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# Evaluating partners in development: Contribution of international school partnerships to education and development

Douglas Bourn and Olga Cara



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## Preface

This research report is one of two reports being published at the same time by the Institute of Education in partnership with Link Community Development. This report is a summary of an mid-term evaluation of the Link Community Development's European Union funded Partners in Development project. The second report looks specifically at the Impact of school partners on rural schools in Uganda and is entitled Impact of School Partnerships in the Global South: Contribution to Improving the Quality of Education for Rural Schools in Uganda.

Both reports add significantly to the growing body of evidence of the impact of international school partnerships. These two reports are significant because they are two of the first published research studies that look in depth at the impact in both the Global North and the Global South.

### **Douglas Bourn**

Director

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## Executive Summary

This report is a mid-term evaluation of Link Community Development's European Union funded *Partners in Development* project. The project partners are the nine Link organisations across England, Wales, Scotland, Ireland, Northern Ireland, Malawi, South Africa, Ghana and Uganda. The specific objectives of the *Partners in Development* project are to develop and implement a new and sustainable model of school partnerships that will bring effective and relevant development education and enhanced benefits to a target of 700 European schools and 700 African partner schools.

This evaluation is one of the first undertaken that measures progress on the impact of school links within a broader analysis of the discourse and practices taking place around international partnerships. This study is therefore important not only for Link to assess the progress of the Partners in Development project but also because the approach and methodology undertaken for this research enables some wider reflections on the contribution of school linking to global and development issues that could be of value to policy-makers, teachers and researchers in both Europe and the Global South.

International partnerships have, over the past decade, become an important part of educational practice, particularly in the UK. They have been seen as a major vehicle to 'make real' learning and experiencing global and development themes. But this area of practice has come in for criticism and close scrutiny by educational researchers because there is conflicting evidence as to the extent these partnership activities reinforce or challenge perceptions learners may have of people and communities in Africa.

Link, unlike other organisations engaged in partnership programmes, put a particular emphasis on the contribution of school links to development goals in the Global South.

Forty two schools covering all nine countries were involved in the evaluation via teachers' surveys and focus groups, and analysis of pupil activities. The majority of the schools contacted were primary schools. The school's length of involvement with a partnership varied from one to ten years.

In answering the three research questions undertaken for this evaluation, the evidence is as follows:

- i) What is the impact of the activities on skills, knowledge, values and attitudes of the target groups in relation to raising public awareness of development issues and increasing support for the Millennium Development Goals?

There is considerable evidence that pupils in the UK and Ireland increased their

knowledge and understanding about development and global issues and that having a partnership with a school in Africa made this learning real. Pupils learnt about the lives of pupils from their partner schools. A theme that emerged from pupils in both European and African schools was the recognition of the importance of similar topics such as environment, health and social justice. However there was some evidence from pupils in the European schools of paternalistic notions towards their counterparts in Africa.

For the schools in Africa, there is however much more evidence of impact; particularly in terms of skills development and also in terms of learning in environment and health.

In both regions, there is noticeable evidence of increased learning, skills and confidence in teaching global and development themes as a result of engagement in the project. Direct contact with fellow teachers was particularly valued. There were also several examples of the positive impact of the partnership in re-vitalising the overall life of the school. In both European and African schools this wider re-vitalisation and building of confidence and enthusiasm appears to have carried over into links with their local communities.

- ii) How successful have the themed learning activities been in delivering effective development education for schools in Europe and Africa and why?

Where the project appears to have been very successful has been in the curriculum. For this mid-term evaluation both the environment and health curriculum project materials had been used in the classroom, with evidence in both European and African schools that they were highly valued and well used. The resources enabled teachers to consider and introduce styles of learning that were more participatory. There is, to date, less evidence of usage of the remaining four themes, hence it is too early to assess the impact of this project material.

- iii) To what extent does 'Partners in Development' provide a model for effective school linking?

At a broader level in terms of approaches towards partnerships in general, there is evidence that Partners in Development provides a valuable and useful model that other organisations who support linking could consider. Distinctive features of the Link model are as follows:

- recognition of the importance of having a clear curriculum focus for both European and African schools.
- providing professional development support that is related to specific national educational needs.
- resourcing communications development to enable effective dialogue between schools.

- value of personal contact between teachers and, if possible, between pupils as well.

The project, although driven by agendas from Europe in terms of raising awareness and understanding of development, shows that partnerships can offer considerable benefits to the African schools, particularly in terms of skills development for both teacher and pupils.



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## Introduction and Purpose of Report

The 'Partners in Development' project has been led by Link England and Wales in partnership with its partner organisations in Ireland, Northern Ireland, Scotland, Ghana, Malawi, Uganda and South Africa. This report is a mid-term evaluation for Link Community Development of this project which has been financed by the European Union through its Public Awareness and Education for Development in Europe grant. Link is one of the leading international development non-governmental organisations involved in educational partnerships, having been involved in this area since 1998 and in educational development work in sub-Saharan Africa since 1989.

This evaluation is one of the first undertaken that measures progress on impact of school partnerships within a broader analysis of the discourse and practices taking place around this area of activity. This study is therefore important not only for Link to assess the progress of their Partners in Development project but also because the approach and methodology undertaken for this research enables some wider reflections on the contribution of school partnerships for learning about global and development issues that could be of value to policy-makers, teachers and researchers in both Europe and the Global South.

This evaluation focuses on measuring progress against the objectives of the project. The specific objectives of the Partners in Development project are to develop and implement a new and sustainable model of school partnerships that will bring effective and relevant development education and enhanced benefits to both European and African partner schools. It does not aim to address how efficiently the project has been run or to look at in any detail at progress against specific quantitative targets such as the number of schools, teachers or young people who have benefited to date from the project. It aims instead to focus on progress in terms of the success of the learning activities in delivering effective development education, impact of the activities on the learning of the target groups and the extent to which this project provides a model for effective school linking.

The financing through the European Union's development education and awareness raising fund means that the overall objective of the project has been to raise awareness of development issues in England, Wales Scotland and Ireland through enhanced development education and school partnerships. However, no project that includes international partnerships should ignore impact in the Global South, although we are aware that many have. Therefore this evaluation includes evidence of impact on schools in the partner countries as well as in the UK and Ireland. For the purposes of this evaluation where European schools are referred to therefore it means schools in England, Wales, Scotland, Ireland and Northern Ireland and African schools refers to schools in Ghana, Malawi, Uganda and South Africa.

The three year project began in January 2010 and will end in December 2012. It aims to demonstrate that partnerships between schools in Europe and schools in Africa can considerably enhance development education by a focus on themed learning activities related to development. The project has the objective moreover to develop and implement a new and sustainable model of school partnerships that will bring effective and relevant development education and enhanced benefits to several hundred European and African partner schools.

The Partners in Development project also aims, through school partnership themed learning activity, to explore issues relating to Millennium Development Goals (MDGs) and other notable international agreements.

Evidence to compile this report was gathered in December 2011 and January 2012 by staff from Link Community Development and analysed by a research team at the Institute of Education. This report also builds on and complements research undertaken in 2010 and 2011 by the Institute of Education for Link on the specific impact of school partnerships on rural schools in a district in Uganda.

## 2

## Context: Role of International Partnerships and Contribution of Link Community Development

Within the UK, the growth in interest and support for international school partnerships came from a policy decision by the Labour government through DFID's Building Support for Development strategy (1998) and later re-enforced by the Department for Education's Putting the World into World Class Education strategy (2005). To these policy-makers, partnerships and links were seen as an effective and practical mechanism of raising awareness of development issues.

Although the current UK Coalition government is more sceptical of development education they have retained a commitment to continuing to support international partnerships (Central Office of Information, 2011). Their decision to continue to support school partnerships and linking was heavily influenced by a NFER evaluation report that DFID had commissioned. This report noted the following:

- Global School Partnership (GSP) programmes had a significant positive impact on the awareness, attitudes and response of pupils to global issues.
- Impact was greater where partnerships were well-established.
- Teachers in schools which had a GSP funded programme were more likely to be supportive of global learning within their school.

- Schools that celebrated diversity were more positive about and gave greater value to partnerships (Sizmur et al, 2010).

Whilst similar evidence can be found from research by the Institute of Education for the British Council (Edge et al, 2009 ) and Plan UK (Edge et al, 2011), these studies alongside further research for Plan UK by Woods (2010) suggest a more complex picture than perhaps suggested by the NFER study. For example, whilst most studies can show direct connections between personal engagement in linking and increased understanding of development, there is less evidence of pupils changing their views regarding social justice and equity. Also the impact of linking should ideally be measured in terms of long-term change. But all too often funding for linking has been based on short-term projects and initiatives resulting in too little time to assess change.

For DFID and the European Commission, through its development education and awareness raising fund, the priorities were to measure impact in terms of building awareness and understanding of development in the Global North. This has meant that there has been very little research undertaken to look at impact in the Global South. Edge et al, (2011) research and evaluation for Plan UK did address some aspects of impact. But it has been the Bourn and Bain (2012) study for Link, research for the Global Schools Partnership programme led by the British Council (2010) and the ongoing doctoral research by Alison Leonard that gives more data. Whilst these studies are based on impact with relatively small numbers, they do show a causal linkage between those schools who have a link and the quality of education as a result of increased confidence, self-esteem and enthusiasm by teachers and pupils and usage of a range of learning methodologies (Bourn and Bain 2011; Leonard, 2010; British Council, 2010).

Also in order to evaluate and assess school linking and partnerships, there is a need to recognise and understand the reasons why it is perceived within development education and related discourses and practices as a controversial area (Leonard, 2008; Martin, 2007). The following themes and questions could be said to summarise this discourse:

- Whilst partnerships can provide a unique opportunity for young people to engage with, and learn from others and broaden horizons, it can equally re-enforce 'development stereotypes' (Burr; 2007, 2008).
- The partnerships run the risk of being superficial and patronising or uncritically benevolent and epitomise a new form of colonialism (Disney 2003; Gaine, 2006).
- There are a wide variety of partnerships related to timescale, who is involved, nature of activities and degree of reciprocity. They could therefore be seen on a continuum from relationships to linking to partnerships (Leonard, 2008).
- Partnerships raise social, cultural and ideological questions that will challenge many preconceived notions of development (Martin, 2007).

- There is too much emphasis on measuring impact and value to the North and too little looking at value and impact in the Global South (Leonard, 2010; Bourn, 2011).

Leonard (2008) suggests that the controversies mirror wider discussions within development education with regard to power, justice, differing voices and perspectives and the relationship between learning and action.

It is those bodies which have direct engagement with development such as the leading international NGOs, Oxfam, Christian Aid and CAFOD, who have programmes in the Global South that have increasingly seen that international school partnerships can be one method of bringing their projects to life by providing access to community organisations to be able to express their views and experiences to Northern partners and audiences. Also these NGOs have seen that links and partnerships can and should bring direct benefits to the partners.

Oxfam in their guide to school partnerships state that they can generate enthusiasm and motivation for learning, cultivate an openness to new thinking and ideas and inspire a desire for positive change, locally and globally. They further suggest that partnerships can help pupils develop:

- Self awareness,
- Respect for others
- Skills of enquiry and critical thinking, and the ability to apply these to local and global issues
- The ability to communicate in different ways and settings
- An appreciation of diversity
- A sense of injustice and a commitment to tackling it
- An understanding of how the local and global are interconnected (Oxfam, 2007, p,2)

However, Oxfam's guide also notes that sometimes partnership can have the opposite effect in that it leads to 'closed minds', promotes pity and sympathy rather than empathy, focuses on difference rather than recognition of common humanity, reinforces stereotypes, cultivates paternalistic attitudes and feelings of superiority and fails to examine global issues of inequality and injustice (Ibid. p,5).

