



National Foundation for Educational Research

Global School Partnerships Programme Impact evaluation

Feedback for schools

Thank you for participating in our survey.

We hope you will find this feedback useful and interesting.

January 2011

GSPP

© National Foundation for Educational Research 2011
Registered Charity No. 313392

Global learning and development awareness in UK Schools:
the role of the Global School Partnerships programme
Pupil Survey Autumn 2010

Thank you for taking part in the Global School Partnerships Survey.

The questions in the pupil survey have been grouped into a number of different aspects of global learning.

Which questions were grouped together is detailed under each chart below.

Pupils' responses to the questions were scored so that pupils who strongly agreed with positive statements or who reported that they knew a lot about a topic scored more highly than pupils who disagreed or who knew little.

Pupils' scores were standardised to have a mean of 0 and a standard deviation of 1. This means that pupils achieving scores between +1 and -1 have attitudes or awareness within the average range. Scores of 1 or above indicate above average awareness or attitudes and score of -1 or below indicate below average awareness or attitudes.

From the pupils' scores, an average score for your school was calculated.

Each chart in the report shows your school's average score alongside other groups of schools for comparison.

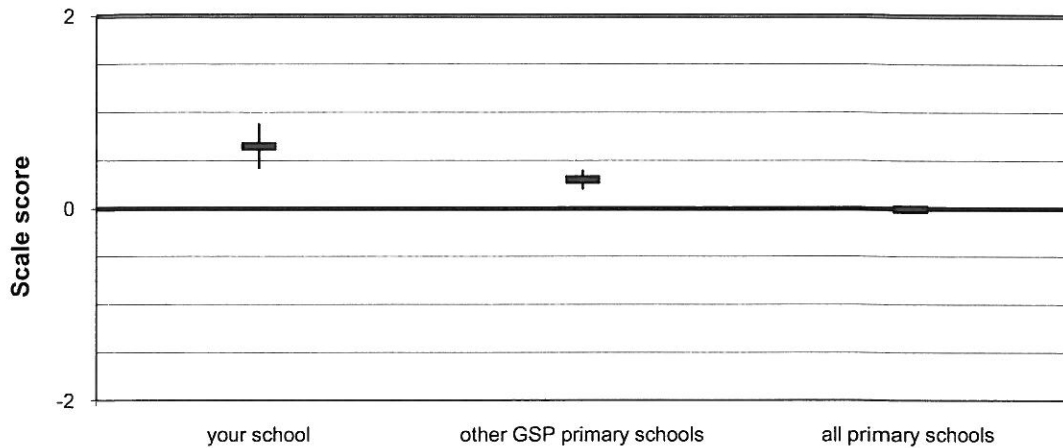
Responses to this survey included schools participating in the Global Schools Partnership programme (GSP schools) and other non-participating schools (comparison schools). They both included primary and secondary schools.

Each chart in the report shows your school's average score alongside other similar schools (i.e. other GSP primary schools, other primary schools) and also all schools that responded.

Global learning and development awareness in UK Schools:
the role of the Global School Partnerships programme
Pupil Survey Autumn 2010

Interpreting your charts

Example chart



Your school's average is indicated by the horizontal line of the first symbol. The vertical line represents the 95% confidence interval.

The average for all schools that responded (primary and secondary) is represented by the '0' line on the chart.

If the vertical line is wholly above the '0' line then we say that your school's average is significantly higher than all responding schools.

If the vertical line is wholly below the '0' line then we say that your school's average is significantly lower than all responding schools.

If the vertical line crosses the '0' line then your school's average is no different from all responding schools.

Global learning and development awareness in UK Schools: the role of the Global School Partnerships programme Pupil Survey Autumn 2010

