupils from the early stages of involvement through to their third grant year, and perhaps beyond, would give a more conclusive measure of the 'value added' impact of the programme. Such a study would demonstrate whether the GSP impact is sustained over time and would allow further exploration into the school level features that impact on pupil attitudes. It would also be of interest to examine whether the lower scores of secondary pupils represent pupils' natural maturational processes.

Length of programme

The research suggests that, if the programme is to continue, it would be beneficial to continue to provide up to 4 years of grants funding (RV year, GCP grant years 1, 2 and 3), since the most significant impact on pupils is more evident in schools where the programme is more embedded.

Targeting support

DFID might consider directing future funding at specific target areas – for example schools with less ethnic diversity or schools in urban areas with a view to impacting on pupils in areas where existing awareness of global issues is lowest. It must be borne in mind, however, that targeting 'harder to reach' groups is likely to require extra resources and this needs to be balanced against the overall sustainability of the GSP programme nationally.

Reviewing the impact in primary and secondary schools is complex. Pupils in secondary schools appear to be less positive about global issues than those in primary schools. A significant question might be whether to target secondary schools to improve the attitudes of existing pupils, or whether it would be more effective to invest in early awareness raising in primary school pupils. This question could only be addressed by a longitudinal study, however, the current investigation indicates that the programme has impact Evidence from this study suggests that the GSP programme has impact in both sectors, although the effect size is greater in primary schools. Case studies indicated that the nature and content of global learning varied considerably across sectors. The teaching and learning of global issues needs to be age appropriate and, therefore, ideally needs to be supported across sectors to ensure the wider development of pupil engagement and impact on the community (both local and global).

Similarly, programme leaders may wish to look further into ways of engaging boys in global issues, as their attitudes and responses tended to be significantly less positive than girls.

Disseminating learning

Programme leaders might explore the most effective ways of disseminating the learning outcomes and good practice. This might be specific, in relation to the GSP programme, or more general, for example highlighting ways in which, for example, diversity can be celebrated or how individuals can make a difference.

A number of valuable lessons are learned through initiatives such as GSP, and effective dissemination is a crucial factor that is often either overlooked or not managed effectively. A clear and focused communication programme is essential.

Looking forward

The implications of the evaluation suggest a number of possible actions for DFID and partners to consider in relation to GSP programme going forward. These include:

- **Making full use of the strengthened evidence base**: The evaluation strengthens the evidence base concerning the types, processes and practices of GSP at school and pupil level. It should be noted that this is an initial snapshot evaluation. The evidence base would be further strengthened by a follow up longitudinal study

- **Looking to take the evaluation design further:** Look to follow-up the pupils and school staff who participated in the GSP impact evaluation through a longitudinal evaluation. Re-survey the pupils and teachers at a later point to gauge the extent of any on-going impact of involvement in GSP on pupil attitudes, dispositions and behaviours and on teachers and schools

DFID might consider further analysis and research:

- to identify where the most positive impact occurs and outline the features of effective practice

- review factors that work together so that some pupils develop more positive attitudes to global issues through GSP than other pupils, who, by implication, have more negative attitudes – and see how they can be addressed/alleviated

- review the learning through GSP reported by schools and teachers – eg the most effective practices eg need for CPD and funding, need to have real time and senior management support – and share these with others in GSP moving forward

DFID might also wish to:

- Further explore the cost-effectiveness of different aspects of the GSP programme against impact and outcomes: Those involved in the GSP believe GSP to be cost-effective, more detailed investigation into different approaches used in different sectors and at different stages of the programme may yield useful results.

6.3 Final Comment

In an evaluation of this nature, it is fitting that the last word should go to those most closely involved in the processes and practices of the Global School Partnerships (GSP) programme. The following quotations provide a snapshot of some of the main conclusions from this independent evaluation of the GSP programme.

Pupils involved in the GSP programme

- *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.*

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

- *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.*

Teachers involved in the GSP programme

- *Personally, I feel more passionate and better equipped to ensure that the children in my care are given the opportunities to broaden their experiences and knowledge of the wider world.*

- *It is really important for this to be taught in primary schools as well so that they are learning about this from early age.*

- *It is impossible to imagine education without preparing kids for the future. A worldwide perspective is one of the 21st century skills.*

Appendix 1: Methodology

1. Aims

The **overarching aim** of this evaluation is to assess the impact of DFID's Global School Partnerships (GSP) programme on levels of global awareness and attitudes to global issues in pupils attending GSP schools in the UK.

This main aim can be broken down into four subsidiary aims, namely:

- To measure levels of global awareness and attitudes to global issues amongst pupils taking part in GSP programme activities

- To compare awareness-levels and attitudes among pupils in GSP schools with those of pupils in *non-GSP* schools

- To evaluate whether the impact of GSP on global awareness and attitudes to global issues differs depending on pupils' ages and educational stages (e.g. at primary versus secondary level)

- To assess whether levels of awareness and attitudes amongst participating pupils change as the GSP programme becomes more embedded in schools (i.e. whether, over time, the programme has a positive, neutral or negative impact on pupil levels of development awareness).

2. Cross-sectional snapshot assessment

(September – November 2010)

The primary aim of this cross-sectional strand of the evaluation was to provide a preliminary evaluation of the impact of GSP on levels of global awareness and attitudes to global issues amongst pupils in UK schools that are participating in the programme.

To achieve this aim, NFER conducted:

- **An online survey of pupils** in primary and secondary schools

- **An online survey of teachers** in primary and secondary schools and

- **Face-to-face interviews with pupils and teachers** in primary and secondary schools

2.1 Drawing the sample

DIFD supplied the NFER with a list of 388 schools participating in GSP. This was used in conjunction with the NFER's Register of Schools Database to draw a random sample of comparison schools that matched the GSP schools in terms of a number of characteristics:
- school type
- geographical location

- the latest Key Stage 2 or Key Stage 3 results
- percentage of pupils who are white British

Schools were selected from across the UK.

The representativeness of pupils responding from both GSP schools and comparison schools is given in Table A1.1 below.

According to the Terms of Reference (ToR) document, approximately 408 schools were eligible for participation in the cross-sectional snapshot assessment. This figure includes three sub-categories:

1. **New schools** that were awarded their first grant in January 2010 (N= 130 schools)
2. **Mid-way schools** that have been engaging with the GSP for approximately 18 months to 2 years (N = 207 schools).
3. **Completing schools** that are nearing the end of their engagement with GSP (N = 71 schools).

Within each school, around 100 pupils and 3 teachers were typically involved in GSP activities.

Because of the relatively small number of intervention schools, NFER included in the intervention sample **all** of the schools that are participating in GSP activities, regardless of what stage they were at in the programme (new recruits, mid-way, or nearing completion) or whether they were private (fee-paying) or public (government-funded) schools.

Table A1.1 Representation of the sample

		list of GSP schools		GSP schools		comparison schools	
		No. schools	% schools	No. schools	% schools	No. schools	% schools
Grant year	unknown	4	1%	2	3%		
	RV	134	35%	19	25%		
	Year 1	94	24%	21	27%		
	Year 2	91	23%	23	30%		
	Year 3	65	17%	12	16%		
Index of Multiple Deprivation	school in area of lowest derivation	98	25%	18	23%	14	26%
	school in area of medium-low derivation	77	20%	19	25%	8	15%
	school in area of medium deprivation	69	18%	12	16%	11	21%
	school in area of medium-high deprivation	79	20%	15	19%	11	21%
	school in area of high deprivation	62	16%	12	16%	8	15%
	Missing	3	1%	1	1%	1	2%
Census measures, equivalent to those used to define statistical neighbours	lowest 20%	69	18%	14	18%	4	8%
	2nd lowest 20%	72	19%	11	14%	13	25%
	middle 20%	66	17%	14	18%	6	11%
	2nd highest 20%	54	14%	10	13%	5	9%
	highest 20%	30	8%	5	6%	6	11%
	missing	35	9%	5	6%	3	6%
	non English (missing data)	62	16%	18	23%	16	30%
Achievement ranking	lowest band	46	12%	11	14%	5	9%
	second lowest band	63	16%	9	12%	8	15%
	middle band	60	15%	15	19%	10	19%
	second highest band	77	20%	13	17%	7	13%
	highest band	64	16%	7	9%	7	13%
	missing	16	4%	4	5%	0	0%
	non English (missing data)	62	16%	18	23%	16	30%

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		list of GSP schools		GSP schools		comparison schools	
		No. schools	% schools	No. schools	% schools	No. schools	% schools
Percentage of pupils who are eligible for free school meals	lowest 20%	72	19%	15	19%	11	21%
	second lowest 20%	79	20%	19	25%	7	13%
	middle 20%	79	20%	13	17%	11	21%
	second highest 20%	66	17%	15	19%	10	19%
	highest 20%	52	13%	7	9%	6	11%
	Missing	40	10%	8	10%	8	15%
School type	Primary/Combined	214	55%	43	56%	34	64%
	Junior	14	4%	4	5%	2	4%
	Middle	9	2%	2	3%	2	4%
	Comprehensive to 16	30	8%	5	6%	2	4%
	Comprehensive to 18	93	24%	15	19%	11	21%
	Other Secondary schools	6	2%	3	4%	0	0%
	Grammar	5	1%	3	4%	2	4%
	Independent Schools	7	2%	1	1%	0	0%
	Other type	10	3%	1	1%	0	0%
	Total	388	100%	77	100%	53	100%

However, the sample only included primary schools and secondary schools. A recent review of DFID activities suggested that the vast majority of participants are in primary and secondary schools (although special schools, 6th form colleges, and middle and pre-schools are eligible to apply) (PWC, 2009: 30). The small number of participants from other types of schools would have meant, in NFER's view, that relative cost of including these types would be disproportionately high.

In addition, NFER also excluded schools that are focusing their GSP activities on pupils in pre-school or lower primary (e.g. in England, the Early Years, Foundation Stage and Years 1-3). This strategy was proposed on methodological grounds. In NFER's experience, pupils of this age and stage of development find it difficult to complete questionnaires independently or to provide the level of data that is required for an evaluation of this nature.

2.2   Achieved sample

Table 1 below outlines the number of participating schools who provided data to be included in the statistical analysis.

Table A1.2 Achieved samples

	GSP Primary	comparison Primary	Total Primary	GSP Secondary	comparison Secondary	Total secondary
Schools	49	38	87	28	15	43
Pupils	1780	1969	3749	2540	2230	4770
Teachers*	106	55	161	91	32	123

* a number of teachers replied from schools where no corresponding pupils replied. They have been included in the numbers of teachers in this table, but not in the numbers of schools since they were not included in analysis linking teachers' and pupils' responses.

Table A1.3 below shows the numbers of schools in receipt of GSP grants.

Table A1.3 Numbers of schools in receipt of GSP grants

	GSP Primary schools	GSP Secondary schools
Reciprocal Visit	15	4
Year 1	16	5
Year 2	12	11
Year 3	5	7
Unknown	1	1
Total	49	28

3. Instrument design

NFER developed five instruments in total. Two online surveys were developed for pupils and teachers at primary and secondary GSP and comparison schools. Additional questions were included in the survey for secondary pupils only. This made up the quantitative strand of the research. The qualitative strand of the research consisted of three interview schedules for pupils, teachers and senior leaders at primary and secondary GSP and comparison schools.

An initial literature review was carried out which sought to construct a definition of global awareness. Using the literature as an information base, 'global awareness' was defined using six key strands: knowledge, awareness, and understanding of development issues; skills; actions/ behaviours; attitudes/ opinions towards development and diversity; interest and engagement in development issues; and community attachments/Global citizenship.

Statements constructed for use in the surveys and questions within the interviews focused on these six strands of development awareness, and were also mapped against the eight key concepts of global awareness, as defined by DFID (diversity, global citizenship, conflict and resolution, sustainable development, human rights, values

and perception, interdependence, and social justice). The mapping was done to ensure an even coverage of content and focus.

All research instruments (surveys and interview schedules) underwent a series of modifications after consultation from a range of consultants and professionals experienced in citizenship and global education, and after feedback from DFID and the British Council. The instruments were also informally piloted in a small number of schools and these findings further enhanced the modification process.

4. The quantitative strand - Pupil and teacher surveys

NFER conducted online surveys of pupils and teachers in intervention schools (i.e. GSP schools) and in comparison schools at primary and secondary level. The comparison group acted as a control group, allowing isolation of the impact of GSP participation on the participating pupils. Intervention schools were asked to administer the survey to all relevant pupils who were participating in the GSP programme. The comparison sample was divided into sub-groups, and each group was asked to administer the survey to one or, in some cases, two different year groups to ensure that the comparison sample reflected a cross-section of ages and year groups. An incentive of £250 was offered to comparison schools for completion of the surveys in order to achieve a sample large enough to ensure robust analysis. GSP schools were offered the chance to participate in a prize draw for a cash reward.

The data collected from these two surveys, when combined, provided the basis for a robust, triangulated view of the impact of the GSP programme on pupils in participating UK schools, and offered insight into the impact of the programme on partner schools in the developing countries.

5. The qualitative strand

The aim of the qualitative strand was to illicit additional information from pupils and teachers to validate and illustrate the quantitative findings and to investigate aspects of the evaluation that could not be fully probed using the quantitative questionnaire. These visits provided a deeper understanding of the views of pupils, teachers and senior leaders and investigated their perceptions of the impact of the GSP programme/global learning on the school, the staff and the pupils.

Twenty-one case study schools were involved in the qualitative strand (11 GSP and 10 comparison schools). During school visits, a series of face-to-face interviews were conducted with senior leaders, GSP/Global learning co-ordinators, teachers and a cross-section of pupils. These visits aimed to gather in-depth information 'whole-school' perspectives of the context, implementation and impact of the GSP programme and, in comparison schools also enabled the collection of more detailed information about how development education is managed outside of the GSP programme.

Face-to-face interviews with pupils and teachers: case studies

School staff were interviewed individually (for 30 - 45 minutes each, using semi-structured interviews). Both a teacher and a senior leader were interviewed, in order to gain insight into the implementation of global learning in the classroom and impact on individual pupils, as well as an overview of school policies and strategies. In intervention schools, the teacher in question was the GSP coordinator; in comparison schools, we consulted headteachers to identify a suitable teacher – in most cases this was a Geography or Citizenship teacher.

Pupils participating in GSP activities were interviewed in groups of approximately 6-8 in order to illicit the pupils' perspective of the programme. In comparison schools, approximately the same number of pupils were interviewed from a given year group.

Schools selected for case studies covered a wide range of background variables in terms of length of participation in the GSP programme, school type, ethnic diversity, level of deprivation/free school meals, achievement and location in the UK. Details were obtained from GSP schools database compiled by the British Council. For comparison case studies, a similar process of selection was used, to identify schools in the matched comparison sample drawn for the survey.

Background characteristics of the schools involved in the case study visits are shown in Table A1.4 below.