Partners in Development builds on Link's fourteen years of experience in supporting school partnerships. Link has been a leading agency in school linking and development education since 1998. It developed a successful network of teachers who had placements in African schools and by 2010 had facilitated

nearly 400 school partnerships between schools in the UK and Ireland and schools in Ghana, Malawi, Uganda and South Africa.

Link Community Development suggests that school partnerships can:

- Be a source of new ideas and thinking
- Stimulate enthusiasm and motivation to learn
- Inspire a desire to make a difference locally and globally
- Enhance the ethos and life of the school
- Create connections and build relationships (Link, 2011, p.7)

For schools who engage in the Link Schools Programme they will have the opportunity to have professional development support, access to resources and facilitated correspondence between partner schools.

To participate in the programme, the European schools have to pay an annual fee that enables them to access resources, professional development support and a DHL courier service to a partner school as well as wider support and opportunities for school clustering, visits and thematic learning. 50% of this fee goes to support their Southern partner school to fund the same service.

A distinctive feature of Link Community Development's engagement in partnerships has been to make connections to the African partner countries' educational and development goals. For example, the Partners in Development programme is seen as complementing its work with school improvement projects that serve over 2,500 schools in five sub-Saharan African countries. The essence of Link's core work in these African countries is in school improvement and capacity building. The focus of Link's approach, are the School Performance Reviews (SPR) they develop in partnership with national and district educational bodies. These SPRs measure the impact of school performance and provide the basis for improvement implementation plans. Central to the support Link provides is capacity building training for district officials, head teachers and school governing bodies and specific training on HIV/AIDS awareness and literacy teaching.

As shown from research by Bourn and Bain (2011) for Link Community Development on Uganda, for schools and supporting bodies in the Global South, the value and impact of any partnership is more likely to be seen in terms of progress against development goals such as access to education, improvements in resources and infrastructures and quality of teaching.

Finally, in terms of context for all the nine countries (England, Wales, Ireland, Northern Ireland, Scotland, Ghana, Malawi, Uganda & South Africa) involved in Partners in Development, it needs to be noted that all have a range of educational

systems, variations in curriculum priorities and differing motivations, experiences and expectations of partnerships and linking. For example, in Ireland, school linking is a relatively recent development as a development education theme but there is a strong tradition, influenced by the Catholic Church, of dialogue and partnership with schools in Africa, influenced very often by a missionary tradition (Toland, 2011). Secondly, there is a well-established and supported programme of links between schools in Scotland and Malawi which is strongly supported and led by the Scottish government. Thirdly, Ghana and South Africa, although both former British colonies, are very different in terms of their own social and cultural histories and relationships to Europe. As a consequence their motivations for school partnerships may well vary. For example in Ghana there have been a number of educational partnerships developed over the past decade with the UK that have included joint curriculum projects.

## 3

## Outline of Project

The specific objectives of the Partners in Development project are to develop and implement a new and sustainable model of school partnerships that will bring effective and relevant development education and enhanced benefits to European schools and African partner schools.

The project aims to demonstrate that partnerships between schools in Europe and schools in Africa can considerably enhance development education. Partners in Development also aims, through school partnership themed learning activity, to explore issues relating to the Millennium Development Goals (MDGs) and other notable international agreements. Key to the broader work of Link is the goal of MDG2 of achieving universal primary education.

Partnerships through direct communication between schools are seen by Link as bringing learning about development issues to life, giving them a human face and infusing the issues they encompass with urgency. Whilst this is also a feature of, and argument for, partnerships made by many bodies including DFID, the British Council and up until recently, Plan UK, Link see their model as having the following enhanced features:

- School partnerships will be serviced and supported by Link in both Europe (in this case England and Wales, Scotland, Northern Ireland and Ireland) and Africa (Ghana, Malawi, Uganda, South Africa). Partnerships will be clustered in order to facilitate service provision and maximise the benefits of mutual support between participating schools.
- Development education will be imbued with relevance and urgency because pupils

will learn through direct communication and authentic case studies from partner school communities. Priorities expressed by African partner schools will determine the learning agenda and pupils and teachers from European schools will be invited to participate in informed direct action for mutual benefit.

- The speed of communication will be greatly improved by the provision of solar powered internet connections (solar connect) in to nine 'hub' schools in each participating African country.
- Learners and teachers will be inspired to take direct action in their own lives in support of development.

For Link Community Development, linked schools would benefit from:

- Training about good practice in school linking on a cluster basis so that schools can come together with others to share learning and ideas and support one another.
- Partnership resource materials that guide the process of learning together with partner schools about global issues focused on 6 of the Millennium Development Goals.
- The chance to communicate regularly with partners through the provision of a DHL mailing service, solar power, computer equipment, and internet access through [www.linkschools.org](http://www.linkschools.org).
- Enhanced support provided by a Project Manager to support and guide all linking activities as well as ad hoc visits, reciprocal exchanges and pupil visits.

In addition, Linked schools would have access to staff and ongoing support for both partner schools, including practical support with organising school visits; the arrangement of regular correspondence between schools to ensure the exchange of letters and projects and with guidance and support to take action to make a difference to partner school's development.

## 4

### Background Information and Data

As already mentioned in this report, this project builds on existing activities by Link Community Development on school linking. Link had found from its experience that partnerships are more effective and sustainable if they had 'interconnected support networks' and included 'themed activities'. They had also found that as far as schools within their African partner countries were concerned, partnerships could contribute to 'wider school improvement efforts'.

In gathering evidence to support their application to the European Union, Link Community Development identified that a key need would be for the partnered schools to work with other local schools in a cluster in order to provide 'mutual support for strengthening our partnerships and embedding the Global Dimension in our schools'. They also found from their research that 'slow speed and irregularity of correspondence between partner schools is often identified as a constraint.'

One of the first activities undertaken for the project was a baseline assessment based on interviews with two schools each in Europe and Africa, involved in the Link Schools Programme. Using methodology devised from RISC, a Development Education Centre based in Reading (Allum, et al, 2008) qualitative data on partnerships was collected via semi-structured interviews from schools and communities across England, Wales, Ireland, Scotland and Ghana, specifically. Two schools from each country were randomly selected to take part in the research, with one full set of data successfully collected and reported on from each country. Through the use of focus groups and class activities, school engagement in the Link project was explored and the perceived impacts on students, teachers and communities were reported. The key findings of this research were as follows:

- i) Focus group discussions with pupils across England, Wales and Scotland demonstrated a degree of knowledge and understanding relating to global citizenship issues. However the evidence gathered gave little evidence of relating this understanding to a specific values base.
- ii) The research also explored what forms of action the pupils might have taken. What emerged was an interest in action that had mainly a local rather than a global focus.
- iii) Understanding about the school's partner country was also investigated and the main themes that emerged related to language, specific national symbols and African natural environment.
- iv) Pupils demonstrated little knowledge of geographical features of the country, with only one school describing the capital city in their link country. Knowledge of economic activity, energy and transport was also poorly communicated.
- v) Pupil attitudes were also explored through an activity 'What are they like?' This explored whether pupils' choice of characteristics may be based on stereotyping by gender or race/ethnicity. The results re-enforced other research (Bourn, 2008, Lowe 2009) that suggests that the dominant perceptions in the Global North amongst many children, of children in Africa, is one that they live in poverty and in rural communities.

Whilst there are dangers in taking too much from this study because the sample selection was very small and the returned data, particularly from the African



partner schools was limited, there is evidence of global learning taking place in schools that have links but the focus lies on pupil knowledge and understanding, rather than values, attitudes or action. The study also found that Link materials were valued and that contact with partner schools was seen as a motivator for further learning (Link Community Development, 2010). This baseline data has not been re-visited for this study in terms of assessing levels of knowledge about geographical features of a country or action young people may take as they are not directly related to the aims of the project. However some of the themes identified might be valuable to re-visit for the final evaluation.

An evaluation was undertaken in early 2011 (Bourn and Bain) to assess specifically the impact of school linking for primary schools on a district in Uganda. Based on interviews undertaken by Link staff and consultants with headteachers, teachers, representatives from local communities, the Minister of Education and Sports and district education officials, the main features to emerge from this research were:

- Linked schools compared with non-linked schools had a strong sense of self esteem
- The link through formal and informal professional development had improved the quality of teaching and learning in the linked schools and overall leadership needs
- Children, particularly girls, had more enthusiasm and motivation to attend school as a result of their school having a link
- Local communities with linked schools had an increased sense of pride and enthusiasm in their school

By having a link, schools also benefited from opportunities for the teachers and the pupils to improve their English language skills. The teachers and the pupils also tended to have a broader vision, to look beyond their own community and to recognise they are part of a wider world.

However the support to the linked schools tended to create a two-tier structure in the district, with significant differences in terms of resources, quality of teaching and motivation of teachers and pupils. Those schools that were not linked schools tended to have poorer resources and there was less support available for improving the quality of the school improvement (Bourn and Bain, 2011).

Important components of the project are the resources and professional development support programme available . A Link Schools Programme Pack has been produced that covers the following areas:

- Introduction to Link and the Programme
- Making A Success of Your School Partnership including interactive activities, fundraising and getting support

- What Is International Development, including information on MDGs, Education for All and learning with your partner school
- School Partnerships and Teaching and Learning, including making connections to curriculum opportunities and how partnerships can support wider school initiatives
- Partners in Development – how learning can be enriched through linking, involving your community and sharing the learning

In addition, a series of resource packs have been produced. These Partnership Curriculum Projects (PCPs) aim to build awareness of the MDGs by focusing on six relevant themes: health, environment, education for all, global poverty, gender and school partnerships. Links are made to the curriculum of each partner country in the materials. Each of the resource PCPs are made up of six lessons. The idea behind the structure is that a pair of partner schools decide to work together on a particular project. These PCPs complement the broader activities of the project providing enhanced learning opportunities through cluster activity, usage of the website and, for partner schools in Africa, the installation of solar panels and Continued Professional Development (CPD).

This approach, particularly the role of the PCPs, is certainly different from many partnership projects that exist. However it could also be perceived as being very ambitious as schools are likely to be at very different starting points in their knowledge, understanding and learning about global issues, let alone used to working in partnership with a school in another country. But it is a very conscious attempt to address the challenge posed by Disney for example:

‘Unless our teaching and learning really does grapple with global issues...school linking projects will do little more than provide yet more surface learning and have little impact upon children’s development as global citizens ’ (Disney, 2005, p.335)

Every European school that is part of the project receives one pack at the start of their involvement. In total, to date, Link have sent around 200 to schools in England and Wales, 60 to schools in Scotland and 40 to schools in Ireland.

### Timeline for the Project:

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<b>Year 1:</b>	<b>Jan – Dec 2010</b>
March/April	Baseline conducted
Summer	Began piloting PCPs
November	Teachers pack printed
December	Began creating Link schools website
December	Link Schools Programme 2011 calendar printed
	Termly DHL exchanges and fundraising for School Development Projects was ongoing throughout these periods

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**Year 2: Jan – Dec 2011**

February Environment & Health PCP Printed  
March/April Cluster training conducted  
Spring Uganda research carried out  
Summer Launched [www.linkschools.org](http://www.linkschools.org)  
Late summer Some schools began to use themed resources  
November PCPs 3&4 printed  
November LSP 2012 Calendar printed  
December PCPs 5&6 printed  
Termly DHL exchanges and fundraising for School Development Projects was ongoing throughout these periods

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**Year 3: Jan –Dec 2012**

January – Complete Mid-term evaluation  
December – End of project final/summative evaluation  
Termly DHL exchanges, PCP usage and fundraising for School Development Projects will be ongoing throughout these periods

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5

## Methodology

### Research Aims and Instruments

For this evaluation study, the research team agreed with Link Community Development a methodology that would both address the needs of the funder but also be sufficiently rigorous and reflective to offer wider value to the organisation and beyond. This study had three key questions to consider:

- I. What is the impact of the activities on skills, knowledge, and values & attitudes of the target groups in relation to raising public awareness of development issues and increasing support for the MDG agenda?
- II. How successful have the themed learning activities been in delivering effective development education for schools in European and African schools and why?
- III. To what extent does 'Partners in Development' provide a model for effective school linking?