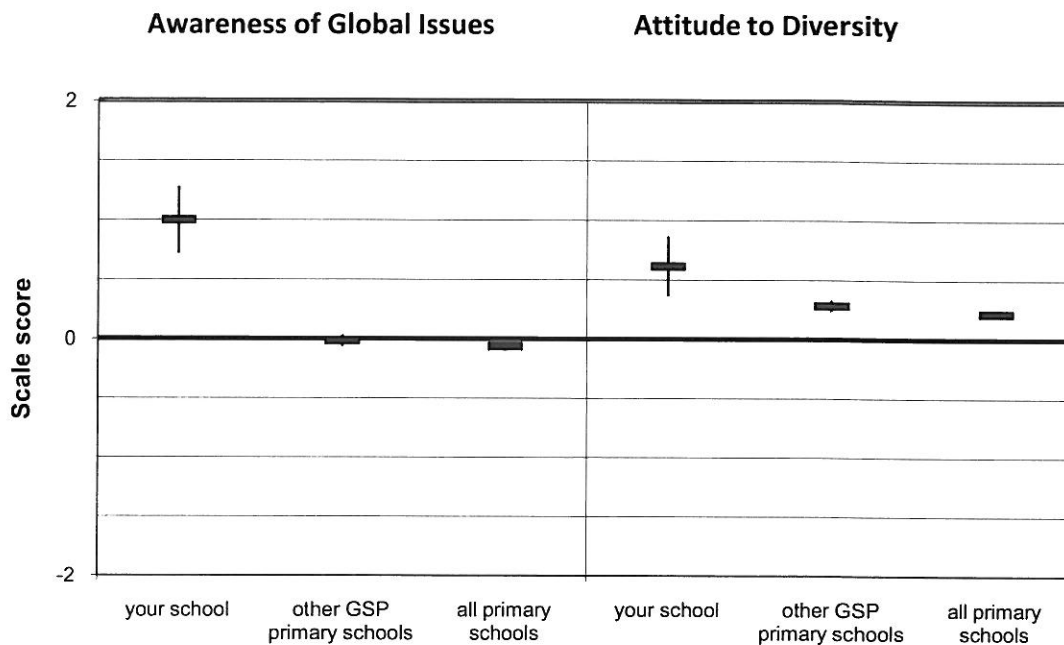
Southwick CE Primary School

School ID: 200

No. pupils responding from your school: 15

No. pupils responding from other GSP primary schools: 1780

No. pupils responding from all other primary schools: 3749



Awareness of global issues

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)

Attitude to diversity

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

Global learning and development awareness in UK Schools: the role of the Global School Partnerships programme Pupil Survey Autumn 2010

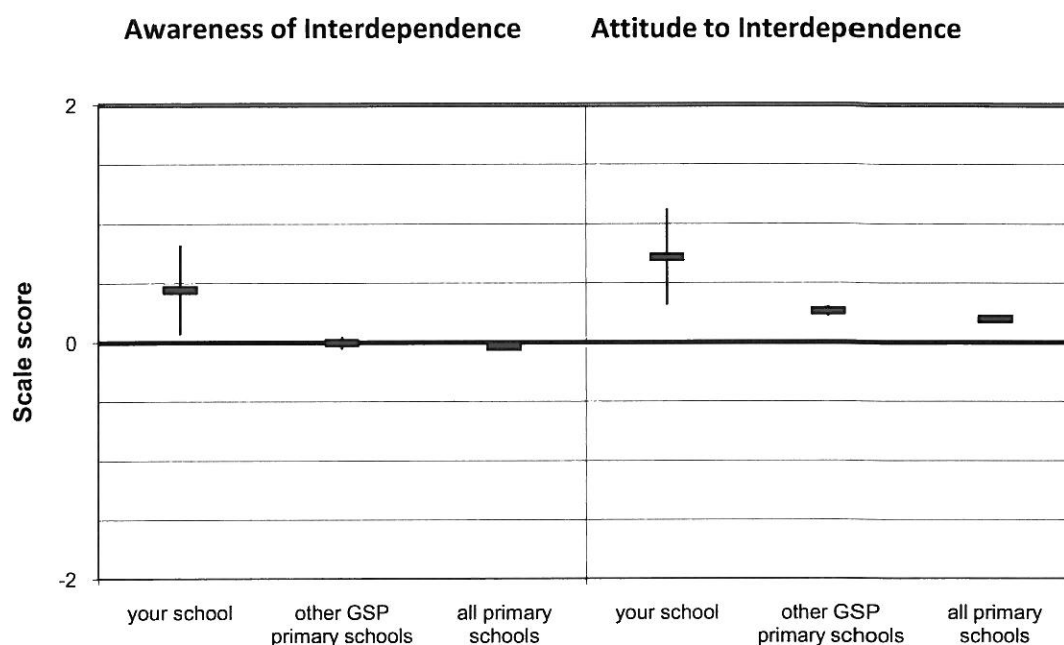
Southwick CE Primary School

School ID: 200

No. pupils responding from your school: 15

No. pupils responding from other GSP primary schools: 1780

No. pupils responding from all other primary schools: 3749



Awareness of interdependence

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

Attitude to interdependence

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

Global learning and development awareness in UK Schools: the role of the Global School Partnerships programme Pupil Survey Autumn 2010