Table A1.4 Characteristics of schools involved in Case study visits

GSP/Comp	Pri/Sec	Grant year	% White British	Index of multiple deprivation	Free school meals	Achievement
England						
GSP	p	Y3	62	med	2nd lowest	highest
GSP	p	Y2	46	med-low	2nd highest	2nd lowest
GSP	p	Y1	54	medium	middle	2nd lowest
GSP	S	Y3	96	lowest	lowest	highest
GSP	S	Y3	22	high dep	highest	lowest
GSP	S	Y1	93	lowest	2nd lowest	2nd highest
comp	p	-	12	med/high	highest	highest
comp	p	-	17	med/high	middle	2nd highest
comp	p	-	80	lowest	lowest	2nd highest
comp	j	-	24	med/high	highest	2nd lowest
comp	S	-	39	high dep	2nd highest	2nd lowest
Scotland						
GSP	p	RV	90-95	lowest	lowest	not available
GSP	p	Y1	90-95	medium	2nd lowest	not available
GSP	S	Y2	95	med/high	highest	not available
Comp	S		90-95	medium	2nd lowest	not available
Northern Ireland						
GSP	S	Y2	99	high dep	not available	not available
Comp	p	-	91	high dep	not available	not available
Comp	p	-	98	medium	not available	not available
Comp	p	-	99	not available	not available	not available
Wales						
GSP	p	RV	54	not available	highest 20%	not available
GSP	S	Y2	91	not available	middle 20%	middle
Comp	S	-	95	not available	2nd highest	lowest

6. Analysis of results

Full details of the statistical analyses are set out in Appendix 2.

Appendix 2: Statistical analyses

After the data were cleaned and basic frequency tables produced, the pupil data underwent several stages of analysis as outlined below.

A2.1 Stage 1 Analysis: Factor analysis of the pupil data

Factor analysis is a statistical technique used to identify measures, questions, or statements that are measuring the same underlying construct. Questions that are highly correlated with each other are grouped together to form factors. If a person agrees with one statement in the factor they are also highly likely to agree with other statements in the factor. The reverse is also true, so if a person disagrees with one statement in the factor they are highly likely to disagree with other statements in the factor.

How well the individual statements collectively measure the same underlying construct is estimated by the reliability coefficient (Cronbach's alpha). The reliability coefficient uses the correlations between the individual statements to estimate their consistency (how well they measure the same thing, and an estimate of how likely one is to get the same result if the survey questions were repeated).

From the factor analysis of the pupil responses, 13 factor scales emerged that related to pupils' awareness of and attitudes towards global issues. These fell broadly into three categories:

Awareness factors: Five factor scales relating to pupils' self reported awareness of global issues, general and specific, were identified. These are presented in Table A3.1, Appendix 3a.

Attitude factors: Six, separate attitudinal factor scales emerged from the data. These are presented in Table A3.2, Appendix 3a.

Response factors: Two further factors emerged from the factor analysis which were thought to reflect pupils' responses to global learning. These are presented in Table A3.3, Appendix 3a

The reliability of each factor can be calculated using the correlations between pupil responses to individual statements within it (i.e. the extent to which pupils respond consistently). Given the nature of the constructs being measured and the number of items in each scale, the reliability coefficients obtained were judged to indicate that these factor scales would provide sufficiently robust measures.

Where the reliability of the factor is low, the results should be viewed with some caution, although the figure is often lower where there are fewer statements in the factor.

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A2.2 Stage 2 analysis - Multilevel modelling of pupil data

Multilevel modelling is a development of regression analysis which works by jointly examining the relationship between an outcome of interest and many potentially influential background characteristics including whether or not a pupil has been involved in the programme. It has a number of distinct advantages over other analysis procedures.

First, as with other regression analysis, it allows us to make comparison on a like-with-like basis. It is important that any analysis technique used takes account of the differences in the circumstances in which different pupils and schools are situated. It may be that pupils involved in the programme have slightly different characteristics on average from those within the comparison group and any analysis that is done should take account of this.

Moreover, multilevel modelling allows analysis to efficiently explore whether the impact of the programme differs for pupils and schools of different characteristics. For example, it may be that pupils in particular grades benefit the most or that the programme has a greater (or lesser) effect on girls than on boys. Examining these possibilities allows us to build a fuller picture of the influence that the programme has on individual pupils.

The final major advantage of multilevel modelling, which is particularly important in the analysis of educational data, is that it takes account of the fact that there is often more similarity between individuals in the same school than between individuals in different schools. By recognising the hierarchical structure of the data, multilevel modelling allows the most accurate estimation of the statistical significance of any effects of the programme.

Variables taken into account in the multilevel model.

School level variables	Pupil level variables
Primary/secondary	Gender
School's ranking according to achievement	Age
Percentage of pupils in the school who are white British	Ethnicity
Percentage of pupils in school with English as an additional language	Language spoken at home
Ethnic diversity of school (no. of different ethnic categories)	Born in the UK
Index of multiple deprivation according to school's location	
Percentage of pupils eligible for free school meals	
Urban/rural location	
Other grants (Comenius, TIPD, Local authority)	
Country	

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A2.3 Stage 3 analysis – linking pupil outcomes to teacher responses

In order to gain further insight the pupils were grouped into three equally sized groups based on their final total score, namely high, medium and low. Each pupil was linked to the responses of teachers from their school (in cases where more than one teacher responded an average was taken). Responses of teachers linked to pupils in the high group were compared to those in the lower groups.

Appendix 3a: Pupil results

- - Factor scales
- - Stage 1 analysis
- - Stage 2 analysis

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The following tables show the results of the factor analysis of the pupil data and how different groups of pupils responded on each of the factor scales.

Column 1 shows the factor names and the reliability of each scale.

Column 2 shows the statements from which each factor is comprised.

Column 3 shows the results of the Stage 1 analysis, as described above. This refers to the raw data. Although differences between GSP and comparison schools and primary and secondary schools were observed, this data does not take other factors into account.

Column 4 Variables such as the school's achievement ranking, location (urban/rural) and levels of ethnic diversity were often associated with pupils' responses to specific factors. Stage 2 takes all other variables into account. Where variables, other than involvement in the GSP programme, were shown to have a significant influence on pupils' responses, these are also highlighted in Column 4.

Differences between different groups of pupils, in terms of *awareness* of global issues are presented in Table A3.1 below. Differences on each of the *attitudinal* factors and *response* to global learning are presented in Tables A3.2 and A3.3 respectively.

Awareness factors (See Section 1.5 of the main report)

Overall, pupils in schools in grant year 3 of the GSP programme report significantly higher than average levels of awareness of global issues.
In terms of specific factors, pupils in GSP schools tended to report greater awareness of global issues – but the differences were not always statistically significant. Secondary pupils reported more general awareness of global issues and awareness of interdependence issues.

Table A3.1 Awareness factors

Factor scales	Correlated statements (factor analysis)	Stage 1 Analysis (post hoc analysis) bold* = significantly different from adjacent group	Stage 2 Analysis (multilevel modelling) (Taking other variables into account)
Factor A **Awareness of global issues** *Reliability 0.855*	*How much do you think you know about…?* • The way people live in other countries • Why some countries are poorer than others (world poverty) • Natural disasters: earthquakes, flooding, tsunamis or drought • Different cultures and traditions in other countries • Diversity (e.g. differences of race, religion, gender, age, etc.) • Stereotypes (judging people based on how they look or where they are from) • Why it can be difficult for people in poorer countries to find clean water • Why some children cannot go to school in poorer countries • The kinds of food people eat in poorer countries • Community cohesion (different groups of people getting along well together)	*(highest score)* • **Secondary GSP*** • Secondary comp • Primary GSP • **Primary comp*** *(lowest score)* Secondary pupils report a greater awareness of a range of global issues than primary pupils. In both groups, pupils in GSP schools indicated significantly more awareness than those in comparison schools.	When other variables are taken into account, differences between GSP and non GSP schools became **non significant** in terms of global awareness. Other variables associated with this factor Pupils show **greater awareness of global issues** if they are: *At pupil level*: • Asian • of mixed ethnicity • female • not born in the UK • older *At school level*: • in high achieving schools

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Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor B **Awareness of interdependence** *Reliability 0.779*	*How much do you think you know about…?* • How rich and poor countries can help each other • International aid and charities • How tourism can affect countries • How people can share responsibilities for the future of the world	*(highest score)* • Secondary GSP • Secondary comp • Primary GSP) • **Primary comp*** *(lowest score)* Secondary pupils and GSP primary pupils showed more awareness of interdependence than those in primary comparison schools.	When other variables are taken into account, differences between GSP and non GSP schools became **non significant** in terms of awareness of interdependence. <u>Other variables associated with this factor</u> **Significantly positive:** pupils who are: *At pupil level*: • Asian • not born in the UK • older *At school level*: • in primary school • schools with grea ethnic diversity **Significantly negative** pupils who are: *At pupil level*: • speak another language at home *At school level*: • in schools where a high percentage of pupils have free school meals

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Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor C **Awareness of human rights and social justice** *Reliability 0.717*	*How much do you think you know about…?* • Your rights and responsibilities (as a global citizen) • Equality (fairness for all people) • Millennium Development goals • Political issues; foreign governments and leaders Diseases and health problems people get in poorer countries	*(highest score)* • Primary GSP • Secondary comp • Secondary GSP • Primary comp *(lowest score)* There were no significant differences between groups in terms of their reported awareness of human rights and social justice.	When other variables are taken into account, differences between GSP and non GSP schools remains **non significant** in terms of awareness of human rights and social justice. Other variables associated with this factor **Significantly positive** pupils who are: *At pupil level*: • of mixed ethnicity • Asian • not born in the UK • older *At school level*: • in primary school • in high achieving schools **Significantly negative** pupils who are: *At pupil level*: • female *At school level*: • in schools where a high percentage of white British pupils

Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor D **Awareness of sustainable development** *Reliability 0.743*	*How much do you think you know about…?* • Climate change/global warming • How to look after the environment • Recycling Fair-trade	*(highest score)* • **Primary GSP** • Secondary GSP • Primary comp • **Secondary comp*** *(lowest score)* Pupils in GSP schools reported significantly more awareness of sustainable development than those in comparison schools. (Secondary GSP and primary comparison schools did not differ significantly.)	When other variables are taken into account • pupils in schools in the third year of the GSP programme • pupils in schools in the first year of the GSP programme • pupils in schools in the second year of the GSP programme **show significantly more positive results.** <u>Other variables associated with this factor</u> **Significantly positive:** pupils who are: *At pupil level*: *At school level*: • Asian • in primary school • female • in high achieving • older schools • in a school with greater ethnic diversity **Significantly negative** pupils who are: *At pupil level*: *At school level*: • speak another language at home • in areas of high deprivation

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Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor E **Awareness of conflict issues** *Reliability 0.454*	*How much do you think you know about…?* • War and conflict in other countries *How much do you agree with the following statements?* • The environment can suffer as a result of war War in one country can affect people all around the world	*(highest scores)* • **Primary GSP*/Secondary GSP*** • Primary comp • **Secondary comp*** *(lowest score)* Pupils in GSP schools reported significantly more awareness of conflict issues than those in secondary comparison schools. (Pupils in primary comparison schools were not significantly different from either.)	When other variables are taken into account • pupils in schools in the third year of the GSP programme **show significantly more positive results.** Other variables associated with this factor **Significantly positive:** pupils who are: *At pupil level*: *At school level*: • Asian • in primary school • older • in high achieving schools • in a school with h percentage of EA pupils **Significantly negative** pupils who are: *At pupil level*: *At school level*: • female • in urban areas • speak another language at home • in areas of high deprivation

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Attitude factors   (See Section 1.5 of the main report)

Overall, pupils in schools in Year 3 of the GSP programme demonstrated significantly more positive attitudes to global issues. In terms of specific factors, primary pupils showed consistently more positive attitudes than secondary pupils. In almost all cases pupils in GSP schools demonstrated more positive attitudes than those in comparison schools in the same sector.

Table A3.2   Attitude factors

Factor scales	Correlated statements	Stage 1 Analysis (post hoc analysis) bold* = significantly different from adjacent group	Stage 2 Analysis (Taking other variables into account)
Factor F **Attitude to diversity** *Reliability 0.81*	*How much do you agree with the following statements?* • I like to learn about different cultures and people with different backgrounds • It is important to learn about how people live in other countries. • I encourage others to respect people from different backgrounds/to be good neighbours • Sharing views with people from different backgrounds helps me form my own opinions *Because of global learning* • I am more accepting of people from different backgrounds • I have learned how to work with people from other countries • I realise that different lifestyles each have their own benefits	*(highest score)* • **Primary GSP*** • **Primary comp*** • **Secondary GSP*** • **Secondary comp*** *(lowest score)* Primary school pupils had a more positive attitude to diversity than secondary pupils. In both groups, pupils in GSP schools showed significantly more positive attitudes than those in comparison schools.	When other variables are taken into account • pupils in schools in the third year of the GSP programme **show significantly more positive results.** Other variables associated with this factor **Significantly positive:** pupils who are: *At pupil level*: *At school level*: • female • in high achieving • not born in the UK schools **Significantly negative** pupils who are: *At pupil level*: *At school level*: • older • Pupils in Scotland • speak another • Pupils in Wales language at home

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Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor G **Attitude to global citizenship*** *Reliability 0.772*	*How much do you agree with the following statements?* • I don't think it's important to know about people who live hundreds of miles away • People from poorer countries don't do enough to help themselves • Poorer countries should look after themselves instead of always asking others for help • I'm not really bothered about what happens in other countries • I think people who have different values from me are wrong • There are too many people from poorer countries living in the UK • It's more important to help the poor in this country before going to help poor people in poorer countries • I find it difficult to understand the point of view of people from poorer countries	*(highest score)* • **Primary GSP*** • **Primary comp*** • **Secondary GSP*** • **Secondary comp*** *(lowest score)* Primary school pupils had a more positive attitude to global citizenship than secondary pupils. In both groups, pupils in GSP schools showed significantly more positive attitudes than those in comparison schools.	When other variables are taken into account • pupils in schools in the third year of the GSP programme **show significantly more positive results.** Other variables associated with this factor **Significantly positive:** pupils who are: *At pupil level*: • female *At school level*: • in primary school • in high achieving schools **Significantly negative** pupils who are: *At pupil level*: • of black ethnicity • speak another language at home *At school level*: • in urban areas • in areas of high deprivation

*Negatively worded statements have been reverse coded (so that high scores are attributed to disagreeing with these statements) and thus a positive factor score will mean a positive attitude

Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor H **Attitude to interdependence** *Reliability 0.814*	*How much do you agree with the following statements?* • It is important that everyone does their bit for the future of our world • All of us can do something to contribute to a better world • It's important for us to work together to solve problems in poorer countries • What I do in my life can actually affect people in poorer countries. • I think how my actions might affect the future • I understand more about how poorer countries affect my life • I believe that people around the world can all help each other by communicating and working together • We all have a responsibility to help those in need • If we don't do something to help poor countries now, we will all be worse off in the future	*(highest score)* • **Primary GSP*** • **Primary comp*** • **Secondary GSP*** • **Secondary comp*** *(lowest score)* Primary school pupils had a more positive attitude to interdependence than secondary pupils. In both groups, pupils in GSP schools showed significantly more positive attitudes than those in comparison schools.	When other variables are taken into account • pupils in schools in the third year of the GSP programme • pupils in schools in the Reciprocal Visits phase of the GSP programme **show significantly more positive results.** <u>Other variables associated with this factor</u> **Significantly positive:** pupils who are: *At pupil level*: • female *At school level*: • in primary school • in high achieving schools • in schools with a high percentage of EAL pupils **Significantly negative** pupils who are: *At pupil level*: • older *At school level*: • in urban areas • in areas of high deprivation

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Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis

Factor I **Attitude to human rights and social justice** *Reliability 0.802*	*How much do you agree with the following statements?*
	• All people should be treated equally - whatever their background
	• In poorer countries not all people are treated fairly
	• We are lucky to live in a country that allows freedom of choice
	• It is unfair that many children in poorer countries start work very young
	• Every child has the right to an education
	• I treat everyone the same no matter what their background
	• I try to help people if they are being treated unfairly
	• Every person in the world has the right to respect
		(highest score)
		• **Primary GSP***
		• **Primary comp***
		• **Secondary GSP***
		• **Secondary comp***
		(lowest score)
		
		Primary school pupils had a more positive attitude to human rights and social justice than secondary pupils. In both groups, pupils in GSP schools showed significantly more positive attitudes than those in comparison schools.
			When other variables are taken into account
			
			• pupils in schools in the third year of the GSP programme
			• pupils in schools in the first year of the GSP programme **show significantly more positive results.**
			
			Other variables associated with this factor
			
			Significantly positive: pupils who are:
			At pupil level: *At school level*:
			• female • in primary school
			      • in high achieving schools
			      • in schools with a high percentage of EAL pupils
			
			Significantly negative pupils who are:
			At pupil level: *At school level*:
			• speak another language at home • in urban areas

Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor J **Attitude to sustainable development** *Reliability 0.503*	*How much do you agree with the following statements?* • I often try to explain to people why they should buy fair trade products *Because of global learning…* • I think more carefully about wasting anything	*(highest scores)* • **(Primary GSP / Primary comp)*** • **(Secondary GSP/Secondary comp)*** *(lowest scores)* Primary school pupils have significantly more positive attitudes to sustainable development. Differences between pupils in GSP and comparison schools were not significant.	When other variables are taken into account, differences between GSP and non GSP schools became **non significant** in terms of attitudes to sustainable development. Other variables associated with this factor **Significantly positive:** pupils who are: *At pupil level*: *At school level*: • female • in primary school • not born in the UK • in high achieving schools • in schools with a high percentage of EAL pupils **Significantly negative** pupils who are: *At pupil level*: *At school level*: • older

Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis
Factor K **Attitude to conflict resolution** *Reliability 0.62*	*How much do you agree with the following statements?* • We should always try to solve differences peacefully rather than by war • I always try to listen to both sides of an argument • I understand more about how differences, or conflict, can be dealt with • Disagreements can never be solved by violence • We should always try to solve differences peacefully rather than by war	*(highest scores)* • **(Primary GSP/ Primary comp)*** • **Secondary GSP*** • **Secondary comp*** *(lowest score)* Pupils in primary schools had a significantly more positive attitude towards conflict resolution than secondary pupils. Pupils in GSP secondary schools had more positive attitudes than those in secondary comparison schools.	When other variables are taken into account, differences between GSP and non GSP schools became **non significant** in terms of attitudes to conflict resolution. Other variables associated with this factor **Significantly positive:** pupils who are: *At pupil level*: *At school level*: • female • in primary school • in high achieving schools **Significantly negative** pupils who are: *At pupil level*: *At school level*: • older • in schools with a high percentage of white British pupi • speak another language at home • in schools in areas of high deprivatio

Response factors (See Section 1.5 of the main report)

Overall, pupils in schools in Year 3 of the GSP programme demonstrated significantly more positive response to global learning, as did pupils in all years of the GSP programme except year 2. In terms of specific factors, pupils in GSP schools were significantly more positive than those in similar comparison schools. Primary pupils tended to be more positive than secondary pupils.

Table A3.3   Response factors

Factor scales	Correlated statements	Stage 1 Analysis *Highest score* = most positive **bold*** = significantly different from adjacent group	Stage 2 Analysis (Taking other variables into account)
Factor L **Response to global learning** *Reliability 0.778*	*How much do you agree with the following statements?* • Global learning makes me think more about what is happening in my own community • My opinions about poorer countries, and the people who live there have changed • Talking to people from poorer countries has helped me to understand their views better • I understand that my views are influenced by my experiences and the people I've met • I really try to do things to make a difference in this world *Because of global learning* • I appreciate things in my life that I used to take for granted	*(highest score)* • **Primary GSP*** • **Primary comp*** • **Secondary GSP*** • **Secondary comp*** *(lowest score)* Primary school pupils had a more positive response to global learning than secondary pupils. In both groups, pupils in GSP schools showed significantly more positive response than those in comparison schools.	When other variables are taken into account • pupils in schools in **all** years of the GSP programme (including RV) **show significantly more positive results.** Other variables associated with this factor **Significantly positive:** pupils who are: *At pupil level*: *At school level*: • female • in primary school • in high achieving schools **Significantly negative** pupils who are: *At pupil level*: *At school level*: • older • in urban areas

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Factor scales	Correlated statements	Stage 1 Analysis	Stage 2 Analysis

Factor M **Sense of efficacy*** *Reliability 0.708*	*How much do you agree with the following statements?*
	• There's really nothing I can do to sort out problems in poorer countries
	• What happens in poorer countries doesn't really affect us in the UK
	• I don't think that there is much I can do to make the world a better place
	• I can't do anything about climate change.
		(highest score)
		• **Primary GSP***
		• **Secondary GSP***
		• (Primary comp /Secondary comp)
		
		(lowest scores)
		
		Pupils in GSP schools, and particularly in GSP primary schools, reported a greater sense of efficacy than pupils in comparison schools.
			When other variables are taken into account
			
			• pupils in schools in the third year of the GSP programme
			• pupils in schools in the first year of the GSP programme
			• pupils in the RV phase of the GSP programme
			show significantly more positive results.
			
			<u>Other variables associated with this factor</u>
			
			Significantly positive: pupils who are:
			At pupil level: *At school level*:
			• female • in primary school
			    • in high achieving schools
			    • schools with greate ethnic diversity
			
			Significantly negative pupils who are:
			At pupil level: *At school level*:
			• speak another language at home • in urban areas
			    • in schools in areas of high deprivation

*Negatively worded statements have been reverse coded (so that high scores are attributed to disagreeing with these statements) and thus a positive factor score will mean a positive attitude

Appendix 3b: Pupil Questionnaire (marked up with summary findings)

Global learning at School: A survey of UK schools

Pupil Questionnaire

The National Foundation for Educational Research (NFER) have been asked by the Department for International Development (DFID) to find out what children and young people think about global learning in schools.

In this survey we will ask your opinions about global learning issues and how you learn about them in school. For example, you might watch films or have discussions in class or perhaps you have a partner school in another country. Regardless of how you learn about global issues, we are interested in your views.

The information you give us will let the government know what you think and whether they ought to make any changes to improve global learning across the country.

All of your answers will be kept private and no one outside of the research team will know who said what. A**ll the information you give will be completely confidential.**

It may take you about **30 minutes** to complete the survey, but please take your time and think about each question. We would like you to answer all the questions but if you don't want to answer a question you don't have to.
If you need help understanding a question, you can ask your teacher for help.

Thank you for taking part in our survey.

In the questionnaire we use the terms 'global learning' and 'poorer countries'. Your teacher will have discussed these terms with you, relating them to the different kinds of work you might have done in school.
The green parts of the map show the poorer countries

If you're still not sure what global learning or a poorer country is, please ask your teacher now.

Have a go at this practice question:

How much do you like ice cream?

	A lot	**A little**	**Not at all**
I like ice cream	☐	☐	☐

If you like ice cream **a lot** select the **"A lot"** box.

If you do **not like** ice cream select the **"Not at all!** box.

If you like ice cream a little bit, select the **"A little"** box.

This is NOT a test and there are no right or wrong answers, it is your opinion we want to hear.

When you have reached the end, please remember to send us your answers by pressing 'submit'.

Part 1: About you

First of all, we would like to ask some questions about you. Please remember that no one at your school will see your answers.

Are you a boy or a girl? (actual frequencies)				
	Primary GSP	**Secondary GSP**	**Primary Comparison**	**Secondary Comparison**
	N = 1712	*N = 2490*	*N = 1869*	*N = 2191*
Boy	840	1186	975	1211
Girl	872	1304	894	980

Part 2: Where do you find out about global issues?

Your teacher will have discussed with you the work you have done on global issues, but if you are unsure the list below may help you.

Some examples of global issues include:

• poverty and deprivation • war and peace • sustainable development • fairness for all/social justice • world health	• human rights/ equality • community cohesion • climate change and environmental issues • understanding different cultures and societies (diversity)

1. How much do you learn about global issues ....
(0 = hardly anything/ nothing, 10 = a lot)*

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
in school lessons	6.13	6.52	6.14	6.24	5.71
in school assemblies	5.27	5.62	5.22	5.74	4.65
on school trips	4.12	4.48	3.74	4.80	3.68
from parents/ carers or family	4.50	4.62	4.40	4.71	4.34
from your friends	2.37	2.76	2.03	2.77	2.10
from TV	6.21	6.02	6.35	5.94	6.44
from magazines or books	4.29	4.47	4.07	4.52	4.22
from the internet	6.25	6.82	5.93	6.60	5.86
from church or other religious or faith groups	3.14	3.68	2.53	4.27	2.44
from foreign travel/ holidays	3.52	3.80	3.32	3.81	3.28
from charities (eg Oxfam, Comic Relief)	4.74	4.75	4.55	4.81	4.89

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: hardly anything/nothing, a little, some, a lot.

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2. Have you ever taken part in…? (Yes/No percentages)*

	Primary GSP *N = 1780*	Secondary GSP *N = 2540*	Primary Comparison *N = 1969*	Secondary Comparison *N = 2230*
Pen pal schemes with pupils from a poorer country	Y = 49% N = 49%	Y = 27% N = 72%	Y = 25% N = 74%	Y = 23% N = 76%
Class activities/lessons with pupils who live in a poorer country	Y = 49% N = 49%	Y = 35% N = 65%	Y = 34% N = 64%	Y = 22% N = 77%
Online chat with pupils from a poorer country	Y = 21% N = 76%	Y = 14% N = 85%	Y = 15% N = 82%	Y = 14% N = 85%
Exchange visits programmes with pupils from poorer countries	Y = 25% N = 72%	Y = 19% N = 80%	Y = 17% N = 81%	Y = 8% N = 91%
Giving money to charities for work in poorer countries (e.g. Oxfam)	Y = 80% N = 18%	Y = 78% N = 21%	Y = 77% N = 21%	Y = 79% N = 21%
Organising fundraising events for poorer countries (e.g. as part of Comic Relief)	Y = 67% N = 31%	Y = 53% N = 47%	Y = 55% N = 43%	Y = 51% N = 48%
Voluntary work to do with global issues	Y = 31% N = 67%	Y = 17% N = 82%	Y = 27% N = 70%	Y = 18% N = 81%
After school activities that deal with global issues	Y = 22% N = 75%	Y = 10% N = 89%	Y = 24% N = 73%	Y = 12% N = 87%

* Where pupils have not responded, percentages may not sum to 100.

3. Have you ever visited a poorer country? (Percentages)*

	Primary GSP *N = 1780*	Secondary GSP *N = 2540*	Primary Comparison *N = 1969*	Secondary Comparison *N = 2230*
Yes	19%	27%	18%	28%
No	65%	66%	67%	64%

* Where pupils have not responded, percentages may not sum to 100.

Part 3: Knowledge about Global Issues

4. How much do you think you know about the following issues? (0 = hardly anything/ nothing, 10 = a lot)*	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
The way people live in other countries	6.68	6.79	6.78	6.52	6.60
Why some countries are poorer than others (world poverty)	6.51	6.37	6.78	6.18	6.60
Climate change/global warming	6.50	6.30	6.90	5.91	6.71
Natural disasters: earthquakes, flooding, tsunamis or drought	6.91	6.81	7.09	6.83	6.86
Different cultures and traditions in other countries	5.77	6.01	5.94	5.45	5.65
Diversity (e.g. differences of race, religion, gender, age, etc.)	5.84	5.34	6.44	5.10	6.20
Stereotypes (judging people based on how they look or where they are from)	5.92	5.03	6.53	5.00	6.71

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: hardly anything/nothing, a little, some, a lot.

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5. Here are some other global learning issues you might have heard about. How much do you think you know about them? (0 = hardly anything/ nothing, 10 = a lot)*

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
Your rights and responsibilities (as a global citizen)	6.20	6.34	6.25	5.90	6.27
Equality (fairness for all people)	6.82	6.84	7.01	6.48	6.89
War and conflict in other countries	6.66	6.70	6.69	6.61	6.64
Diseases and health problems people get in poorer countries	6.52	6.63	6.49	6.52	6.45
Why it can be difficult for people in poorer countries to find clean water	7.06	7.29	6.97	7.19	6.85
Why some children cannot go to school in poorer countries	7.17	7.30	7.21	7.04	7.14
The kinds of food people eat in poorer countries	6.11	6.34	6.00	6.23	5.95

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: hardly anything/nothing, a little, some, a lot.

6. How much do you think you know about the following issues?
  (0 = hardly anything/ nothing, 10 = a lot)*

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
How rich and poor countries can help each other	6.59	6.74	6.61	6.48	6.53
International aid and charities	6.23	6.31	6.19	6.21	6.21
How tourism can affect countries	5.59	5.21	6.03	5.00	5.92
How to look after the environment	7.58	8.12	7.44	7.73	7.18
Recycling	8.17	8.74	8.03	8.41	7.67
Fair-trade	7.06	7.40	7.18	6.99	6.74
How people can share responsibilities for the future of the world	5.76	5.88	5.70	5.84	5.65
Millennium Development goals	3.44	3.46	3.32	3.69	3.35
Community cohesion (different groups of people getting along well together)	4.82	5.20	4.63	5.06	4.54
Political issues; foreign governments and leaders	4.52	4.53	4.46	4.50	4.60

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: hardly anything/nothing, a little, some, a lot.

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For secondary pupils only...

7. How much do you think you know about these issues? (0 = hardly anything/ nothing, 10 = a lot)*			
	Total	**Secondary GSP**	**Secondary Comparison**
Global citizenship (knowledge and skills to become responsible citizens)	5.57	5.55	5.59
Sustainable development (Earth's finite resources and responsibility for the future)	5.46	5.44	5.48
Diversity (respecting different cultures and traditions)	6.00	6.12	5.85
Social justice (fairness, and equality)	6.19	6.25	6.11
Human rights (rights and responsibilities in local and global contexts)	6.39	6.48	6.27
Conflict resolution (choices and consequences and negotiation)	5.07	5.08	5.06
Interdependence (how people and places are linked)	5.13	5.16	5.10
Values and perceptions (how cultural values and assumptions shape behaviours)	4.57	4.56	4.58

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: hardly anything/nothing, a little, some, a lot.

