July 2022

Connecting Classrooms through Global Learning Evaluation of Impacts

Final Report v5

Ipsos and Learn More

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Executive Summary

Context for the evaluation

The [Connecting Classrooms through Global Learning](#) (CCGL) programme is a £34.5m programme jointly funded by the British Council (contributing £17m) and the UK Foreign, Commonwealth and Development Office (FCDO, formerly DFID, contributing £17.5m). The programme is co-delivered by the British Council and FCDO in an innovative partnership model and operates across the UK and in 29 overseas countries, working with schools, teachers and students to provide young people with the knowledge and awareness to take action on local and global issues and develop their skills.

The programme's activities directly engage policymakers, schools, leaders, teachers and students, aiming to achieve results at each of these levels. The programme supports development of school partnerships and networks between schools in the UK and countries in the Global South. It provides professional development training for teachers and school leaders in the UK and overseas. It also seeks to influence policy on Core Skills, Global Learning, School Leadership and Inclusion within selected programme countries. This work is supported by an online offer of teaching and learning resources plus the facilitation of remote partnerships as well as school and teacher-level accreditation and awards.

Ipsos UK, together with its partner Learn More, are conducting a summative evaluation of the programme's impacts. Fieldwork has been concluded in the UK, Occupied Palestinian Territories (OPT), Kenya and Nepal.

Evaluation overview

As set out in the Terms of Reference (TORs) for the evaluation, the evaluation has the following objectives:

1. Establishing the extent to which CCGL is successful in achieving its objectives and achievement toward Global Learning, Core Skills, school leadership and inclusion impacts.

2. Identifying and understanding how partnerships can best lead to improvements in understanding of global challenges and shared solutions.

3. Establishing the relevance and effectiveness of the programme.

4. Identifying lessons learned and good practice.

5. Providing recommendations to stakeholders.

The TORs specified that the evaluation should assess performance of the programme in each of the four nations of the UK and in three overseas countries. Kenya, OPT and Nepal were proposed by the British Council and FCDO and approved by Ipsos UK and Learn More.

To address the multi-dimensional purposes of the evaluation, including evidencing the impact of the programme, identifying its efficiency and generating learnings, a mixed-methods approach was required. Quantitative data sources were used to assess the programme's achievements, and qualitative sources allowed for the exploration of the programme's implementation and contextual factors that contributed to the achievement or non-achievement of results. Our approach involved the analysis of:

- **Qualitative data collection in the UK and each overseas country**. Qualitative data was gathered from students, teachers, school leaders, policymakers, and programme delivery staff through interviews and focus groups, in addition to classroom observations in the overseas countries. Research in schools was supplemented by follow-up case studies which identified positive lessons of success and innovation for further study. Interviews with policymakers and delivery staff also took place.

- A **quantitative student survey was** developed for this evaluation and administered in classrooms participating in CCGL (treated) schools and yet-to-be-involved (comparator) schools in Kenya, OPT and Nepal. This featured approximately 10 multiple-choice questions, focusing on the Core Skills expected to be delivered in each country. Results at baseline and endline-stage were used for a quasi-experimental counterfactual analysis, allowing for the matching and comparison of treated and comparator schools in each of the three overseas countries.

- The **review of key documents** related to the planning, implementation and monitoring for the Connecting Classrooms through Global Learning. This provided vital information to the evaluation team on the delivery of programme activities, helping to understand the causal chain from delivery to the achievement of outcomes and impacts.

The evaluation matrix is comprised of evaluation questions mapped against each of the data sources used by the evaluation. The evaluation matrix guided development of the evaluation tools and analysis. Evidence was triangulated by mapping the findings to the evaluation matrix and its key evaluation questions. Contrasting results were reconciled by weighting the evidence collected by quality, consistency and its broader context, and using objective data.

A key development during the evaluation implementation was the emergence of the COVID-19 pandemic, which made conducting UK and overseas fieldwork very challenging, in addition to causing disruptions to CCGL programme delivery. The UK, OPT, Kenya and Nepal have all been severely affected by the pandemic, each experiencing prolonged periods of school closures and limits on social contact during different periods. In the UK, schools were also reluctant to engage in research activities due to the added pressures on schools caused by the pandemic.