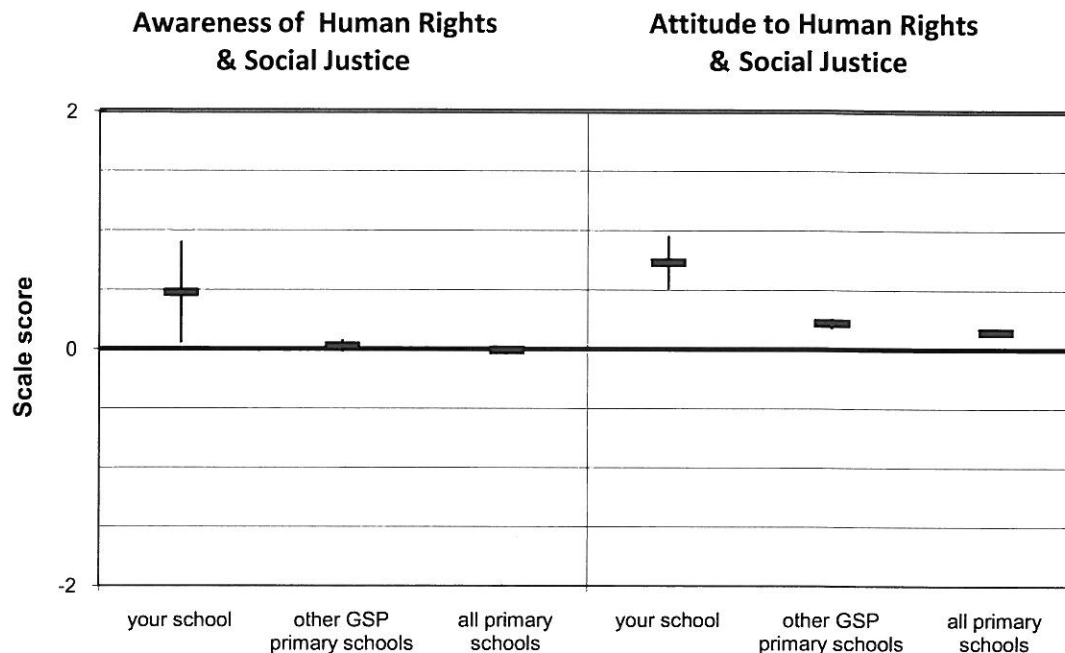
Southwick CE Primary School

School ID: 200

No. pupils responding from your school: 15

No. pupils responding from other GSP primary schools: 1780

No. pupils responding from all other primary schools: 3749



Awareness of human rights and social justice

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

Attitude to human rights and social justice

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

Global learning and development awareness in UK Schools: the role of the Global School Partnerships programme Pupil Survey Autumn 2010

Southwick CE Primary School

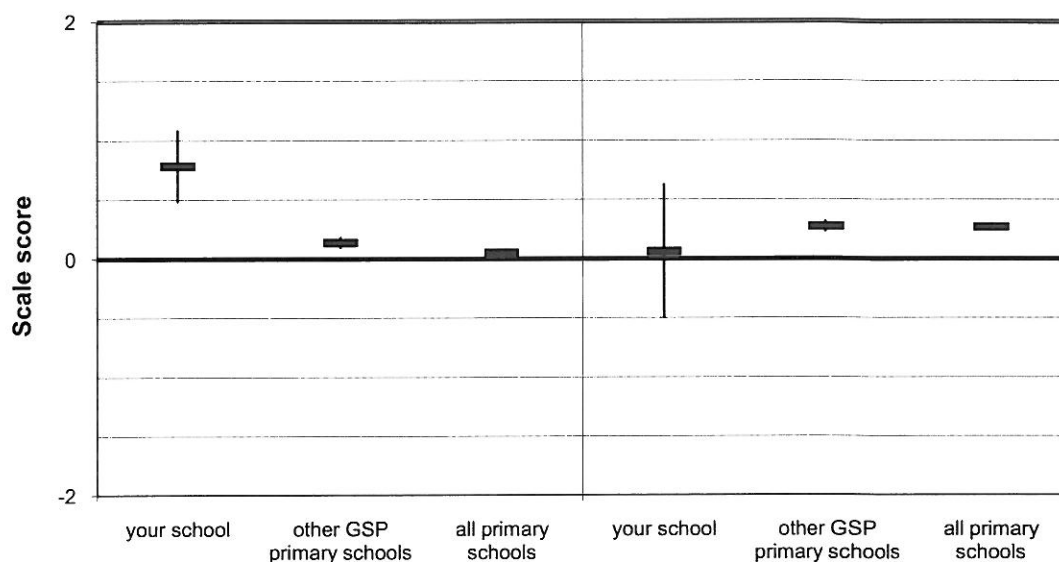
School ID: 200

No. pupils responding from your school: 15

No. pupils responding from other GSP primary schools: 1780

No. pupils responding from all other primary schools: 3749

Awareness of Sustainable Development Attitude to Sustainable Development



Awareness of sustainable development

How much do you think you know about...?