Part 4: Your views on global issues

8. How much do you agree with the following statements? (0 = strongly disagree, 10 = strongly agree)					
	Total	**Primary GSP**	**Secondary GSP**	**Primary Comparison**	**Secondary Comparison**
We rely too much on material goods to make us happy	7.07	7.03	7.16	7.02	7.04
We have to work much harder than people in poorer countries	3.84	4.03	3.49	4.39	3.61
Poorer countries should look after themselves instead of always asking others for help	3.11	2.66	3.22	3.08	3.36
We can teach poorer countries more than we can learn from them	5.86	6.21	5.43	6.47	5.56
It is important that everyone does their bit for the future of our world	7.82	8.20	7.78	7.89	7.51
All people should be treated equally – whatever their background	8.07	8.38	8.07	8.07	7.83
People in poorer countries have a much better lifestyle than us	2.57	2.56	2.46	2.77	2.53
Donating to charities is the best way to help poorer countries	6.79	7.64	6.16	7.65	6.08

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

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9. How much do you agree with the following statements?

(0 = strongly disagree, 10 = strongly agree)

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
We should always try to solve differences peacefully rather than by fighting	8.01	8.47	7.84	8.25	7.63
I'm not really bothered about what happens in other countries	3.13	2.42	3.52	2.73	3.60
In poorer countries not all people are treated fairly	7.41	7.74	7.30	7.50	7.20
I believe that there are more differences than similarities between us and people from other countries	5.80	5.99	5.74	5.97	5.56
All of us can do something to contribute to a better world	7.84	8.40	7.64	8.06	7.45
People who live in poorer countries are unhappy	5.62	6.25	4.85	6.71	5.07
There are too many people from poorer countries living in the UK	4.81	4.21	5.16	4.25	5.35
I can't do anything about climate change.	3.93	3.65	3.87	4.16	4.03

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

10.How much do you agree with the following statements?

(0 = strongly disagree, 10 = strongly agree)

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
Rich countries should be forced to reduce global warming	6.05	6.07	6.05	6.20	5.89
We all have a responsibility to help those in need	7.51	8.26	7.08	8.08	6.91
It's more important to help the poor in *this* country before going to help poor people in poorer countries	4.97	4.71	5.13	4.66	5.27
The environment can suffer as a result of war	6.80	6.91	6.78	6.76	6.76
We are lucky to live in a country that allows freedom of choice	8.08	8.53	7.87	8.32	7.76
It is unfair that many children in poorer countries start work very young	7.79	8.30	7.67	7.98	7.38
I like to learn about different cultures and people with different backgrounds	6.69	7.12	6.46	7.09	6.26
I don't see why we should respect other cultures.	2.81	2.63	2.80	2.89	2.91

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

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11. How much do you agree with the following statements?

(0 = strongly disagree, 10 = strongly agree)

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
People in poorer countries have some great aspects of lifestyle that we don't have	5.80	5.50	6.03	5.53	6.02
War in one country can affect people all around the world	7.28	7.43	7.30	7.40	7.03
It's important for us to work together to solve problems in poorer countries	7.54	8.23	7.21	7.92	7.02
I don't think it's important to know about people who live hundreds of miles away	3.23	2.86	3.30	3.10	3.53
People from poorer countries don't do enough to help themselves	4.04	3.54	4.17	4.09	4.24
I think children all over the world are basically the same	4.54	4.59	4.50	4.52	4.59
I don't think that there is much I can do to make the world a better place	4.00	3.44	4.27	3.87	4.25
What I do in my life can actually affect people in poorer countries.	6.03	6.18	5.97	6.14	5.89

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

12. How much do you agree with the following statements?

(0 = strongly disagree, 10 = strongly agree)

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
What happens in poorer countries doesn't really affect us in the UK	4.93	4.93	4.66	5.33	4.90
Although our lifestyles are different, people in poorer countries are basically the same as us	5.57	5.50	5.77	5.31	5.63
Every child has the right to an education	8.23	8.62	8.27	8.17	7.94
I feel more comfortable being with people from the same background as me	5.72	5.98	5.52	5.89	5.62
There's really nothing I can do to sort out problems in poorer countries	4.01	3.52	4.10	4.05	4.25
I believe that we probably don't need so much 'stuff' (like toys or gadgets) to be happy	6.11	6.33	5.98	6.36	5.86
If we don't do something to help poor countries now, we will all be worse off in the future	6.50	7.02	6.28	6.77	6.12
It is important to learn about how people live in other countries.	7.07	7.74	6.80	7.47	6.49

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

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For secondary pupils only...

In some poorer countries, there are many people who are very poor and do not always have access to clean water, food, education or health care.
What do *you* think are the **main** causes of this poverty?

13.Please select 3 items from the following list. (Percentages)*	Secondary GSP *N = 2540*	Secondary Comparison *N = 1993*
natural disasters (e.g. famine, drought, tsunami)	55	53
over-population	33	33
richer countries taking advantage of poorer countries	28	27
climate change	16	16
not enough schools or teachers	10	14
corrupt (bad) leaders and governments	31	33
war and conflict	47	48
international debt (poverty)	26	25
richer countries do not give poorer countries enough aid/help (e.g. money)	14	11
poor health care/provision	29	29

*More than one answer could be given so percentages may sum to more than 100.

For secondary pupils only...

14.How much do you agree with the following statements? (0 = strongly disagree, 10 = strongly agree)			
	Total	**Secondary GSP**	**Secondary Comparison**
Every person deserves the right to express their beliefs	7.98	8.02	7.94
There is no proper justice in poorer countries	6.03	6.02	6.04
There is too much discrimination and prejudice in our country	6.25	6.34	6.16
We should always stand up for people who are being treated unfairly	7.22	7.37	7.06
Women should be allowed free choice about all aspects of their life, whatever culture they live in	7.65	7.78	7.51
Poorer countries would be better off if they stopped fighting all the time	6.61	6.67	6.54
People should never try to force other people to accept their values	7.15	7.20	7.10
Communication between warring countries is the best way to ensure peace	6.39	6.43	6.35
Visiting other countries can have a positive impact on people's attitudes towards different cultures	7.02	7.08	6.95

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

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Part 5: Taking action: what do you do to make the world a better place?

15. How much do you agree with these statements? (0 = strongly disagree, 10 = strongly agree)	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
I really try to do things to make a difference in this world	6.55	7.39	5.95	7.34	5.86
I treat everyone the same no matter what their background	7.26	7.72	7.03	7.59	6.88
I try to help people if they are being treated unfairly	7.25	7.84	6.91	7.73	6.74
I often try to explain to people why they should buy fair trade products	5.24	5.88	4.75	5.90	4.71
I encourage others to respect people from different backgrounds/ to be good neighbours	6.70	7.23	6.35	7.20	6.25
I always try to listen to both sides of an argument	7.14	7.42	7.03	7.33	6.90
I always find out as much as I can before making assumptions about people	6.77	7.39	6.41	7.17	6.35
I think how my actions might affect the future	6.42	6.90	6.12	6.75	6.08

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

Part 6: What have you learnt from global learning?

16. Does your school have partnerships with a school in a poorer country?
  (Yes/No percentages)*

	Primary GSP N = 1695	Secondary GSP N = 2262	Primary Comparison N = 1852	Secondary Comparison N = 1993
Yes	83%	85%	36%	32%
No	2%	3%	20%	17%
Not sure	11%	11%	39%	48%

  * Where pupils have not responded, percentages may not sum to 100.

16B. If yes: How long have you worked with the partner school? (Percentages)*

	Primary GSP N = 1399	Secondary GSP N = 1923	Primary Comparison N = 662	Secondary Comparison N = 646
Just starting	10%	4%	14%	8%
For about one year	18%	12%	23%	26%
More than a year	66%	80%	54%	58%

  *Where pupils have not responded, percentages may not sum to 100.

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17. Here are some things that children and young people have told us about what they have learnt about global issues at school. How much do you agree or disagree with these statements? (0 = strongly disagree, 10 = strongly agree)

BECAUSE OF GLOBAL LEARNING…	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
I have learned how to work with people from other countries	6.49	7.34	6.28	6.75	5.81
I understand more about how poorer countries affect my life	6.44	6.94	6.23	6.71	6.04
I think more carefully about wasting anything	6.83	7.54	6.38	7.44	6.27
I realise that different lifestyles each have their own benefits	6.93	7.45	6.70	7.23	6.52
I am more accepting of people from different backgrounds	6.87	7.21	6.75	7.07	6.57
I appreciate things in my life that I used to take for granted	7.03	7.54	6.86	7.28	6.58
My opinions about poorer countries, and the people who live there have changed	6.55	7.05	6.43	6.77	6.11
I understand more about how differences, or conflict, can be dealt with	6.73	7.29	6.46	7.03	6.33

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

18.How much do you agree or disagree with these statements?
  (0 = strongly disagree, 10 = strongly agree)

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
Talking to people from poorer countries has helped me to understand their views better	6.85	7.65	6.64	7.06	6.29
I understand that my views are influenced by my experiences and the people I've met	6.78	7.18	6.67	6.94	6.46
I find it difficult to understand the point of view of people from poorer countries	5.05	5.34	4.82	5.28	4.90
I think that the TV always presents accurate Information about poorer countries	5.33	5.87	4.86	6.13	4.76
I think people who have different values from me are wrong	4.16	4.15	3.95	4.47	4.15
Global learning makes me think more about what is happening in my own community	6.46	7.14	6.14	6.92	5.88
Disagreements can never be solved by violence	6.84	7.38	6.47	7.46	6.29
I don't think that life in poorer countries is as terrible as it seems in the news	4.82	4.92	4.76	4.95	4.71
Every person in the world has the right to respect	7.70	8.22	7.59	7.92	7.24
I believe that people around the world can all help each other by communicating and working together	7.34	7.98	7.02	7.75	6.83
Sharing views with people from different backgrounds helps me form my own opinions	6.90	7.39	6.74	7.13	6.50

*These figures represent the mean response from pupils. In the survey, pupils were asked to choose one of four options in response to the question: strongly disagree, disagree, agree, strongly agree.

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Part 7: You and your family

The information in this section is for background only. It will be treated as confidential

19. To which of these groups would you say you belong? (Percentages)*

	Primary GSP N = 1695	Secondary GSP N = 2262	Primary Comparison N = 1852	Secondary Comparison N = 1993
White White – British White – Irish Any other White background	71%	80%	73%	81%
Mixed White and Black Caribbean White and Black African White and Asian Any other mixed background	14%	8%	11%	7%
Asian or Asian British Indian Pakistani Bangladeshi Any other Asian background	7%	3%	4%	4%
Black or Black British Caribbean African Any other Black background	3%	5%	5%	2%
Chinese or other ethnic group Chinese Any other	2%	3%	2%	3%
Don't know	1%	0%	0%	1%

* Where pupils have not responded, percentages may not sum to 100.

20. Where were you born? (Percentages)*

	Primary GSP N = 1695	Secondary GSP N = 2262	Primary Comparison N = 1852	Secondary Comparison N = 1993
In the UK (England, Scotland, Wales or Northern Ireland)	86%	87%	85%	87%
Somewhere else	6%	9%	6%	6%
Don't know	3%	2%	3%	4%

* Where pupils have not responded, percentages may not sum to 100.

21. What language do you speak at home with your family, most of the time? (Percentages)*				
	Primary GSP *N = 1695*	**Secondary GSP** *N = 2262*	**Primary Comparison** *N = 1852*	**Secondary Comparison** *N = 1993*
English	85%	89%	84%	88%
Another language	7%	9%	8%	8%

* Where pupils have not responded, percentages may not sum to 100.

When you have finished, please press next and

submit

Thank you for filling out this questionniare.

Appendix 4:   Teacher Questionnaire (marked up with summary findings)

Global learning and development awareness in UK Schools: the role of the Global School Partnerships programme

Teacher Questionnaire

What is this survey about?

The National Foundation for Educational Research (NFER) has been commissioned by the Department for International Development (DFID) to evaluate the impact of the Global School Partnerships (GSP) programme on children and young people in UK schools. The aim is to assess how the GSP programme can contribute towards global learning in schools and development awareness in young people.   This study will look at global learning in schools throughout the UK.

It is understood that some schools will be at the early stages of developing a global dimension, while others may have received grants or support from their local authorities, Comenius or the GSP programme. Our aim is to gain an overall impression across the country as a whole.

Who should complete this survey?

This questionnaire should be filled in by:

- the teacher who coordinates global learning in your school *(essential)*
- any other teachers who have been involved in global learning in your school *(optional)*

This may be the:

- Global School Partnership co-ordinator
- Comenius Partnership co-ordinator
- PHSE/ Citizenship /Geography co-ordinator
- Any teacher with a responsibility for global learning
- Any teacher who has been involved in global partnership activities
- Any teacher who has been involved in teaching global learning

The important thing is that we gather the most accurate picture of global learning in your school.

The questionnaire should take no more than 30 minutes to complete.

How will this information be used?

This information will be used to inform and shape government policy towards global learning.

All information will be completely confidential

Please be assured that your answers will be treated **CONFIDENTIALLY** and reported anonymously. None of your personal details (or that of your school) will be shared with DFID or any other external agencies.

In Spring 2011, we will provide **feedback** to your school which will compare your students' aggregated responses with the overall sample of other schools taking part.

Thank you!

Thank you for taking part in this evaluation. NFER and DFID are very grateful for your time and efforts.

Note to teachers

When answering the survey questions we would like you to focus on global learning in your school as it is at the present time. We are interested in partnerships with schools in other countries, particularly those in developing countries. However, it is also important for us to learn about schools that do not have funded partnerships, and how global learning is developed, generally. Most particularly, we are interested in your views on whether/how global learning impacts on you, your school and on your pupils.

Terminology

We are aware that different schools in different countries may use different terminology – please take a moment to consider the points below and relate them to the terminology used in your school.
In the context of this survey:
 'Global learning' ' is intended to encompass what may, in your school be called global education; the global dimension; development education; the international dimension, global issues etc.
For the purposes of this survey we suggest the following definition.

Global learning aims to help learners make sense of the complex world we live in today. It encourages learners to recognise that they can make a valuable contribution to some of the biggest issues that affect all of our lives, such as::

- *tackling poverty and deprivation;*
- *climate change;*
- *sustainable development;*
- *community cohesion;*
- *social justice and human rights;*
- *conflict resolution.*

A global learning approach aims to make learners aware of these issues, help them to make sense of the interdependence between these issues and their own lives, and give them the knowledge and skills to respond positively and effectively in their personal lives and as global citizens."

