THE LONDON CENTRE for Leadership in Learning

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Institute of Education
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North South School Partnerships:
Learning from schools in the UK, Africa & Asia

RESEARCH REPORT
Year 1

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Funding:

DFID Department for International Development

A FOREWORD FROM OUR MANAGEMENT GROUP

Since the mid-1980s there has been a growing interest in the development of partnerships between schools in the UK and Africa, Asia, the Caribbean and Latin America.

This movement was given a considerable boost in 2003 by the Department for International Development (DFID), which funded the Global School Partnerships programme from its Development Awareness Fund. This programme of school partnerships supports the introduction of a global dimension to children through their school curriculum. There are now over 1300 school partnerships in this programme alone. Other models were also developed, and some schools chose an individual approach. School partnerships began to flourish.

In 2004 the Department for Education and Skills, in its international strategy "Putting the World into World Class Education", set an ambitious target for every school and college in England to have a sustainable international partnership by 2010.

There is much anecdotal evidence of the benefits these partnerships have for schools, teachers, pupils and the wider community, in both the UK and the South, but these anecdotes had not been supported by any large-scale empirical research.

Cambridge Education Foundation and UKOWLA, together with the Institute of Education, University of London, presented a proposal to DFID for a research project to examine in depth the impact of school partnerships in all four UK nations, in African countries and in Sri Lanka, India and Pakistan. This report is the outcome of the first year of the research.

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A NOTE FROM THE PRINCIPAL INVESTIGATOR

Leading a multi-country research study can be an adventure at the best of times. When you are developing instruments and methods related to a relatively new topic of research interest, it becomes even more of an adventure.

Our first year of research has been a challenging, complicated and rewarding journey. In many ways our efforts to develop partnerships with our Management and Advisory Groups as well as our research and professional colleagues across the countries we are working in has demonstrated the challenges and opportunities that many schools working on their own partnerships are facing. Through our research on partnerships between schools, we have learned about partnership. Our research journey has allowed us to learn much about the field but also to develop professional relationships and friendships along the way.

The research presented here marks the conclusion of our first year of work. It involved school partnership leaders in completing surveys on their perceptions of how their partnerships started, evolved and influenced (or didn't) various outcomes within their schools. We present the data in summary form and pose some policy related questions. We have deliberately not entered into an in-depth analysis and presentation of the data at this stage, as we are well into our second year of data collection including 64 school-level case studies of partnership in over 12 countries. When our current data collection is completed, we will return to the data presented here and provide the in-depth analysis that will combine both quantitative and qualitative findings. The data herein presents some interesting implications for policy makers and practitioners (and researchers!!) and will, we hope, start many an interesting debate and discussion.

Finally, we would like to thank Alex Isabirye, Headteacher at Nakanyonyi Primary School in Uganda, for allowing us to visit his school during the first year of the research. We were introduced to Alex via Ike Garson of Oxfordshire who had heard of our research through the development education grapevine. When Ike heard we would be in Uganda, he suggested by text, even before we had ever met in person, that we visit Alex and his colleagues. We jumped at the opportunity and had an amazing day at the school.

We thank Alex and colleagues because the picture on some copies of the front of this report is of the staff room at Nakanyonyi. It was deliberately built in the middle of the schoolyard so that the teachers and students could be in contact all the time. When we visited, the teachers were busy marking in the staff room but students felt no hesitation in entering and asking questions or for help. The picture, for us, symbolizes the serendipitous nature of many partnerships and of the connections and relationships that lead to partnerships. However, more importantly, it also symbolizes the value of what we can learn from each other when we are willing to offer our connections and support or build something in a new way.

We look forward to your feedback and questions on this report, so please be in touch.

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FINDINGS FROM YEAR 1

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ACKOWLEDGEMENTS

PARTICIPATING SCHOOLS. We would firstly like to thank all of the schools who participated in our research. You have contributed to the start of process to understand more about how international partnerships are being implemented and their impact. Without your assistance and commitment, we would not be presenting this report.

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MANAGEMENT GROUP. Angela Cook (Cambridge Education Foundation) and Nick Maurice (United Kingdom One World Alliance-UKOWLA) initiated our research collaboration and provided us with the opportunity to develop the methods and lead the research. As our Management Group, they are responsible for managing the money and momentum of the project. They have also provided leadership for the Advisory Group. We also want to thank them for their support, patience and keen eye for detail. We also want to personally thank them both for engaging in the process of developing our partnership to achieve our collective goals of the first international multi-methods work to explore the impact of international partnerships.

ADVISORY GROUP. Our Advisory Group included a range of members from leading policy and practice organizations. Our work has benefited tremendously from the knowledge and expertise of this group. We would like to thank them for their active engagement in the research process, their invaluable feedback and comments, and support. Our greatest thanks goes to: Mary Dawson; Bob Doe; Andy Egan; Jenny Garbut; Ann Harper; Judith Hemery; Andrea Mason; Ruth Najda; Marie Niven; Sue Schirmer; Olga Stanojlovic; Leena Vadher; and, Helen Young.

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INTERNATIONAL COLLEAGUES. We engaged with people around the world to ensure that our surveys were delivered to our Headteacher/partnership leaders across Africa and Asia. Our advisory group provided the necessary networking within their organizations in the South, and we would like to personally thank every member of their organization who had a hand in the successful distribution and collection of the surveys. This includes Chris Griffiths, Tedman Aloo, George Agango, Ackim Banda, Gift Thakwalakwa, Nadia Kamran, Kanta Vadehra, Deepthi Wijesinghe, Ronnie Carvel, Steve Harvey, Galida Khan, Mikhove Mudau, David Pwalua, Kennedy Quaigrain, and Freda Boateng. Finally, we would like to thank our colleagues at the LCLL who donated their time and energy to various parts of the research process including Gill Bell, Laura Brimson, Ranjna Patel and Badreah Yavorskyi.

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EXECUTIVE SUMMARY

INTRODUCTION

This report presents the findings from our research study funded by the Department for International Development (UK). Our first-year research mandate was to explore the perceived impact of partnerships on schools, leaders, teachers and students. We were also tasked to develop a better understanding of the types of schools that were engaging in partnerships, their characteristics, implementation and leadership strategies.

This is a preliminary piece of research on the landscape, practice and impact of partnerships in the UK, Africa and Asia. To explore these issues, we designed a survey to be distributed to a sample of approximately 800 schools in the United Kingdom (North) and 800 schools within selected African and Asian countries (South).

In the North, we explored partnerships in the United Kingdom including: England; Northern Ireland; Scotland; and Wales. In Africa, we collected data in Ghana, Kenya, Malawi, South Africa, Tanzania, The Gambia, Uganda, and, Zambia. Rwanda was also included in our original sample however was excluded in the final analysis due to challenges in accessing the schools and receiving responses. In Asia, we collected data in India, Pakistan and Sri Lanka. Again, we experienced challenges collecting data in Pakistan due to the troubles within the country during the data collection period.

The findings presented in the Executive Summary and the Research Report are based on our responses from schools across the UK, Africa and Asia. As the research project title suggests, we were specifically interested in partnerships between the North (UK) and the South (Africa & Asia). The results reported here are based on a 21% response rate from England and Scotland and a 59% response rate from Africa and Asia. While these response rates represent a very good attempt at building an understanding of the reality of partnership in these regions, in some cases, the results are not statistically significant because of the lack of responses.

With this in mind, we wish to remind readers to be mindful of the fact that this reporting is based on the preliminary findings from the first year of our research. The second year of the study will involve the collection and analysis of qualitative interview, focus group and student activity data from 32 partnerships between the UK and Africa or Asia.

The pairs of schools participating in our second year represent a cross-section of primary and secondary, mixed and single-sex, urban-rural, state funded and private and special needs. Schools participating in these case studies are in all four countries of the United Kingdom, Africa (Ghana, Kenya, Uganda, South Africa, and Tanzania) and Asia (India, Pakistan, Sri Lanka). At the end of the full two years of research, we will be able to present a more comprehensive picture of the issues affecting partnerships and the perceived impact of partnerships on students, teachers, leaders and schools.

Dr. Karen Edge of the London Centre for Leadership in Learning at the Institute of Education-London is the Principal Investigator of this research. Keren Frayman, also of the IOE, has served as the lead researcher in the UK. Dr. Sonia Ben Jaafar has been guiding and supporting much of the quantitative analysis on this project. Dr. Connie Ssebunga Massembe, Dean of Education and Professor, Makerere University has been collaborating with our team as the Southern lead academic on the first and second years of the research. Michael Walimbwa, also from Makerere, has been a member of our team.

Angela Cook of Cambridge Education and Dr. Nick Maurice of the UK-One World Linking Association lead our Management Group for this project. In addition, our Advisory Group has also supported this research with their insight into the policy and practice landscape of international partnerships:

- Andy Egan & Ruth Najda (DfID Global School Partnerships-Scotland)
- Bob Doe (Independent member)
- Helen Young (DEA)
- Judith Hemery, Olga Stanojlovic & Andrea Mason (British Council)
- Leena Vadher & Jenny Garbut (Voluntary Service Overseas-VSO)
- Marie Niven & Ann Harper (Department Children Family & Schools-UK)
- Mary Dawson & Sue Schirmer (Link Community Development-LCD)
- Diana Dalton, Shirley Addies & Sandy Docherty (Department for International Development – UK)

This Executive Summary provides a brief overview of the overall research report. We begin with an overview of our research design followed by the findings related to the perceived impact of partnerships on students; teachers, leaders and schools. We also highlight some of the interesting correlational findings from the data analysis.

RESEARCH METHODS

There are four key components of our methods that are presented with this report. First, we describe the research infrastructure we have put into place to guide, build policy consultation pathways and disseminate the research. Second, we discuss how we built the database of school partnerships from which the sample has been drawn. Third, we highlight our strategy for selecting participating countries and partnerships within each country. Fourth, we outline the framework we designed for the analysis of our findings.

Country selection. Based on a compiled database from several major UK organizations supporting partnerships as well as an all-call to add information from schools not in formally supported partnerships, we selected the following countries to participate in our research based on the density of partnerships within each country. Country samples were selected to achieve a 95% confidence interval and the resulting sample from each continent is: **United Kingdom**: 858 partnerships; **Africa**: 631 partnerships; and, **Asia:** 113 partnerships. Participating countries include:

- **United Kingdom**: England, Northern Ireland, Scotland, Wales
- **Africa**: South Africa, Uganda, Ghana, Kenya, Tanzania, Malawi, Rwanda, Zambia, The Gambia
- **Asia**: India, Pakistan, Sri Lanka

Data collection. We designed a comprehensive survey based on our overall conceptual model for the research. The survey was designed to examine the three areas presented above: inputs, within school factors, and, perceived impact of partnerships on students, teachers, leaders, schools and communities.

Survey distribution. Two versions of the survey were distributed: a paper version (South) and an online version (North). Distribution of the paper survey in the South was facilitated by the local organizations working with the Management Group. Surveys in the North were distributed, in the first instance by email linked then by post to increase our response rate.

Response rate. An equal number of schools were sampled in the North and South: 799. In the South, the final number of schools that received surveys was 621. The number of schools returning surveys, in the final count, equalled 368 representing a 59% response rate. In the North, the final response rate was approximately 20%. Based on low Irish and Welsh response rates, we did not have enough data to report on individual country case for these countries. Data reported throughout this report is based on the data from England and Scotland. Unfortunately, given low response rates, the data for the North is not statistically significant at this point. However, it does provide great insight into current trends in partnership which will be explored more fully within the second year of the study.

Data analysis & reporting. Data was analyzed in several ways. First we ran basic statistical analyses including frequencies and descriptive statistics within each country. These findings produced case studies for individual countries based on demographic data pertaining to the survey respondent, the school, the students and staff and the partnership itself. We developed a continental case study to describe the overall trends in data across the relevant countries. To explore the perceived impact of partnerships, we ran an analysis of frequencies on the impact questions, and we further ran correlations to explore relational impact between factors and inputs. This analysis allows us to explore relationships between how partnerships have been initiated and managed, the context within which they operate and the impact on the school, leaders, teachers and students.

OUR INTERNATIONAL SCHOOL PARTNERSHIP FINDINGS

This section provides an overview of the findings from the research. For the most part, we present the findings under a specific heading (ie. Students) and within each subsection, we highlight the goal of the related questions, some general thoughts on findings in the North and South, the findings, followed by some suggestions for policy and future research.

Most of the questions within these sections asked participants to respond on a 6-point likert scale between strongly agree, agree and disagree, strongly disagree. Where findings are reported using a mean, we are referring to the overall mean score provided by participants on a select group of questions. Low means indicate that participants were responding more towards the strongly disagree end of the scale, high means indicate that participants agreed more with the statements. In the case where findings are reported with percentages, we have examined the total percentage of respondents that indicated they agreed or strongly agreed to a particular individual or collective group of questions.

WHO IS INVOLVED IN INTERNATIONAL SCHOOL PARTNERSHIPS?

In this section, we present the summary of our Africa, Asia and UK case studies to explore what kinds of schools are involved in International School Partnerships.

Location. The majority of responding African schools are located in rural areas (57%). However, the exceptions are found in South Africa where 58% of responding schools are in suburban areas and Zambia where 61% and 39% are located in city and suburban areas, respectively. The majority of the Asian

schools surveyed are located in cities (81%), with a minority in rural areas (7.5%) and suburban areas (11%). UK respondents worked in suburban schools (45%), rural (32%) and city (23%) areas.

> **Policy question**: Does the number of schools participating in International School Partnerships reflect the overall population distribution of the UK? If not, what kinds of strategies may be put in place to understand this distribution and to recruit more city schools to these programmes, if desired?

Phase. The large majority of the responding schools across Africa are primary (73%). The large majority of the responding schools in Asia are more likely to be either all-age (50%) or secondary schools (27%) and only 8% were primary schools, with all but one coming from the Pakistani sample. No schools in the Asia sample stated that they were of Special Needs status. UK respondents indicated that 55% of schools were primary and 40% were secondary schools. However, this is reversed in Scotland.

Funding. The majority of responding African schools are state-funded (84%) with a very low number of faith-based or privately funded. However, Ugandan respondents indicated a greater number of faith-based schools (13%). The majority of participating Asian schools are privately-funded (60%) with the exception of Sri-Lanka, where schools are more notably state-funded. In the UK, only 4% of respondents are both faith-based and state-funded, only 2% of the responding schools are privately funded, and these are all in England.

> **Policy question**: Is there any potential concern about Southern partners coming from private schools or well-funded state schools? How does this influence the nature of the partnership or student experience in partnerships?