Evaluation findings for the UK

Though the COVID-19 pandemic created significant barriers for the programme, the CCGL programme was able to exceed its targeted outputs for schools partnerships and teachers trained. These were achieved through ability of the programme to pivot programme resources towards online delivery, supported by the fact that around a third of courses were already being delivered virtually prior to the pandemic. The programme was also able to achieve the intended number of school partnerships through transitioning to online partnerships, facilitated by support from the British Council and local advisors.

Overall, the programme was perceived as relevant to needs expressed by schools and other education stakeholders. This was evident in strong outcomes in schools.

The impact of CCGL was highest in schools participating in both partnerships and training. Schools that participated in reciprocal visits and had high levels of pupil-to-pupil engagement through the partnerships experienced the most significant outcomes supporting transformative change across the school. Generally, teachers felt they had successfully shared knowledge from training with other teachers in the school, enabled by established knowledge sharing practices in schools (although COVID-19 preventing face-to-face interactions and reducing available time was raised as a barrier). This demonstrates how

knowledge can be cascaded beyond teachers participating in the training and appeared to be particularly effective in smaller schools and in schools where CCGL was led by a highly motivated teacher with a passion for global learning.

Impact on the national curriculum

CCGL had a limited impact on national curriculum policy and suggested that in fact it was CCGL implementation that was influenced by national curriculum changes. In fact, CCGL implementation was influenced by ongoing national curriculum changes However, the programme was found to have supported schools to embed global citizenship in their school ethos and curriculums. A key factor in driving this was the commitment of the school to global learning values and particularly buy in of senior leadership. Embedding global learnings was also found to be easier in smaller schools and schools with existing networks and clusters.

Impact on teachers

Qualitative research activities with teacher found that teacher training was effective in increasing teachers' understanding of global citizenship, particularly for those with less experience in this subject area. Partnerships were found to reinforce these learnings, bringing the training to life, and further increasing teachers' understanding of global citizenship. Both the training and partnerships improved teachers' confidence in teaching global learning, helping them incorporate enhanced materials, lesson plans and tangible as part of classroom instruction. This allowed teachers to centre global citizenship in lessons and the wider curriculum. COVID-19 was the main barrier to implementation, due to increased time pressures on teachers. The shift to online training was perceived as making it more accessible although the benefits of in-person training, such as peer-to-peer learning, were noted by many stakeholders consulted.

Limited wider pedagogical improvements were identified by schools as arising from the training, but a small number reported increased understanding of pedagogies including digital, outdoor and play based learning, and emphasising student voice. Schools tended to report that inclusion was already central to their ethos.

Impact on students

Qualitative research activities with teachers and students found that CCGL helped young people gain knowledge, skills and attitudes to become better and active global citizens. Students demonstrated an increased understanding of global issues, increased empathy and an understanding of their similarities with other students in the UK and around the world, and their role and responsibilities in shaping the world. There was less evidence that they have built long-term relationships across boundaries with partner schools.

The programme also built students' skills for life and work. In particular, they developed attitudinal changes in relation to diversity, acceptance and tolerance. They also built communications, collaborative working and digital skills.

Impact of partnerships

Where UK teachers had been able to visit partner schools, they described these experiences as enriching and immersive, highly impactful and life-changing for some. In addition to improving their understanding of global citizenship, reciprocal visits also increased understanding of different teaching practices and challenged ingrained stereotypes. Teachers described how they could draw on these experiences in lessons and bring their teaching to life.

Barriers

The COVID-19 pandemic created significant barriers for the programme to achieve its intended outputs, with teachers redirecting their time towards delivery of the core curriculum in the face of ongoing delays caused by staff and student absences. School partnerships that had previously included a travel component (grant funded cluster and one-to-one partnerships) were considered less appealing without the reciprocal visits; however, overall, online partnerships participation increased. For some schools, partnerships seemed to end abruptly without these visits, particularly when teachers were under pressure to catch up on the curriculum. Barriers to partnerships included inappropriate matching (e.g., a SEN school with a non-SEN school), varying expectations and understanding of global learning, and training on partnerships not being offered to teachers in overseas countries.