- Climate change/global warming
- How to look after the environment
- Recycling
- Fair-trade

Attitude to sustainable development

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

Global learning and development awareness in UK Schools: the role of the Global School Partnerships programme Pupil Survey Autumn 2010

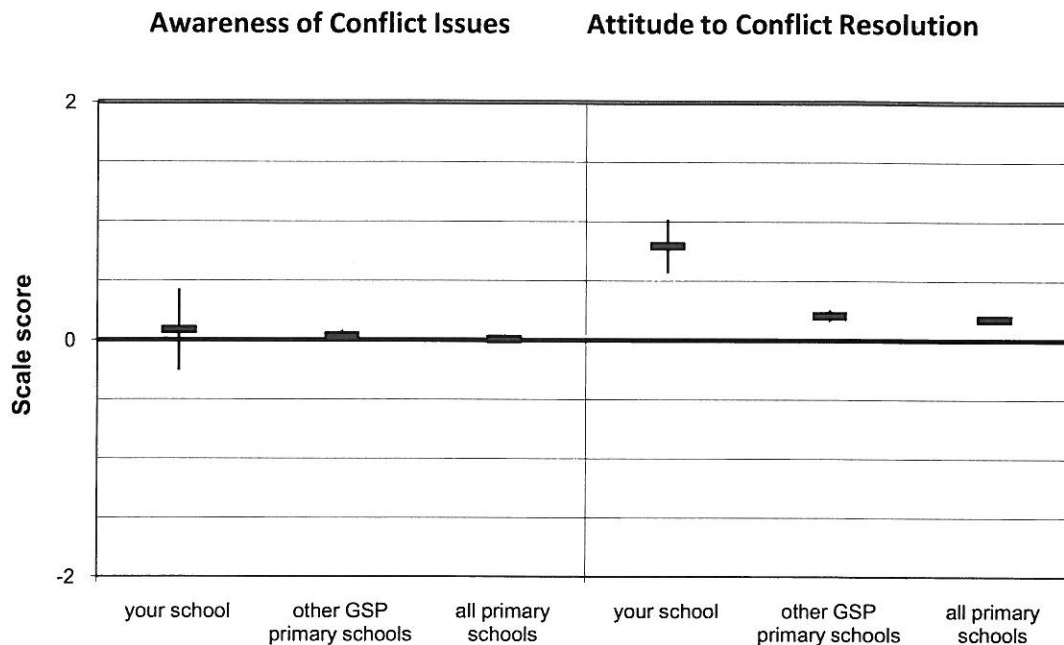
Southwick CE Primary School

School ID: 200

No. pupils responding from your school: 15

No. pupils responding from other GSP primary schools: 1780

No. pupils responding from all other primary schools: 3749



Awareness of conflict issues

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

Attitude to conflict resolution

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

Global learning and development awareness in UK Schools: the role of the Global School Partnerships programme Pupil Survey Autumn 2010