A range of methods was employed in the course of the research. This included participatory activities with pupils using mind-maps, focus group discussions and questionnaires for teachers including self-reflection on their own learning. The benefits of this approach ensure, via a triangulation of methods, a means of

testing one source of information against other sources and looking at evidence and perceptions from different points of view. The evaluation did however not look in any depth at any specific examples of practice within schools, i.e. case studies, as this had been partly covered by the Uganda research. It is envisaged that the final evaluation will include more emphasis on learner and teacher self-assessments and analysis of samples of pupils work.

**i. With regard to gathering data on knowledge, values and attitudes towards development, the following tools were used:**

- Questionnaires and surveys with teachers and pupils based on self-assessments of knowledge and understanding gained with linkages to the resource material.
- Participatory activities for pupils where they were involved in a mind-mapping exercise. Pupils were asked in small groups to sketch an outline of a person representing a student who is participating in the Link Schools Programme. The group then attaches words or drawings to the head, heart and hands of the sketch. The head represents the knowledge gained during the programme; the heart represents the attitudes to development issues that have been explored in the programme, and the hands symbolise the skills acquired, whether at personal, school or community level. This was adapted from a Save the Children Toolkit. The rationale for the use of this methodology is derived from the belief that Development Education, as an open, critical form of learning, cannot have predetermined results.

**ii. Concerning the second question area around processes of learning, the following areas were to be explored:**

- Are participatory, facilitative, empowering approaches used throughout the process?
- Ongoing analysis of the complexity of 'development' and development issues within the project
- Utilises a form of learning suited to the target groups: Teachers (cluster training) and Pupils (themed resources).

The following monitoring and evaluation tools were used:

- Individual Teacher questionnaires
- Focus group discussion with teachers
- Pupil Based Activities

69 schools across seven countries (representing 13% of all link schools) responded to the data but, as can be seen from Appendix A, there was considerable variation

in terms of number of responses received from particular countries. Also not all countries engaged with all aspects of the evaluation. There is not, for example, evidence of pupils' views from all schools.

With regard to result and impact, this study compared data gathered with other known research and evidence concerning school partnerships. It also aims to give some critically reflective comments on the overall assessment of Partners in Development within the context of other known knowledge about similar projects.

The design of the methodological framework was made jointly by Link staff and staff from the Institute of Education. The interviews and other evidence were gathered by Link staff in all of the partner countries.

This study also includes a comparative analysis of the Partners in Development project alongside other initiatives involved in international school partnerships. This takes the form of a desk research analysis looking particularly at evidence from Plan UK and the Global Schools Partnership programmes. This analysis also locates the main findings from the Link programme within the broader discourses around development education and global learning.

## Limitations of Research Undertaken

Within the context of the aims of the project, any evaluation that is based on a relatively small sample, in this case 69 participating schools from a total of 271, the limitations of the evidence gathered needs to be noted.

Secondly, all of the countries are very different in terms of educational programmes, let alone social, cultural and economic factors. There is therefore a danger in any evaluation which has a standardised methodology for all the countries that the importance and influence of specific national considerations could be overlooked.

Thirdly, due to constraints of time and resources, this evaluation has only limited data on the role and nature of each school and its relationship to school linking. For example some schools might have a long tradition in this area that pre-dates Link's involvement. There may also be a number of local social and cultural factors that may influence the drivers and scope of the partnership. Also we have no specific data on the skill set of the teachers, particularly in terms of the broader experience and knowledge of development and global issues.

Finally, the differences between learning, skills and needs of schools in the Global North and the Global South suggest that to a large extent any data gathered needs to be looked at separately. We would suggest it is not appropriate to compare use of resources, learning and skills gained by teachers and pupils from the North and South but to look only at comparisons within the British Isles and within 4 countries in Africa.

The evaluation for this project was also to recognise the assumptions behind both the proposal, the aims of Link with regard to its development education work and wider perceptions of the value of these activities within schools. These assumptions were highlighted in the programme pack prepared for the project on the value of linking and best mechanisms for organising them:

- Evidence suggests that links are more effective and sustainable when developed with the support and expertise of a linking organisation
- For communities a link can offer tangible opportunities to become involved in the life of the school and can bridge the school's interests with those of existing community groups or members
- Teachers can gain a great deal from leading or participating in a link
- Links and partnerships can develop their own understanding of other countries and other curricula, build new working relationships within their schools and with teachers across the world
- Linking can throw up challenges and difficulties but this can provide opportunities for personal and professional development (Link, 2011)

These assumptions are not fully explored in this mid-term evaluation, although, as will be shown later, references are made to the comparative value of the evidence gained in this study.

## 6

## Impact of Project to Date

### Main Themes to Emerge from the Study

Whilst the evaluation team has undertaken no direct interviews with the key stakeholders and participants in the project, the following general observations can be made from analysing the data and information received from Link.

To date, the project is currently working with 164 schools in England and Wales, 66 in Scotland and 44 in Ireland, making a total of around 271, although there have been more than this involved over the lifetime of the project. This also means engagement with an equal number of schools in Africa. Whilst this is still somewhat short of the final target, it is, within the context of the changing political and social climate, a very positive response to date (Plan UK had to close their school linking programme with 320 links in the UK which were not sustainable

despite significantly more staff to facilitate the programme).

The PCPs are an important component of the project but it is too early to assess their impact as most of them have only become available to schools in the past few months. Also for schools to use the materials requires a long lead-in time due to curriculum pressures and time for teachers to prepare lessons and set up dialogue with partner schools. Evidence to date, as summarised later in this report, suggests that the African partner schools benefit from using the materials as training guides to support CPD activity as well as when schools join the programme. In European schools, comments to date suggest that they have found them useful, particularly in terms of processes to be undertaken in terms of learning with partner schools.

A specific feature of the project to enable African schools' effective engagement has been the installation of solar panels within their schools. To date, 30 have been installed within the four countries.

To summarise the overall impact of the programme, teachers were asked via questionnaires "To what extent do they feel the Link Schools Programme has contributed to greater awareness of development issues among students and staff". The results are summarised in Table 1 and Graph 1. Almost half of all schools that participated in the survey reported that the programme has contributed a lot. Very few schools reported that the programme has not contributed much, or, not at all. Data from schools in Africa (see Graph 1) suggests greater contribution of the programme, in particular for staff.

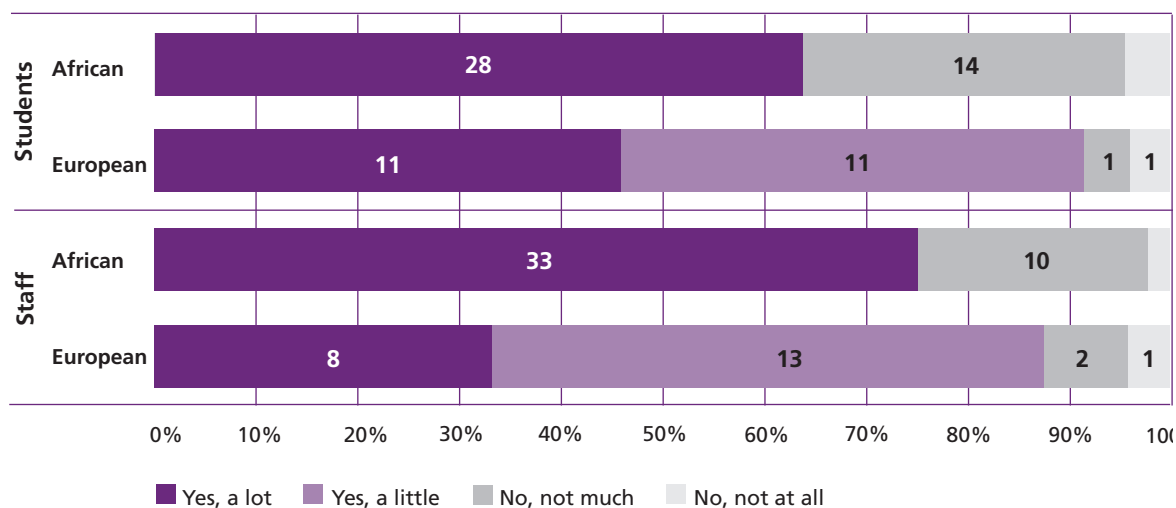
**Table 1. Overall, do you feel that the Link Schools Programme has contributed to greater awareness of development issues among students and staff?**

***Teachers' survey results***

	Yes, a lot	Yes, a little	No, not much	No, not at all
<b>1) Staff</b>	41 (60%)	23 (34%)	3 (4%)	1 (2%)
<b>2) Students</b>	39 (57%)	25 (37%)	3 (4%)	1 (2%)

**Graph 1. Overall, do you feel that the Link Schools Programme has contributed to greater awareness of development issues among students and staff? by region.**

*Teachers' survey results*



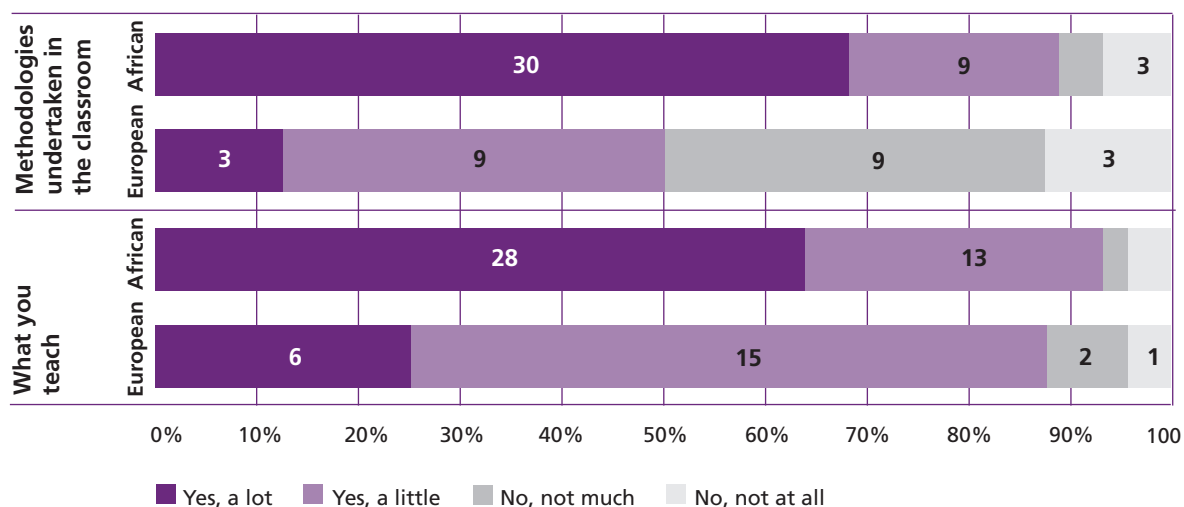
The other important indicator of the impact and overall contribution of the project to date is the extent to which it has resulted in changes within the school in terms of curriculum and approaches to teaching. The responses from the teachers are summarised in Table 2 and Graph 2. The data shows that there was a greater impact on the content of teaching rather than on the methodologies undertaken in the classroom. However, when the data is split by region (see Graph 2) it can be seen that the perceived impact is much smaller for European schools. Additionally, the impact on methodologies is even smaller for the European schools and much larger for schools in Africa. The reverse is true for the content of teaching.