The terms 'Developing countries' /'Poorer countries' are intended to refer to countries that have high levels of economic poverty, such as India, Pakistan, or countries in Sub-Saharan Africa. It is not intended to refer to the poor(er) European countries. The map below highlights the developing countries in green and some examples of developing regions and countries that you might have been teaching and learning about.
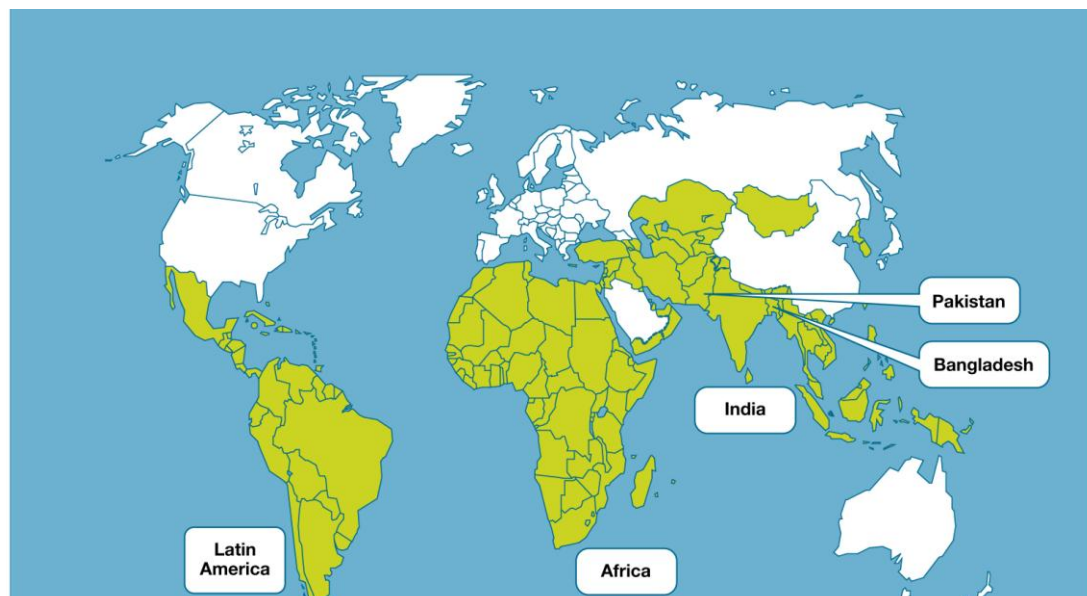
The following pages show the questionnaire responses of 284 teachers.

Sector	Teachers in GSP schools	Teachers in comparison schools	Overall N
Primary	106	55	161 (57%)
Secondary	91	32	123 (43%)
Total	**197** (69%)	**87** (31%)	**284** (100%)

Their responses were as follows:

1. Are you…? (Percentages)*				
	Primary GSP N = 106	**Secondary GSP** N = 91	**Primary comparison** N = 55	**Secondary comparison** N = 32
Global learning/GSP coordinator	43	29	18	13
A teacher involved in some aspects of global learning	52	64	53	81
A senior leader in the school	38	29	40	34
Other	6	7	11	9
No response	0	1	0	0

* More than one answer could be given so percentages may sum to more than 100.

2. In the last 12 months, has your school been awarded a grant to develop global learning? (Percentages)*				
	Primary GSP N = 106	**Secondary GSP** N = 91	**Primary comparison** N = 55	**Secondary comparison** N = 32
Yes	86	91	11	19
No	11	8	89	81
No response	3	1	0	0

*Due to rounding and non-responses, percentages may not sum to 100.
Yes /⇒**2a** ; no ⇒ **filter to Q3**

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2a. What type of grant has your school been awarded (in the last 12 months)? (Percentages)*				
	Primary GSP N = 91	**Secondary GSP** N = 83	**Primary comparison** N = 6	**Secondary comparison** N = 6
Global Schools Partnership grant	84	90	33 *(2 teachers)*	17 *(1 teacher)*
Comenius Partnership grant	15	14	0	50
TIPD grant (*England only*)	12	12	17	0
LA grant	0	4	0	0
Other	4	5	17	50
No response	2	2	33	0

* More than one answer could be given so percentages may sum to more than 100.

If GSP ticked ⇒2b and 2c ; other responses ⇒ filter to Q3

GSP schools only...

2b. When did your school become involved in/ supported by the GSP programme? (Percentages)*		
	Primary GSP N = 76	**Secondary GSP** N = 75
Less than 12 months ago	4	5
1 – 2 years ago	20	11
2 - 4 years ago	45	51
4 - 6 years ago	21	23
Over 6 years ago	7	4
Don't know	4	7

*Due to rounding and non-responses, percentages may not sum to 100.

GSP schools only...

2c. What types of grants has your school been awarded during that time? (Percentages)*		
	Primary GSP N = 76	**Secondary GSP** N = 75
A starter grant	7	9
A Reciprocal Visit (RV) grant	74	56
A Global Curriculum Project (GCP) grant	64	67
Local Authority grant	5	4
No global learning grant	0	0
Don't know	9	21

* More than one answer could be given so percentages may sum to more than 100.

3. Is your school in the International Schools award scheme? (Percentages)*				
	Primary GSP *N = 106*	**Secondary GSP** *N = 91*	**Primary comparison** *N = 55*	**Secondary comparison** *N = 32*
Yes	66	51	35	47
No	19	15	45	25
Application underway	4	2	4	6
Don't know	11	30	16	22

Due to rounding and non-responses, percentages may not sum to 100.

Yes⇒ 3a/ other responses ⇒ filter to Q4

3a. What type of award does your school hold? (Percentages)*				
	Primary GSP *N = 70*	**Secondary GSP** *N = 46*	**Primary comparison** *N = 19*	**Secondary comparison** *N = 15*
Foundation Award	7	4	11	7
Intermediate Award	4	2	42	47
Full Award	74	74	37	27
Don't know	9	20	11	20

Due to rounding and non-responses, percentages may not sum to 100.

Primary schools only...

P4. Are you the subject leader/coordinator for any of the following subject areas?		
(Percentages)*	**Primary GSP** *N = 106*	**Primary Comparison** *N = 55*
Art/design/technology	13	13
Citizenship/ESD	11	4
English/literacy	10	11
Geography/environmental studies	21	22
History/modern studies	12	11
ICT	18	16
Languages	16	11
Maths	11	13
Music	8	7
PE	7	9
Performing arts/dance/drama	3	2
PSHE/PSE/PSED	8	9
RE/RS/Moral Education	8	7
Science	14	16
Other	20	18
Assessment	11	20
Not a subject leader/ coordinator	13	13

* More than one answer could be given so percentages may sum to more than 100.

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Primary schools only...

P4a. Which of the following year groups are taught global learning in your school? (Percentages)*				
	Primary GSP *N = 106*		Primary Comparison *N = 55*	
	All pupils	Some pupils	All pupils	Some pupils
Year 1 / P2	87	1	64	11
Year 2 / P3	86	1	67	7
Year 3 / P4	92	1	84	7
Year 4 / P5	94	2	87	9
Year 5 / P6	94	1	89	7
Year 6 / P7	93	1	96	2

Due to rounding and non-responses, percentages may not sum to 100.

Secondary schools only...

S4. What is/are the main subject(s) you teach? (Percentages)*		
	Secondary GSP *N = 91*	Secondary Comparison *N = 32*
Art/design/technology	9	9
Business studies/management	8	3
Citizenship/ESD	12	13
Economics	1	0
English/literacy	16	3
Geography/environmental studies	16	34
History/modern studies	20	13
ICT	7	16
Languages	8	9
Maths	8	6
Media/travel and tourism	0	0
Music	3	3
PE	4	9
Performing arts/dance/drama	4	3
PSHE/PSE/PSED	18	25
Politics	2	3
RE/RS/Moral Education	11	16
Science	19	9
Sociology/social sciences	4	3
Other	13	13

More than one answer could be given so percentages may sum to more than 100.

Secondary schools only...

S4a. Which of the following year groups are taught global learning in your school? (Percentages)*				
	Secondary GSP *N = 91*		**Secondary Comparison** *N = 32*	
	All pupils	Some pupils	All pupils	Some pupils
First year - Year 7 / S1/ Y8 (Northern Ireland)	74	8	59	25
Year 8 / S2 / Y9 (NI)	75	7	75	22
Year 9 / S3/ Y10 (NI)	73	18	63	34
Year 10 / S4/ Y11 (NI)	63	25	50	38
Year 11 / S5/ Y12 (NI)	51	27	50	34
other	23	13	28	16

*Due to rounding and non-responses, percentages may not sum to 100.

5. Does your school participate in any partnership activities with schools in the following locations? (Percentages)*				
	Primary GSP *N = 106*	**Secondary GSP** *N = 91*	**Primary comparison** *N = 55*	**Secondary comparison** *N = 32*
the local area	53	57	73	66
the United Kingdom (UK) or Ireland	24	19	36	19
Europe	44	46	38	41
Developing countries /Poorer countries	98	98	65	84
the rest of the developed world (e.g. USA, Japan, etc)	16	29	9	34

* More than one answer could be given so percentages may sum to more than 100.

Any Yes⇒ 5a/ all no ⇒ filter to Q6

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5a. How many years has your school been involved in partnership activities with other schools? (Percentages)*

	Less than 1 year				1-2 years				2 - 5 years				5 or more years				Not involved in this kind of partnership			
	Pri GSP	Sec GSP	Pri com	Sec com	Pri GSP	Sec GSP	Pri com	Sec com	Pri GSP	Sec GSP	Pri com	Sec com	Pri GSP	Sec GSP	Pri com	Sec com	Pri GSP	Sec GSP	Pri com	Sec com
schools in the local area	13	0	10	5	14	2	23	24	23	15	18	38	45	77	48	29	2	0	0	5
schools in other parts of the United Kingdom (UK) or Ireland	24	0	20	33	20	12	35	0	24	41	25	33	20	35	5	33	4	12	0	0
schools in Europe	15	14	14	15	23	14	29	15	38	19	48	46	17	50	5	23	2	0	0	0
schools in developing/ poorer countries	0	0	31	0	15	10	25	26	63	61	33	44	18	27	6	26	0	0	0	4
Partnerships with schools in the rest of the developed world (e.g. USA, Japan, etc)	35	15	60	9	18	15	0	45	41	31	20	36	6	38	20	9	0	0	0	0

Due to rounding and non-responses, percentages may not sum to 100.

N for Primary GSP = 106, Sec GSP = 91, Primary Comparison = 55, Sec Comparison = 32

If 'Partnerships with schools in developing/poorer countries' ⇒ 5b and 5c/ all others ⇒ filter to Q6

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GSP schools only...

5b. Which of the following year groups are involved with GSP activities in your school?

5c. How many pupils per year group are involved with GSP activities in your school? (Percentages)*

Primary	All pupils	More than half	Less than half	Only a small proportion
Year 1 / P2	78	3	2	2
Year 2 / P3	80	4	1	1
Year 3 / P4	86	5	0	1
Year 4 / P5	90	4	0	1
Year 5 / P6	90	3	0	1
Year 6 / P7	90	3	0	1
Secondary	All pupils	More than half	Less than half	Only a small proportion
First year - Year 7 / S1/ Y8 (Northern Ireland)	49	10	6	10
Year 8 / S2 / Y9 (NI)	55	11	7	7
Year 9 / S3/ Y10 (NI)	47	19	13	6
Year 10 / S4/ Y11 (NI)	40	21	11	8
Year 11 / S5/ Y12 (NI)	30	16	12	17
other	21	3	2	9

Due to rounding and non-responses, percentages may not sum to 100.
N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

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Part 2: Global learning in your school

6. Which of the following best describes global learning in your school at present? (Percentages)*

	Primary GSP N = 106	Secondary GSP N = 91	Primary comparison N = 55	Secondary comparison N = 32
We are at the planning stage	2	0	11	3
We are in the early stages of development	3	2	24	9
We have started, but still some work to be done	8	7	29	41
The global dimension/ global learning is established in some classes/year groups	22	46	20	28
The global dimension is well established in most classes	32	22	13	16
The global dimension is fully embedded across the school	34	21	4	3

Due to rounding and non-responses, percentages may not sum to 100.

7. At your school, how are global learning activities delivered? (Percentages)*

	Primary GSP N = 106	Secondary GSP N = 91	Primary comparison N = 55	Secondary comparison N = 32
Through discrete subject areas (e.g. Geography or Citizenship)	59	80	56	91
Cross-curricular	92	80	89	72
Extra-curricular activities	35	60	25	47
Whole school	78	65	60	53
Community	44	32	27	22
Other	6	3	2	9

More than one answer could be given so percentages may sum to more than 100.

8. Please indicate the extent to which each of the following subject areas is used to develop global learning and development awareness in your school?

(0 = Hardly ever, 10 = Often)*

	Total	Primary GSP	Secondary GSP	Primary comparison	Secondary comparison
Art/design/technology	5.88	6.70	5.24	5.44	5.25
Business studies/management	1.97	0.69	4.06	0.26	3.48
Citizenship/ESD	7.25	7.46	7.63	6.73	6.25
Economics	1.75	1.13	3.18	.88	2.82
English/literacy	5.96	6.83	5.82	5.15	4.49
Geography/environmental studies	8.20	8.22	8.56	7.59	8.27
History/modern studies	5.57	5.12	6.53	4.65	6.15
ICT	5.22	6.57	3.87	4.83	3.97
Languages	5.47	5.23	6.47	4.15	6.23
Maths	2.64	2.91	3.03	1.74	2.12
Media/travel and tourism	2.55	1.39	4.58	1.23	5.55
Music	4.92	5.52	4.76	4.18	4.34
PE	2.64	2.94	2.71	2.15	2.12
Performing arts/dance/drama	4.72	5.17	4.84	3.84	4.24
PSHE/PSE/PSED	6.68	6.80	7.07	6.11	6.13
Politics	2.11	1.38	4.53	0.26	4.28
RE/RS/Moral Education	6.46	5.87	7.67	5.41	6.92
Science	3.71	3.33	5.09	2.75	2.88
Sociology/social sciences	2.64	1.39	5.13	0.76	4.51
Other	2.57	2.03	5.00	1.03	3.81

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of four options in response to the question: hardly ever, sometimes, quite a lot, often.