In terms of context, the local education system and professional development environment in Wales, Scotland, and Northern Ireland was seen to align closely with the programme's objectives, due to strong policy support. The programme was seen as less well suited to the English curriculum, meaning there was less support for schools to integrate global learning into the curriculum.[1]

Evaluation findings for OPT

Though the COVID-19 pandemic caused an interruption in the programme between March and April 2020, CCGL met or exceeded targets established in OPT's country plan, thanks mainly to a shift to blended and online training delivery. Qualitative and quantitative evidence collected among programme beneficiaries and stakeholders shows that CCGL reached its goals in OPT not only in terms of efficiency, but also relevance, effectiveness, and intermediate impact.

Impact on the national education system

At the national level, policymakers in OPT recognised the sustained impact that CCGL has on the entire education system. The Ministry of Education and UNRWA were actively supportive of the programme, which they perceive to be aligned with 21st century skills frameworks, and which aims to foster valuable skills for the workplace and society. CCGL has helped introduce core skills and competency-based learning in national curricula and schools, influencing holistic and comprehensive education reforms. CCGL's focus on Inclusion was welcomed strongly by local policy stakeholders. The greater focus on inclusive practices, global citizenship and core skills introduced by UNRWA and the Ministry in Special Education manuals and guidelines is partly attributable to awareness-raising interventions brought by CCGL trained school leaders and teachers. Indeed, the programme contributed to empowering a cohort of teachers and school leaders who are aware of the importance of inclusive education and core skills, which in turn influences national interventions and policy making.

Impact on school leadership

At the school level, school management communication and leadership strategies also benefitted from CCGL's training of school leaders. School leaders, teachers and students recognised the effect of trainings on teachers' performance, classroom management and innovation in teaching methods. Improved teacher motivation, self-development, and confidence appear to have led to improvements in teaching styles.

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[1] This context may change for future similar programming with the introduction of the Department for Education's climate and sustainability curriculum in England.

Impact on teachers

Qualitative evidence consistently shows that coaching and facilitation-based approaches, a wider use of group discussion, and incorporation of technologies in classroom now characterize the lessons of CCGL-trained teachers. Training also equipped teachers with better skills for conflict resolution in class and engagement of students with Special Educational Needs and Disability, a topic of the greatest importance in the current OPT educational programming framework. CCGL training has increased understanding of the role and importance of global citizenship among school heads and teachers through the school partnerships, although global learning was not a goal of the CCGL programme overseas.

Impact on students

Qualitative data indicates that students directly benefitted from these changes in teaching practices. Global citizenship activities which took place in classrooms and focus group evidence helped students become more aware and knowledgeable of global issues such as human rights, poverty, and the environment. Students applied their knowledge to their immediate environment, with an increased awareness of their role in society and their ability to make significant changes as global citizens. However, the critical thinking and problem solving, and citizenships student assessment surveys conducted by the evaluation found limited evidence of a positive treatment effect from participating in the CCGL programme. These findings are summarised in Box 1 below. Where an effect was found, it was strongest in the learning areas related to citizenship skills.

Impact of partnerships

School partnerships contribute to an increased understanding of global citizenship. Partnerships with other schools equipped students with the fundamental skills to be global citizens. Students have learned what global citizenship entails by sharing aspects of their everyday life with peers from other schools; teachers benefitted from the opportunity to learn new teaching methods and approaches from their peers abroad.

Barriers

Some barriers to successful implementation appear to require more attention. The political situation in OPT prevented many teachers from participating in training, especially those from schools in Gaza. All CCGL in-depth training was delivered over a three to six month period to allow time for development of action plans and application of learnings in schools. However, teacher and school leaders suggested holding ongoing training over a longer period, with more follow-up support for teachers trying to implement the recommended approaches and carried out locally whenever possible.

Box 1 – Econometric analysis OPT

Overview of the approach

- **Survey type:** Critical Thinking and Problem Solving (CTPS) and Citizenship

- **Number of participants:** 514 students from 22 schools (6 primary schools and 16 secondary schools) participated in the CTPS survey. 932 students from 31 schools (15 primary schools and 16 secondary schools) participated in the Citizenship survey.