**Table 2. Has your participation in the Link Schools Programme precipitated changes to?**  
*Teachers' survey results*

	Yes, a lot	Yes, a little	No, not much	No, not at all
<b>1) What you teach</b>	34 (50%)	28 (41%)	3 (4%)	3 (4%)
<b>2) Methodologies undertaken in the classroom</b>	33 (49%)	18 (26%)	11 (16%)	6 (9%)



**Graph 2. Has your participation in the Link Schools Programme precipitated changes to? by region. Teachers' survey results**



Teachers were asked as a follow up to this question, if the answer was yes, could they describe some of the methodologies they used and which subject areas were most influenced by any changes.

Most of the examples given within the European schools, in terms of subject areas, were within the geography and science curricula. They said that the partnership brought the topics to life and made them 'real'. Teachers also referred to other areas such as Personal and Social and Health Education (PSHE), English, Languages and Art. Connections to themes such as Global Citizenship were also mentioned. Several teachers stated how they had effectively used the methodologies outlined in the PCPs. One school that has a link with Malawi stated that 'we now ensure we teach a Malawi linked project or series of lessons each term'.

For the partner African schools, the comments were mainly related to greater use of discussion and discovery methods as well as other child-centred methods and how they enriched subjects such as Social Sciences, English, Science and Geography. Reference was also made by a number of teachers to the value of the resources and the project overall in helping to make lessons become more practical and less abstract. There was also reference to the impact of the project in having a positive impact on teacher-pupil relationships.

Finally, for both European and African schools, any consideration of overall impact of a Linking programme needs to consider changes in terms of the quality and approaches towards teaching and measurements of school performance. For European schools the evidence given by teachers was mixed or was related to general comments such as 'changed my life as a teacher and now bring in global issues'. One teacher commented it had no impact and another not a great deal. Three schools however commented that the link had enabled the school to be

more international and global in focus and that Global Citizenship had become more of a cross-cutting theme.

The overall impact on African schools is seen by the teachers in much more positive terms particularly in terms of improvements in quality of teaching, health of the pupils, enrolment and motivation of pupils and increases in pass rates. Examples include the following:

- 'Learners have improved in both reading and writing skills'.
- 'Raised the level of our learners' thinking capacity'.
- 'It has a good impact as some of our learners can now read and write independently'.

The evidence presented here suggests, in the views of the teachers, an overall positive impact of the project in terms of increased understanding of development issues. There is also evidence of impact in terms of the content of teaching and teaching methods. But it appears from the comments from teachers that there is a greater degree of impact on partnered schools in Africa. The impact on European schools is more complex to assess as there is conflicting data particularly in terms of impact on changes in behaviour and attitudes amongst pupils.

## Learning Gained on Global and Development Issues

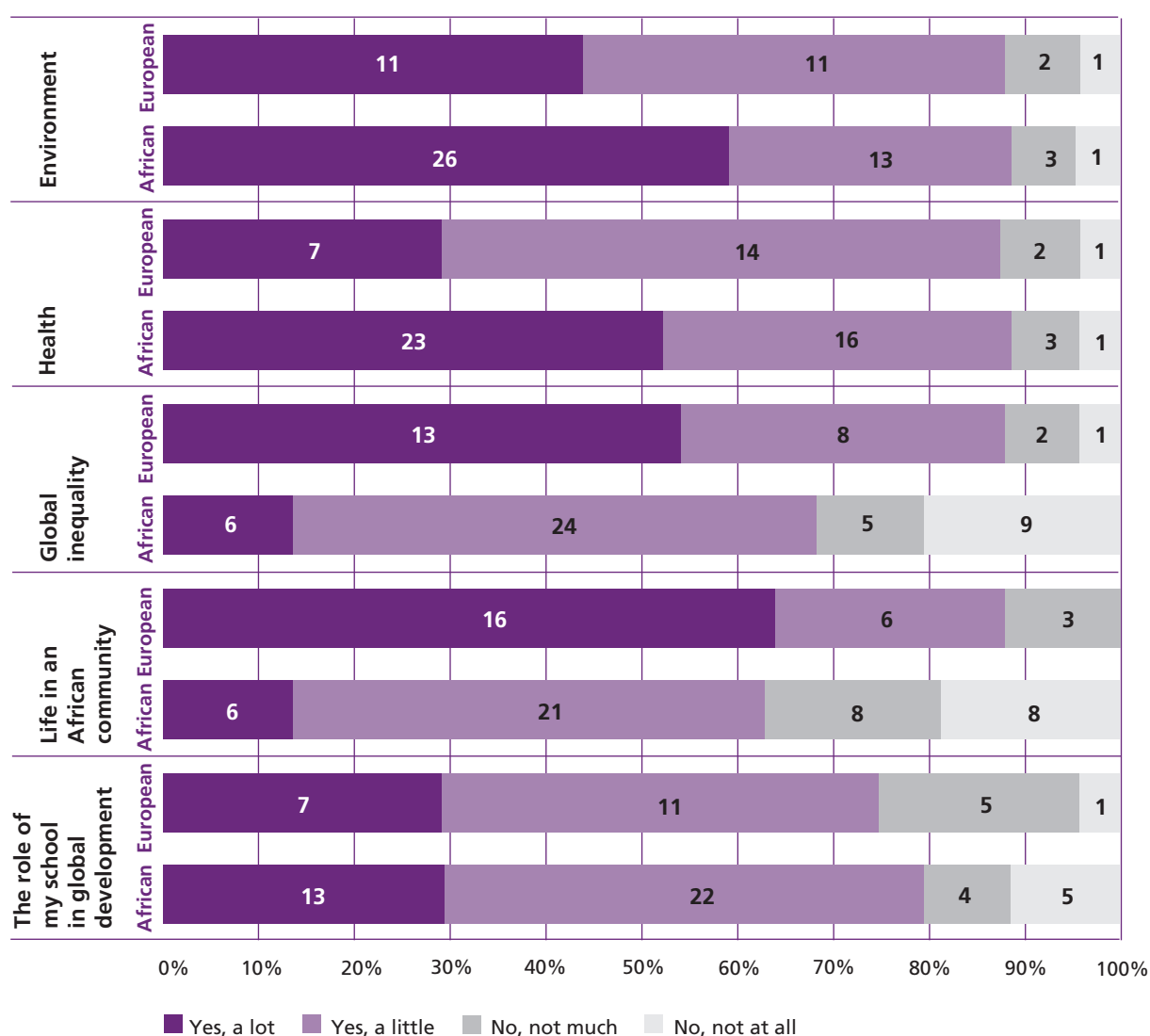
This section looks at what the impact of the project has been on skills, knowledge, values and attitudes of the target groups in relation to raising public awareness of development issues and increasing support for the MDG agenda. It does this by analysing the results of surveys from teachers in all countries and outcomes of focus group discussions with teachers and participatory workshops with pupils.

In terms of the overall impact of the usage of the themed resources and the specific areas, the data, based on responses from teachers, suggests a very positive impact. As the data shows (see Table 3) teachers reported more knowledge and understanding in the areas of environment, health, global inequality, life in an African community and their school's role in global development as a result of the Link Schools Programme. The smallest perceived impact with regards to the role of their school in global development for both regions (see Graph 3) concerned life in an African community and global inequality in African schools.

**Table 3. Do you have more knowledge and understanding in the following areas as a result of the Link Schools Programme? Teachers' survey results**

	Yes, a lot	Yes, a little	No, not much	No, not at all
Environment	37 (54%)	24 (35%)	5 (7%)	3 (4%)
Health	30 (44%)	30 (44%)	5 (7%)	3 (4%)
Global Inequality	19 (28%)	32 (46%)	7 (10%)	10 (15%)
Life in an African community	22 (32%)	27 (39%)	11 (16%)	8 (12%)
The role of my school in global development	20 (29%)	33 (49%)	9 (13%)	6 (9%)

**Graph 3. Do you have more knowledge and understanding in the following areas as a result of the Link Schools Programme? by region. Teachers' survey results**



Pupils from all schools in all participating schools were invited to participatory workshops for a mind-mapping exercise. Overall, eleven schools in the North and eighteen schools in the South took part. The responses within the three broader groups of knowledge (what do I know), attitudes (how do I feel about it) and skills (how I have changed my behaviour) were thematically coded to represent broader topics that pupils came up with.

### **Pupils' Understanding, Skills and Values in Partnered European Schools**

The evidence, as can be seen from Tables 4 and 5, suggests that pupils have gained knowledge about development issues and themes directly as a result of the project, particularly in terms of lack of access to education and remaining high levels of poverty. There is also some evidence of increased basic geographical knowledge. However, as the comments related to attitudes suggest, the perception of many pupils about their counterparts in Africa could be perceived as being patronising and suggesting a sense of 'being fortunate'. These perceptions can also be seen in the type of activities they have engaged with including fundraising and simulating lifestyles of children from partner schools, e.g. walking around barefoot. Only in the activities around the environment is there evidence from the pupils of changes in behaviour as a result of the learning, 'I will recycle more'.

### **Pupils' Understanding, Skills and Values within Partnered African Schools**

The evidence, as can be seen from Table 4, provides indications of increased knowledge and skills about how to look after their own local environment and to lead a more healthy lifestyle. There are also comments about learning that 'there were poor people in Europe as well'. There is also evidence of recognition of learning about the value of fairness and respect.

### **Teachers' Knowledge and Engagement in Partnered African Schools**

For teachers in partnered African schools, environment and health were overwhelmingly the most popular themes chosen. It is noticeable that poverty is not mentioned, suggesting this was seen as a Northern agenda. HIV/AIDS is also mentioned by some teachers.

Supportive evidence from teachers on the impact of pupils' learning suggests that the project has enabled many to make connections between global issues and their own lives. This is a point raised by both European and African teachers but it is in the South where there are the most tangible benefits in areas such as the planting of trees and other environmental themes, better hygiene and improved language skills. There was also a common comment of increased recognition of the similarities and differences. However it needs to be noted that in terms of European schools there were also more negative comments such as no impact or very little in terms of learning about development issues.