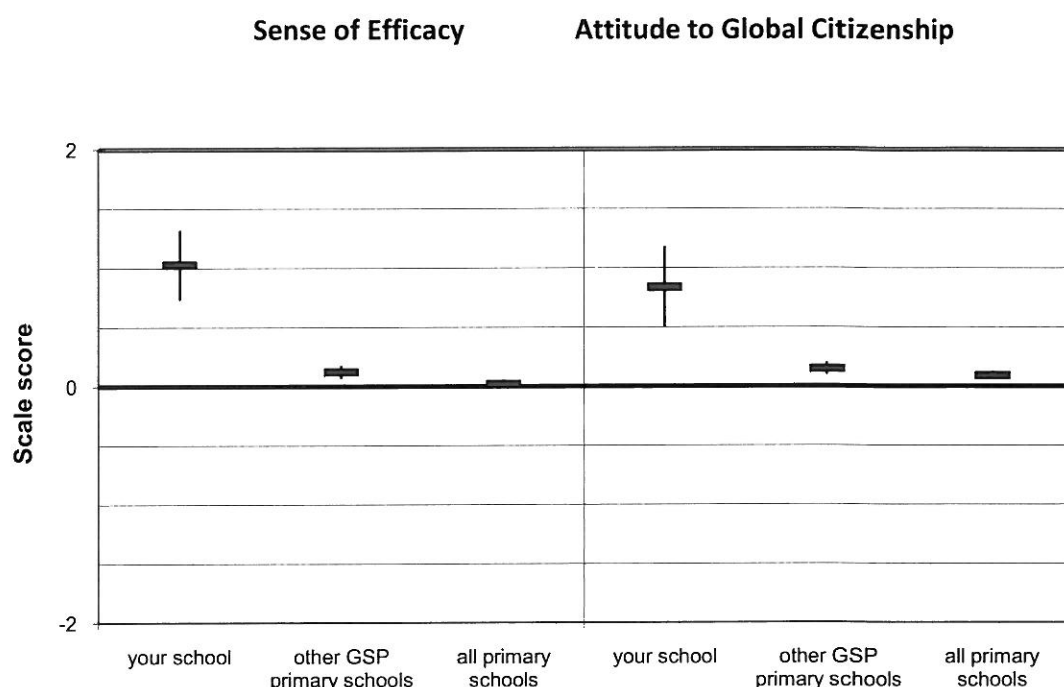
Southwick CE Primary School

School ID: 200

No. pupils responding from your school: 15

No. pupils responding from other GSP primary schools: 1780

No. pupils responding from all other primary schools: 3749



These are negatively worded statements. These questions 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

Sense of efficacy

How much do you agree with the following statements?

- There's really nothing I can do to sort out problems in poorer countries
- I don't think that there is much I can do to make the world a better place
- What happens in poorer countries doesn't really affect us in the UK
- I can't do anything about climate change.

Attitude to global citizenship

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

Global learning and development awareness in UK Schools:
the role of the Global School Partnerships programme
Pupil Survey Autumn 2010

Southwick CE Primary School

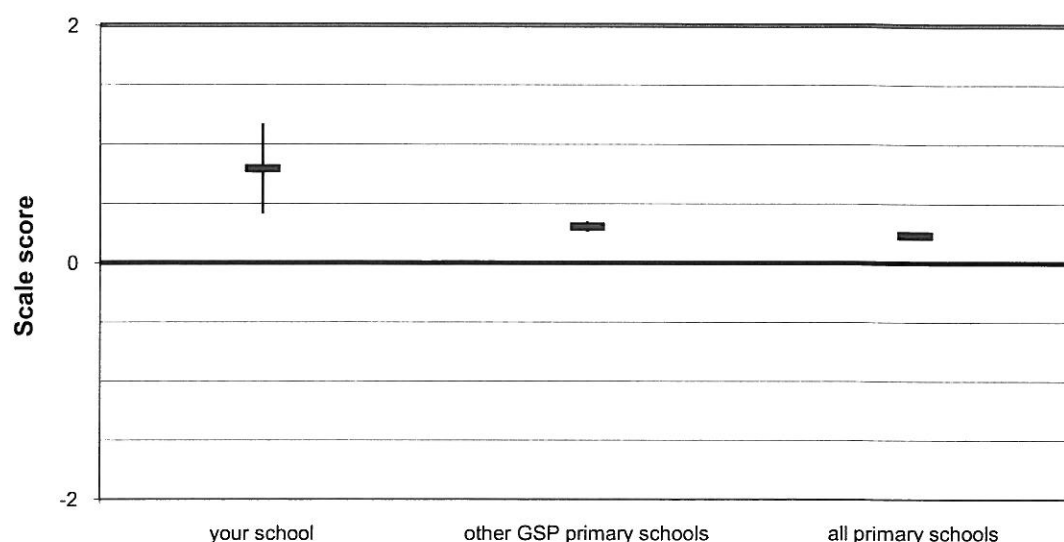
School ID: 200

No. pupils responding from your school: 15

No. pupils responding from other GSP primary schools: 1780

No. pupils responding from all other primary schools: 3749

Response to Global Learning



Response to global learning

How much do you agree with the following statements?

- Global learning makes me think more about what is happening in my own community
- 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
- My opinions about poorer countries, and the people who live there have changed
- 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
- I appreciate things in my life that I used to take for granted

Summary for schools

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.¹

The overarching aim of this evaluation was 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.

Although the GSP programme is specifically directed at developing teachers, this study was 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:

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

- **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.

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.
 - 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.

Differential impact

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

- 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.
- Pupils in primary schools demonstrated more positive attitudes to global issues than their counterparts in secondary schools.
- 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 and on pupils at both primary and secondary levels.

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.

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.

4. Results for your school

Results for your school are provided in a separate pdf document.