Student need. The research survey enquired about the number of students who do not have access to basic educational needs, as a means of gauging poverty, since there is no accepted matrix in the South equivalent to the Free School Meals used in the UK to measure the number of students who live in extremely economically challenging circumstances. Almost a third of African schools responding stated that 21-40% of their students lack access to basic education needs. On the whole, numbers pertaining to a lack of basic educational necessities were high in most African schools, and particularly in Zambia, Uganda, and The Gambia. On the other hand, when asked about orphans and internally displaced students, the respondents stated relatively low numbers among their students. In Asia, The number of children without access to basic educational necessities and internally displaced children is relatively low, with a majority of schools (72%) stating that under 10% of their students lack access to basic educational needs. However, 8.3% reported having a large number of internally displaced students. A very small minority of UK schools had over 40% students receiving free school meals. In fact, 47% of respondents have less than 10% of students in their schools who are receiving free school meals, the common indicator in the UK for poverty. Similarly, 80% of responding schools have less than 10% students who speak English as a second language, and 86% have less than 10% Black and Minority Ethnic students in their schools.

> **Policy question:** Based on this data, it appears that partnership participation may be pursued by schools that have relatively low numbers of children in need and require additional language support. It will be interesting to explore how the case study schools describe themselves against these criteria to attempt to understand these figures. There may be valid reasons for these data trends including that schools with stable populations may be able to spend more time on overall school improvement, and reach beyond the walls of the schools to improve their practice. At this stage, we encourage all organizations supporting partnerships to explore their data to confirm if this distribution of schools is the same within their populations.

Mixed or same sex. Co-ed African schools represent 91% of the responding schools. Just over half of the schools have between 51-75% female students with 42% of schools having between 26-50% female students.The majority of Asian schools surveyed are coeducational schools (62%), where female students constitute less than 50% of the student population. All female schools constitute 20% of the sample, and all male schools constitute 17% of the schools surveyed. In **Sri Lanka**, the majority of the schools are gender segregated, with slightly more girls' schools than boys' schools. Responding UK schools are 97% co-ed, that is both female and male students are taught.

Student numbers. Student numbers in the African schools seemed to be high for a majority of rural schools, with over half quoting more than 500 students in their school. The average student population in the Asian schools surveyed is about 1000 to 1500, with a majority having more than 2000 students in their school (45%). Student numbers in UK schools varied, but the majority ranged from 100-500.

Teaching staff composition. African Staff numbers range, on average, from 5-30 teachers. Of the respondents, 40% of schools reported having at least 75% female staff. The average number of teachers in Asian schools is about 80 to 100, which results in a low average student-to-teacher ratio of about 14:1. On average, almost all teachers are trained and two quarters of the teachers in the schools are female. In **Pakistan**, the school size and number of teachers is half the regional average, and while all schools are coeducational, all teachers in the schools surveyed are female. An overwhelming majority of UK schools indicated a very high percentage of female teachers in their schools. Almost half of the schools had 75% female teachers in their school and an additional 42% indicated 100% female teachers in their schools. The majority of responding schools have between 10-40 certified teachers in their school.

PERCEIVED IMPACT OF PARTNERSHIPS ON STUDENTS

We were interested to learn how colleagues in both the UK and the South perceived the impact of their partnerships on their students. Overall, schools in the south reported a more positive impact on students, their learning and behaviour than their northern colleagues.

> **Thoughts on the Northern findings**: In the UK, schools reported the greatest impact on the content and context knowledge of their students. Schools were less inclined to strongly agree that their partnership had influenced student achievement. This may be in relation to the relatively new emergence of partnerships or the alignment of the partnership to the in-school activities linked to, or more closely associated with, student achievement-oriented activities.
>
> **Thoughts on the Southern findings*:*** Southern schools report that their partnerships have more strongly influenced student outcomes, behaviour and learning than the Northern schools. This may be related to the whole-school implementation of partnerships within the Southern schools. It may also be due to the priorities that Southern schools may be able and willing to place on the partnership and use the partnership to drive school improvement.

Students' development of content and context knowledge. When reporting how they perceived their partnership's influence on students' development of content and context knowledge, **91%** of Northern schools and **85%** of Southern schools agreed or strongly agreed that the partnership had had a positive influence.

Student participation and engagement. When asked about the impact of their school's partnership on their students' participation and engagement, **66.7%** of Northern schools and **88.6%** of Southern schools agreed or strongly agreed that the partnership had had a positive influence.

Changes in students' academic and social behaviour. When reporting how they perceived their partnership's influence on changes in their students' academic and social behaviour, **49%** of Northern schools and **85%** of Southern schools agreed or strongly agreed that the partnership had had a positive influence.

Student performance, learning and social behaviour interaction. In the North, **42%** of schools agreed or strongly agreed that their school's partnerships have positively influenced student performance, learning, and social behaviour interaction, while **87%** of schools in the South agreed or strongly agreed on the positive impact of the partnership.

Students' achievement and social behaviour. Northern schools (**31%**) and Southern schools (**72%**) agree or strongly agree that the partnership has had a positive impact on student achievement. In particular, they believe that their partnership has addressed the needs of at risk students, and helped all students meet expected standards of performance.

PERCEIVED IMPACT ON WHOLE SCHOOL WORK

We were interested to learn how colleagues in both the UK and the South perceived the impact of their partnerships across their school and its stakeholder groups. Overall, schools in the south reported a more positive impact on students, their learning and behaviour than their northern colleagues.

> **Thoughts on the North:** Schools in the North reported that their partnerships had supported their work to engage stakeholders, bring teachers together and achieve their development goals. In fact, 94% of schools reported that partnerships had a positive impact on school development.
>
> **Thoughts on the South**: Schools in the South reported more positively than schools in the North on the three areas above. It was interesting to note that schools in the South, only reported a lower percentage score on the school development.

School involvement. When reporting how they perceived their partnership's influence on school involvement, **72**% of Northern schools and **89%** Southern schools agreed or strongly agreed that the partnership had had a positive influence on involvement of students, teachers, whole school and community around educational issues and improvement.

Teacher collaboration. In the North, **69%** of schools compared to **85%** of schools in the South agreed or strongly agreed that the partnerships had a positive impact on teacher collaboration and skill development.

S*chool development.* In the North, **94%** of schools agreed or strongly agreed that their partnership had a positive impact on school development, while **86%** of schools in the South agreed or strongly agreed.

HOW SCHOOLS ARE BRINGING PARTNERSHIPS INTO THE CURRICULUM

We were interested in learning more about the nature of curriculum activities that schools in partnerships were undertaking both within their own schools and across the partnership. Findings in this section are reported with means, which provides data on how participants responded to questions based on the strongly disagree (low) to strongly agree scale (high). Therefore, a higher mean indicates a higher level of agreement with a particular question, or set of questions.

> **Thoughts on the Curriculum:** The schools in the North reported a higher degree of curriculum in-class activity related to the partnership. The schools generally reported moderately higher levels of curriculum activities. This was especially prominent for the development and sharing of curriculum and of engaging in special projects. However, there was only a very small difference between the reported practices of the Northern and Southern schools regarding shared curriculum development across the partnerships suggesting that there is a sense of sharing from both parties.

Development and sharing of curriculum resources related to the partner's country or other international issues by individual school or partnerships. Northern schools report a mean of 4.74 in relation to their curriculum development, sharing and receiving. Southern schools report a lesser mean of 3.48. One of the challenges with this grouping of questions is that both local development and sharing of resources are collated. It may well be that schools on both the North and South are actively involved in creating curriculum activities but that they are not equally involved in sharing and developing shared resources. This can be further explored within the qualitative data as well as possibly a more in-depth analysis of the quantitative data.

Engagement in issues-related projects. This grouping of questions indicates a larger difference in means than the other two curriculum related questions in the survey. Schools in the North report a high mean (5.12) indicating that many schools are actively engaged in special project, global issue or partner country work. Schools in the South were less likely (mean=3.66) to engage in this kind of work within their schools. This may be related directly to the curriculum expectations placed on UK schools and/or the interest UK schools demonstrate towards partnership as a tool for curriculum enhancement. It may be that schools in the South do not have the curriculum support and/or incentive to participate in curriculum development this way.

Shared curriculum projects. Both Northern (mean=3.8) and Southern (3.7) schools report medium level means for the development of shared curriculum resources. Given that these means are close to each other, it may indicate that neither schools in the North or South are frequently engaging in shared development. It would be interesting, within future analysis of the data to explore if the development of shared resources is related to the length of time a school has been in a partnership. This may be one of the reasons that schools are not reporting high level means related to shared development of resources.

HOW PARTNERSHIPS ARE PERCEIVED TO BE AFFECTNG COMMUNITIES

We were interested in learning more about the nature of community activities at work within partnerships. Overall, the schools in the South (mean=3.85) reported an almost identical response as the Northern schools (mean=3.84) in relation to the community activity questions. However, as will be demonstrated below, once the data was disaggregated and we looked at the South and the North separately, there were differences between the two with the South reporting higher levels of community engagement.

Community relations. In the North, **62%** of schools, compared to **92%** of schools in the south, agreed or strongly agreed that the partnerships had a positive impact on community involvement and relationships.

Schools' external focus. In the North**, 71%** of schools compared to **82%** of schools in the South agree or strongly agree that their partnership has encouraged their school to work beyond the school to gather resources, knowledge or recognition.

Sharing information and building external profile. Northern schools reported higher engagement in building external profile of their partnership (mean=4.66) than their Southern schools (mean=3.60). While this is in contrast to the first group of questions in which Southern schools reported a higher level of engagement with external groups, it may not be surprising that Northern schools are more actively involved in promoting their partnership. It may be that schools in the UK are required to be very conscious of their external profile and are also encouraged to seek external validation of their work via awards and markers.

EMERGING POLICY QUESTIONS

The data from this report provides some interesting food for thought for those involved in partnership at both policy and school levels. Firstly, while this study had been designed to explore the perceived impact of partnerships on schools, stakeholders and outcomes, it is difficult to make a direct link between partnership and school change or student learning. Secondly, it is also challenging to assume that their may be specific, and direct, impact on student outcomes or other aspects of schools and stakeholders if the partnership has not been developed to specifically address these issues. While we are the first to agree that there are unintended outcomes of all partnerships and that preliminary data from our second year qualitative work is suggesting strongly that whole-school benefit from partnerships is very likely, we suggest that all partnership organizations and departments consider the following questions:

Partnership intentions and expectations:

- Are students at the centre of the partnership work?
- Are partnerships initially designed to influence student outcomes?
- Are schools and partnerships clear about the areas of student outcomes they are hoping to influence?
- Without being explicit about a specific intention, can we reasonably expect to be able to ascertain impact?

Distribution of partnerships across all types of schools:

- Is there a greater number of partnerships currently being developed within relatively affluent, monocultural schools?
- If this is a true representation of the partnership landscape, at least in the UK, what are the implications for policy and practice?

At the end of year 2, based on the case study data, we hope to be able to provide some insight into the relationship between how schools originate their partnerships to affect student outcomes and learning.

FUTURE RESEARCH QUESTIONS

Within the case studies, we will be mindful of how student achievement is being perceived and will collect examples of how students have been engaged and how their learning is being assessed. Based on our early case study experience, the learning from partnerships may not always impact on directly tested subjects in a country but does have an influence on how a student engages within the school. The case studies will ask teachers, leaders and students what they have learned and how they could improve the opportunities for learning within the partnership.

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North South School Partnerships:
Learning from schools in the UK, Africa & Asia

YEAR 1 RESEARCH REPORT

SECTION 1: INTRODUCTION

This report presents the findings from the first year of our research study, funded by the Department for International Development (UK), a quantitative survey on the perceived impact of North South School Partnerships on students, teachers, leaders, whole schools and communities.

The Principal Investigator of this research study is Dr. Karen Edge of the Institute of Education-London. Angela Cook of Cambridge Education and Dr. Nick Maurice of the UK-One World Linking Association lead the Management Group for this project. An Advisory Group of leading policy makers and practitioners has also supported this research:

- Andy Egan & Ruth Najda (DfID Global School Partnerships-Scotland)
- Bob Doe (Independent member)
- Helen Young (Development Education Association-DEA)
- Judith Hemerey, Olga Stanojlovic & Andrea Mason (British Council)
- Leena Vadher & Jenny Garbut (-VSO)
- Marie Niven & Ann Harper (DCFS-UK)
- Mary Dawson & Sue Schirmer (Link Community Development-LCD)
- Diana Dalton, Shirley Addies & Sandy Docherty (Department for International Development – UK)

Within our research, at the suggestion of DfID and our Management and Advisory Committee members, we explore partnerships in both the North-representing the four countries of the UK, as well as partnerships in the South, which for the purposes of our research includes selected countries in Africa and Asia. Our research explores how schools perceive the following aspects of partnership including: demographics, leadership, initiation, implementation and perceived impact of these partnerships on learners, teachers, schools, leaders and their communities.

The second year of this two year study is underway and will include 32 paired case studies of schools involved in North South School Partnerships. The case study design, builds on the first year survey, and includes interviews, focus groups and student activities/feedback. The pairs of schools participating in our second year represent a cross-section of primary and secondary, mixed and single-sex, urban-rural, state funded and private and special needs. Schools participating in these case studies are in all four countries of the United Kingdom, Africa (Ghana, Kenya, Uganda, South Africa, and Tanzania) and Asia (India, Pakistan, Sri Lanka).

SECTION 2: LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

Introduction

As previously discussed with DfID and members of the IAAG, given the complex nature of school-level changes and the high number of school-level policy interventions that occur simultaneously, it is important to recognize that it is impossible to isolate how an international school partnership (ISP) is the sole influence in school or individual level change. However, we believe it is possible to understand how individuals view the impact of ISPs on a range of factors associated with whole school and individual performance.

With that in mind, to construct the overarching model for the research, the Research Group undertook a review of the academic and professional literature to examine previous work related to International School Partnerships. Our conceptual model for this research is based on existing factors that influence successful school reform implementation including: leadership, school effectiveness and improvement, reform implementation and partnership theory. The model supported the design of the survey and analysis and will provide us with three distinct sets of data: INPUTS, IN SCHOOL FACTORS and PERCEIVED IMPACT. The following section summarizes our model and presents a brief look at the literature review that contributed to its development.

As the literature review and conceptual framework development was not funded within the original contract by DfID, it was undertaken by the IOE Research Group, as a necessary piece of work but one that was independently funded by the Research Group. As such, this section of the report represents the work of the IOE external to this contract.