N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

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9. Approximately how often do the following whole-school activities focus on global learning? (Percentages)*						
	once a week or more	*every 1-2 weeks*	*half termly*	*termly*	*annually*	*never*
Assemblies	Prim GSP = 5 Sec GSP = 2 Prim Com = 13 Sec Com = 3	Prim GSP = 20 Sec GSP = 4 Prim Com = 15 Sec Com = 3	Prim GSP = 41 Sec GSP = 36 Prim Com = 36 Sec Com = 22	Prim GSP = 28 Sec GSP = 31 Prim Com = 25 Sec Com = 31	Prim GSP = 7 Sec GSP = 16 Prim Com = 7 Sec Com = 31	Prim GSP = 0 Sec GSP = 2 Prim Com = 2 Sec Com = 0
Fund-raising	Prim GSP = 0 Sec GSP = 2 Prim Com = 0 Sec Com = 9	Prim GSP = 1 Sec GSP = 3 Prim Com = 0 Sec Com = 3	Prim GSP = 22 Sec GSP = 31 Prim Com = 29 Sec Com = 25	Prim GSP = 30 Sec GSP = 36 Prim Com = 47 Sec Com = 28	Prim GSP = 42 Sec GSP = 23 Prim Com = 20 Sec Com = 28	Prim GSP = 4 Sec GSP = 0 Prim Com = 0 Sec Com = 0
Whole school initiatives	Prim GSP = 0 Sec GSP = 0 Prim Com = 0 Sec Com = 6	Prim GSP = 2 Sec GSP = 2 Prim Com = 4 Sec Com = 0	Prim GSP = 23 Sec GSP = 13 Prim Com = 11 Sec Com = 6	Prim GSP = 36 Sec GSP = 34 Prim Com = 44 Sec Com = 16	Prim GSP = 34 Sec GSP = 42 Prim Com = 25 Sec Com = 59	Prim GSP = 1 Sec GSP = 2 Prim Com = 5 Sec Com = 3
Collapsed timetables (e.g. Global awareness week)	Prim GSP = 0 Sec GSP = 0 Prim Com = 0 Sec Com = 3	Prim GSP = 0 Sec GSP = 0 Prim Com = 0 Sec Com = 0	Prim GSP = 3 Sec GSP = 3 Prim Com = 4 Sec Com = 0	Prim GSP = 0 Sec GSP = 0 Prim Com = 0 Sec Com = 0	Prim GSP = 60 Sec GSP = 56 Prim Com = 51 Sec Com = 47	Prim GSP = 10 Sec GSP = 19 Prim Com = 27 Sec Com = 31
Local community events	Prim GSP = 0 Sec GSP = 0 Prim Com = 0 Sec Com = 3	Prim GSP = 1 Sec GSP = 0 Prim Com = 0 Sec Com = 0	Prim GSP = 4 Sec GSP = 2 Prim Com = 4 Sec Com = 0	Prim GSP = 25 Sec GSP = 16 Prim Com = 35 Sec Com = 16	Prim GSP = 50 Sec GSP = 46 Prim Com = 36 Sec Com = 34	Prim GSP = 16 Sec GSP = 22 Prim Com = 16 Sec Com = 28
External speakers	Prim GSP = 1 Sec GSP = 0 Prim Com = 0 Sec Com = 3	Prim GSP = 0 Sec GSP = 0 Prim Com = 4 Sec Com = 3	Prim GSP = 3 Sec GSP = 8 Prim Com = 4 Sec Com = 3	Prim GSP = 27 Sec GSP = 34 Prim Com = 24 Sec Com = 31	Prim GSP = 48 Sec GSP = 42 Prim Com = 56 Sec Com = 44	Prim GSP = 15 Sec GSP = 7 Prim Com = 7 Sec Com = 6

Due to rounding and non-responses, percentages may not sum to 100.

N for Primary GSP = 106, Sec GSP = 91, Primary Comparison = 55, Sec Comparison = 32

10. Does your school offer any of the following extra-curricular activities for students/pupils to continue learning about global issues and the developing world? (Percentages)*	Primary GSP N = 106			Secondary GSP N = 91			Primary comparison N = 55			Secondary comparison N = 32		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
Raising or donating money (e.g. for Comic relief, disaster aid)	93	5	2	96	0	3	98	2	0	94	0	3
Organised events specifically to raise awareness about development issues	74	16	3	64	19	13	78	16	5	72	16	3
Fair trade activities (e.g. a shop or club)	54	34	4	73	20	5	47	44	7	78	16	3
Student visits to a developing country	2	89	1	81	12	1	2	87	2	50	31	13
Model United Nations / Global school council or parliament	22	60	8	35	36	19	20	65	5	44	25	22
Human rights groups or organisations (such as Amnesty International or similar)	9	71	8	36	32	22	11	73	9	25	47	19
Environmental groups (such as WWF, Worldwide fund for nature or similar)	43	43	7	38	31	22	49	38	7	22	47	19
Other projects/ groups	47	25	13	46	7	22	53	24	15	41	16	19

*Due to rounding and non-responses, percentages may not sum to 100.

11. To what extent are the following prioritised/taught as part of global learning within your school?
(0 = hardly ever addressed, 10 = major focus)*

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
Global citizenship (includes knowledge skills and understanding to become informed, active and responsible citizens)	7.07	7.39	7.12	6.60	6.66
Sustainable development (includes Earth's finite resources and responsibility for the future)	6.58	6.66	6.89	6.17	6.11
Diversity (includes respecting different cultures, customs and traditions)	7.35	7.69	7.43	7.15	6.33
Social justice (includes fairness/ equality/ discrimination/ prejudice)	6.63	6.47	7.04	6.42	6.33
Human rights (includes rights and responsibilities in local and global contexts and UN convention rights of the child)	6.02	5.96	6.66	5.21	5.86
Conflict resolution (includes choices and consequences; importance of dialogue, negotiation, compromise)	5.87	5.93	5.86	6.06	5.33
Interdependence (includes how people, places and environments are inextricably linked)	5.58	5.61	5.90	5.21	5.17
Values and perceptions (includes how cultural values and assumptions shape behaviours and affect global issues)	5.85	5.74	6.51	5.09	5.63

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of four options in response to the question: addressed hardly ever, addressed occasionally, addressed regularly, major focus.
N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
11a. To what extent are the following topics taught as part of global learning in your school? (0 = hardly ever addressed, 10 = major focus)*					
How people live in other countries	7.25	7.83	7.05	6.96	6.34
Why some countries are poorer than others (world poverty)	6.05	5.84	6.66	5.27	6.45
Climate change/Global warming	6.36	6.13	6.97	5.74	6.55
Natural disasters; earthquakes, flooding, tsunamis or drought	5.98	5.62	6.62	5.39	6.44
Culture and traditions of other countries	6.98	7.48	6.90	6.54	6.22
Diversity (e.g. differences of race, religion, gender, age, etc.)	6.94	6.91	7.28	6.54	6.77
Cultural or racial stereotyping	5.86	5.37	6.98	4.93	6.09
Rights and responsibilities	7.14	7.23	7.52	6.60	6.66
Equality (fairness for all)	7.14	7.17	7.48	6.72	6.78
War and conflict in other countries	4.69	4.00	5.65	4.00	5.63
Diseases and health problems people get in poorer countries	4.85	4.28	5.74	4.18	5.51
Why it can be difficult for people in poorer countries to find clean water	5.29	5.37	5.36	5.00	5.28
Why some children cannot go to school in poorer countries	5.33	5.56	5.36	4.97	5.05
The kinds of food people eat in poorer countries	5.23	5.69	4.98	4.97	4.82

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of four options in response to the question: addressed hardly ever, addressed occasionally, addressed regularly, major focus.

N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

11b. To what extent are the following topics taught as part of global learning in your school?
(0 = hardly ever addressed, 10 = major focus)*

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
How rich and poor countries can help each other	5.20	5.28	5.55	4.66	4.94
International aid and charities	5.70	5.15	6.43	5.69	5.55
How tourism can affect countries	4.01	3.24	4.84	3.64	5.00
How to look after the environment	7.30	7.57	7.16	7.63	6.11
Re-cycling	7.63	8.02	7.24	8.06	6.66
Fair trade	6.11	6.00	6.85	5.28	5.83
How people can share responsibilities for the future of the world	5.70	5.78	5.96	5.51	5.00
Millennium development goals	2.52	2.23	3.25	1.23	3.76
Community cohesion (local)	5.41	5.37	5.41	5.55	5.33
Political issues; foreign governments and leaders	3.14	2.06	4.53	2.10	4.77

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of four options in response to the question: addressed hardly ever, addressed occasionally, addressed regularly, major focus.

N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

12. Here are some things that teachers have told us about global learning in their schools. Based on your experience in *your* school, to what extent to you agree or disagree with each of these statements? (0 = strongly disagree, 10 = strongly agree)*

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
Global learning is seen as a high priority at my school	6.95	7.95	7.46	5.33	5.00
Global learning plays a significant part in our school ethos	6.85	7.86	7.15	5.57	4.83
I have access to plenty of teaching resources to help me teach about global learning	5.94	6.77	6.20	4.53	4.78
Global learning is a key part of our school development plan	6.04	7.03	6.44	4.47	4.24
My school supports other schools in our area to provide more global learning	4.77	5.47	5.15	3.45	3.55
We aim to relate global issues to our local context whenever possible	6.03	6.63	6.16	5.21	5.00
My school celebrates our links with people and schools around the world	7.83	8.93	8.52	5.75	5.80
The global learning at our school has brought vibrancy and relevance to the learning	6.96	8.05	7.57	5.09	4.83
Global learning is well developed in our whole-school curriculum planning	5.89	7.04	6.40	3.76	4.24
The senior leadership team at my school are not really committed to promoting global learning across the school	3.61	3.96	4.22	2.41	2.78
We use global learning to encourage pupils to reflect on their own values and attitudes	6.91	7.57	7.31	5.87	5.37

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of five options in response to the question: strongly disagree, disagree, neutral, agree, strongly agree.

N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

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Part 3: Your views and experience of global learning

13. Here are some things that teachers have told us about their views on global learning. To what extent to you agree or disagree with each of these statements? (0 = strongly disagree, 10 = strongly agree)

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
Pupils need to understand how they can make a difference to this world	8.26	8.58	8.27	7.68	8.17
Schools should concentrate much more on teaching basic skills than on global issues	2.81	2.35	2.81	3.24	3.62
Global learning makes pupils reflect on issues closer to home	5.75	5.96	6.00	4.85	5.92
It is essential that all pupils learn to become good global citizens	7.82	8.18	7.81	7.17	7.77
I believe global learning is equally as important as other areas of the curriculum	5.85	6.40	5.93	4.52	6.09
Pupils can learn what they need to know from the TV news or internet	2.21	1.90	2.26	2.36	2.81
I think there are much more important things to learn about than global citizenship	2.13	1.75	2.20	2.53	2.56
The active support of senior management is crucial to developing global learning across the school	7.22	7.83	7.11	6.08	7.42
The best place to learn about development issues is outside the school in the wider community	3.07	2.82	3.01	3.36	3.65
Purposeful global learning only works if partnerships with another school can be maintained	4.54	5.14	4.31	3.69	4.62
Working with partner schools brings global issues alive for pupils	7.52	8.05	7.95	6.06	7.04
I would pursue/maintain links with a partner school even if grant funding was not available	5.89	6.66	6.05	4.68	4.87
Having first-hand experience with a partner school really improves pupil engagement	7.42	8.38	7.89	5.58	6.04
Only a small proportion of pupils benefit from our school partnership (s)	2.42	1.41	2.69	3.28	3.59
Keeping up momentum in partnerships relies on the commitment of key personnel in school	7.32	8.18	7.61	5.44	6.78

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of five options in response to the question: strongly disagree, disagree, neutral, agree, strongly agree.
N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

	Total	Primary GSP	Secondary GSP	Primary Comparison	Secondary Comparison
14. Please rate how confident you feel/would feel about teaching the following topics (0 = not at all confident, 10 = very confident)					
Global citizenship and the global community, in general	7.49	7.76	7.41	6.66	8.23
The role and work of international non-governmental organisations (NGOs) and charities (e.g. Action Aid, Save the Children)	6.07	5.88	6.29	5.87	6.45
Millennium Development Goals (MDGs)	3.43	3.49	3.75	2.04	4.73
Fair trade	7.44	7.54	7.37	6.84	8.33
Global economy and international trade	5.42	5.09	6.06	4.26	6.78
Environmental issues	7.85	8.24	7.42	7.57	8.28
Sustainable development	7.18	7.51	6.97	6.66	7.52
International aid	6.02	5.49	6.59	5.75	6.66
Social justice and equity	6.21	5.97	7.01	5.37	6.23
Interdependence	5.87	5.66	6.20	5.30	6.66
Global migration in developing countries	5.05	4.56	5.63	4.42	6.23
Peace and conflict in developing countries	5.60	5.25	6.16	5.06	6.13
Human rights in developing countries	5.89	5.56	6.81	4.97	6.02
Diversity	6.78	7.07	7.04	5.98	6.45
Values and perceptions (including critical evaluation of the media)	6.24	6.03	7.00	5.18	6.66

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of four options in response to the question: not at all confident, not very confident, quite confident, very confident.
N for Primary GSP = 106, Sec GSP = 91, Comparison = 55, Sec Comparison = 32

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15. Have you received any training/professional development specifically in relation to global learning? (Percentages)*

	Primary GSP N = 106	Secondary GSP N = 91	Primary Comparison N = 55	Secondary Comparison N = 32
Yes	57	35	24	22
No	42	64	76	78

Due to rounding and non-responses, percentages may not sum to 100.

yes⟹ **15a** / no ⟹ **filter to Question 17**

15a. If you have received external training, who was the provider? (Percentages)*

	Primary GSP N = 60	Secondary GSP N = 32	Primary Comparison N = 13	Secondary Comparison N = 7
GSP – Global School Partnerships	55	69	31	57
Comenius Programme	22	6	0	14
A local support organisation (or NGO) that works solely on global learning (DEC)	25	22	15	14
Local Authority Link advisor	33	13	38	29
Development/ global learning organisations (e.g. DEA)	18	19	15	29
Charities or Non-governmental organisations (e.g. Oxfam or Plan UK)	10	13	8	29
Accessed online training materials	8	9	8	0
University/Higher Education Institution	7	9	8	14
Other (please specify)	2	16	8	43

More than one answer could be given so percentages may sum to more than 100.

Option 1 GSP ⟹ **15b** / no ⟹ **filter to Question 17**

GSP schools only...

15b. Have you received any training/ professional development to support the development of your school partnership? (Percentages)*		
	Primary GSP *N = 33*	**Secondary GSP** *N = 22*
Yes	82	82
No	18	18

*Due to rounding and non-responses, percentages may not sum to 100.

yes⇒15 c / no ⇒ filter to Question 16

GSP schools only...