- **Summary of the approach:** Treatment and comparator schools were matched according to observable school characteristics including total students enrolled in the school, rural/urban or camp status and local unemployment rates. In the absence of exam data for schools in the comparator group it was not possible to construct a proxy baseline and so the analysis is based on endline comparison only. Analysis for primary and secondary schools was conducted separately.

Summary of the key findings

The analysis of the CTPS scores for primary and secondary schools found no evidence of a positive treatment effect of participating in the CCGL programme. On the contrary the students in the comparator schools outperformed those in the treatment schools in both primary and secondary schools for both Part A (which assessed the fundamental intellectual traits for Critical Thinking) and Part B (a self-reported attitudinal measure) of the survey.

For the citizenship survey, questions were grouped by knowledge and skills. There was no evidence of a positive treatment effect related to knowledge for either primary of secondary school students. However, for skills there was a statistically significant positive treatment effect for primary school students. The treatment effect was also positive for secondary school students but was not statistically significant.

Figure 0.1 Comparison of average scores for CTPS of treatment and comparator group
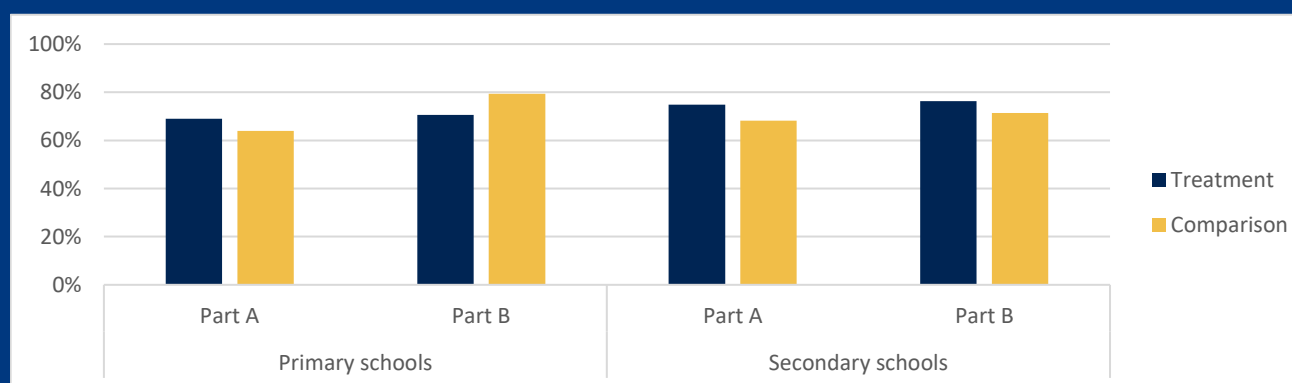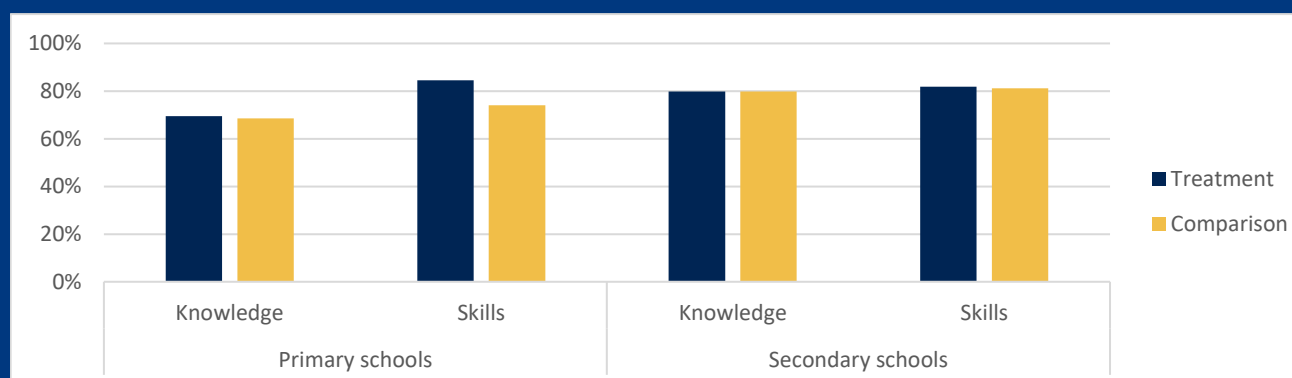