Literature review

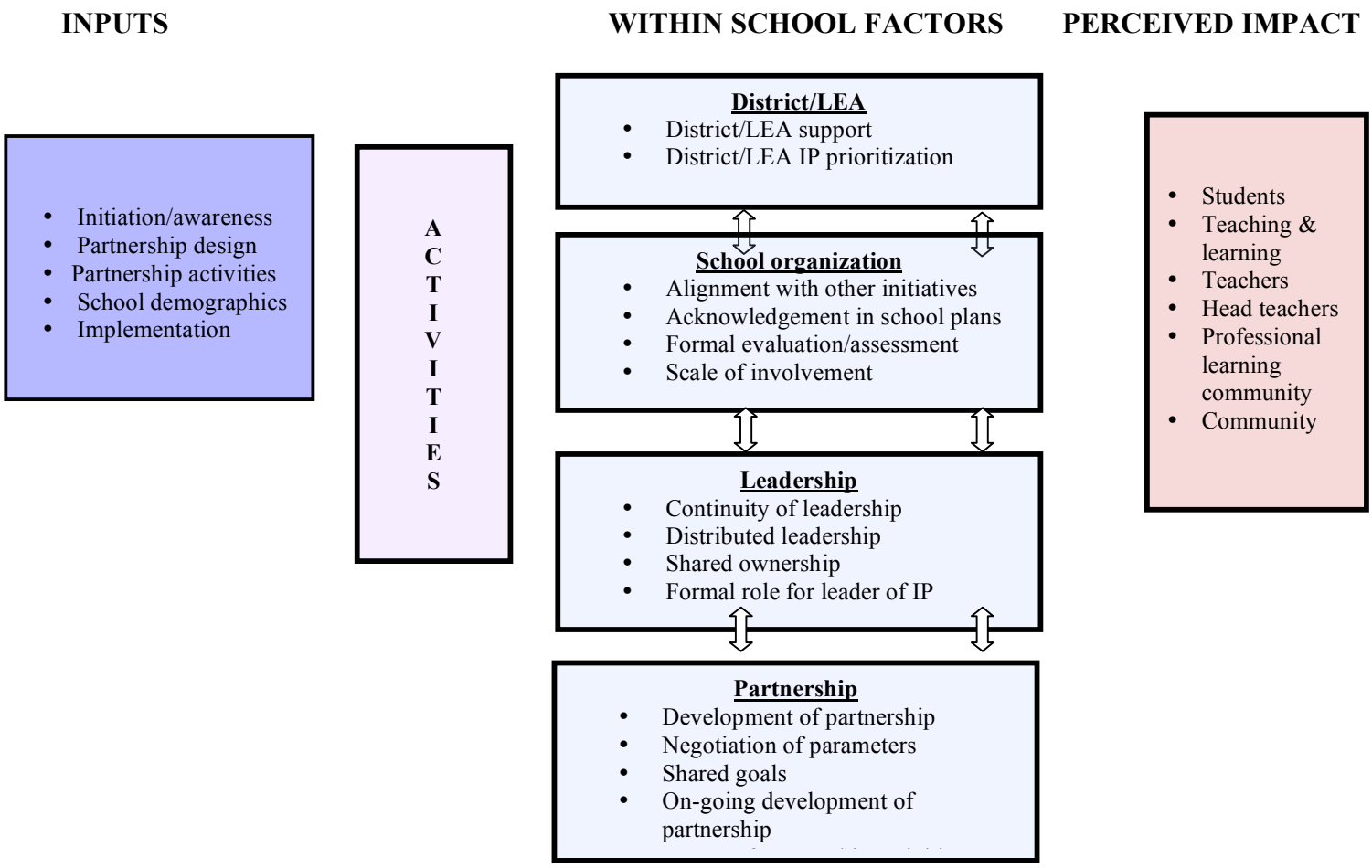
Our team faced two challenges when working towards reviewing the literature and building a model for this research. There is little, if no, research literature on international school partnerships, and it was therefore necessary to look at several wider areas of research and theory to develop the conceptual framework to guide this research.

We reviewed a wide range of literature to support the development of our conceptual framework including: educational change & reform; school improvement & school effectiveness; leadership; school district/local authority reform; north-south partnerships (in general); and partnership/networking. In turn, we set about building a model that would not only allow us to examine the perceived impact of school partnerships but also to examine some additional factors that may be influential.

In this research, it would be easy to simply ask: ‘what is the impact of the international school partnership on various parts of your school and individuals.’ We would, however, generate a simplistic picture of how our survey participants perceive the impact of their partnership activities. This would also not allow us to be able to attribute any co-relational factors to the perceived success/failure of a partnership within a school. It would also not allow us to make any conclusions about the factors between schools that support healthy and productive partnerships.

Based on our reading and synthesis of previous research and findings, we have developed the conceptual framework for the research as presented below.

Figure 1. Our conceptual framework for the NSSP research



Unpacking the components of our conceptual model

Input factors

What we wanted to know. This category of the model is designed to gather three types of information from survey participants. The first is the *basic demographic information* about each partnership school completing the survey. The second is the *implementation information* detailing how the school became aware of and entered the partnership. The third is the *partnership activities* within the school.

Rationale Our rationale for the INPUT category is our knowledge that the initiation (House, 1975) and sustainable implementation of change processes (Fullan, 2003) are often predicated upon building collective support (Hopkins, 1995) and making shared decisions about participation in the initiative (Datnow & Castellano, 2001). Therefore, we are interested in whether schools reporting on specific input factors may express any relationship with the perceived impact of the partnership. We are also interested in whether the school demographic factors influence perceptions of impact of partnership participation.

It may be that trends within the data that suggest that particular partnership development strategies lead to more positively received partnerships. We, therefore, should be able to deduce these trends based on the data. In addition, it may be that certain types of schools have more positive experiences within partnerships. Again, this may become clear through this strand of the data.

In-school factors

What we wanted to know. The in-school category is designed to gather four types of information related to factors that may influence the perceived impact of a partnership. The first is related to the support that schools receive from their *district/LA colleagues* as research shows that initiatives that receive support from district/LA are more likely to succeed (Edge, 2005; Harris, 2002; Resnick & Glennan, 2002). The second is *leadership,* in order to recognize the impact the sustained, supportive and distributed leadership (Frost & Harris, 2003; Leithwood, Jantzi & Steinbach, 1999) play in successful school implementation of reforms. We are particularly interested in who is leading the partnership, the recognition of their role, how it is prioritized within the school and the stability of leadership within the school. These are all factors that have been proven to influence success and stability of reform initiatives. The same may be true of international partnerships. The third is the *organizational characteristics.* It is known that new initiatives are often difficult to embed within schools or organizations but certain factors influence its successful adoption (Fullan, 1999; Fullan, Bertani & Quinn, 2004). This area of inquiry should provide some information related to how schools are working to align the partnership with their other work within the school as well as other related issues. The final category of information we are seeking is related to *partnerships* in general, which summarizes current research and thinking on the characteristics of positive partnerships between southern and northern organizations (Ashman, 2001; Fowler 1998; Johnson & Wilson, 2006). We will be asking several questions, drawn from this literature, to see if the same factors influence success of international school partnerships.

Rationale. Much research literature on school improvement and leadership suggests that changes within the school and implementation of new initiatives are more likely to occur when certain conditions are met. These conditions include prioritization of the initiative, alignment with other initiatives, consistent leadership, deep and wide embedding of the initiative within the school. These findings from previous research have influenced our design of this category of the conceptual framework. We are most interested in understanding how survey participants feel their partnerships have impacted on their school and teaching and learning. However, without being able to make some statements about the factors that have led to that impact, our research would not provide a robust enough picture of the partnership landscape to sufficiently contribute to the policy and practice of partnerships within the UK and beyond.

Perceived Impact

What we wanted to know. The end goal of this research is to assess the perceived impact of international school partnerships on schools, leaders, teachers, students and communities. We specifically want to know what the individuals completing the survey feel has been the impact of their partnership.

Rationale. As previously discussed, assessing impact of any one initiative within this very complicated and congested reform climate is nearly impossible (Anderson, 1991). Based on the model presented above, we have constructed a set of measures that contribute to the success of initiatives in other contexts. As such, we are developing a model that will not only gather feedback on the perceived impact of partnerships but on the factors that influence impact as well.

SECTION 3: RESEARCH METHODS

This section of the report provides an overview of the process we followed to conduct the research. It is divided into the four phases of the work.

There are four key components of our methods that are presented with this paper. First, we describe the research infrastructure we have put into place to guide, build policy consultation pathways and disseminate the research. Second, we discuss how we built the database of school partnerships from which the sample has been drawn. Third, we highlight our strategy for selecting participating countries and partnerships within each country. Fourth, we outline the framework we designed for the analysis of our findings.

Building the database of existing partnerships

The first stage of our work was to build a database of current school partnerships in the UK with schools in Africa and Asia. We obtained permission from government and non-governmental organizations and agencies to share their databases with us. In addition, we used academic, policy and practitioner channels and networks to share an 'all call' invitation for participants not involved in a formal partnership. We received approximately 60 responses from schools not involved in a formal funded partnership of which a significantly smaller number provided the required information to be included within the final database. At the end of this phase, we had over 2500 schools in our database from which to select our sample.

Selecting countries & schools to participate in the survey

To select the sample of countries to participate in the study, we ranked all southern countries listed in our database by the number (density) of partnerships. We also listed the support available from Advisory Group organizations in each country. The overall sample included partnerships from:

- **United Kingdom**: England, Northern Ireland, Scotland, Wales
- **Africa**: South Africa, Uganda, Ghana, Kenya, Tanzania, Malawi, Rwanda, Zambia, The Gambia
- **Asia**: India, Pakistan, Sri Lanka

Within our original proposal, we proposed to sample 500 partnerships in total within our quantitative survey. This sample would have included 500 schools in the North and 500 schools in the South. Based on our desire to achieve a 95% confidence interval within each selected country, we decided, with the support of the Advisory Group, to sample a total of 799 partnerships. Samples have been selected to achieve a 95% confidence interval and the resulting sample from each continent is:

- **United Kingdom**: 858 partnerships
- **Africa**: 631 partnerships
- **Asia:** 113 partnerships

Within Africa, our selection of countries and schools represents 94.2% of all partnerships on the continent. Similarly, within the 3 Asian countries included in our study, 89.5% of all partnerships in the region are found within our sample.

Based on the scale of this research, it is not possible to recruit a completely representative sample of all partnerships within each continent; however, given the large sample size, we are confident that the feedback from schools participating in the survey study will provide generalizable results within countries, continents and partnerships in general.

Developing the survey

The survey was designed to examine the three areas presented above: inputs, within-school factors, and, perceived impact. Designing a single survey instrument for both Northern and Southern participants was challenging as there are different terms and process in place in different countries and continent.

To address these issues and ensure that the survey would be useful in both Northern and Southern contexts, we developed a skeleton structure for the survey and worked closely with the Advisory Group and their Southern colleagues to refine the language of the survey. We also worked closely with the Advisory Group to ensure that the measures across all components of the survey would meet the expectations of both the members of the Advisory Group and the funder.

In the end, two different surveys were developed-one for the North and another for the South. There are a very high number of common questions. However in some cases language was too different to remain consistent for the different populations.

Distributing the survey & collecting the data: Africa & Asia

Two versions of the survey were distributed: a paper version (South) and an online version (North). Distribution of the paper survey in the South was facilitated by the local organizations working with the management group. All measures were taken to ensure ethical procedures, and maintenance of the respondents' privacy and confidentiality.

In each participating Southern country, our Advisory Group members provided contact information for potential facilitators to assist with the distribution and collection of the surveys to schools. Once we had secured a facilitator within each country, and in some cases, region, we organized to deliver packages to each facilitator with all the information they would need to distribute the surveys. Each facilitator, as part of this process, received a package including the following information:

- A letter of welcome including delivery instructions
- 2 copies of the confidentiality agreement and consent form (1 to be returned to IOE)
- School survey packages[1] for each participating school which included:
    - Cover sheet with background information on the research and assurance that the responses provided will remain anonymous and will be reviewed solely by the research team
    - A paper version of the survey
    - An addressed return envelope

The facilitators were asked to deliver the surveys to each school and collect them when completed. In each country, different approaches were used to collect the surveys. In some cases, the administrators collected the surveys and returned them to the Institute of Education-London or our research colleagues at Makerere University in Uganda directly.

[1] Schools that may have been in cluster or multiple partnerships also received an additional short note providing detail on how to respond to the survey

Timeline. Surveys were delivered by courier at the beginning of August 2007. Surveys began to be returned at the beginning of October 2007. By December 2007, most surveys had been returned. In the case where surveys have been returned after that date, we have made every effort to include them in the final counts presented here. The table below outlines the final count for the surveys that were distributed in each country, and the response rate.

Difference between original sample and distribution. As mentioned previously, we had decided to send 799 surveys across the 12 countries in the South. It is clear within the table below that the number of surveys that were intended to be distributed within each country were not distributed. The reason for the discrepancy is potentially threefold. In some cases, there was double counting within the database and schools were listed twice because of slight differences in how their names had been entered within the original database provided by the organization. In other cases, there were physical barriers that facilitators faced when accessing the schools. Conditions of flooding and violence made survey delivery impossible. In some urban areas, facilitators reported receiving surveys for schools that did not have completed address information on them. This is, again, the result of information we received from organizations and the lack of detailed address data that was available from these partners.

Response rate. The sample size selected and sent surveys included 799 schools in the South. The final number of schools that received surveys was 621. 368 surveys were completed and returned, bringing the response rate to 59%.

Table 1.1 South Distribution and Response Rate

Final % response rate of surveys distributed	Country	Total Partnerships	Sample Size at 95% confidence level	Delivered	Returned completed surveys
27%	South Africa	345	183	124	34
87%	Uganda	200	132	94	82
75%	Ghana	190	128	107	80
69%	Kenya	72	61	65	45
45%	Tanzania	39	36	38	17
53%	Zambia	29	28	30	16
65%	Malawi	32	30	31	20
75%	Gambia	30	28	32	24
49%	India	82	68	47	23
74%	Sri-Lanka	26	25	27	20
27%	Pakistan	21	20	26	7
Overall 59%	**Total**			**621**	**368**

Distribution & response anomalies

Rwanda. We included Rwanda in the original country selection as the non-Commonwealth country. Based on our database, five schools were participating in a North-South Partnership. While each school received a copy of the survey, none were returned to the Research Group. There are several potential reasons for this occurrence. One may be that most Rwandan schools operate in French and the survey was sent in English. While the IAAG decided to proceed with sending the surveys in English, this may have

influenced participation in the study. Given the lack of response from all schools in Rwanda, the IAAG collectively decided to remove Rwanda from the sample.

Pakistan. Political changes and uncertainty in Pakistan over the past few months have caused us to believe that the number of surveys returned does not reflect the number of active partnerships in the region, as only 7 schools out of the 26 that received the surveys responded. However, the research advisory group made a collective decision to keep Pakistan in the study.

Distributing the survey & collecting the data: United Kingdom

Assuming that most schools in the UK operate with e-mail systems, and at the advice of our Advisory Group, a decision was made to send the surveys to our Northern participating schools via email. In consultation with our quantitative expert colleagues, there is no expected difference in response rate based on online vs. paper survey delivery.

Survey delivery. The North version of the survey was sent to all participating schools using an online research system at www.surveymonkey.com. This software service allows for online delivery, tracking responses in real time and analysis.

Verifying the contact information. Once we had selected Northern schools to receive the survey, we prepared the list of email addresses for those schools. At this point, we discovered that our primary research database contained a significant number of incomplete email contact information for partnership leaders within schools, or for the schools themselves. In short, of the 1500 partnerships reported within the database, over 600 were missing accurate email contact information. As the information for the database was provided by several organizations as well as individual schools, it is not possible to state where the majority of the inaccuracies were from.