**Table 4. What development issues (e.g. environment, health) have you explored through participation in the Link Schools Programme? Numbers represent the number of schools that mentioned a particular theme. Teachers' focus groups results.**

Millennium Development Goals	European (13)	African (16)
Environmental Sustainability	<b>10</b> - weather and climate and how it impacts on our daily lives - climate change as a topic - environment and global warming	<b>12</b> - better understanding of environmental issues - to take care about environment and understand that it is a source of our lives - planting of trees around the school - discussions on the importance of cleaning the school's surroundings - planting grass and trees around the school - levelling of the playing field at the school to control soil erosion - established a joint project called Sustainable Development - exchange information on causes of water, land and air pollution - each classroom has a rubbish bin to control littering - started a school vegetable garden which is well looked after by learners assisted by some community members. The produce from the garden supplements school nutrition programme. - used the Environment Resource.
Health (child/maternal) HIV/AIDS	<b>11</b> - access to medical care - we looked at Health and Wellbeing	
Education	<b>4</b> - literacy rates, % of children in education - as an indicator of development	
End Poverty and Hunger	<b>7</b> - food resources; where we get food from - we did a mini project on Fair Trade. We got a Fair Trade hamper too from a local businessman. - compared life-styles, discussed materialism, needs vs wants	
Gender Equality	<b>1</b> - Send my sister to school campaign	
Global Partnership	<b>5</b> - related to coming Olympics - we look at major world events like the Olympics to show them there's more out there. - they got a real eye opener about their level of understanding. They thought they were all poor and uneducated but they saw they were talented at drawing. - discussed higher trade links with Africa	
Equality and Justice	<b>4</b> - have been creating a charter of rights and children come up with responsibilities and charters instead of golden rules. - we've done work on racism, a big workshop called 'Show racism the red card' - we are working on Rights and Responsibilities - Some activities were thought up by Malawian children themselves. It threw up interesting discussions on needs and wants.	
Information Technologies		<b>1</b> - how to use the internet
History	<b>3</b> - the impact of slavery/ apartheid and this will be phased in. history of South Africa	

**Table 5. Data summary from pupils' participatory workshops by region. Numbers represent the number of schools that mentioned a particular theme.**

Knowledge		Attitudes		Skills/ activities/events	
European (11)	African (18)	European (11)	African (18)	European(11)	African(18)
<b>7 (64%)</b> Not much family planning choice. Malaria. They do not have clean water. Not much water, they drink from river. Low life expectancy. HIV and AIDS.	<b>9 (50%)</b> Drink clean water. Cut our fingernails regularly. Learn to wash our hands after visiting the toilet.	<b>3 (27%)</b> Negative (-): Shocked to know about the number of people with HIV and spread of Malaria. The life expectancy is so low.		<b>1 (9%)</b> Exercise and drink water to be healthy	<b>3 (20%)</b> Learnt how to wash our hands often.
<b>6 (60%)</b> It can be really hot. Some places can be cold.	<b>8 (44%)</b> We must not go to the toilet near rivers. Ensuring our environment is clean. We know the dangers of water, air and land pollution.	<b>2 (20%)</b> Positive (+): Peaceful to see rainforest. Excited to see many animals.		<b>4 (36%)</b> I will change how I am doing the dishes. We recycle paper and pens. We had an assembly on waste. Walk and cycle to decrease CO2.	<b>5 (30%)</b> Care for our environment. Keep water and bodies clean.
<b>7 (70%)</b> It is in Africa. Wild animals. They have penguins on the coast. A lot of mountains. Land-locked country, so not much water. Lake Malawi.	<b>2 (13%)</b> Our partner school is in the North.			<b>3 (30%)</b> Drew a map of the world with Africa on it. Joint project in Geography.	
<b>9 (82%)</b> Not much food or water. Eat rice pudding. Eat porridge. They eat grain, maize and rice, meat from animals. We eat junk foods and they are more healthy.	<b>3 (20%)</b> They eat rice. They eat breadsticks.	<b>4 (36%)</b> Negative (-): We take things for granted like food and water. Sad because they do not have much water. Guilty: I waste my food.		<b>3 (30%)</b> Gave dry food and utensils to homeless around the world	
<b>10 (91%)</b> It is a poverty-stricken place. In Uganda Some people sleep on the floor. They would not have a lot for lunch and have no television. They would not have pretty clothes	<b>2 (13%)</b> Low unemployment in the UK and high unemployment in our country. They also have poor people in the UK. Most of them are rich, they take their kids to good schools where they get good grades.	<b>3 (27% Positive) 6 (55% Negative)</b> Positive (+): Proud because I help poor people. Eager to help them. Negative (-): Sad as they are not rich. Helpless, want to help – guilty.		<b>7 (70%)</b> We raise money. Fundraising. Drew a picture of a poor country and poor people. Donate food and money. We raised money for two new classrooms.	

Knowledge		Attitudes		Skills/ activities/events	
European (11)	African (18)	European (11)	African (18)	European(11)	African(18)
<b>2 (20%)</b> Some children cannot go to school because they have to work. Fewer girls go to school.	<b>1 (6%)</b> Be fair to others. Never beat others. Take others as human beings.	<b>3 (30% Positive) 9 (90% Negative)</b> Positive (+): Be happy that we can go to school and have a roof over our heads as some do not. Lucky because we do not have to travel for water and can go to school. Negative (-): Sad because of what we have Annoyed I cannot help them with human rights. Some kids cannot go to school because if their parents are ill, they would have to look after them. It is unfair. Angry because most government do not share money.	We know our rights.	<b>3 (30%)</b> We put up Respect Boards around school. We wrote poems and made posters on racism. Buy fair trade.	<b>3 (20%)</b> How to work together and respect others.
<b>3 (30%)</b> They speak two languages. In Africa they speak Afrikaans. Speak Chichewa.	<b>1 (5%)</b> New words				<b>4 (27%)</b> Improved English
<b>2 (20%)</b> Lots of tribes. Each colour in Ugandan flag means something.	<b>1 (6%)</b>	<b>1 (10%)</b> Rich with culture. Country is vibrant		<b>3 (30%)</b> Seen African artefacts Friday for Kenya - dress up day in the colours of the flag.	
<b>11 (100%)</b> Crowded classroom. All schools are private and you have to pay. Some classes happen outside. One laptop in the school. No chairs or tables for pupils. They learn different things at school. They do not have many teachers.	<b>11 (61%)</b> Lack of teaching and learning materials. They have more facilities than us. They have beautiful school. They call principals – head teachers.	<b>1 (10%)</b> Negative (-): Not enough education	<b>17 (94%)</b> Enjoy spending time with the UK teachers. Glad they chose our school. We like them. We wait for their letters.	<b>6 (60%)</b> Teacher gave us letters from Africa and did assembly. A talk about South Africa and Ghana. Studied about Kenya. Black history month. Try harder at school.	<b>18 (100%)</b> We have school magazine. Different new learning skills learnt and improved.
<b>10 (91%)</b> They walk barefoot. In old days kids got smacked. Live in a mud hut. Make their own toys. Some have to walk for miles to school.	<b>6 (33%)</b> They play football. They play tennis. We know our differences and similarities	<b>4 (40% Positive) 4 (40% Negative)</b> Positive (+): Excited to go there as you would be welcome Rich in love Negative (-): It is not fair they do not have the same comforts as we do.	<b>1 (6%)</b> Surprised by their way of living.	<b>5 (50%)</b> Had barefoot day - walked around field carrying water to see how it felt. Would like to visit and find out their age and know what their school is like and what lessons they get. Be positive about what we have. I help my mum clean the house now.	

The dominance of the environment and health themes from both European and African schools is directly related to the publication, distribution and usage of the 2 PCPs on these topics which were two of the first three to be produced. This re-enforces the point made earlier that the usage of the PCPs within a school may be several months/terms or even a year after they are launched. This will have implications on the extent to which all of the PCPs can be assessed within the lifetime of the project.

In the focus groups, teachers in both partnered European and African schools were also asked how they approached exploring these issues with learners and to comment on the degree of participation and nature of involvement of partner school. The teachers' responses were coded into four broader areas: whole school approach, curriculum, extra curriculum and professional development.

The results summarised in Table 6 suggest the following: in the European schools curricula and extra curricula activities were most prominent with (as suggested earlier), connection to other initiatives. In the African schools there was much more focus on whole school activities including practical projects, development of key skills, particularly reading and writing and professional development of teachers.

What is particularly surprising about this evidence is the lack of reference from European teachers to professional development and the only small number of comments regarding whole school approaches.

## Usage and Interest in the Teaching Resources

The teachers were asked about the added value of the resources to learning about global issues. The overwhelming majority of responses from both European and African teachers were very positive. Common themes from the evidence were that the content of the resources was appropriate and relevant to their specific educational needs. The materials were regarded as being well-presented and easy to use. Examples of comments are as follows:

- 'The resources are spot on. There's very little you have to do to them. They're bringing my lessons to life.'
- 'The eco- group used the environment resource and it was positive.'
- 'They are a good resource for other teachers who haven't had experience of teaching Global Citizenship issues as they cover what children need to know. It's tricky to embed it if you don't have the passion for it but these packs do a good job and are easy to follow.'
- 'My ability to teach geography has been enhanced and created topical work.'



**Table 6. How have you approached exploring these issues with learners (level of participation of learners, agreement with partner school)? Numbers represent the number of schools that mentioned a particular theme. Teachers' focus groups results.**

	European (13)	African (16)
<b>Whole School Approach</b>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>- we did an assembly celebrating diversity with a varied focus and looked at religion too.</li> <li>- increased awareness; new discussion points in school</li> </ul>	<p><b>6</b></p> <ul style="list-style-type: none"> <li>- built urinals with funding from our partner school.</li> <li>- Solar Connect- especially useful to teaching ICT.</li> <li>- they initiate some school fund-raising to address project pertinent issues (all respondents).</li> <li>- learners conducted health audit assisted by partnership coordinator</li> <li>- there are school debates around causes and effects of global warming</li> </ul>
<b>Curriculum</b>	<p><b>10</b></p> <ul style="list-style-type: none"> <li>- Letter writing, made masks in art, did rights and responsibilities</li> <li>- English and literacy project</li> <li>- Using a link for specific curriculum project</li> <li>- Include discussions, circle time, activities on gender stereotypes</li> </ul>	<p><b>9</b></p> <ul style="list-style-type: none"> <li>- drawing skills, environment knowledge</li> <li>- knowledge of UK through exchange of photos</li> <li>- learned a lot from our partner school about health and water</li> <li>- writing letters has helped develop writing skills and the students are happy to have friends abroad and enjoy exchanging Christmas cards.</li> <li>- some learners have developed keen interest in pursuing environmental studies</li> <li>- development of school improvement plans</li> </ul>
<b>Extra Curriculum</b>	<p><b>9</b></p> <ul style="list-style-type: none"> <li>- Global citizenship group</li> <li>- whole school activities on rights and HIV/AIDS e.g. Dance for Life.</li> <li>- did a workshop on a football racism activity</li> <li>- letter writing</li> <li>- international celebrations days</li> <li>- the LSP has been treated as a separate subject outside curriculum. It could fit into subjects like Personal Development and Mutual Understanding (PD&amp;MU) within the curriculum, but this would require more planning.</li> </ul>	<p><b>7</b></p> <ul style="list-style-type: none"> <li>- there are three groups of learners working on land, water and air pollution</li> <li>- learners play an active role in the implementation of Sustainable Development Project</li> <li>- they network with other community structures on their own e.g. local municipality and councillor</li> <li>- school learners took part in Art project competitions at school and district levels</li> <li>- learners visited UK partner schools</li> <li>- established home gardens</li> <li>- sustainable development projects</li> </ul>
<b>Professional Development</b>	<p><b>1</b></p> <ul style="list-style-type: none"> <li>- have been to Global citizenship course</li> <li>- a whole school staff CPD day</li> </ul>	<p><b>6</b></p> <ul style="list-style-type: none"> <li>- exchange of teaching styles and advice on improving teaching style</li> <li>- Link's training workshops e.g. on ICT.</li> <li>- went to Link's training on the environment resource,</li> <li>- the resource materials have helped us with teaching methods like brainstorming, debate, discussion and teaching various aspects of the syllabus.</li> <li>- training in fundraising</li> </ul>

There was also evidence from European schools of links to curricula and use in helping to secure grants from the British Council for school partnership activities. There were some comments from primary school teachers that, in some cases, the level was not quite appropriate for the age groups they were working with and needed to be adapted and simplified.

The teachers were also asked what impact their participation in the programme has had on the school (in terms of new knowledge gained, new skills for learners, new school initiatives such as fair trade, issue-based campaigning and advocacy etc). Some examples of the responses given are presented in Table 7.