Figure 0.2 Comparison of average scores for Citizenship of treatment and comparator group

Evaluation findings for Kenya

Though the COVID-19 pandemic caused an interruption in the programme between March to April 2020, CCGL met or exceeded targets established in Kenya's country plan, thanks to the shift from face-to-face to online training delivery. Qualitative and quantitative evidence collected among programme beneficiaries and stakeholders shows that CCGL reached its goals in Kenya, not only in terms of efficiency, but also relevance, effectiveness, and impact.

Impact on the national education system

At the national level, policymakers in Kenya acknowledge the great impact that CCGL has had on efforts to reform the education system. The British Council's active participation in the co-design of the Competency-Based-Curriculum (CBC), alignment and complementarity among CBC contents and CCGL training contents, and the active role of CCGL trained teachers in championing, through a peer learning approach, the CBC's adoption in classroom practice, are all key features of programme implementation. Qualitative evidence gathered confirms CCGL helped introduce core skills in national curricula and schools, influencing the ongoing education reform process. There is also evidence of awareness among teachers and school leaders of the positive impact of the combined CCGL and CBC trainings. The programme created a cohort of teachers and school leaders who are aware of the importance of core skills, which in turn influenced national interventions and policymaking.

Impact on school leadership

At the school level, school management strategies have also evolved as a result of CCGL's training of school leaders. School leaders, teachers and students recognise the effect of trainings on teachers' performance, classroom management and innovation in teaching methods. According to the school leaders consulted, the training has led to a noticeable improvement in supporting teachers to take a more holistic approach to teaching, relying less on lecturing and assuming more of a facilitation role.

Impact on teachers

As a result of the CCGL training, teachers were able to create a more engaging set of learning experiences and introduce more variation in their practice. Qualitative evidence shows that teachers have been able to integrate learnings into their teaching practice, embedding improvements in learning, and implementing ideas around core skills. They now encourage learners to embrace greater independence and autonomy in learning, ensuring that learners are not simply looking towards the teacher for instruction and are more confident and proactive in asking questions and solving problems collaboratively. Teachers have also developed a stronger awareness of collaboration skills, both within their own teaching practice and amongst learners, and have been supported to develop stronger classroom management skills through the training.

Impact on students

Qualitative data indicates that students directly benefitted from these changes in teaching practices. CCGL has exposed students to several activities aimed at developing self-sufficiency, critical thinking, and other relevant skills (teamwork, problem solving) for adequately navigating the modern economy. By developing those skills, CCGL is helping young people to be better prepared for the world beyond school. Moreover, the focus on digital literacy is of great value to learners as they move from education into the labour market. By adopting a competency-based approach, learners are given a greater set of opportunities to find their own talents and skills and to make the most of their abilities.

The difference-in-difference analysis of the results of the critical thinking and problem solving (CTPS) student assessment survey conducted by the evaluation found that participation in the CCGL programme was associated with an improvement in both knowledge and attitudes related to CTPS. These findings are summarised in Box 2 below.

Impact of partnerships

Local networks and partnerships contributed to a greater understanding of Core Skills as well as global citizenship issues among the teachers and has fostered the exchange of good practices among teachers and school leaders. Among teachers, there was great recognition of the value added of partnership activities for students.

Barriers

Some barriers to successful implementation appear to require more attention. The COVID-19 outbreak resulted in a shift to online training delivery, and the evidence indicates that generating the same level of engagement and motivation normally occurring through face-to-face training is challenging. This is largely due to poor access to the digital sign-up and digital devices, and lack of access to mobile data or stable Wi-Fi. Moreover, different schools enjoy varying levels of access to resources (including digital resources) and may operate within different cultural contexts. This in turn impacted how teachers and students experience programme-related activities. Future implementation of the programme in blended delivery model should account for these difficulties.

Box 2 – Econometric analysis Kenya

Overview of the approach

- **Survey type:** Critical Thinking and Problem Solving (CTPS)

- **Number of participants:** 2,733 students from 96 primary schools.