Gathering missing email addresses. Research Group members retrieved missing addresses via school websites or by directly calling the schools themselves. Often, however, this process meant that only general office or administrative email addresses were gathered. It would have been most helpful to have the personal contact email addresses for the partnership coordinator or Headteacher.

Updating inaccurate email addresses. Over 100 email addresses bounced back when the survey was sent. In each case, schools were contacted individually by Research Group members to update the information and resend the survey.

Online survey distribution and response rate.

- September 27th, 2007, all schools in our Northern sample were sent online surveys with a personalized message from the research team.
- October 16th, 2007: Survey resent with reminder message
- October 20th, 2007: Reminder message sent
- October 29th, 2007: IAAG members with schools participating in partnerships were asked to send a standard message to all schools in their programme to ask all schools to check their email and participate in survey if they were invited.
- November 13th, 2007. Reminder message sent.

Paper survey distribution and response rate.

In order to address the low response rate, the Research Group and IAAG decided to proceed with a paper survey to all schools within the Northern sample that had not yet responded to the online invitation. Based on the challenges presented by the inaccurate and missing data, we believed that email delivery of survey

may be causing challenges for responders. Each survey was prepared with a hand signed letter from the Research Group, an information letter and a hard copy of the survey.

- December 10th, 2007. Paper survey mailed.

Table 1.2 North Distribution and Response Rate

Country	Surveys sent & Population size	Sample size for 95% confidence	Actual sample returned
Scotland	50	45	15
Wales	99	79	4
N Ireland	9	9	0
England	700	249	137
UK	858	266	156

Data Inputting & Data Analysis

Data inputting
Once all of the surveys had been received, we began the process of inputting the data. The IOE Research Group as well as the researchers at the Makerere University in Uganda inputted data. The survey instrument was accompanied by a very clearly detailed codebook that outlined each individual item on the survey and how it should be entered within the SPSS database. The data entered from the Ugandan and London teams was then collated in London and the overall analysis was prepared.

Variances in inputting nevertheless occurred, with variations in methods between North and South researchers. Throughout January 2008, these variances and inconsistencies were rectified and the data sets from Northern and Southern teams were cleaned for inconsistencies and basic data analysis began.

Data analysis
Data was analyzed in several ways. First we ran basic statistical analysis including frequencies and descriptive statistics within each country. These findings produced case studies for individual countries based on demographic data pertaining to the survey respondent, the school, the students and staff and the partnership itself. Once each country case study was completed, we developed a continental case study to describe the overall trends in data across the relevant countries.

In terms of the perceived impact of the partnership, we ran an analysis of frequencies on the impact questions, and we further ran correlations to explore relational impact between factors and inputs. This analysis allows us to explore relationships between how partnerships have been initiated and managed, the context within which they operate and the impact on the school, leaders, teachers and students.

Based on the low response rates from Ireland and Wales, we did not have adequate surveys to report on individual case studies for these countries individually. We did however, have enough data to report on England alone, and Scotland alone as well as a UK-wide Northern case. Based on this response rate, the numbers in the North do not warrant individual case studies as they would not produce results of statistical significance.

SECTION 4: OVERALL FINDINGS

In this section of the report, we highlight our findings related to the different elements of partnership that we examined via the survey. First, we present the overall themes that were explored within that particular section. Second, we present the specific questions that were the topic of study. Third, we present the findings in terms of means for each group of questions. Within each table, and discussion section, we present the findings for the whole populations (W) in addition to the Northern (N) population and Southern population (S).

Most of the questions within these sections, asked participants to respond on a 6-point likert scale between strongly agree, agree and disagree, strongly disagree. Low means indicate that participants were responding more towards the strongly disagree end of the scale, high means indicate that participants agreed more with the statements.

Who Completed the Surveys

This section presents the cross case analysis of the three continental case studies presented in Appendix A, B & C. The goal of this analysis is to create an opportunity to explore how issues of the development, initiation and implementation of partnerships are developing differently across Africa, Asia and the United Kingdom. We are aware that in some cases, the number of schools responding to the survey is lower than others and that we need to be aware of the fact that the responders may not be representative of the entire population. However, given that this is the first large-scale study of its kind, we feel it is important to share and learn from these findings where possible, to inform the on-going research and policy debates surrounding international school partnerships. Within this section, there are several issues that we have highlighted as we feel they deserve some additional consideration, and/or that they may be exceptionally relevant to policy makers and practitioners.

Introduction

Africa. This analysis is based on a total of 321 schools responding to the research survey in Africa. These responses are broken down according to the following country returns: South Africa 34 (27.5%), Uganda 81 (86%), Ghana 82 (77%), Kenya 45 (70%), Tanzania 17 (45%), Zambia 18 (60%), Malawi 20 (64.5%), Gambia 24 (75%). Overall the response rate in Africa comes to 62%.

Asia. In Asia, a total of 53 schools that are engaged in North-South school partnerships participated in the North-South School Partnership Survey. These include 26 schools in India, 20 schools in Sri Lanka, and 7 schools in Pakistan[2].

UK. This analysis is based on a total of 156 schools responding to the research survey in the UK. Surveys were sent out in England, Wales, Northern Ireland and Scotland. In Wales, the response rate was too low (4%) to warrant analysis, and from Northern Ireland no surveys were returned (0%). The analysis of the UK presented here therefore includes England with a 20% response rate, and Scotland with a 30% response rate.

[2] In Pakistan, due to the small sample size, greater variations are more likely.

Who are the survey respondents?

This section outlines the demographics of the individuals that replied to our survey. As we asked that the individuals responsible for the partnership complete the survey, this may provide some interesting information related to the individuals leading partnerships across our three continents of interest.

Role in school. Across the African countries, Headteachers took responsibility for completing the survey (70%). In general, the majority of survey respondents in Asia were Headteachers, (46%) and teachers (29%). In the UK, Headteachers (36%) took responsibility for completing the survey followed by deputy or assistant heads (19%), heads of department (11.5%), and teachers (23%). In Scotland however, the majority of respondents were teachers.

Gender. African survey respondents were 64% male. This was true for all countries except for Zambia and South Africa in which female Headteachers were the majority respondents. In Asia 83% of respondents were female and 73% of UK respondents were female.

Age. Within Asia, 43% of respondents were between 40 to 49 years (43%) and 50 to 59 years (32%). In the UK, over half the respondents fell between the ages of 50-59. Consistently, the majority of African respondents were aged between 40 to 60 years.

Teaching experience. Asian and UK respondents both had 82% more than 11 years' teaching experience. Most African teachers had more than 11 years experience. On all three continents, most respondents had been in their role for 1-5 years.

Experience in school. Only a minority of Asian respondents have been teaching in the same school for 11 years (32%), while 38% have been teaching for 1-5 years in the same school.

Role in partnership. The respondents were asked to identify their role in the school partnership. While the majority of respondents were Headteachers, 34% of respondents described their role as coordinators and leaders (33%). In South Africa, Zambia, Tanzania and Uganda, the majority of respondents self-reported as coordinator. Respondents state they are participants in the partnership (13%) and state they are part of a team (12%). Respondents were asked about their specific role in the partnership. This was meant to ascertain a link between their role in the school and their role in the partnership. When asked about their role within the partnership, Asian respondents stated that they were mostly partnership leaders (41%) and coordinators (41%). Very few stated that they were co-leaders (6%), part of a team (6%) and participants (6%). In 40% of the cases, the UK respondents stated that they were the leaders of the partnership. 32% of respondents stated they were coordinators, however, in the case of the Scotland partnerships, the majority were coordinators. Only 15% stated that they were part of a team.

What do they teach?

Respondents were asked to specify their main teaching subject in their school. This was intended to highlight the subject expertise of the respondent as well as possible learning motivations within the partnership. In Africa, while the subjects taught by respondents were very varied, English came up as the most common teaching area. In the North for example, many school partnerships are triggered by a need to increase global or geographical knowledge, and hence often arise from a specific subject need. In both the UK and African cases, primary schools were dominant participants in the partnerships. Hence, general primary education is the main teaching subject for most partnership coordinators. This may suggest that schools in Africa expect to increase their level of English language skills through the link with an English-speaking classroom or school.

Asia. In Asia, survey respondents replied that English is the most commonly taught subject (40%) followed by other Humanities and Social Sciences (20%).

UK. Primary school respondents represented 24% of respondents and they reported generalized teaching subjects. Geography and physical science is taught by 9% of respondents, and science by another 9%.

Africa. In Africa, while the subjects taught by respondents were very varied, English came up as the most common teaching area.

Who leads the partnership?

Africa. Across Africa, 47% of partnerships are led by Headteachers. In Kenya, Gambia and Zambia, committees lead 30% of partnerships. In addition, 62% of African respondents state that partnership coordinators have a formally recognized post as coordinator of the partnership.

Asia. Asian partnerships are most likely to be coordinated by headteachers (32%) and individual teachers (23%). In the vast majority of schools, 83% of schools report that the partnership coordinator role is a formally recognized post. It is interesting to note that in **Sri Lanka** the largest proportion of partnerships are coordinated by committees, followed by individual teachers and Headteachers. Partnership coordinators in the Asian sample have been coordinating the partnership for 3 years on average. Only 6% have been in their role for less than 1 year. Overall, there appears to be a clear continuity in the post of coordinator of the partnership, signifying little change or distribution in the role of coordinator.

UK. Coordination of the partnership involves individual teachers (28%), the Headteacher (20.5%) or deputy/assistant head (15%). Two-thirds of schools report that the coordinator of the partnership has a formally recognized post. When asked about duration in post, 25% reported that the coordinator had served for 2 years, 22% reported 1 year and 16.5% reported 5+ years of service coordinating the partnership. These numbers correspond to the length of the partnerships generally, so it can be assumed that most coordinators of the partnerships have been in their roles since the beginning of the partnerships.

How were the partnerships formed?

Decision to partner. We were interested in learning more about how schools decided to enter into their partnership. In the majority of the cases in Asia, the decision to enter the partnership was made by the Headteacher and teacher together (40%), followed by a decision made solely by the Headteacher (22%). Choices of the whole school together, or students for example were among the less popular choices, in vast contrast to the African cases where**,** in 40% of the cases, the decision to enter the partnership was made by the whole school together, only 11% stated that the decision was made solely by the Headteacher. Furthermore, in 16% of the cases, schools stated that the decision to enter the partnership was made by students (mostly in Uganda 54%). One exception to the above is South Africa where the majority of schools made the decision to partner based on individual teacher interest. In 25% of UK cases, the whole school decided to join the partnership as a group. Headteachers and teacher decided 22% of the time and in 19% of the cases, the decision was made by a group of individuals and the Headteacher. Only in 16% of the cases, the decision was made by the Headteacher alone.

Leadership and Organization

Schools in the North and South generally reported highly on the leadership and organization questions within the survey. For the most part, questions within this section of the survey were adapted from Leithwood & Aitken (2001). For the purposes of analysis, the leadership and organizations data was grouped around 4 key themes including:

1. Working together across the school/collective integration of partnership within school
2. School is working to make partnership part of school planning and goal setting
3. Openness to external resources
4. School structural support for student learning

Overall findings. The reported overall school leadership and organization findings were slightly higher in the Southern schools than in the Northern schools. The Northern schools reported a higher level of organization as compared to the schools in the South. The Northern schools were more open to external resources and reported higher levels of school structural support for learning.

1. Working together across school/collective integration of partnership within school

The findings. Southern schools (mean=5.21) reported more highly than Northern schools (mean=4.71) that the partnership was a whole school effort. This may be in part due to the sheer number of initiatives that are on-going with schools in the UK context at the moment and that, based on current accountability systems, international initiatives are not highly prioritized by inspection/accountability processes.

The questions. This collection of questions inquired about how well the school works together as a whole and how the partnership is managed within the school. These questions also addressed issues of the value that the leadership of the school places on the partnership and ensuring whole school involvement in the partnership. Questions within this section of the survey included:

- Our school leaders think our partnership is important
- We are all involved in developing our school goals
- We developed the goals for our partnership as a whole school
- Our international partnership work is part of our school plan
- We are all encouraged to work towards the same goals in our partnership
- We are all consulted on big decisions that affect the school partnership
- We regularly evaluate our progress towards achieving our partnership goals

2. School is working to make partnership part of school planning and goal setting

The findings. Again, Southern schools (mean=4.89) reported more highly than Northern schools (mean=4.35) that the partnership was being integrated within the planning of the school and was working to explicitly include different groups within the school to meet partnership goals. While the reasons for this are not clear from this data, it may be that Southern schools are more likely to be able to harness the potential of the partnership to achieve whole school gains than UK schools are.

The questions. This set of questions within the leadership and organization component of the survey explored the level of integration of the partnership within in-school planning. The questions related to whole school commitment also fall within this group of questions. Specifically, these questions included:

- ❇ We have a plan for our partnership that lasts beyond this year
- ❇ We have a 5 year plan for our partnership
- ❇ Leadership of our partnership is provided by more than one person
- ❇ Teachers and staff are motivated to achieving our partnership goals
- ❇ We build on the diversity of students and teachers to reach our partnership goals

3. Openness to external resources

The findings. From our survey findings, both schools in the North and South are open to external resources. Based on this data, schools in the North (mean=5.28) are more open to external resources, which perhaps may indicate simply more experience or availability with external resources than their Southern counterparts (mean=4.94).
The questions. Within the survey, we asked questions about how open schools were to external support and resources. We felt this was important as often, as noted in the organizational learning literature, organizations only seek to look outward for support and ideas for innovation once they are confident in their internal workings. Schools were asked to comment on their perception of how the school positioned itself in relation to external support for teaching and learning via questions including:

- ❇ Our staff is open to assistance from experts external to the school when we think it is necessary
- ❇ Our staff is open to new ideas and teaching methods from external sources
- ❇ Our staff uses external expertise for support in solving problems
- ❇ Our school brings in external expertise for staff development

4. School structural support for learning

The findings. Based on our data, we observed that schools in the North (mean= 5.21) and South (mean=4.81) both report high levels of focus on student learning within their schools. This indicates that survey participants believe that they agree or strongly agree that their schools are working in this way. The differences between reported focus on student learning in the North and South may be related to consistent external accountability pressures that schools in the North are under to account for whole school and staff efforts in improving student learning. That said, even without the consistent, cross-country pressure within many countries within the South, schools in the South report a high level of agreement with their own efforts in this area.

The questions. There is widespread agreement within the academic community that building opportunities for teacher leadership and collaboration can serve as a significant factor in influencing teacher efficacy and instructional skill. As such, students may be in classrooms with greater opportunities for learning. We were interested in the degree to which schools self reported on their own organization for teacher support and collaboration. While we are not comparing partnership schools to schools currently not involved in an international partnership, we believe that it is important to note how schools themselves see the role of learning as well as the importance of deliberately structuring the schools to support student achievement. Questions within this section of the survey included:

- ❇ The structures of our school support teacher collaboration to maximize student learning
- ❇ The structures of our school support teacher initiative to max. student learning opportunity
- ❇ The structures of our school support teacher leadership to max. student learning opportunities
- ❇ The structures of our school support teacher risk taking to max. student learning opportunities

Evaluation Activities

While many partnership programmes encourage, and even require, schools to actively evaluate their participation in the partnership, we were interested in the extent to which schools felt they are engaged in discussions, evaluations and continuous improvement processes within their work. Within the data, we found that schools in the North and South generally reported highly on the evaluation questions.