15c. Did you attend any of the following events facilitated by the GSP programme? *(Please tick **yes or no** for each, and then indicate how relevant/effective you found it)* (Percentages)*				
	Extremely relevant	***Quite relevant***	***Not really helpful***	***Didn't attend***
Introduction to Global School Partnerships	Prim GSP = 74 Sec GSP = 50	Prim GSP = 11 Sec GSP = 17	Prim GSP = 0 Sec GSP = 11	Prim GSP = 4 Sec GSP = 11
Building Effective Partnerships	Prim GSP = 44 Sec GSP = 50	Prim GSP = 19 Sec GSP = 11	Prim GSP = 0 Sec GSP = 0	Prim GSP = 11 Sec GSP = 22
Global learning in Partnership	Prim GSP = 26 Sec GSP = 22	Prim GSP = 11 Sec GSP = 6	Prim GSP = 0 Sec GSP = 0	Prim GSP = 22 Sec GSP = 33
Involving Communities	Prim GSP = 15 Sec GSP = 17	Prim GSP = 7 Sec GSP = 11	Prim GSP = 0 Sec GSP = 0	Prim GSP = 33 Sec GSP = 28
Understanding Education and Development	Prim GSP = 11 Sec GSP = 6	Prim GSP = 4 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0	Prim GSP = 41 Sec GSP = 39
Other	Prim GSP = 0 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0	Prim GSP = 37 Sec GSP = 33

*Due to rounding and non-responses, percentages may not sum to 100.
N for Primary GSP = 27, Secondary GSP = 18

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16. Which of the following have you found useful (or not) in helping you develop your pupils' awareness of global issues? (Percentages)*

	Very useful	*Of some use*	*Not very useful*	*Have not used*
Talking to other schools/teachers locally	Prim GSP = 39 Sec GSP = 45	Prim GSP = 30 Sec GSP = 23	Prim GSP = 6 Sec GSP = 5	Prim GSP = 6 Sec GSP = 5
Working with the partner school	Prim GSP = 79 Sec GSP = 77	Prim GSP = 3 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0
Guidance/advice from GSP	Prim GSP = 42 Sec GSP = 32	Prim GSP = 39 Sec GSP = 36	Prim GSP = 0 Sec GSP = 5	Prim GSP = 0 Sec GSP = 5
GSP training/workshops (e.g. Grant Preparations Seminars; Introduction to Global School Partnerships etc)	Prim GSP = 58 Sec GSP = 45	Prim GSP = 24 Sec GSP = 23	Prim GSP = 0 Sec GSP = 9	Prim GSP = 0 Sec GSP = 0
Other (external) training	Prim GSP = 27 Sec GSP = 14	Prim GSP = 15 Sec GSP = 32	Prim GSP = 3 Sec GSP = 0	Prim GSP = 30 Sec GSP = 32
GSP Resource materials (on-line/hard copy)	Prim GSP = 24 Sec GSP = 23	Prim GSP = 55 Sec GSP = 41	Prim GSP = 0 Sec GSP = 5	Prim GSP = 3 Sec GSP = 9
Support/resource materials from DEC (or similar)	Prim GSP = 18 Sec GSP = 14	Prim GSP = 36 Sec GSP = 27	Prim GSP = 3 Sec GSP = 0	Prim GSP = 18 Sec GSP = 32
Support from LA (training, support/ resources)	Prim GSP = 9 Sec GSP = 9	Prim GSP = 24 Sec GSP = 27	Prim GSP = 12 Sec GSP = 14	Prim GSP = 27 Sec GSP = 23
'Global schools' magazine	Prim GSP = 12 Sec GSP = 0	Prim GSP = 52 Sec GSP = 41	Prim GSP = 3 Sec GSP = 5	Prim GSP = 12 Sec GSP = 27
GSP funding grants (e.g. Reciprocal Visit grant, Global Curriculum Project grant)	Prim GSP = 79 Sec GSP = 68	Prim GSP = 3 Sec GSP = 9	Prim GSP = 0 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0
The 'Global Dimension' website	Prim GSP = 27 Sec GSP = 23	Prim GSP = 52 Sec GSP = 27	Prim GSP = 0 Sec GSP = 0	Prim GSP = 3 Sec GSP = 27
Development/ global learning organisations (e.g. DEA)	Prim GSP = 15 Sec GSP = 14	Prim GSP = 36 Sec GSP = 18	Prim GSP = 6 Sec GSP = 5	Prim GSP = 21 Sec GSP = 41
Non-governmental organisations or charities (e.g. Oxfam or Plan UK)	Prim GSP = 33 Sec GSP = 36	Prim GSP = 39 Sec GSP = 14	Prim GSP = 3 Sec GSP = 5	Prim GSP = 6 Sec GSP = 23
Accessed online training materials	Prim GSP = 3 Sec GSP = 5	Prim GSP = 6 Sec GSP = 14	Prim GSP = 15 Sec GSP = 0	Prim GSP = 52 Sec GSP = 55
University/HEI	Prim GSP = 6 Sec GSP = 0	Prim GSP = 6 Sec GSP = 5	Prim GSP = 0 Sec GSP = 0	Prim GSP = 61 Sec GSP = 64
Other (please specify) …	Prim GSP = 3 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0	Prim GSP = 0 Sec GSP = 0	Prim GSP = 52 Sec GSP = 45

Due to rounding and non-responses, percentages may not sum to 100.
N for Primary GSP = 33, Sec GSP = 22

17. Do you feel you need any additional training in relation to global learning? (Percentages)*				
	Primary GSP *N = 106*	**Secondary GSP** *N = 91*	**Primary Comparison** *N = 55*	**Secondary Comparison** *N = 32*
Yes	60	58	87	69
No	40	38	13	28

Due to rounding and non-responses, percentages may not sum to 100.

Yes ⟹ 17a/ No ⟹ All GSP schools ⟹ Question 18 – All NON GSP ⟹ Q25

17a. Which of the following areas would you like more training in? (Percentages)*				
	Primary GSP *N = 64*	**Secondary GSP** *N = 53*	**Primary Comparison** *N = 48*	**Secondary Comparison** *N = 22*
Planning/managing partnerships	36	30	56	55
Awareness/ understanding of development issues	52	53	60	50
Resources and subject matter available	61	72	77	64
Teaching methods	45	34	56	45
Inter-cultural communication skills	33	25	46	45
Dealing with controversial issues	70	34	54	41
Assessment approaches	42	30	44	68
Other (please specify)	5	2	4	0

* More than one answer could be given so percentages may sum to more than 100.

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Part 4a: Impact of GSP on school

GSP schools only...

18. The following questions refer specifically to your involvement in the GSP programme. What impact, if any, has participation in the GSP programme had on the following aspects of your school as a whole? (Percentages)*

	Positive	*Negligible*	*Mixed*	*Negative*
Increasing awareness of development issues across the whole school	Prim GSP = 67 Sec GSP = 76	Prim GSP = 3 Sec GSP = 5	Prim GSP = 7 Sec GSP = 5	Prim GSP = 0 Sec GSP = 0
Improving school links with the local community	Prim GSP = 49 Sec GSP = 51	Prim GSP = 13 Sec GSP = 24	Prim GSP = 12 Sec GSP = 11	Prim GSP = 0 Sec GSP = 0
Improving cross-curricular links	Prim GSP = 63 Sec GSP = 68	Prim GSP = 7 Sec GSP = 10	Prim GSP = 7 Sec GSP = 9	Prim GSP = 0 Sec GSP = 0
Developing the school as a community	Prim GSP = 59 Sec GSP = 66	Prim GSP = 8 Sec GSP = 15	Prim GSP = 9 Sec GSP = 4	Prim GSP = 0 Sec GSP = 0
Students becoming able to make informed and critical decisions	Prim GSP = 49 Sec GSP = 49	Prim GSP = 12 Sec GSP = 22	Prim GSP = 15 Sec GSP = 15	Prim GSP = 0 Sec GSP = 0
Increasing student awareness of topical issues and the world around them	Prim GSP = 69 Sec GSP = 77	Prim GSP = 4 Sec GSP = 3	Prim GSP = 4 Sec GSP = 7	Prim GSP = 0 Sec GSP = 0
Making students into well rounded citizens	Prim GSP = 63 Sec GSP = 66	Prim GSP = 10 Sec GSP = 10	Prim GSP = 3 Sec GSP = 11	Prim GSP = 0 Sec GSP = 0
Other	Prim GSP = 7 Sec GSP = 3	Prim GSP = 2 Sec GSP = 2	Prim GSP = 2 Sec GSP = 1	Prim GSP = 0 Sec GSP = 2

Due to rounding and non-responses, percentages may not sum to 100.

  N for Primary GSP = 106, Secondary GSP = 91

GSP schools only...

19. In your view, how important are the following aspects of your GSP partnership to promoting global awareness among the pupils in your school? (Percentages)*			
	V important	*Quite important*	*Not v important*
Reciprocal visits	Prim GSP = 69 Sec GSP = 77	Prim GSP = 9 Sec GSP = 8	Prim GSP = 0 Sec GSP = 2
Developing shared objectives	Prim GSP = 63 Sec GSP = 65	Prim GSP = 14 Sec GSP = 22	Prim GSP = 1 Sec GSP = 0
Sharing lesson plans	Prim GSP = 29 Sec GSP = 22	Prim GSP = 35 Sec GSP = 49	Prim GSP = 14 Sec GSP = 15
Sharing pupil work	Prim GSP = 60 Sec GSP = 49	Prim GSP = 15 Sec GSP = 32	Prim GSP = 3 Sec GSP = 5
Direct communication with colleagues in the partner school	Prim GSP = 66 Sec GSP = 75	Prim GSP = 12 Sec GSP = 9	Prim GSP = 0 Sec GSP = 3
Communication/interaction between pupils	Prim GSP = 63 Sec GSP = 71	Prim GSP = 14 Sec GSP = 15	Prim GSP = 1 Sec GSP = 0
Developing friendships in the partner school	Prim GSP = 60 Sec GSP = 67	Prim GSP = 17 Sec GSP = 19	Prim GSP = 1 Sec GSP = 1

*Due to rounding and non-responses, percentages may not sum to 100.

N for Primary GSP = 106, Secondary GSP = 91

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GSP schools only...

20. Thinking about the school as a whole, to what extent has working with your partner school made an impact on the following. (Percentages)*				
	Positive	*Negligible*	*Mixed*	*Negative*
Awareness of development issues among staff	Prim GSP = 54 Sec GSP = 65	Prim GSP = 8 Sec GSP = 13	Prim GSP = 14 Sec GSP = 9	Prim GSP = 0 Sec GSP = 0
Teaching methods	Prim GSP = 35 Sec GSP = 34	Prim GSP = 24 Sec GSP = 40	Prim GSP = 17 Sec GSP = 13	Prim GSP = 0 Sec GSP = 0
Teaching materials/ resources that are used in class	Prim GSP = 52 Sec GSP = 46	Prim GSP = 15 Sec GSP = 30	Prim GSP = 10 Sec GSP = 10	Prim GSP = 0 Sec GSP = 0
Schemes of work	Prim GSP = 29 Sec GSP = 42	Prim GSP = 29 Sec GSP = 31	Prim GSP = 17 Sec GSP = 12	Prim GSP = 1 Sec GSP = 0
Assessment/ evaluation approaches	Prim GSP = 15 Sec GSP = 19	Prim GSP = 45 Sec GSP = 53	Prim GSP = 14 Sec GSP = 13	Prim GSP = 1 Sec GSP = 0
Type of issues that are covered at assembly	Prim GSP = 61 Sec GSP = 60	Prim GSP = 7 Sec GSP = 18	Prim GSP = 8 Sec GSP = 7	Prim GSP = 1 Sec GSP = 0
Type of extra-curricular activities that are available at your school	Prim GSP = 27 Sec GSP = 44	Prim GSP = 40 Sec GSP = 31	Prim GSP = 8 Sec GSP = 10	Prim GSP = 1 Sec GSP = 0
Staff professional development	Prim GSP = 46 Sec GSP = 44	Prim GSP = 18 Sec GSP = 27	Prim GSP = 12 Sec GSP = 15	Prim GSP = 0 Sec GSP = 0
School development plan	Prim GSP = 55 Sec GSP = 52	Prim GSP = 9 Sec GSP = 27	Prim GSP = 12 Sec GSP = 7	Prim GSP = 0 Sec GSP = 0
School mission statement/ ethos	Prim GSP = 49 Sec GSP = 44	Prim GSP = 16 Sec GSP = 30	Prim GSP = 10 Sec GSP = 11	Prim GSP = 0 Sec GSP = 0
Links with your local community	Prim GSP = 45 Sec GSP = 42	Prim GSP = 24 Sec GSP = 29	Prim GSP = 8 Sec GSP = 14	Prim GSP = 0 Sec GSP = 0
Links with other schools in the UK	Prim GSP = 24 Sec GSP = 22	Prim GSP = 41 Sec GSP = 45	Prim GSP = 10 Sec GSP = 13	Prim GSP = 1 Sec GSP = 2
Other	Prim GSP = 1 Sec GSP = 1	Prim GSP = 4 Sec GSP = 2	Prim GSP = 2 Sec GSP = 2	Prim GSP = 0 Sec GSP = 2

*Due to rounding and non-responses, percentages may not sum to 100.

N for Primary GSP = 106, Secondary GSP = 91

21.   Thinking about the school as a whole, to what extent do you think the services and support provided by the GSP programme has had an impact on the following. (Percentages)*

	Positive	*Negligible*	*Mixed*	*Negative*
Awareness of development issues among staff	Prim GSP = 45 Sec GSP = 53	Prim GSP = 18 Sec GSP = 22	Prim GSP = 11 Sec GSP = 8	Prim GSP = 0 Sec GSP = 1
Teaching methods	Prim GSP = 27 Sec GSP = 22	Prim GSP = 35 Sec GSP = 44	Prim GSP = 13 Sec GSP = 16	Prim GSP = 0 Sec GSP = 0
Teaching materials/ resources that are used in class	Prim GSP = 39 Sec GSP = 34	Prim GSP = 28 Sec GSP = 35	Prim GSP = 8 Sec GSP = 13	Prim GSP = 0 Sec GSP = 0
Schemes of work	Prim GSP = 25 Sec GSP = 27	Prim GSP = 40 Sec GSP = 41	Prim GSP = 10 Sec GSP = 14	Prim GSP = 0 Sec GSP = 0
Assessment/ evaluation approaches	Prim GSP = 15 Sec GSP = 20	Prim GSP = 48 Sec GSP = 48	Prim GSP = 10 Sec GSP = 13	Prim GSP = 1 Sec GSP = 0
Type of issues that are covered at assembly	Prim GSP = 49 Sec GSP = 48	Prim GSP = 20 Sec GSP = 27	Prim GSP = 6 Sec GSP = 5	Prim GSP = 0 Sec GSP = 0
Type of extra-curricular activities that are available at your school	Prim GSP = 21 Sec GSP = 33	Prim GSP = 44 Sec GSP = 38	Prim GSP = 9 Sec GSP = 11	Prim GSP = 0 Sec GSP = 0
Staff professional development	Prim GSP = 41 Sec GSP = 41	Prim GSP = 22 Sec GSP = 29	Prim GSP = 12 Sec GSP = 13	Prim GSP = 0 Sec GSP = 0
School development plan	Prim GSP = 42 Sec GSP = 36	Prim GSP = 23 Sec GSP = 37	Prim GSP = 9 Sec GSP =10	Prim GSP = 0 Sec GSP = 0
School mission statement/ ethos	Prim GSP = 39 Sec GSP = 30	Prim GSP = 25 Sec GSP = 43	Prim GSP = 10 Sec GSP = 10	Prim GSP = 0 Sec GSP = 0
Links with your local community	Prim GSP = 35 Sec GSP = 29	Prim GSP = 27 Sec GSP = 44	Prim GSP = 10 Sec GSP = 11	Prim GSP = 0 Sec GSP = 0
Links with other schools in the UK	Prim GSP = 20 Sec GSP = 22	Prim GSP = 42 Sec GSP = 49	Prim GSP = 9 Sec GSP = 10	Prim GSP = 1 Sec GSP = 0
Other	Prim GSP = 2 Sec GSP = 2	Prim GSP = 11 Sec GSP = 3	Prim GSP = 5 Sec GSP = 3	Prim GSP = 0 Sec GSP = 1

Due to rounding and non-responses, percentages may not sum to 100.