**Table 7. What impact has your participation in the programme had on the school (in terms of new knowledge gained, new skills for learners, new school initiatives such as fair trade; issue-based campaigning and advocacy etc)? Teachers' focus groups results**

### European

The African linking group is one of the biggest communities at the school. The headgirl who visited Malawi in February has been talking to her peers and encouraging them.

I think it <the link> has had a big impact on the school. It's fresh and brings new ideas and it's really taking the school in a different direction regarding values and attitudes. It <the link> has given us an impetus. It's helped us to think about what interdisciplinary activities we want to do. It supports Curriculum for Excellence and links already with what we want to see. It's an evolutionary process without being a burden on staff.

The impact of the visit by the Malawians has been tremendous. It's become a friendship, not just a link. That makes it so much easier to communicate and share and understand each other. We know better what we can do to help each other. It's the most important thing for taking things forward.

I really feel it <the link> has reinvigorated my teaching over the past 2 years.

I would say they are not quite as insular as they were as they are learning about other cultures. They are more aware of the disparities. The Reciprocal Visit made it all tangible. That had a huge impact.

Planting of trees and reciprocal visits worked well. We need to develop the link and progress it.

In terms of eco schools it was great for the kids to talk to the Malawian teacher on the visit about crops and do some activities. Some kids hadn't seen a plum before we planted them.

We looked at food miles and the impact on carbon footprint and weighing waste.

I can't really say there's been a value or attitude change this year. Slowly, it goes up and down. We are further up than when we started.

Now we have a whole school awareness of it. They know the world is a bigger place. They know about food and where it comes from. The children were proud that they are making a difference through funding the building and letters. We know it's not all about fundraising but they wanted to do something to help and it gave them a great sense of achievement.

Their observation and comparison skills have improved. It's almost like peer assessment.

The pupils are definitely more 'independent learners'. They are more responsible for getting things done i.e. they see the need to learn. When they didn't know something they took the initiative to get out laptops and research.

This school wouldn't have had any clue on Global Citizenship if it wasn't for my experience in Malawi.

They've definitely learned a lot from the whole topic on Malawi. Pupils have been involved in campaigning on water throughout the school too.

We use South Africa to look at the continent of Africa and diversity of music and culture – language, food launch pad.

Education benefits – preparing our learners to enter a globalised world, specifically through a programme of personal development which we will build into the curriculum and maybe with the use of partnership projects and apprentice schemes supported by Link

Solar Connect also enriched our communications, we've also recently started communicating through Facebook.

### **African**

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Contributed to better understanding of the UK life style.

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Improved parental attendance for school meetings.

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On the receiving end the learners can see that they are just the same.

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There has been exchange of teaching strategies taking place during reciprocal visits

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School renovated classrooms using funds donated by Holmewood House partner school

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Learners visited and participated in the actual renovation of our school

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Observed by teachers followed by informal constructive feedback

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Had opportunity to present lessons on African culture in classrooms

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UK teacher installed web-site and Skype in school

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Teachers received trainings on IT, School Development planning, fundraising, developing effective partnerships and literacy

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Started by asking questions about what happens when toilet facilities are not sanitary, etc. Group discussions to share views on the topic. Allow them to express their views on the environment in words and pictures. Student projects on the home environment. Sent letters and pictures to partner school and asked them to describe their own environment.

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Teachers are using new methodologies learnt from the exchange of mail

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Correspondence through letters has also improved the participation of teachers and learners in the Link School's Programme

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Letter writing has also assisted both teachers and learners to develop school improvement plans

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The head teacher is using the knowledge learnt during the solar and computer training

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Correspondence through letters has also improved the participation of teachers and learners

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Involvement in letter writing by both teachers and learners assists the schools to share the priorities

The evidence from European schools puts particular emphasis on the value of direct personal contact and how the partnership has moved from a link to one of friendship. Also there is evidence of impact on the school in terms of re-vitalising it, giving it a new impetus and direction. There were also several comments about broadening the horizons of pupils and enriching specific projects such as Rights and Respect and themes such as fair trade and anti-racism.

For the African schools the evidence appears not to have been so wide ranging. There is evidence of increased understanding of their partner school and recognition of mutuality. Several teachers also referred to gaining new skills regarding teaching styles. The partnership had helped to stimulate better writing skills. Finally the partnership had helped with improving aspects of the infrastructure of the school through better IT links.

Finally, in terms of the impact of the partnership, teachers were asked about the wider community's involvement in any learning or activities initiated as a result of the Link Schools Programme. Some examples of the responses given are summarised in Table 8.

Virtually all schools in both Europe and Africa make reference to the value the partnership has had in engaging parents and the wider community. Within the European schools this has mainly been in the form of fundraising but there is also evidence of raising awareness through events and displays. It is clear from the evidence below that the partnerships were an important stimulus for parent involvement in the school. The partnerships are also a good way of raising the profile of the school in the local community, particularly through the local media. The partnership can also, as suggested from more than one comment below, be a form of development education in itself, bringing to the attention of parents and the wider community, issues concerning their partner school. But the engagement of parents and the wider community also showed some of the tensions that can arise between parents and senior management within a school.

For the African schools the emphasis was much more on involvement through appropriate school committees and structures and also through hosting visiting teachers. Parents and the wider community were also actively involved with any solar panel installations. A key theme to emerge in terms of impact on African schools is the sense of pride in the school, feeling closer to its needs and development. By hosting UK teachers, the parents and the wider community were able to celebrate and promote what the school is achieving.

**Table 8. How has the wider community become involved in any learning or activities you have initiated as a result of the Link Schools Programme? *Teachers' focus groups results***

European	African
<p>We've organised coffee mornings for parents and got raffle prizes from the community and businesses. We have a newspaper column in the local paper every 2 weeks where we try and mention the link.</p>	<p>Parents now know that they are the owners of the school and have a say in the development of our school.</p>
<p>We have promoted the link through Fair Trade groups and the kids did bagpacking in May. It's essential to have the Senior Management Team supporting it.</p>	<p>UK head teachers have also visited families.</p>
<p>The wider community were involved in the Christmas fair and the parents helped. We've grown things at the allotment. We hoped to make a CD with Scottish and Malawian songs but the PTA wasn't keen. We hope to do a recipe book. Awareness varies between children and teachers and parents. Some feel it is extra work. It's a shame in some ways as teachers could use these resources without knowing much about it. We are planning a whole school theme.</p>	<p>Two parents are members of school partnership committees.</p>
<p>Parents are not that involved in the link.</p>	<p>Community members attend global warming campaigns conducted by learners.</p>
<p>A few parents were supportive of fundraising for the Malawi Bike Ride but in general they are not interested. It is hard when the interest does not come from the parents.</p>	<p>They also support school fundraising activities.</p>
<p>We had a Fair Trade coffee morning and some parents came but there is a low level of support.</p>	<p>Look after the school garden and Solar Connect (SC) equipment especially during school vacation.</p>
<p>Some parents are supportive – especially for bike ride – but can be quite narrow-minded. Tried to organise a Fair Trade coffee morning, but the Head teacher didn't support it because she doesn't like to ask for money.</p>	<p>They host UK teachers visiting our schools.</p>
<p>Adult group in the making. International evening we held about partnered school. Information displays are open to parents to see and reflect and learn about community of partnered school.</p>	<p>Present our visitors with traditional attires.</p>
<p>We held an opera evening to increase the awareness in the community of our link. We also had pupils and head over from partnered school and we held a gala evening which was attended by the local mayor, a representative of the Ghanaian consulate and the local press. We also engaged the local community through advertising and auctions which increased fundraising.</p>	<p>Attend welcoming functions and send-offs organised for UK visitors.</p>
	<p>Share food recipes with our UK visitors.</p>
	<p>Parents were involved in helping pupils with their environment projects. Members of the community are able to come and use Solar Connect to print their documents and type letters. We let them do this for free.</p>
	<p>The community helped to burglar proof the room where SC equipment is stored. Community involvement was one of the criteria for being selected to have SC.</p>
	<p>Community helped us to renovate the computer room to make it suitable for SC. They have assured us when we run out of paper or ink they will replace it. Parents generally assist children with their homework and help the school to purchase materials we need.</p>
	<p>The community visits the school, checks the environment (e.g. soil erosion) and the attendance and performance of children.</p>
	<p>The community is aware of the Link Schools Programme and always support learners in their education.</p>
	<p>The community at large are in much support to the activities behind the Link Schools Programme.</p>
	<p>The community is always eager to contribute to the activities.</p>

**Table 9. How successful have the following activities or resources been in learning about development issues, as a result of your participation in the Link Schools Programme? Teachers' survey results**

	<b>Yes, a lot</b>	<b>Yes, a little</b>	<b>No, not much</b>	<b>No, not at all</b>	<b>N/A</b>
Correspondence from your partner school (letters, photos etc.)	<b>37 (54%)</b>	<b>21 (30%)</b> - Don't always receive very much in the parcel but it does help to keep the partnership going. - We have sent 3 times and received only once. - Have not received much from the other school.	<b>7 (10%)</b>	<b>3 (4%)</b>	<b>1 (1%)</b>
Online Resources	<b>5 (7%)</b> - helpful resources, ideas available to refer to - also use resources on Europe plus links English and Welsh sites	<b>20 (29%)</b>	<b>6 (9%)</b>	<b>36 (52%)</b>	<b>2 (3%)</b> - Don't use
Partnership Curriculum Projects (LCD themed resources on health and environment)	<b>31 (45%)</b> - provided a motivating context to work on together - gives something for each school to work on - Lots of joint projects	<b>23 (33%)</b> - plan to use more - plan to use - plan to use in 2011/12 Term 2	<b>9 (13%)</b> - Literacy level too high for disadvantaged schools	<b>4 (6%)</b>	<b>2 (3%)</b>
Other joint projects you have carried out with your partner school	<b>16 (24%)</b> - Jewellery making enterprise project with Yr7-8	<b>25 (37%)</b>	<b>8 (12%)</b>	<b>15 (22%)</b>	<b>4 (6%)</b>
School visits from Link staff	<b>31 (46%)</b> - from partner school, not Link Community Development - In Malawi we were visited by Link staff during our stay, but in Scotland we have not had visits - although regular communication through phone calls/email we had.	<b>9 (13%)</b>	<b>1 (1%)</b>	<b>20 (29%)</b>	<b>7 (10%)</b>
Undertaking fundraising activities for Link	<b>12 (18%)</b> - Fundraising helps our partner school with particular projects and Link staff do a good job facilitating this and supporting our Link school	<b>14 (21%)</b>	<b>5 (7%)</b>	<b>33 (49%)</b>	<b>4 (6%)</b> - we will be doing this this year

NOTE: All comments in the table from European schools

## Nature and Forms of Activities

The previous section outlined the evidence gained from pupils and teachers on what they had learnt in terms of topics and themes on development related to the Partners in Development project. There is clear evidence of increased understanding and knowledge amongst pupils in Europe particularly related to the two packs focused on the Environment and Health. For the African schools there is evidence particularly of knowledge and skills development in relation to environment and health.