For the purposes of analysis, the evaluation questions were grouped around two themes including:

1. Evaluation of collective purpose within the partnership
2. Evaluation in our school

Overall findings. The schools generally reported moderately high level of evaluation activities. The Northern schools reported less evaluation activity than Southern schools.

1. Evaluation of collective purpose within school and across partner schools

The findings. Schools in the North reported a mean response of 4.02 on this set of questions. Indicating that most schools strongly agree or agree that their school is engaged in these steps to improving the partnership. In the South, the mean reported on these questions was 4.74.

It is positive that schools in both the North and South are reporting so highly on evaluation. One possible explanation for the higher report mean in the South is that Southern schools are not as involved in externally mandated evaluation processes. In the North, it could be the perception of rather stringent evaluation processes for most aspects of education delivery that may actually be skewing perception of the level of evaluation within schools in relation to the partnership.

The questions. Questions within this grouping relate to how schools work within the school to discuss and evaluate the process and practice of the partnership both within and across schools. The questions included:

- We openly discuss our partnership and how to improve it
- Within our school we openly discuss our partnership and how to improve it with our partner school
- We have a formal way of evaluating our partnership within our school
- We have a formal way of evaluating our partnership with our partner school

2. Evaluation in our school

The findings. Schools in the North report a mean response of 4.89 overall when reflecting on their overall relationship with their partner school and their ability to articulate improvements in collaboration. In the South, the reported mean is 5.31. This may indicate that schools in the South feel a greater sense of influence over their partnership than their Northern colleagues do. However, there may be other reasons for these findings that will be more fully explored within the second year of the study.

The questions. While we named this grouping of questions Evaluation in our School, it appears that this set of questions relates to notions of equality between schools, and how open and honest communication and a commitment to future partnership work can contribute to ongoing partnership improvements. Questions within this grouping include:

- ❇ We understand how to make our partnership better
- ❇ We have developed an equal relationship with our partner school
- ❇ We believe our partnership will continue in the future
- ❇ We trust our partner school.
- ❇ We develop our partnership WITH our partner school
- ❇ We have open and honest communication with our partner school

Fundraising Activities

Fundraising is an important and often controversial issue within school partnerships. Based on our preliminary work, it is clear that organizations sponsoring partnerships have different attitudes towards the place of fundraising within partnerships. While this work does not attempt to place judgment on the role of fundraising within partnership, we did want to explore the instances of fundraising and sharing within the schools participating in our survey.

Overall findings. The schools generally reported low fundraising activities. The Northern schools reported a higher level of deliberately raising funds and giving them to their partner schools, whereas the Southern schools reported receiving funds and resources from their partner schools.

For the purposes of analysis, questions related to fundraising were grouped around three themes:

- ❇ Receiving funds/resources from partner school
- ❇ Deliberating raising of funds to support partnership and partner school
- ❇ Giving related supplies and infrastructure support to partner school

1. Recipient of funds/resources from partner school

The findings. It is not surprising that schools in the North report very low means (1.38) indicating that they rarely receive funds or supplies from their Southern colleagues. While the Southern schools report a mean of 3.76 indicating that they receive support more often than their Northern colleagues. These findings are not surprising in that much of the anticipated transfer of financial resources would flow from North to South.

The questions. Questions within this grouping relate directly to several different patterns of receiving money from partner schools in general or in support of improving facilities. Questions also relate to receiving educational supplies from partner school. More specifically, the questions include:

- ❇ Received money from our partner school
- ❇ Received money from our partner school to improve our facilities
- ❇ Received educational supplies from our partner school

2. Deliberate raising of funds to support partnership and partners school

The findings. Northern schools report a moderately high mean (4.00) when discussing their fundraising for their partner school or the partnership. Southern schools report a slightly lower mean (3.67) indicating that they too have been involved in some fundraising for their partner schools or the partnership. Based

on the low reporting of Northern schools in relation to receiving support from their Southern colleagues, this may indicate that Southern schools are involved in raising money for the partnership rather than for their partner schools.

The questions. Questions within this grouping relate to the active raising of funds for partners schools or the partnership as a whole. Specific questions include:

- Raised funds for our partner school
- Raised funds for our partnership

3. Giving related to supplies and infrastructure

The findings. Again, Northern schools report a mean response of 4.22 when discussing giving money and/or educational supplies to their partner school. Southern schools report a less frequent incidence of giving money and supplies (mean=2.38). These findings are consistent with the other findings above.

The questions. This grouping of questions explores incidents of providing money to be used towards facilities or educational supplies. Specific questions include:

- Given money to improve our partner school's facilities
- Given educational supplies to our partner school

Curriculum Activities

We were interested in learning more about the nature of curriculum activities that schools in partnerships were undertaking both within their own schools and across the partnership. As such, for the purposes of analysis, questions related to curriculum were grouped around three themes:

- Development and sharing of curriculum resources related to the partner country or other international issues by an individual school or partnership
- Engagement in issues-based or special topic related projects
- Shared curriculum development across the partnership

Overall findings. The schools in the North reported a higher degree of curriculum in-class activity related to the partnership. The schools generally reported moderately higher levels of curriculum activities. This was especially prominent for the development and sharing of curriculum and of engaging in special projects. However, there was only a very small difference between the reported practices of the Northern and Southern schools regarding shared curriculum development across the partnerships suggesting that there is a sense of sharing from both parties.

1. Development and sharing of curriculum resources related to the partner's country or other international issues by individual school or partnerships

The findings. Northern schools report a mean of 4.74 in relation to their curriculum development, sharing and receiving. Southern schools report a lesser mean of 3.48. One of the challenges with this grouping of questions is that both local development and sharing of resources are collated. It may well be that schools in both the North and South are actively involved in creating curriculum activities but

that they are not equally involved in sharing and developing shared resources. This can be further explored within the qualitative data as well as possibility more in-depth analysis of the quantitative data.

The questions. Questions within this grouping relate to several different aspects of curriculum development within and across schools as well as sharing and receiving curriculum with and from partner schools. Specifically, questions within this grouping include:

- ❇ Shared curriculum resources to our partner school
- ❇ Given curriculum support to our partner school
- ❇ Received curriculum resources from our partner school
- ❇ Developed our own curriculum resources about the country of our partner school
- ❇ Shared our curriculum resources with our partner school
- ❇ Developed shared curriculum with our partner school

2. Engagement in issues related projects

The findings. This grouping of questions indicates a larger difference in means than the other two curriculum related questions in the survey. Schools in the North report a high mean (5.12) indicating that many schools are actively engaged in special project, global issue or partner country work. Schools in the South were less likely (mean=3.66) to engage in this kind of work within their schools. This may be related directly to the curriculum expectations placed on UK schools and/or the interest UK schools demonstrate towards partnership as a tool for curriculum enhancement. It may be that schools in the South do not have the curriculum support and/or incentive to participate in curriculum development this way.

The questions. Questions within this grouping explore if schools are specifically working on curricular projects related to special topics, global issues, social justice and partner country. Specific questions include:

- ❇ Special project or topic work about our partner school's country
- ❇ Engaged in activities to address global issues
- ❇ Engaged in activities to address issues of social justice

3. Shared curriculum projects

The findings. Both Northern (mean=3.8) and Southern (3.7) schools report medium level means for the development of shared curriculum resources. Given that these means are close to each other, it may indicate that neither schools in the North or South are frequently engaging in shared development. It would be interesting, within future analysis of the data to explore if the development of shared resources is related to the length of time a school has been in a partnership. This may be one of the reasons that schools are not reporting high level means related to shared development of resources.

The questions. Questions within this grouping relate directly to the nature of special projects developed across both schools in the partnership. These questions are designed to explore the extent to which schools report collaborative curriculum efforts. Specific questions include:

- ❇ Worked with our partner school to develop in-class activities
- ❇ Language projects

- ❇ Collaborative projects

Community Activities

We were interested in learning more about the nature of community activities at work within partnerships. As such, for the purposes of analysis, questions related to community were grouped around two themes:

1. Engaging external individuals/groups with the core/work of their partnership
2. Sharing information/generating external profile for the partnership by engaging external individuals/groups

Overall findings. Overall, the schools in the South (mean=3.85) reported an almost identical response as the Northern schools (mean=3.84) in relation to the community activity questions. However, as will be demonstrated below, once the data was disaggregated and we looked at the South and the North separately, there were differences between the two with the South reporting higher levels of community engagement.

1. Engaging external groups

The findings. Southern schools report a mean response of 4.07 when discussing their engagement with external individuals and groups within their partnership. Northern schools report a less frequent incidence of community activity (mean=2.90). These findings may be explained in that schools in the North are, again, dealing with multiple initiatives, that negate the partnership being placed front and centre and being used to engage with external groups.

The questions. This grouping of questions explores incidents of providing money to be used towards facilities or educational supplies. Specific questions include:

- ❇ Gaining funding for our partnership through local individuals/business
- ❇ Inviting individuals/groups from the community to sit in meetings about our partnership activities
- ❇ Eliciting community wide participation in issues relating to our partner school

2. Sharing information and building external profile

The findings. Northern schools reported higher engagement in building external profile of their partnership (mean=4.66) than their Southern schools (mean=3.60). While this is in contrast to the first group of questions in which Southern schools reported a higher level of engagement with external groups, it may not be surprising that Northern schools are more actively involved in promoting their partnership. This may mean that schools in the UK are required to be very conscious of their external profile and are also encouraged to seek external validation of their work via awards and markers.

The questions. This grouping of questions brings together external publicizing of the partnership.

- ❇ Media coverage of our partnership
- ❇ Inviting external individuals/groups to attend events at school related to our partnership

Visits and Exchanges

This category of questions explored the activities that were being undertaken as part of the partnership. Survey respondents were asked to indicate what activities they were involved in. As in the previous sections, when we examined the data, it was clear that there were several different themes emerging including:

1. Collaborative professional development between partnership schools
2. Face-to-face reciprocal leadership visits
3. Face-to-face teacher and student visits
4. Shared work to develop helpful medium of communication to support partnership work

Overall findings. Generally, the schools reported that the most activity was the shared work to develop helpful medium of communication to support the partnership work and the least activity was with collaborative professional development between partner schools.

1. Collaborative professional development

The findings. Northern schools report higher mean (2.68) activity on shared professional development activities compared to Southern schools (mean=2.84).

The questions. This grouping of questions explores collaboration between teachers and leaders.

- We deliver professional development for our partner school's teachers
- We deliver professional development for our partner school's leaders
- Our partner school has delivered professional development to our teachers
- Our partner school has delivered professional development to our leaders

2. Face to face leadership

The findings. Survey respondents in the North reported higher means (3.73) than their Southern colleagues (mean=2.74). This may be reflective of the fact that Northern schools may have more access to the resources to support visits of Headteachers to the Southern schools.

The questions. This grouping of questions related to the work between leaders via exchange or visit.

3. Face to face teacher/student

The findings. Respondents in the North reported a mean of 3.77, while Southern schools reported a mean of 3.10. Again, any difference may be accounted for by differences in resource access between the North and South. It is interesting to note that respondents indicated a greater means on teaching/student exchange versus leadership exchange. This may be because teachers are more actively involved in the trips component of the partnerships and take responsibility for leading student groups when visits occur.

The questions. This grouping of questions relates to visits and exchanges of teachers and students. We were interested, again, in both reciprocal and one-way visits.

Impact: Student participation and engagement

The schools reported a moderately high level of student participation and engagement as a perceived impact of the partnership activities.

The Southern schools reported a greater perceived student participation and engagement. The difference in perception was with respect to student behaviour. Both the Northern and Southern schools reported the same high level of impact with respect to student development of content knowledge through partnership links.

SECTION 5: PERCEIVED IMPACT OF PARTNERSHIP

This section of the report presents the analysis of how the survey respondents perceive the impact of the partnership within their schools. As previously mentioned we analyzed all the impact questions and discovered that groups of questions within each section were being answered similarly by participants. As such, we have grouped these questions together, under specific headings as seen below, to simplify the overall presentation of the data and provide a clear presentation of perceived impact of partnerships.

It is important to note that within this section of the report, we are presenting frequencies for each group of questions. The percentages we are reporting represent the number of survey respondents indicating they agree or strongly agree with the questions. Within each section below, we provide the overall explanation of the questions included in the grouping as well as the overall findings within each section. It is important to note, that with all data collection, there are many different possible reasons why particular respondents may provide answers to specific questions. As such, the discussion of the implications of these findings will be left for the conclusion of the report.

Perceived impact of partnership on students participation and engagement in schools

We measured the impact of student participation and engagement within the partnership using 20 questions related to student academic and social activities within schools. We asked survey participants to indicate if they felt their schools' participation in the partnership had influenced these items related to students.

We named this set of questions: student participation and engagement. When we ran the tests for reliability, it was clear that individuals participating in the survey answered the 20 questions in two particular groups. The first grouping of questions relates mostly to **positive changes in student academic and social behaviours** in schools. The second grouping relates to **student development of content knowledge related to their partner school's country and context.**

Overall findings for student participation and engagement
When asked about the impact of their school's partnership on their **students' participation and engagement**, **66.7%** of Northern schools and **88.6%** of Southern schools agreed or strongly agreed that the partnership had had a positive influence.

Perceived impact on positive change in student academic & social behaviour (Group 1)

Overall findings on changes in students' academic and social behaviour
When reporting how they perceived their partnership's influence on changes in their students' academic and social behaviour, **49%** of Northern schools and **85%** of Southern schools agreed or strongly agreed that the partnership had had a positive influence.

Questions included in this section
As mentioned above, survey respondents answered the student participation and engagement questions in two groups. The first group created a set of questions linked to changes in academic and social behaviour. The questions within this section included the following, stating 'Since we began our partnership, our students have:

- Participated more in school activities

- Improved student attendance
- Increased expectations of their own work
- More compelled to give their opinions during class discussions
- Become more confident in their success at school
- Improved student academic achievement
- Improved student pride in our school
- Taken a more active role in school events
- Become more talkative or social at school
- Improved their motivation to learn
- Done extra work to find out more information about topics that interest them
- Discussed their schoolwork more frequently at home
- Learned a new language
- Increased their participation in extra curricular partnership activities

Perceived impact on students' development of content and context knowledge

Overall findings on students' development of content and context knowledge
When reporting how they perceived their partnership's influence on **students' development of content and context knowledge**, **91%** of Northern schools and **85%** of Southern schools agreed or strongly agreed that the partnership had had a positive influence.