N for Primary GSP = 106, Secondary GSP = 91

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Part 4b: Impact of GSP on you

GSP schools only...

22.   Have you (or any of the other teachers in your school) completed the visit to your GSP partner school? (Percentages)*

	Yes	*No*
I have	Prim GSP = 56 Sec GSP = 62	Prim GSP = 16 Sec GSP = 20
Other teachers in the school have	Prim GSP = 64 Sec GSP = 78	Prim GSP = 5 Sec GSP = 0

*Due to rounding and non-responses, percentages may not sum to 100.

N for Primary GSP = 106, Secondary GSP = 91

I have Yes ⟹ 22a and 22b

Other teachers have/No ⟹ filter to Question 23

GSP schools only...

22a. To what extent did this experience change the following aspects of <u>your own</u> teaching practice? (0 = not at all, 10 = a lot)

	Total	**Primary GSP**	**Secondary GSP**
Your awareness/ understanding of development issues	9.62	9.83	9.39
Your teaching methods	6.17	6.15	6.18
Teaching materials/ resources that you use in class	6.87	6.89	6.85
Your schemes of work	6.63	6.61	6.66
The type of extra-curricular activities that you arrange for pupils/ students at your school	5.65	5.79	5.51
The extent to which you involve your pupils/ students in planning activities	6.87	7.07	6.66
How you assess or evaluate global learning in your classes	7.40	7.35	7.45

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of four options in response to the question: not at all, a little, some, a lot.

N for Primary GSP = 106, Secondary GSP = 91

GSP schools only...

22b. Have you shared your experience with any of the following groups? (Percentages)*		
	Primary GSP *N = 59*	**Secondary GSP** *N =56*
Staff	98	100
Whole school	88	70
Your class(es)	95	93
Parents	68	55
Governors / Parent Councils	78	41
The local community	47	46
Other	17	14

* More than one answer could be given so percentages may sum to more than 100.

GSP schools only...

23. To what extent has your involvement in the GSP programme helped you to develop the following? (0 = not at all, 10 = a lot)			
	Total	**Primary GSP**	**Secondary GSP**
a critical understanding of global development issues, including those relating to the partnership context	8.67	8.70	8.65
leadership, team-working and personal skills	7.82	8.01	7.63
curriculum development and delivery expertise which supports school-wide global learning enhancement through the partnership	7.80	8.17	7.42
a critical and reflective approach to global learning practice	8.23	8.41	8.03
approaches which support inclusive working practices in a cross-cultural context	7.57	7.86	7.27
expertise in community engagement, diversity and widening participation practice	6.96	7.12	6.79

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of four options in response to the question: not at all, a little, some, a lot.

N for Primary GSP = 106, Secondary GSP = 91

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GSP schools only...

	Total	Primary GSP	Secondary GSP
24. Here are some things teachers have said about involvement in the GSP programme. Please indicate to what extent you agree/disagree with the following statements. (0 = Strongly disagree, 10 = Strongly agree)			
I specifically incorporate global learning links into my lesson plans wherever possible	7.44	7.59	7.28
Pupils take a more active role in planning, organising and evaluating lessons	6.04	6.38	5.68
My lessons are more stimulating and relevant	7.26	7.56	6.95
I tend to use more enquiry based lessons	6.77	7.10	6.43
We have more collaborative group discussion activities	7.10	7.75	6.43
I work on joint curriculum projects with our partner school	7.61	7.94	7.27
I highlight global issues in my day to day teaching whenever the opportunity arises	7.90	7.97	7.82
I try to include more of a global dimension in my cross-curricular activities/ teaching	8.00	8.29	7.70
I have developed appropriate strategies for assessing global learning	5.86	6.08	5.63
I have shared practice with the partner school teacher (s)	7.77	7.75	7.79
I am more highly motivated	7.61	7.93	7.28
My pupils are more highly motivated	7.50	7.97	7.02
I have benefitted from valuable professional development	7.74	7.87	7.60
I have developed equitable relations with our partner school	8.39	8.47	8.30
I believe the partnership is sustainable	8.47	8.41	8.53

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of five options in response to the question: strongly disagree, disagree, neutral, agree, strongly agree.

N for Primary GSP = 106, Secondary GSP = 91

Part 4c: Impact of global learning on pupils

25. What, if any, impact has the global learning in your school had on the following aspects of your pupils'…? (Percentages)*

	Positive		*Negligible*		*Mixed*		*Negative*	
	GSP	**Comparison**	**GSP**	**Comparison**	**GSP**	**Comparison**	**GSP**	**Comparison**
Knowledge of global issues	Pri GSP = 92 Sec GSP = 87	Pri Com = 75 Sec Com = 69	Pri GSP = 2 Sec GSP = 1	Pri Com = 7 Sec Com = 6	Pri GSP = 5 Sec GSP = 9	Pri Com = 15 Sec Com = 22	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Knowledge of their own local community/ country	Pri GSP = 75 Sec GSP = 47	Pri Com = 78 Sec Com = 53	Pri GSP = 14 Sec GSP = 27	Pri Com = 9 Sec Com = 16	Pri GSP = 9 Sec GSP = 21	Pri Com = 11 Sec Com = 25	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Support for international aid	Pri GSP = 50 Sec GSP = 57	Pri Com = 82 Sec Com = 53	Pri GSP = 28 Sec GSP = 22	Pri Com = 9 Sec Com = 13	Pri GSP = 19 Sec GSP = 16	Pri Com = 5 Sec Com = 28	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Attitudes towards inter-cultural differences	Pri GSP = 89 Sec GSP = 85	Pri Com = 69 Sec Com = 59	Pri GSP = 5 Sec GSP = 3	Pri Com = 15 Sec Com = 16	Pri GSP = 5 Sec GSP = 8	Pri Com = 13 Sec Com = 22	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Awareness of development issues	Pri GSP = 73 Sec GSP = 73	Pri Com = 35 Sec Com = 56	Pri GSP = 15 Sec GSP = 12	Pri Com = 36 Sec Com = 16	Pri GSP = 10 Sec GSP = 11	Pri Com = 25 Sec Com = 22	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Awareness of people's rights and responsibilities	Pri GSP = 77 Sec GSP = 74	Pri Com = 64 Sec Com = 56	Pri GSP =13 Sec GSP = 12	Pri Com = 18 Sec Com = 16	Pri GSP = 8 Sec GSP = 10	Pri Com = 13 Sec Com = 25	Pri GSP = 0 Sec GSP = 0	Pri Com = 2 Sec Com = 0
Awareness of their/our impact on the world	Pri GSP = 85 Sec GSP = 73	Pri Com = 69 Sec Com =47	Pri GSP = 6 Sec GSP = 12	Pri Com = 11 Sec Com =13	Pri GSP = 8 Sec GSP = 11	Pri Com = 18 Sec Com = 34	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Interest in development issues	Pri GSP = 61 Sec GSP = 65	Pri Com = 44 Sec Com = 41	Pri GSP = 20 Sec GSP = 14	Pri Com = 29 Sec Com = 13	Pri GSP = 15 Sec GSP = 16	Pri Com = 20 Sec Com = 41	Pri GSP = 0 Sec GSP = 0	Pri Com = 2 Sec Com = 0
Understanding and	Pri GSP = 93	Pri Com = 78	Pri GSP = 4	Pri Com = 5	Pri GSP = 1	Pri Com = 13	Pri GSP = 0	Pri Com = 0

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respect for people from developing countries	Sec GSP = 81	Sec GSP = 4	Sec GSP = 10	Sec GSP = 0			
	Sec Com = 50	Sec Com = 13	Sec Com = 31	Sec Com = 0			
Understanding of equality and human rights	Pri GSP = 73 Sec GSP = 67	Pri Com = 62 Sec Com = 47	Pri GSP = 12 Sec GSP = 16	Pri Com = 11 Sec Com = 16	Pri GSP = 12 Sec GSP = 12	Pri Com = 24 Sec Com = 31	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Understanding of reciprocity and interdependence	Pri GSP = 50 Sec GSP = 45	Pri Com = 20 Sec Com = 31	Pri GSP = 26 Sec GSP = 29	Pri Com = 42 Sec Com = 25	Pri GSP = 20 Sec GSP = 21	Pri Com = 29 Sec Com = 34	Pri GSP = 1 Sec GSP = 0	Pri Com = 2 Sec Com = 3
Perspective on the future	Pri GSP = 44 Sec GSP = 42	Pri Com = 31 Sec Com = 38	Pri GSP = 33 Sec GSP = 32	Pri Com = 24 Sec Com = 22	Pri GSP = 20 Sec GSP = 20	Pri Com = 38 Sec Com = 34	Pri GSP = 0 Sec GSP = 0	Pri Com =0 Sec Com = 0
Interest in participating in school activities (e.g. school/student council, clubs and teams)	Pri GSP = 58 Sec GSP = 45	Pri Com = 55 Sec Com = 41	Pri GSP = 28 Sec GSP = 34	Pri Com = 24 Sec Com = 22	Pri GSP = 10 Sec GSP = 15	Pri Com = 16 Sec Com = 31	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Interest in volunteering and/ or fund-raising	Pri GSP = 68 Sec GSP = 65	Pri Com = 71 Sec Com = 44	Pri GSP = 18 Sec GSP = 12	Pri Com = 7 Sec Com = 16	Pri GSP = 10 Sec GSP = 19	Pri Com = 18 Sec Com = 31	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Interest in doing more to help the developing world	Pri GSP = 77 Sec GSP = 67	Pri Com = 67 Sec Com = 31	Pri GSP = 10 Sec GSP = 10	Pri Com = 15 Sec Com = 28	Pri GSP = 9 Sec GSP = 19	Pri Com = 15 Sec Com = 34	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Behaviour and attitudes towards one another	Pri GSP = 60 Sec GSP = 41	Pri Com = 53 Sec Com = 38	Pri GSP = 27 Sec GSP = 33	Pri Com = 18 Sec Com = 16	Pri GSP = 10 Sec GSP = 22	Pri Com = 25 Sec Com = 41	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0
Motivation to learn	Pri GSP = 66 Sec GSP = 44	Pri Com = 51 Sec Com = 38	Pri GSP = 20 Sec GSP = 33	Pri Com = 22 Sec Com = 19	Pri GSP = 10 Sec GSP = 20	Pri Com = 24 Sec Com = 38	Pri GSP = 0 Sec GSP = 0	Pri Com = 0 Sec Com = 0

Due to rounding and non-responses, percentages may not sum to 100. N for Primary GSP = 106, Secondary GSP = 91 Primary Comparison = 55, Secondary Comparison = 32

GSP schools only...

25a. What, if any, impact has involvement in the GSP programme had on the following aspects of your students'/ pupils'…? (Percentages)*								
	Positive		*Negligible*		*Mixed*		*Negative*	
	Primary GSP	**Secondary GSP**	**Primary GSP**	**Secondary GSP**	**Primary GSP**	**Secondary GSP**	**Primary GSP**	**Secondary GSP**
Intercultural communication skills	58	58	14	20	4	7	0	0
Tolerance of differences	69	65	4	13	5	7	0	0
Appreciation of own culture	58	60	10	15	8	8	0	0
Pro-active input to lesson planning/ organising	22	19	32	53	21	13	1	0
Critical evaluation of issues	34	43	25	33	17	8	0	0
Understanding of how global issues are interlinked	54	55	11	19	10	9	0	0

* More than one answer could be given so percentages may sum to more than 100.

N for Primary GSP = 106, Secondary GSP = 91

Part 4d: Impact of the GSP programme on your partner school

GSP schools only...

26. We would also like to know if you think the GSP programme has had an impact on your partner school in the developing world. Based on your experience to date, what, if any, impact has GSP had on the following areas in your <u>partner school</u>? (Percentages)*

	Positive		Negligible		Mixed		Negative		Don't know	
	Prim GSP	Sec GSP	Prim GSP	Sec GSP	Prim GSP	Sec GSP	Prim GSP	Sec GSP	Prim GSP	Sec GSP
Level of resources available to the school	53	62	4	9	8	8	1	0	10	7
Intercultural understanding among the students	58	64	6	2	5	8	0	0	6	12
Student skills	44	46	8	12	8	12	0	0	13	15
Student understanding of topical issues/ the world around them	53	58	6	7	8	9	1	0	8	12
Teacher skills / development	56	60	5	7	6	11	1	0	8	8
Teacher knowledge	58	65	6	7	5	4	2	0	6	9
Student knowledge	53	62	8	5	5	5	1	0	9	13
Student behaviour	19	23	24	26	12	9	1	0	20	27
Other	4	3	0	0	0	1	0	0	6	8

* More than one answer could be given so percentages may sum to more than 100.

N for Primary GSP = 106, Secondary GSP = 91

Part 4e: GSP funding

GSP schools only...

27. **This question refers to the funding/support from the Global Schools Partnership Programme and whether/how it has helped the development of global learning in your school. To what extent do you agree or disagree with the following statements?** (0 = strongly disagree, 10 = strongly agree)

	Total	GSP Primary	GSP secondary
It has been mainly used to fund school visit(s)	8.18	8.48	7.88
It has made a positive difference to the school ethos	8.29	8.69	7.88
It has not made much difference to my teaching practice	3.46	3.21	3.70
It has broadened the outlook of our pupils	8.71	8.96	8.46
It has enabled pupils/students to improve their awareness of global development issues	8.66	8.89	8.43
It has mainly provided financial support to our partner school	4.43	4.05	4.81
It has made little difference to global learning at my school	2.05	2.09	2.01
The curriculum development would have been impossible without it	6.37	6.44	6.30
I think partner schools benefit more than we do	3.11	2.84	3.38
It has promoted valuable educational dialogue between professionals	8.60	8.75	8.45

*These figures represent the mean response from teachers who responded. In the survey, teachers were asked to choose one of five options in response to the question: strongly disagree, disagree, neutral, agree, strongly agree.

28. If you would like to add anything to your answers, please write your comments here.

Thank You!

Thank you for taking part in this evaluation. NFER and DFID are very grateful for your time and efforts.

We would like to survey you again in about a year's time, so that we can evaluate the longer-term impact of the GSP programme. If you are willing to take part in the next survey, please provide us with the following details.

*Confidentiality: Please note that this information will be stripped from the data set, and will only be available to the data processing team for future contact. This data will **not** be provided to DFID or the British Council.*

Name:

DoB:

Are you male or female?
Male / Female

e-mail address

To submit this survey, please press next then submit