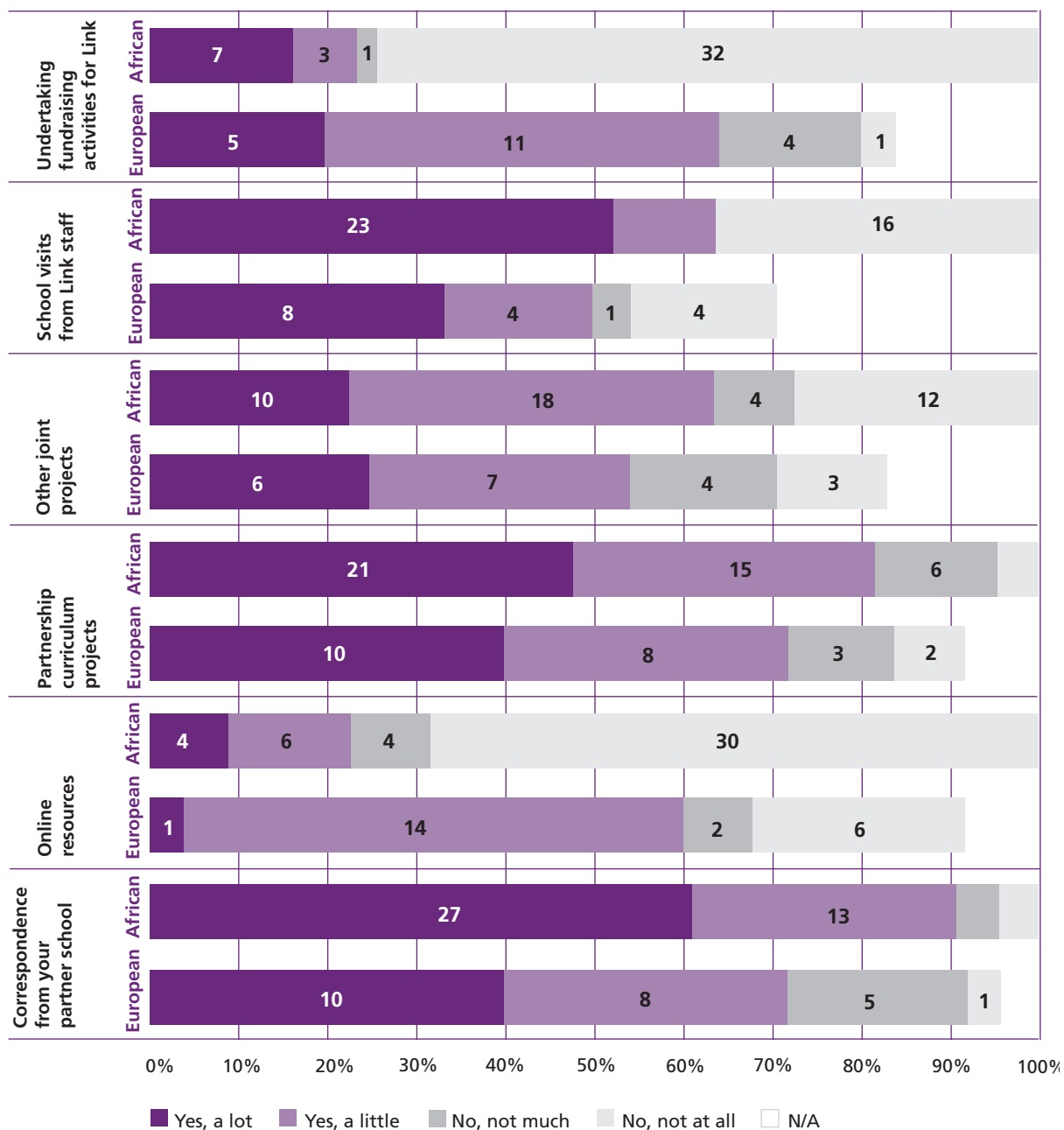
***The aim here is to look specifically at how successful the themed learning activities have been in delivering effective development education for both partner schools and why?***

The evidence outlined below is gathered from the survey of teachers looking particularly at the following types of activities:

- Correspondence from your partner school
- Reciprocal Visits
- Online Resources
- Partnership Curriculum Projects
- Other joint projects
- Clustering and training/CPD
- School visits from Link staff
- Undertaking fundraising activities
- Solar Connect

The evidence suggests (see Table 9) that direct contact has been successful and important. As one teacher commented 'having had experience of life in a Malawian village and school and from having Malawian teachers visit us helps a huge amount in conveying the development issues to children and staff'. The curriculum projects have also been valuable, but less so the online resources. Fundraising was also mentioned as an important mechanism for supporting a partner school. Visits from Link staff were seen as valued where they had taken place but the evidence here is mixed and perhaps inconclusive. There were also a number of specific comments related to frequency and quality of the partnership, some positive and some less positive.

**Graph 4. How successful have the following activities or resources been in learning about development issues, as a result of your participation in the Link Schools Programme? by region. Teachers' survey results**





In the survey the teachers were also asked which of the activities had been the most successful for their schools. For European schools the most commonly mentioned were:

- visits to and from partner school
- letters and other forms of correspondence
- projects that encouraged more participatory forms of activity including special themed days and areas such as recycling and use of the environment.

For African schools the activities seen as most successful were those that encouraged skills development, including languages and drawing. Environment and health were also mentioned by several teachers. There was also mention of the value of professional development opportunities and their impact in terms of improved classroom displays, school time management and curriculum delivery.

Finally, an important component of the project is the professional development and training approach adopted for cluster training days. Teachers, via a separate survey, were asked about their own or their colleagues' participation in Link's cluster training days. Sixteen teachers (48%) out of the thirty-three responded positively to this question. Out of eleven teachers from schools in Africa, ten reported that they or their colleagues participated in cluster training days; only seven out of the twenty-three from European schools reported the same. Timing and distance was an issue for the teachers from European schools. This suggests that there are mixed views about the role and value of these cluster training sessions. It is an area therefore that probably needs further data gathering to assess impact and role in relation to the project.

## 7

### ***Partners in Development Project as an Effective Model for School Partnerships and Development Education and Awareness Raising***

School linking, as mentioned earlier in this study, has been a controversial area within development education. It can broaden learners' horizons but can also re-enforce perceptions and stereotypes. It can improve the quality of teaching and learning, enthuse staff and pupils but if they are not well-organised or supported it can lead to disillusionment and negative impressions about their partner school and consequently the partner country.

This means that a school linking programme needs careful preparation, good

support, mechanisms to ensure effective partnerships and resources and professional development to enable teachers and pupils to make connections to global and development themes. The Link programme builds on earlier initiatives from the organisation in terms of international school partnerships and there is some evidence to suggest that those schools that have the most long-standing reciprocal arrangements understand many of the issues not only about expectations from a link, but also how they can enrich learning and motivate students. Such partnerships would not exist so long, in some cases up to ten years, if they were not deemed to be valuable. But this means that for an organisation there is a need for a long-term commitment to such activities. It also means that as more and more partnerships emerge, there are resource challenges for the organisation. Even well-established links with schools need constant nurturing and support. This is because teachers change, new themes and opportunities for the focus of the partnership emerge. Above all, partnerships, by their very nature, necessitate understanding of 'the other' - approaches towards learning, perspectives, viewpoints and experiences that are likely to be very different from the teachers' own personal experience. This means a continual programme of support and access to advice and professional development courses becomes essential for all schools involved. Whilst it is difficult to quantify the most appropriate ratios of NGO staff to school support, there is anecdotal evidence to suggest from the programmes of other NGOs and evidence from the British Council led programme that having more than fifty schools per member of staff to support means some type of prioritisation of the form of support will need to be decided. It is therefore not surprising that for the staff team within Link in England with over 165 schools involved in their programme, they have had difficulty in influencing the quality of development education to the schools they support.

It is clear from the evidence gathered for this mid-term evaluation that all schools who have participated have gained a great deal from the project and have particularly valued the relationship with Link Community Development. What is particularly significant from the evidence gathered for this project is the importance of the PCPs, particularly those on environment and health. They have enabled partnerships to be real and meaningful to pupils' everyday lives. They have also given a focus to the partnership through the curriculum based activities. The global relevance and importance of the themes for the PCPs were also clearly demonstrated.

The PCPs have been used by the schools participating in the project. The subject matter has been produced in a format that is appropriate to schools from the six participating countries. The methodologies and styles of delivery have been welcomed.

Where the project appears to have been less successful has been in the more direct development areas. This is however not that surprising as the 2 PCPs that were launched earlier in 2011 were on environment and health. But in terms of general perceptions and understanding of development and poverty, what is noticeable from the European schools is that pupils' comments in the main tend

to re-enforce paternalistic and traditional notions of children in Africa. There was little evidence that the project had, to date, transformed many pupils' views in this area towards being aware of the causes of the inequality in the world or a desire to secure change. Secondly, there is little evidence in either European or African schools that the learning has led to a desire for or actual action for change by the pupils. There is some evidence of fundraising and changes in behaviour with regard to the environment in Europe. In Africa there is significant evidence of change in terms of behaviour towards personal hygiene and use of the environment, including its impact on broader development needs.

At a broader level in terms of approaches towards partnerships in general, there is evidence that Partners in Development provides a valuable and useful model that other players in this area could consider. This could be summarised as:

- Value and importance of both schools having the commitment and the resources to engage in the partnership
- Contribution of supporting organisation both in terms of providing professional development support, both North and South, but also enabling the communication to be effective through usage of DHL and installation of solar panels
- Providing a curriculum focus that is relevant to all schools ensures not only some knowledge is gained but demonstrates interconnectedness of the schools through learning on similar topics
- Added value to existing national curriculum and educational needs; the project demonstrates how important these factors are as a stimulus for teacher engagement
- Importance and value of personal contact between teachers and if possible between pupils

Where perhaps Partners in Development has been less successful to date is in the more direct impact in terms of pupil understanding about development. Whilst the supporting documents to teachers do address traditional development education areas of challenging stereotypes, promoting a more values and social justice based approach and recognising differing voices and perspectives, these themes do not emerge strongly from the comments from either teachers or pupils. There may be a number of reasons for this related to teacher engagement in professional development opportunities or perspectives and motivations of individual teachers.

The evidence from the Institute's earlier study on rural schools in Uganda (Bourn and Bain, 2011) supports the importance of relating partnerships to broader educational and development goals. The importance given to professional development support to teachers, including peer learning from teachers from partner schools appears to have played a major role in raising self-esteem

and confidence in the African teachers. Link's involvement with schools and educational performance through its partner organisations in the African countries ensured that the value of international partnerships were always going to be measured within the context of improvements in overall school performance. This ensures emphasis on sustainability and is likely to lead to less emphasis on dependency and some form of neo-colonial relationship.

However, these positive comments should not detract from the need for Link to look closely at the guidance produced by Oxfam (2007) as perhaps a focus for further reflection and professional development. There is evidence from the data gathered for this report that Link needs to give consideration to some of the issues that Oxfam raise particularly in relation to professional development support for teachers in Europe.

### **So how does the Link Schools Programme compare to other school linking programmes led from the UK or Ireland?**

First of all, it needs to be noted that the vast majority of links and partnerships organised from the UK or Ireland do not utilise the level of support, focus or quality of professional development advice that Link provides. Most schools would only have opportunities for professional development support through attending British Council led workshops through its Global School Partnerships or Connecting Classrooms programmes (although as noted in this project, attendance and uptake in CPD opportunities is low due to other educational pressures). The issue of the importance of professional development support to teachers engaged in linking was highlighted by Alcock (2010) who stated that because of the pressures, often emotional ones, to raise money for your partner school in the South, training on the main themes of development education and global learning is essential. She ascertains from her research that where training was offered before a school began a partnership, then the benefits could be seen in terms of locating the link within broader learning and educational goals. Despite the CPD opportunity made available specifically to Link schools in Europe, uptake is low, leading to such training programmes being costly and less impactful than intended.