Questions included in this section
The second group of questions created a set of questions linked to student development of content and context knowledge through the partnership. The questions within this section included the following, stating 'Since we began our partnership, our students have:

- Learned about our partner school's country
- Developed an understanding of their role in the world
- Learned about specific issues (environmental pollution and protection, equal rights and gender, access to information, hunger, drought, famine etc.)
- Learned about their own country
- Developed friendships with students in our partner school
- Learned with and from students in our partner school

Perceived impact of partnership on student performance, learning, and social behaviour interaction

Overall findings on student performance, learning & social behaviour interaction
In the North, **42%** of schools agreed or strongly agreed that their school's partnerships have positively influenced student performance, learning, and social behaviour interaction, while **87%** of schools in the South agreed or strongly agreed about the positive impact of the partnership.

Questions included in this section
We asked a series of questions assessing the impact of the influence of the partnership on student performance, learning, and social behaviour interaction within the school. We asked schools how their level of involvement with their partner school has:

- Ensured that more students are performing at expected levels;
- Reduced the gap between low achievers and high achievers;
- Improved student treatment of each other;

- Improved student socio-emotional development;
- Focused our school on student learning;
- Developed negotiation and conflict resolution skills;
- Improved gender relations in our school;
- Encouraged students to be more open-minded; and
- Improved facilities in our school.

Perceived partnership impact on school involvement

Overall findings on school involvement

When reporting how they perceived their partnership's influence on school involvement, **72**% of Northern schools and **89%** Southern schools agreed or strongly agreed that the partnership had a positive influence on involvement of students, teachers, whole school and community.

Questions included in this section

We asked a series of questions assessing the impact of the partnership on a measure we called school involvement. We asked schools how their level of involvement with their partner school has affected:

- Partnership influence on student performance
- Learning and social behaviour interaction within the school
- Within school and whole-school development, community-related benefits
- Externally focused school development related to the partnership
- Partnership influence on teacher collaboration
- Partnership's influence in facilitating the achievement of specific or entire student population(s)

Perceived impact of partnership on school development

Overall findings on school development

In the North, **94%** of schools agreed or strongly agreed that their partnership had a positive impact on school development, while **86%** of schools in the South agreed or strongly agreed.

Questions included in this section

Questions assessing the impact of the partnership on influencing within- and whole-school development asked survey participants to provide feedback on how their partnership has:

- Increased our school's focus on global issues
- Made our school more engaged in global issues
- Encouraged us to set clear goals for our international partnership
- Fostered a more positive attitude among staff regarding global issues
- Encouraged cross curriculum learning
- Benefited the ethos of our school
- Generated discussions in the school
- Provided opportunities for international travel
- Helped us to think about how we want our school to develop

Perceived impact of partnership on community innovation and relationships

Overall findings on community impact

In the North, **62%** of schools, compared to **92%** of schools in the South, agreed or strongly agreed that the partnerships had a positive impact on community involvement and relationships.

Questions included in this section
Six questions assessed the benefits of the partnerships on the community, and asked how involvement with their partner schools has:

- Encouraged greater community involvement
- Increased our school's status in the community
- Provided something the school and community can unite around
- Increased community perception of the value of education
- Improved relationships between our school and our community
- Improved leadership and management in our school

Perceived impact of partnership on externally focused school development

Overall findings on community impact
In the North**, 71%** of schools compared to **82%** of schools in the South agree or strongly agree that their partnership has encouraged their school to work beyond the school to gather resources.

Questions included in this section
Five questions assessed how the partnerships were related to externally focused school development, which consisted of questions asking how involvement in the school partnerships has:

- Inspired us to seek additional funding to support our school
- Encouraged us to allocate funding to support our international work
- Made us seek recognition for our work through
- Inspired us to make other international school partners
- Developed our awareness of other external sources of support.

Perceived impact of partnership on teacher collaboration

Overall findings on teacher collaboration
In the North, **69%** of schools compared to **85%** of schools in the South agreed or strongly agreed that the partnerships had a positive impact on teacher collaboration.

Questions included in this section
Five questions assessed how the partnerships influenced teacher collaboration, and asked how involvement with partner schools has:

- Provided teachers with a wider range of teaching strategies
- Raised expertise of teachers in the school
- Brought teachers together to work as a team
- Given us resources to support student learning
- Encouraged learning across different age groups

Perceived impact of partnership on facilitating student achievement

Overall impact on achievement of particular groups of students
Northern schools (**31%**) and Southern schools (**72%**) agree or strongly agree that the partnership has had a positive impact on student achievement.

Questions included in this section
Two questions assessed the partnership's influence in facilitating the achievement of specific or entire student population(s). We asked how involvement with partner schools has:

- Addressed the needs of at risk students; and
- Helped all students meet expected standards of performance.

SECTION 6: RELATIONAL IMPACT BETWEEN FACTORS

Once we had completed data analysis on the previous section, we ran statistical analyses of the items that were identified as potential points of interest within the analysis. Specifically, based on the earlier analysis, we wanted to explore the relationship between school internet access, community internet access, length of partnership, first partnership and issues of student engagement and involvement, leadership and organization. The following findings report the relationships between these factors and the perceived impact of partnerships on different groups. In each section, we summarize the findings, present the statistical details and offer a preliminary set of thoughts that may explain each scenario. These issues will be explored in more detail within the second year of the research.

School Internet Access

We examined if there was a relationship between having internet access in the *South* and the perceived impact on student participation and engagement, and involvement. The table below shows the results for the impact scales and the subscales for each group (with and without internet access). These results indicated a small difference between the two groups for some of the subscales. To test if the difference was noteworthy, we ran independent-sample t-tests. The test was significant for 5 of the impact subscales.

Schools with internet access reported higher levels of student development of content knowledge than schools without internet access.

- The test was significant $t(350) = 2.59$, $p=.010$ indicating that schools reporting that they had internet access also reported *higher* levels of student development of content knowledge through partnership links (M=5.15, SD=.08) than the schools without internet access (M=4.90, SD=.86).

- The test was significant $t(350)=3.106$, $p=.002$ indicating that schools reporting that they had internet access also reported *higher* levels of within school and whole school development (M=5.04, SD=.74) than the schools without internet access (M=4.76, .80).

In relation to schools without internet access, schools with internet access report lower levels of partnership influence on 1) student performance, learning and social interaction, 2) community related benefits, and 3) externally focused school development.

- The test was significant $t(347)=2.45$, $p=.015$ indicating that schools reporting that they had internet access also reported *lower* levels of partnership influence on student performance, learning and social interaction within the school (M=4.55, SD=.91) than the schools without internet access (M=4.77, .76).

- The test was significant $t(350)=3.627$, $p<.01$ indicating that schools reporting that they had internet access also reported *lower* levels of community related benefits of partnership (M=4.81, SD=.86) than the schools without internet access (M=5.12, .70).

- The test was significant $t(342)=1.788$, $p=.075$ indicating that schools reporting that they had internet access also reported *lower* levels of externally focused school development related to the partnership (M=4.54, SD=1.03) than the schools without internet access (M=4.74, .95).

Community Internet Access

We examined if there was a relationship between the community having internet access in the *South* and the perceived impact on student participation and engagement, and involvement. The table below shows the results for the impact scales and the subscales for each group (with and without community internet access). These results indicated a small difference between the two groups for some of the subscales. To test if the difference was noteworthy, we ran independent-sample t-tests. The test was significant for 5 of the impact scales.

Compared to communities without internet access, schools with internet access within the community reported higher levels of student participation, student development of content knowledge, and within school development.

- The test was significant $t(350) = 2.14$, $p=.033$ indicating that schools reporting working in a community that had internet access also reported *higher* levels of student participation and engagement (M=4.88, SD=.72) than the schools whose communities did not have internet access (M=4.71, SD=.78).

- The test was significant $t(348) = 4.026$, $p<.01$ indicating that schools reporting working in a community that had internet access also reported *higher* levels of student development of content knowledge through partnership links (M=5.19, SD=.73) than the schools whose communities did not have internet access (M=4.82, SD=.90).

- The test was significant $t(348) = 4.720$, $p<.01$ indicating that schools reporting working in a community that had internet access also reported *higher* levels of within school and whole school development (M=5.06, SD=.68) than the schools whose communities did not have internet access (M=4.68, SD=.83).

Compared to communities without internet access, schools with internet access within the community reported lower levels of partnership influence on student performance, learning and social behaviour and community related benefits of partnership.

- The test was significant $t(345) = 1.732$, $p=.08$ indicating that schools reporting working in a community that had internet access also reported *lower* levels of partnership influence on student performance, learning and social behaviour interaction within the school (M=4.61, SD=.77) than the schools whose communities did not have internet access (M=4.77, SD=.85).

- The test was significant $t(348) = 1.73$, $p=.08$ indicating that schools reporting working in a community that had internet access also reported *lower* levels of community related benefits of partnership (M=4.94, SD=.80) than the schools whose communities did not have internet access (M=5.09, SD=.73).

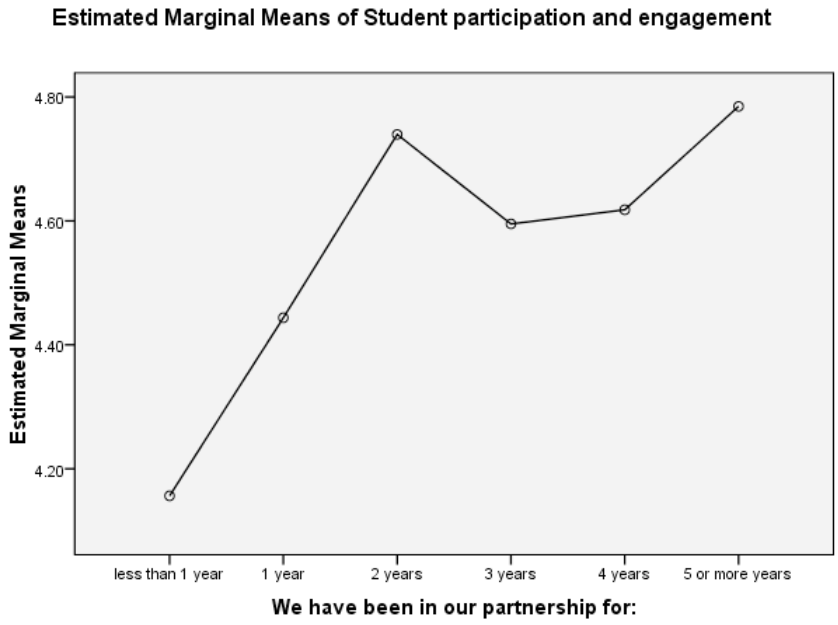
Length of Partnership

We examined if there was a relationship between the reported length of partnership and perceived impact on student participation and engagement, and involvement. Length of partnership was reported on a scale in years starting with less than a year and ending with five or more years. Out of the 499 responses, 27% of the schools have been in partnerships for over 5 years and only 4% of the schools reported being in partnerships for less than a year.

We conducted a bivariate linear regression to evaluate the relationship between the different ***lengths of partnerships*** and ***Student Participation & Engagement*** and ***Involvement.*** There was no significant relationship with the involvement factor, but there was a relationship with the student participation & engagement factor.

The graph below shows that there is a general increase in the reported student participation & engagement as the number of years in partnership increases. However, *it is interesting to note that there is a dip in the reported impact after 2 years until the 5 years or more of partnership.*

Although there is a significant predictive relationship, it is not very strong. The correlation between the time in partnership and the student participation and engagement was .12. Approximately 1.4% of the variance of the impact factor was accounted for by its linear relationship with the time in partnership.



First Partnership

We examined if there was a relationship between the schools being in their ***first partnership*** and their perceived impact on ***Student Participation and Engagement*** and ***Involvement.*** The table below shows the results for the impact scales for each group. These results indicated a small difference between the two groups for both scales. To test if the difference was noteworthy, we ran independent-sample t-tests. The test was significant for both the impact scales with a 90% confidence interval.

Compared to schools reporting they had previously participated in a partnership, schools in their first partnership reported higher levels of student participation and engagement and involvement.

- The test was significant $t(476) = 1.86$, $p=.06$ indicating that schools reporting that this was their first partnership also reported *higher* levels of student participation and engagement (M=4.67, SD=.83) than the schools who were not in their first partnership (M=4.49, SD=.79).

- The test was significant $t(474) = 1.66$, $p=.10$ indicating that schools reporting that this was their first partnership also reported higher levels of involvement (M=4.71, SD=.80) than the schools who were not in their first partnership (M=4.56, SD=.71).

Although the difference is not very large, it is noteworthy that there is a small difference and that those schools in their first partnership perceive a slightly higher impact of the partnership.

Communication and Perceived Impact

We intended to test for a relationship between the type of communication most frequently used with the partner school and impact. The participants did not select one communication strategy, but rather selected several of them. We interpreted these responses as those communication strategies (via post, phone, email, or other) that they use regularly or most often. We calculated the number of strategies that the participants reported and examined if the participants who reported the use of more strategies also reported a higher impact of the partnership.

Out of the 482 participants who responded to the questions, 67% reported using one strategy, 23% reported using 2 strategies, 9% reported using 3 strategies, and only 1% reported using 4 strategies. Given this distribution, we examined if using one strategy or more than one strategy was related to a greater perceived impact.

When compared to schools where only one method of communication was used, schools reporting using more than one method of communication with their partner school reported higher levels of involvement within the partnership. This was not the case with the relationship between student participation and engagement, which resulted in an unclear relationship with the number of methods of communication used.

- The test was significant $t(469) = 3.224$, $p<.01$ indicating that schools reporting that they used more than one strategy also reported *higher* levels of involvement (M=4.84, SD=.67) than the schools who were using only one communication strategy (M=4.61, SD=.82).

Relationships between Activities and Perceived Impact

We examined the relationships between activities and impact by looking at the correlations. The correlations that are noteworthy are those highlighted in the table below. The most significant correlation is between student participation and engagement and involvement (.76). This is not surprising given that these are the two impact factors and there is a theoretical expectation that when students are more engaged they are more involved.

The other three noteworthy correlations prove interesting to focus our examination of the factors that make a difference. School leadership is correlated with the two impact factors, student participation and engagement and involvement. The curriculum in-class activity is correlated to visits and exchanges suggesting a focused content to the visits.

		Student participation and engagement	Involvement	Fundraising	Curriculum in-class	Community activities	Visits and Exchanges
School Leadership	Pearson Correlation	0.50	0.57	0.11	0.14	0.31	0.21
	Sig. (2-tailed)	0.00	0.00	0.02	0.00	0.00	0.00
Student participation and engagement	Pearson Correlation		0.76	0.22	0.26	0.36	0.38
	Sig. (2-tailed)		0.00	0.00	0.00	0.00	0.00
Curriculum in-class	Pearson Correlation					0.30	0.59
	Sig. (2-tailed)					0.00	0.00

We wanted to further examine these noteworthy correlations in terms of the North and the South, so we looked at the results for school leadership, student participation and engagement, involvement, curriculum in-class activity, and visits and exchanges. Interestingly, we found that the Southern schools reported higher scores in school leadership and perceived impact. But it was the Northern schools that reported higher levels of curriculum in-class activity and visits and exchanges. These latter two factors also had higher standard deviations for both group suggesting a wider distribution of responses.