Secondly, motivation of many UK and Irish schools for a link is based on a combination of altruism, desire to broaden pupils horizons and raise the status of the school in the community by using it as a stepping stone to secure the International School Award. Unless broader themes related to development such as an understanding of power relations, concepts of social justice and causes of inequality in the world, then partnerships can all too easily go down a form of 'colonialism route' (Leonard, 2008)

Thirdly, if one looks at NGOs who have been in the past, such as Plan UK, or are currently involved with linking such as Link Ethiopia, other agendas can often emerge that have an impact on the quality of the learning from the partnership, most notably fundraising or broader organisational goals and objectives. For the purposes of this mid-term evaluation, the most valuable comparison is to look

at the work of Plan UK. They established a linking programme in 2007 and by 2011 this included 320 participating schools with links in China, Senegal, Kenya, Malawi and Sierra Leone. Plan's overall educational programmes are framed within a children's rights and child-centred development agenda. School linking was seen by Plan as a way of bringing to life child-centred learning through dialogue, exchange, inter-cultural understanding and opportunities to learn from each other. They also, like Link, put a lot of emphasis on professional development support to teachers and young people, and their country offices were important components of the programme.

The major problem Plan UK found was that because of their focus on student empowerment through school based committees, it became very difficult to demonstrate impact. Only through long-term longitudinal studies, could any impact, in terms of linking being a major contributor to their overall aims and objectives, be identified. Whilst a lot of evidence could be demonstrated as to the value of linking to schools and teachers in terms of inter-cultural understanding and global issues, these were not necessarily the priorities of the NGO (Bourn, 2012).

Finally the research by Edge et al (2009) for Global School Partnerships shows the importance of support structures to teachers engaged with linking. This study emphasised the importance of relating any partnership project within a school to broader teacher development and school leadership needs. They particularly emphasise the opportunities a partnership can provide in driving change within a school in areas such as inter-cultural understanding, confidence building amongst teachers and broadening pupils' horizons.

All of these can be seen within some of the responses from the teachers from schools in the UK and Ireland. What is perhaps less clear within Link's programme is the potential relationship and benefits of partnerships to these broader educational goals in Europe.

## 8

### Concluding Comments and Recommendations for the Project

In consideration of the three main areas within the project that were identified in terms of measuring impact and progress, the following observations can therefore be made:

**What is the impact of the activities on skills, knowledge, and values & attitudes of the target groups in relation to raising public awareness of development issues and increasing support for the MDG agenda?**

The evidence to date suggests that the project has had an impact on pupils' knowledge and understanding about environmental issues and health including where they directly relate to the MDGs. Pupils learnt about the lives of pupils from their partner schools. A theme that emerged from pupils in both European and African schools was the recognition of the importance of similar topics such as environment, health and social justice. However there was some evidence from pupils in the European schools of paternalistic notions towards their counterparts in Africa. Teachers in European schools appear to have benefited from the project in terms of increasing their own understanding of development, broadening the skills they need to effectively deliver the themes and promoting a sense of empathy and support to their partner schools. Although teachers from the African schools were not the direct target for the project there is considerable evidence that many have developed skills and knowledge that can help them address the development needs of their school.

### **How successful have the themed learning activities been in delivering effective development education for both partner schools and why?**

The PCPs on environment and health have been particularly effective in delivering an approach towards learning that makes connections between local and global issues, encourages participatory forms of learning and skills that might lead to, or encourage, individual action. There is less evidence to date of the impact of the materials on an awareness of poverty and social justice.

### **To what extent does Partners in Development provide a model for effective school linking?**

*Partners in Development* is clearly an effective model for making connections between learning about development issues and international partnerships. The curriculum model approach is clearly popular with teachers, it makes connections between local and global issues and brings the development theme to life. The model is clearly beneficial to Southern partner schools not only in educational terms but also in development terms as well. However, some of the resources provided by the programme - including the use of the portal, have not been analysed in any detail for this report mainly because it has not been live long enough to assess impact. Also only a small number of the PCPs have been able to be included within this mid-term evaluation. This means that before any long-term conclusions can be made as to the value and appropriateness of this model, these other areas will need reviewing.

*Partners in Development* is effective because of the strength and commitment of the supporting organisation through their professional development support to teachers and providing opportunities for good communications.

For the African schools the programme appears to have a major impact in terms of encouraging skills development, including languages and drawing. In addition the emphasis on themes that enabled a direct connection to local educational,

personal and community development needs such as the environment and health ensured direct impact on both teachers and pupils.

**In terms of the final year of the Project the following considerations are suggested to the project team:**

- More research needs to be undertaken to look at the impact of pupils' learning specifically on development themes. At present there is insufficient data to fully assess this. Consideration needs to be given to some form of longitudinal study with selected groupings of pupils from some of the schools to measure the impact of their learning over a period of time.
- Improving models for professional development and training for teachers needs to be a higher priority. The content of this training needs to include specific sessions that address generic themes regarding development education.
- Wider promotion of examples and impact from the project needs to be shared with other stakeholders involved with school partnerships.
- The role and purpose of cluster training for both the individual schools and the project in general need to be given careful thought. To date there is insufficient evidence to assess their value and impact.
- The value of the project to Southern partner schools needs to be discussed and shared with other stakeholders in partner countries. There is an important model here that appears to be effective, that aims not to be paternalistic and that works.
- Consideration needs to be given to relating professional development needs of teachers to forms of external accreditation. This would give greater status to any programmes and help to raise self-esteem of participating teachers.

As noted in the introduction, this project is important because it is one of the first undertaken that measures progress on impact of school partnerships within a broader analysis of the discourse and practices taking place around this area of activity. It is hoped that this report will therefore be of value not only to Link but the wider educational and development community involved with international school partnerships. The issues raised around the importance and value of relating partnership activity to broader learning and development goals is something we suggest that needs to be given higher priority by those bodies that fund such activities.

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**Appendix A:**

## Breakdown of Schools Involved with the Survey of Teachers

<b>Country</b>	<b>Frequency</b>	<b>Percent</b>	
England/Wales	10	14.5	
Scotland	9	13	
Ireland	6	8.7	
Ghana	5	7.2	
Malawi	1	1.4	
South Africa	6	8.7	
Uganda	32	46.4	
<b>Total</b>	<b>69</b>	<b>14.5</b>	

<b>School type</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent (where known)</b>
Secondary	6	8.7	9.7
Primary	56	81.2	90.3
Total	62	89.9	100.0
Missing	7	10.1	
<b>Total</b>	<b>69</b>	<b>100.0</b>	

(Where known)	<b>Northern</b>	<b>Southern</b>
Secondary	5	1
Primary	15	41
<b>Total</b>	<b>20</b>	<b>42</b>

<b>Year 'linked'</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent (where known)</b>
2001	2	2.9	6.9
2002	4	5.8	13.8
2005	1	1.4	3.4
2006	3	4.3	10.3
2008	6	8.7	20.7
2009	4	5.8	13.8
2010	3	4.3	10.3
2011	6	8.7	20.7
Total	29	42.0	100.0
Missing	40	58.0	
<b>Total</b>	<b>69</b>	<b>100.0</b>	

	<b>Northern</b>	<b>Southern</b>
2001	2	0
2002	3	1
2005	0	1
2006	2	1
2008	6	0
2009	2	2
2010	1	2
2011	3	3
<b>Total</b>	<b>19</b>	<b>10</b>

## Appendix B

### PiD Teacher Evaluation Survey

**Link Community Development**  
**EVALUATION QUESTIONNAIRE!**

Please help us improve the Link Schools Programme by providing us with feedback via this short questionnaire & contribute to wider research into Development Education. Please return this survey to Rosemary Forest by 16th December 2011 in the Freepost envelope provided.

**1. How successful do you feel the following activities or resources have been in learning about development issues, as a result of your participation in the Link Schools Programme?**

	Yes, a lot	Yes, a little	No, not much	No, not at all
1) Correspondence from your partner school (letters, photos etc.)				
2) Online Resources from <a href="http://www.Linkschools.org">www.Linkschools.org</a>				
3) Partnership Curriculum Projects (i.e. our themed resources on Health and Environment)				
4) Other joint projects you have carried out with your partner school				
5) School visits from Link staff or exchange visits				
6) Undertaking fundraising activities for Link				

Other: \_\_\_\_\_


\_\_\_\_\_

**2. Do you feel your learners have more knowledge and understanding in the following areas as a result of your involvement in the Link Schools Programme?**

	Yes, a lot	Yes, a little	No, not much	No, not at all
1) Environment				
2) Health				
3) Global Inequality				
4) Life in an African community				
5) The role of my school in global development				

Other: \_\_\_\_\_

\_\_\_\_\_



## Link Community Development

3. In participating in the Link Schools Programme, which activities have been the most successful for your school?

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4. Has your participation in the Link Schools Programme resulted in changes to :

	Yes, a lot	Yes, a little	No, not much	No, not at all
1) What you teach				
2) Methodologies undertaken in the classroom				

If 'Yes', please describe some of the methodologies you have used and which subject areas have been most influenced by any changes in teacher (e.g. Science, English, Geography etc):

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5. What impact do you think the Link Programme has had on your school performance? Please give examples:

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6. What impact do you think the Link Programme has had on your pupil's interests in global and development issues? Have for example your pupil's undertaking any activities of their own accord? Please give examples:

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7. Have you, or any of your colleagues, participated in Link's cluster training days?    Yes                      No

8. Overall, do you feel that the Link Schools Programme has contributed to greater awareness of development issues among students and staff?

	Yes, a lot	Yes, a little	No, not much	No, not at all
1) Staff				
2) Students				



Please return this survey to Rosemary Forest by 16th  
December 2011 using the Freepost envelope provided

## Appendix C

### PiD Link Staff involved in Data Collection & Administration

Freda Saah Boateng - Link Ghana

Samuel Boakye- Link Ghana

Michael Mulenga - Link Malawi

Choice Nyirenda - Link Malawi

Sophie Mhoni - Link Malawi

Siphiwo Thibane - Link South Africa

Mmaphuti Molaudi - Link South Africa

Dan Basaija – Link Uganda

Peter Isingoma - Link Uganda

Beth Kreling- Link England/Wales

Madeline Bain – Link England/Wales

Rosemary Forest – Link England/Wales

Claire Glavey - Link Ireland

Kevin McParland - Link Ireland

Johanna Billings - Link Ireland

Louise Stewart - Link Scotland

Kate Armstrong – Link Scotland

## Authors

### **Douglas Bourn**

Douglas Bourn is Director of Development Education Research Centre at the Institute of Education, University of London. He is editor of the International Journal of Development Education and Global Learning and author of numerous publications on development education and related themes. The Development Education Research Centre is the UK's premier research centre for development education.

### **Olga Cara**

Research Officer at the Institute of Education for nearly 8 years. She has extensive experience in mixed methods evaluation studies in education. Olga's main expertise lies in survey design and complex statistical data analysis as well as narrative analysis and biographical interviews. Her diverse experience ranges, for example, from using National Pupil database and standardised tests and online survey results to interviews with teachers and focus groups with pupils in the same project to evaluate outcomes of the Booktrust programmes in the field of reading skills and attitudes.



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Development Education Research Centre  
Institute of Education  
London International Development Centre  
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Link Community Development is an International Development NGO working at all levels of the education system – with communities, schools and governments – to identify and remove the obstacles to quality education. Link currently works in rural districts of Ethiopia, Ghana, Malawi, South Africa, and Uganda. Link also works with schools in England & Wales, Ireland and Scotland to build support for development and raise awareness of important global issues through their Link Schools Programme, as well as raising funds and supporting school improvement work in sub-Saharan Africa.