		N	Minimum	Maximum	Mean	Std. Deviation
School leadership	N	134	1.55	6.00	4.56	0.86
	S	370	1.25	6.00	5.08	0.66
Student participation& engagement	N	129	1.44	6.00	4.24	0.82
	S	360	1.17	6.00	4.78	0.78
Involvement	N	128	1.09	6.00	4.31	0.88
	S	363	2.11	7.58	4.81	0.71
Curriculum in-class	N	127	1.00	6.00	4.74	1.11
	S	359	1.00	6.00	3.48	1.76
Visits and exchanges	N	129	1.00	6.00	3.43	1.41
	S	363	1.00	6.00	3.14	1.50

APPENDIX A:
THE ASIA LANDSCAPE

Authors: Keren Frayman, Khatera Khamsi & Natasha Shulka

In Asia, a total of 53 schools that are engaged in North-South school partnerships participated in the North-South School Partnership Survey. These include 26 schools in India, 20 schools in Sri Lanka, and 7 schools in Pakistan[3].

Who are the survey respondents?

In general, the majority of survey respondents in Asia were Headteachers, (46%) and teachers (29%). The vast majority of these respondents were female (83%) and fell largely in the age group of 40 to 49 (43%), followed by 50 to 59, (32%). Respondents usually had more than 11 years' teaching experience (82%) but only a minority have been teaching in the same school for 11 years (32%), while 38% have been teaching for 1-5 years in the same school. When asked about their role within the partnership, respondents stated mostly partnership leaders (41%) and coordinators (41%). Very few stated that they were co-leaders (6%), part of a team (6%) and participants (6%).

What do they teach?

Respondents were asked to specify their main teaching subject in their school. This was meant to highlight the subject expertise of the respondent as well as possible learning motivations within the partnership. In the North for example, many school partnerships are triggered by a need to increase global or geographical knowledge, and hence often arise from a specific subject need. In Africa, while the subjects taught by respondents were very varied, English came up as the most common teaching area.

In Asia, findings were similar, with English resulting in the most common taught subject by respondents (40%), followed by other Humanities and Social Sciences (20%). This may suggest that schools in the South expect to increase their level of English language skills through the link with an English speaking classroom or school.

Partnership Coordination

Partnership coordination. Schools were asked to state who in the school coordinates their partnership. The most common responses showed that the partnerships in Asia are most likely to be coordinated by head-teachers (32%) and individual teachers (23%), which correlates with the majority of Headteachers and teachers who are the leaders and coordinators of their partnership. In the vast majority of schools, the role of the partnership coordinator is a formally recognized post (83%). It is interesting to note that in **Sri Lanka** the largest proportion of partnerships are coordinated by committees, followed by individual teachers and head teachers.

Time in post. In terms of role continuity, the partnership coordinators in the Asian sample have been coordinating the partnership for 3 years on average. Only 6% have been in their role for less than 1 year. Overall, there appears to be a clear continuity in the post of coordinator of the partnership, signifying little change or distribution in the role of coordinator.

[3] In Pakistan, due to the small sample size, greater variations are more likely.

Decision to partner. In the majority of the cases in Asia, the decision to enter the partnership was made by the Headteacher and teacher together (40%), followed by a decision made solely by the Headteacher (22%). Choices of the whole school together, or students for example were among the less popular choices, in vast contrast to the African cases.

School demographics

Location. The majority of the schools surveyed are located in cities (81%), with a minority in rural areas (7.5%) and suburban areas (11%).

Phase. The large majority of the responding schools in Asia are more likely to be either all-age (50%) or secondary schools (27%) and only 8% were primary schools, with all but one primary school coming from the Pakistani sample. No schools in the Asia sample stated that they were of Special Needs status.

Funding. The majority of schools across Asia are funded privately (60%) with the exception of Sri-Lanka, where schools are more notably funded by the government. Interestingly, the majority of faith-based schools were in India (8% of the Indian sample) and a further 4% from the Indian sample were both faith-based and privately funded.

Student demographics. The majority of schools surveyed are co-educational schools (62%), where female students constitute less than 50% of the student population. All-female schools constitute 20% of the sample, and all-male schools constitute 17% of the schools surveyed. In **Sri Lanka**, the majority of the schools are gender segregated, with slightly more girls' schools than boys' schools. The average student population in the Asian schools surveyed is about 1000 to 1500, with a majority having more than 2000 students in their school (45%).

The research survey enquired about the number of students who do not have access to basic educational needs, as a means of gauging poverty, since there is no accepted matrix in the South equivalent to the Free School Meals used in the UK used to measure the number of students who live below the poverty line. The number of disadvantaged children in terms of access to basic educational necessities and internally displaced children is relatively low, with a majority of schools (72%) stating that under 10% of their students lack access to basic educational needs, and 8.3% having a large number of internally displaced students.

Teaching staff composition The average number of teachers in schools is about 80 to 100, which results in a low average student-to-teacher ratio of about 14:1. On average, almost all teachers are trained and two quarters of the teachers in the schools are female. In **Pakistan**, the school size and number of teachers is half the regional average, and while all schools are co-educational, all teachers in the schools surveyed are female.

Length of the Partnership

A high percentage of schools stated that they have been in their partnership for 4 years (27%), and on average, the schools surveyed in Asia have been in their partnerships for about 3 years. Only a small number of schools had been in school partnerships before, as the majority stated that this is their first school partnership (84%). In **Pakistan**, two thirds of the schools surveyed had been in school partnerships before.

Establishing the partnership

Preparing for partnership. In this section, the survey questions were designed to examine the decisions and processes of the schools before they decided to enter into a partnership. The role of organizations in assisting schools in establishing school partnerships and the role of the head-teacher in the decision-making are significant. Before entering into a partnership, the majority of the schools in the Asian sample stated that they participated in information sessions to learn more about partnerships (64%) and/or in training sessions that prepared them for linking with other schools (46%). In some cases, before making the decision to partner, schools surveyed stated that they visited another school who was involved in a partnership (14%), and contacted a school who was involved in a partnership (12%). In **India**, there was a larger proportion of schools that had contacted or visited schools in partnership and/or selected a particular region or country before deciding to enter into the partnership.

Sources of information. The survey questions further tried to examine how schools were attaining information about school partnerships. The four choices given the schools included online, printed material, personal contacts, and professional contacts or organizations. The schools found out more about the North-South school partnerships through professional contacts or organizations (46%), but also the internet (42%) and personal contacts (31%). Only a small proportion used printed materials as a source for more information on school partnerships (13.5%), with the exception of **Sri Lanka**, where printed materials were used as one of the main sources for more information on school partnerships, and all schools found their school partners through an organization.

Two thirds of the schools surveyed (76%) found their partner schools through an organization. In regard to school partnerships, the schools usually had formal partnership agreements (88.5%), which were mostly created by both partner schools (83%).

Communication

When asked about the frequency of contact between schools in the partnership, a large proportion of schools in Asia stated that they are in contact with their partner school 'every week' (33%), and a further 27.5% stated 'several times a month'. This is significantly better finding than the frequency of contact as reported by most schools in the African sample.

In terms of access to technology for communication, very few schools reported having no functioning computers in the school (mostly from the Pakistani sample in the suburban region), and in fact, the majority of schools in the Asian sample reported having internet access in their school (91%) as well as internet access in their community (94%).

When asked about the most frequently used method of communication among partner schools, most Asian schools in the sample chose e-mail (88.5%), followed by post ie: writing letters etc. (25%). The phone was the least popular method of contact (7.8%).

Fundraising

More than half of the schools surveyed in Asia (53%) had made a formal decision ***not*** to engage in fundraising in their partnership. Rather than raising funds for the partner school, about once a year the majority of schools raise funds for the partnership itself (32%). Interestingly, they provide the partner school with educational supplies at least once a year (29%). More schools are recipients, rather than donors, of educational supplies and funds in the partnership.

Raising & sending money. Of the schools surveyed in the Asian sample, the large majority never raise funds for their partner school (83%) and never give their partner school money to improve their facilities (98%). However, the majority of these schools have also never received money from their partner schools (76%), and have never received money to improve their facilities (75%). Where money was raised and sent, it occurred once a year, receiving money (24%) and money for facilities (25%).

Educational supplies. In terms of exchanging educational supplies, there is a greater majority of supplies being sent to the schools in the Asian sample, than the schools seem to be sending. Overall, educational supplies are sent by the Asian schools to their partner schools once a year (29%). However, educational supplies are sent to the Asian schools once a year (44%), once a term (12.5%). Educational supplies are never received in 56% of the cases and are never sent in 40% of the cases.

Evaluation

When asked whether the schools regularly evaluate the impact of their partnership, 87.5% responded positively. Schools were asked to provide information on the types of indicators used to examine the performance of the partnership, as well as to specify the methods.

Purpose of evaluation. Respondents indicated that schools are actively involved in evaluating partnerships within their schools by examining: the activities the partnership is involved in (70%); the benefits to the students (72%); the benefits to the school (58%); the benefits to teachers (50%). Fewer schools were involved in examining the number of people involved (48%), and even fewer in the finances involved in the partnership (32%).

Methods of evaluation. It appears that the informal methods of evaluation are more common than surveys (18%), or examining student data for example (40%). The most popular forms of evaluation include talking to students (70%), and talking to the partner school (64%) as well as talking to staff (54%). Surveys were most commonly used as a method of evaluation in India (26% of the sample in India).

APPENDIX B
THE AFRICA LANDSCAPE

Authors: Keren Frayman, Sam Mejias, Neil Gilbride

This analysis is based on a total of 321 schools responding to the research survey in Africa. These responses are broken down according to the following country returns:
South Africa 34 (27.5%), Uganda 81 (86%), Ghana 82 (77%), Kenya 45 (70%), Tanzania 17 (45%), Zambia 18 (60%), Malawi 20 (64.5%), Gambia 24 (75%). Overall the response rate in Africa comes to 62%.

Who are the survey respondents?

Across the African countries, Headteachers took responsibility for completing the survey (70%). In addition, 64% of all respondents were male. This was true for all countries except for Zambia and South Africa in which female Headteachers were the majority respondents. Consistently, the majority of respondents were aged between 40 to 60. While most have been in their current role for 1-5 years, the majority also have over 11 years of teaching experience.

The respondents were asked to identify their role in the school partnership. While the majority of respondents were Headteachers, 34% of respondents described their role as coordinators and leaders (33%). In South Africa, Zambia, Tanzania and Uganda, the majority of respondents self-reported as coordinator. A number of respondents stated they are participants in the partnership (13%) or that they are part of a team (12%).

What do they teach?

In the North for example, many school partnerships are triggered by a need to increase global or geographical knowledge, and hence often arise from a specific subject need. In Africa, while the subjects taught by respondents were very varied, English came up as the most common teaching area. This may suggest that schools in Africa expect to increase their level of English language skills through the link with an English speaking classroom or school.

Partnership Coordination

Partnership coordination. When asked who coordinates the partnership, schools replied that the role is played by the head teacher (47%). The main exceptions to this are 1) Kenya, in which on top of the 50% of respondents who replied Headteacher, 30% stated that their school partnership is coordinated by a committee. Additionally, The Gambia (30%) and Zambia (30%) also reported a committee leadership structure. In South Africa, Heads of Department (23.5%) coordinated the partnership and a further 23.5% were coordinated by a committee. In 62% of the cases, respondents stated that the coordinators have a formally recognized post as coordinator of the partnership.

Time in post. In terms of role continuity, 23% of respondents have coordinated the partnership for 5 years or more, while 18% state 2 years, a further 18% state 1 year, and 16% state 3 years. Overall, there appears to be a clear continuity in the post of coordinator of the partnership, signifying little change or distribution in the role of coordinator.

Decision to partner. In 40% of the cases in Africa, the decision to enter the partnership was made by the whole school together, only 11% stated that the decision was made solely by the

Headteacher. Furthermore, in 16% of the cases, schools stated that the decision to enter the partnership was made by students (mostly in Uganda 54%). One exception to the above is South Africa where the majority of schools made the decision to partner based on individual teacher interest.

School demographics

Location. The majority of schools responding to the survey are located in rural areas (57%). However, the exceptions are found in South Africa where responding schools are located in suburban (58%) areas and Zambia in which 61% of schools are located in a city and 39% in suburban areas.

Phase. The large majority of the responding schools across Africa are primary (73%).

Funding. The majority of schools across Africa are funded by the state (84%) with a very low number of faith-based or privately funded schools completing the survey. However, there was a greater number of faith-based schools in Uganda (13%).

Student demographics. Student numbers in the schools seemed to be high for a majority of rural schools, with over half quoting more than 500 students in their school. Co-ed schools represent 91% of the responding schools. Just over half of the schools have between 51-75% female students with 42% of schools having between 26-50% female students.

The research survey enquired about the number of students who do not have access to basic educational needs, as a means of gauging poverty, since there is no accepted matrix in the South equivalent to the Free School Meals used in the UK used to measure the number of students who live below the poverty line.

Almost a third of schools responding stated that 21-40% of their students lack access to basic education needs. On the whole, numbers pertaining to a lack of basic educational necessities were high in most African schools, and particularly in Zambia, Uganda, and The Gambia. On the other hand, when asked about orphans and internally displaced students, the respondents stated relatively low numbers among their students.

Teaching staff composition. Staff numbers are on average between 5-30 teachers.
Of the respondents, 40% of schools reported having at least 75% female staff composition.

Length of the Partnership

In 87% of the cases, responding schools are experiencing their first partnership. Five year partnerships were reported by 31% of schools. Schools reported 2 year partnerships 21% of the time and 17% report 3 year partnerships. A very small minority, 5.6% of schools, have been in their partnership for less than 1 year.

Establishing the partnership

Preparing for partnership. In this section, the survey questions were designed to examine the decisions and processes of the schools before they decided to enter into a partnership. The more popular choices among African respondents included: participating in an information session to learn more about partnerships and, participation in training to prepare themselves for school linking. Across African respondents, most countries report not selecting the country of their

partnership, examining their internal community expertise or conducting research on a country or region of interest. However, Kenya is an exception with 86% of respondents reporting choosing their region of partnership choice. The Gambia was also an exception to this, as 48% stated that they contacted a school involved in a partnership before deciding to become a partner school, and a further 19% visited a school involved in a partnership before making the decision.

Sources of information. The survey questions further tried to examine how schools were attaining information about school partnerships. The four choices given the schools included online, printed material, personal contacts and professional contacts or organizations. Among the most popular means of attaining information among responding African schools included first and foremost printed material (36%) followed closely by organizations (34%).

Communication

When asked about the frequency of contact between schools in the partnership, the majority of respondents indicated 'every few months' (53%) and monthly (19%).

In terms of access to technology for communication, respondents reported no functioning computers in the school (69%), no internet access in their school (79%) and a further stated they had no internet access in the community 66%. The exception to this trend is Zambia, in which 78% of schools stated that they had internet access in their communities.

When asked about the most frequently used method of communication among partner schools, most African schools in the sample, 63% chose the post, (ie: writing letters etc). E-mail was chosen in 54% of the cases, and the phone was the least popular method of contact.

In Malawi, 78% of schools are in contact with their partner school by phone. In the following countries, E-mail was used more frequently as a method of contact between partner schools including: Kenya (88%); Tanzania (71%); Zambia (87.5%); and, South Africa (52%).

Fundraising

The majority of respondent schools in Africa have not made a formal decision ***not*** to engage in fundraising in their partnership (78%). Of those reporting fundraising, raising money for the school and partnership on the whole generally happens once a year. Respondents have never given money to their partner school to improve facilities (80%).

Raising & sending money. African school reporting related to receiving money from the partner schools is interestingly divided into two. In 48% of the cases, responding schools have never received money from their partner school, and 47% have never received money from their partners to improve their facilities. In the same schools, 47% have received money from their partner school once a year, and 49% have received money from their partner school to improve their facilities once a year.

Educational supplies. In terms of exchanging educational supplies, overall there seems to be an annual exchange from both partner schools. In 30% of the African cases, schools have sent educational supplies to their partners once a year, but the majority state that they have never sent educational supplies. In 44% of the cases, respondents stated that they receive educational supplies once a year, 28% have never received educational supplies and in 26% of the cases, educational supplies were received by the African schools once a term.

Evaluation

When asked whether the schools regularly evaluate the impact of their partnership, an overwhelming majority (78%), responded positively, with no exceptions in any of the countries. Schools were asked to provide information on the types of indicators used to examine the performance of the partnership, as well as to specify the methods

Purpose of evaluation. Respondents indicated that schools are actively involved in evaluating partnerships within their schools by examining: the activities the partnership is involved in (58%); the benefits to the students (50%); the benefits to the school (64.5%). Fewer schools were involved in examining the number of people involved, the finances and the benefits to teachers.

Methods of evaluation. It appears that there are no formal methods used for evaluation according to the majority of respondents in participating African schools. The most popular forms of evaluation include non-formal methods such as talking to staff, and talking to the partner school. In the following cases, a high number of respondents chose talking to students as a method of evaluation including: The Gambia (62%); and, Zambia (67%). In Tanzania, talking to students (60%) and collecting surveys (60%) are the most popular methods for gathering information. In Ghana, 51% of respondents stated that they examine student data, and in Malawi, 75% of respondents stated that they collect surveys as a means of evaluating the partnership.

APPENDIX C
THE UK LANDSCAPE

Authors: Keren Frayman, Khatera Khamsi

This analysis is based on a total of 156 schools responding to the research survey in the UK. Surveys were sent out in England, Wales, Northern Ireland and Scotland. In Wales, the response rate was too low (4%) to warrant analysis, and from Northern Ireland no surveys were returned (0%). The analysis of the UK presented here therefore includes England with a 20% response rate, and Scotland with a 30% response rate.

Who are the survey respondents?

In the UK, Headteachers (36%) took responsibility for completing the survey followed by deputy or assistant heads (19%) , heads of department (11.5%), and teachers (23%). In Scotland however, the majority of respondents were teachers. Across the UK, a large majority of respondents were female (73%) and over half the respondents fall between the ages of 50-59. Half of respondents have been in their current role for 1-5 years, but 82% have been teaching for over 11 years.

Respondents were asked about their specific role in the partnership. This was meant to ascertain a link between their role in the school and their role in the partnership. In 40% of the cases, the respondents stated that they are the leaders of the partnership. 32% of respondents stated they were coordinators, however, in the case of the Scotland partnerships, the majority were coordinators. Only 15% stated that they were part of a team.

What do they teach?

Respondents were asked about their teaching areas. The data indicated that primary education is taught by 24% of respondents, geography and physical science is taught by 9% of respondents, and science by another 9%. In both the UK and African cases, primary schools were dominant participants in the partnerships. Hence, general primary education is the main teaching subject for most partnership coordinators.

Partnership Coordination

Partnership coordination. Coordination of the partnership involves individual teachers (28%), the Headteacher (20.5%) or deputy/assistant head (15%). Two thirds of schools report that the coordinator of the partnership has a formally recognized post.

Time in post. When asked about duration in post, 25% reported that the coordinator had served for 2 years, 22% reported 1 year and 16.5% reported 5+ years of service coordinating the partnership. In 25% of the cases, the coordinator has been in the role for 2 years, 22% state 1 year, 18% state 3 years, and 16.5% state 5 or more years. These numbers correspond to the length of the partnerships generally, so it can be assumed that most coordinators of the partnerships have been in their roles since the beginning of the partnerships.

Decision to partner. We were interested in learning more about how schools decided to enter into their partnership. In 25% of UK cases, the whole school decided to join the partnership as a group.

Headteachers and teachers decided 22% of the time and in 19% of the cases, the decision was made by a group of individuals and the Headteacher. Only in 16% of the cases, the Headteacher made the decision alone. Respondents were given the options of a decision made by one year group as well as by students/pupils; however, these were the least chosen options.

School demographics

Location. We discovered that our respondents worked in suburban schools (45%), rural (32%) and city (23%) areas.

Phase. Respondents indicated that 55% of schools were primary and 40% were secondary schools. However, this is reversed in Scotland.

Funding. While 4% are both faith-based and state funded, only 2% of the responding schools are privately funded, and these are all in England.

Student demographics. A very small minority of schools had over 40% students receiving free school meals. In fact, 47% of respondents have less than 10% of students in their schools who are receiving free school meals, the common indicator in the UK for poverty. Similarly, 80% of responding schools have less than 10% students who speak English as a second language, and 86% have less than 10% Black and Minority Ethnic students in their schools. Student numbers in schools varied, but the majority ranged from 100-500. Responding schools are 97% co-ed, that is both female and male students are taught.

Teaching staff composition. An overwhelming majority of schools indicated a very high percentage of female teachers in their schools. Almost half of the schools had 75% female teachers in their school and an additional 42% indicated 100% female teachers in their schools. The majority of responding schools have between 10-40 certified teachers in their school.

Length of the Partnership

Responding schools indicated that their partnership has been in place for 2 years (25%), 5 years or more (22%), 1 year (18%) and 3 years (18%). In 62% of the cases, this was the school's first partnership.

Establishing the Partnership

Preparation for partnership. Prior to entering their partnership, 32% of respondents selected a country or region that they would like to partner with. An equal number 32% also stated that they participated in an information session to learn more about partnerships while 20% participated in training to prepare for their partnership work. The least popular preparation activities for Northern schools included looking at the internal expertise of the teachers in their communities, and conducting research on the country.

Contacting your partner. In 22% of the cases, the schools in the North contacted a school involved in a partnership, before deciding to enter into the partnership.

Sources of information. To attain information about the partnership, 47% of respondents stated that they found out more about school partnerships through professional contacts or organizations and 39% stated that they attained this information from personal contacts. Respondents attained their information online (31%) and from printed material (25%)

Finding their partner school. Of responding schools, 56% found their partner school through an organization and 15% were facilitated by community connections.

Communication

When asked about the frequency of contact, respondents stated that they are in contact with their partner school every few months (23%), monthly contact (17%), several times a month (17%) and once a week (13%). Email was the most popular form of contact for 57% of respondents, while 42% indicated post, and only 20% use the phone. The post, however, was the most popular choice for Scottish partnership schools.

Fundraising

The fundraising section of the survey asked respondents to indicate how they approached issues of raising, sharing and receiving money within their partnership. Respondents indicated that they had made a formal decision in their partnership not to engage in fundraising (71%) while others had made an active decision to fundraise (28%).

Raising & sending money. The majority of respondents state that they raise funds once a year for their partnership (36%). A significant amount never raise funds for their partner school (33%) and a further never raise funds for their partnership (38%). In terms of giving money to the partner school specifically to improve their facilities, the answers are divided once again, with 47.5% stating that they send money once a year and a further 41.5% claiming to never send money for this purpose.

Educational supplies. The majority however, 64% send their partner school educational supplies once a year. In the southern data, 30% of schools stated that they send their partner school educational supplies once a year, while in the UK only 16% of the schools report on receiving educational supplies once a year if at all, and 80% claim to never receive educational supplies from their partner schools.

Receiving money. UK respondents report that they have never received money from their partner schools (100%) and have never received money for the improvement of their facilities from their partner schools (100%).

Evaluation

Within the schools participating in the survey, 75% of respondents claim to regularly evaluate the impact of their partnership.

Purpose of evaluation. Respondents indicated that they evaluate the benefits to teachers (73%), to students (90.5%), and schools (87%), as well as the number of people involved (65.5%), the kinds of activities that they are involved in (90.5%), and the finances (70%).

Methods of evaluation. Respondents were further asked to indicate the types of methods used for evaluation. The responses are similar to those from the South, with a preference for more informal methods, such as talking to students (90%), talking to staff (91%), and talking to the partner school (77%). The least popular choices included collecting surveys (25%) and examining student data (13%).

APPENDIX D

Most of the questions within these sections, asked participants to respond on a 6-point likert scale between strongly agree, agree and disagree, strongly disagree. Low means indicate that participants were responding more towards the strongly disagree end of the scale, high means indicate that participants agreed more with the statements.

LEADERSHIP AND ORGANIZATION

	Whole (W) **North** (N) **South** (S)	**N**	**Min**	**Max**	**Mean**	**Std. Deviation**
Overall Leadership and Organization in schools	W	504	1.25	6.00	4.94	0.75
	N	134	1.55	6.00	4.56	0.86
	S	370	1.25	6.00	5.08	0.66
1. Working together across school/collective integration of partnership within the school	W	503	1.33	6.00	5.08	0.74
	N	134	1.33	6.00	4.71	0.89
	S	369	1.43	6.00	5.21	0.63
2. School is working to make partnership part of school planning and goal setting	W	498	1.00	6.00	4.74	0.95
	N	133	1.80	6.00	4.35	0.99
	S	365	1.00	6.00	4.89	0.89
3. Openness to external resources	W	500	1.00	6.00	5.04	0.82
	N	133	3.75	6.00	5.28	0.60
	S	367	1.00	6.00	4.94	0.87
4. School structural support for student learning	W	490	1.00	6.00	4.92	0.88
	N	129	3.25	6.00	5.21	0.69
	S	361	1.00	6.00	4.81	0.92

EVALUATION ACTIVITIES

	Whole (W) North (N) South (S)	N	Minimum	Maximum	Mean	Std. Deviation
Evaluation collective purpose	W	490	1.00	6.00	4.56	1.08
	N	124	1.00	6.00	4.02	1.11
	S	366	1.00	6.00	4.74	1.01
Evaluation in our school	W	491	1.00	6.00	5.20	0.85
	N	124	1.00	6.00	4.89	0.92
	S	367	1.67	6.00	5.31	0.80

FUNDRAISING ACTIVITIES

	Whole (W) North (N) South (S)	N	Minimum	Maximum	Mean	Std. Deviation
Fundraising (F)	W	487	1.00	6.00	3.34	1.41
	N	127	1.00	6.00	3.05	1.28
	S	360	1.00	6.00	3.44	1.43
1. Recipient of funds/resources from partner school	W	471	1.00	6.00	3.16	2.04
	N	118	1.00	6.00	1.38	0.84
	S	353	1.00	6.00	3.76	1.97
2. Deliberating raising of funds to support partnership and partners school	W	456	1.00	6.00	3.76	2.08
	N	124	1.00	6.00	4.00	1.83
	S	332	1.00	6.00	3.67	2.17
3. Giving related to supplies and infrastructure	W	456	1.00	6.00	2.89	1.97
	N	125	1.00	6.00	4.22	1.91
	S	331	1.00	6.00	2.38	1.75

CURRICULUM ACTIVITIES

	Whole (W) North (N) South (S)	N	Minimum	Maximum	Mean	Std. Deviation
Curriculum in-class (C)	W	486	1.00	6.00	3.81	1.71
	N	127	1	6	4.74	1.11
	S	359	1	6	3.48	1.76
1. Development & sharing of curriculum resources related to partner country or international issues by an individual school or partnership	W	486	1.00	6.00	3.81	1.71
	N	127	1	6	4.74	1.11
	S	359	1	6	3.48	1.76
2. Engagement in issues-based or special topic related projects	W	482	1.00	6.00	4.05	1.83
	N	128	2.33	6	5.12	0.88
	S	354	1	6	3.66	1.93
3. Shared curriculum development across the partnership	W	476	1.00	6.00	3.73	1.75
	N	125	1	6	3.80	1.44
	S	351	1	6	3.70	1.85

COMMUNITY ACTIVITIES

	Whole (W) North (N) South (S)	N	Minimum	Maximum	Mean	Std. Deviation
Community activities (CA)	W	489	1.00	6.00	3.84	1.59
	N	129	1.00	6.00	3.83	1.58
	S	360	1.00	6.00	3.85	1.59
1. Engaging external individuals/groups within the core work of the partnership	W	472	1.00	6.00	3.76	2.01
	N	124	1.00	6.00	2.90	1.99
	S	348	1.00	6.00	4.07	1.93
2. Sharing info/ generating external profile for partnership by engaging external individuals/groups	W	485	1.00	6.00	3.88	1.94
	N	129	1.00	6.00	4.66	1.76
	S	356	1.00	6.00	3.60	1.92

VISITS AND EXCHANGES

	Whole (w) North (N) South (S)	N	Min	Max	Mean	Std. Deviation
Visits and exchanges (VE)	W	492	1.00	6.00	3.22	1.48
	N	129	1.00	6.00	3.43	1.41
	S	363	1.00	6.00	3.14	1.50
1. Collaborative professional development between both partnership schools	W	464	1.00	6.00	2.79	1.95
	N	124	1.00	6.00	2.68	1.90
	S	340	1.00	6.00	2.84	1.96
2. Face-to-face reciprocal leadership visits and working	W	457	1.00	6.00	2.99	2.19
	N	116	1.00	6.00	3.73	2.20
	S	341	1.00	6.00	2.74	
3. Face-to-face teacher and student visits.	W	486	1.00	6.00	3.27	1.81
	N	127	1.00	6.00	3.77	1.62
	S	359	1.00	6.00	3.10	1.84
4. Shared work to develop helpful medium of communication to support partnership work	W	470	1.00	6.00	3.80	1.71
	N	126	1.00	6.00	4.04	1.70
	S	344	1.00	6.00	3.72	1.71

IMPACT: STUDENT PARTICIPATION AND ENGAGEMENT

Overall sample	**Whole (W) North (N) South (S)**	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Student participation and engagement	Whole	489	1.17	6.00	4.64	0.82
	North	129	1.44	6.00	4.24	0.82
	South	360	1.17	6.00	4.78	0.78
Positive change in student behaviour in relation to partnership work	Whole	479	1.08	6.00	4.44	0.98
	North	124	1.08	6.00	3.75	1.03
	South	355	1.21	6.00	4.68	0.84
Student development of content knowledge through partnership links	Whole	487	1.00	6.00	4.96	0.83
	North	129	2.17	6.00	4.93	0.73
	South	358	1.00	6.00	4.97	0.86