- **Summary of the approach:** Treatment and comparator schools were matched according to observable school characteristics including number of students enrolled in the school, rural/ urban status and local unemployment rates. Exam data from 2018 was used to construct a proxy baseline for schools which allowed a difference-in-difference approach to be used which compared the performance of treatment and comparator schools both before and after treatment schools had participated in the CCGL programme. This provides an estimate of what would have happened to the treatment schools if they had not participated in the CCGL programme (the counter-factual). This provides a more robust approach than comparing just end-line data of the two groups.

Summary of the key findings

The difference-in-difference analysis found evidence of a positive treatment effect of participating in the CCGL programme on students CTPS capabilities. While students in the treatment group scored lower than students in the comparison group in the baseline, their scores on the endline survey were higher than those in the comparison group.

The differences between the groups were observed to be larger in Part A of the CTPS survey in comparison to Part B.

This results for Part A and B are illustrated in the figures below. The difference-in-difference estimator is the difference between the average score of the comparator group on the baseline and endline tests (β_1) *and* the difference in the average scores of the treatment group on the baseline and endline tests. The difference between these two values (β_3) provides an estimate of the treatment effect of participating in the CCGL programme.

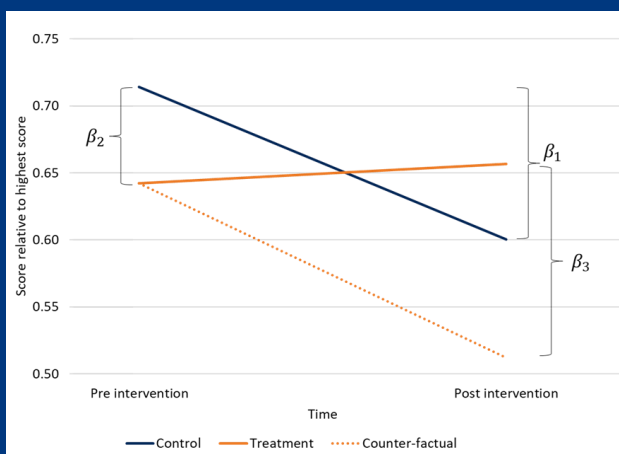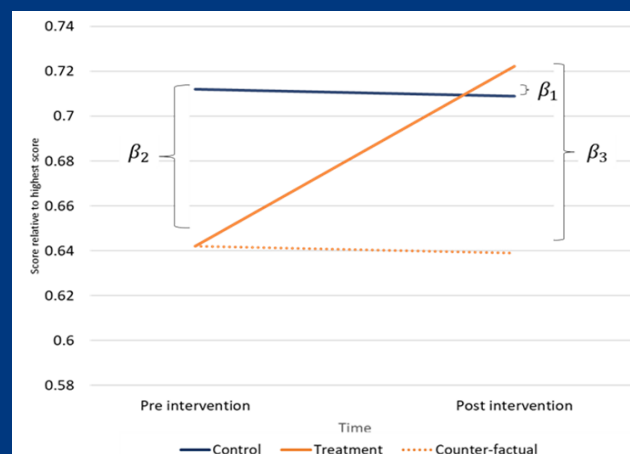**Figure 0.3 Difference-in-difference graph, Kenya, CTPS, Part A**

Figure 0.4 Difference-in-difference graph, Kenya, CTPS, Part B

Evaluation findings for Nepal

The COVID-19 pandemic caused more significant interruptions in Nepal than in the other countries studied, with school closures interrupting or limiting classroom instruction throughout most months between January 2020 and January 2022. Though many schools shifted to online learning, particularly the more well-resourced low-cost private schools that constitute a significant portion of CCGL's programming here, others struggled to adapt to the shift from face-to-face to online training delivery. As a result of CCGL's shift to online delivery of CPD, the number of teachers trained actually exceeded the programme's target, though the number of school leaders trained was slightly lower than planned, partly due to the added management pressures posed by the pandemic. Partnerships were also largely moved online, and policy engagement was more limited in scope. As a result, the number of partnerships was lower than targeted, though CCGL was able to exchange a much larger number of policymakers than its target.

Despite these challenges, qualitative and quantitative evidence gathered, indicates that CCGL reached most of its goals in Nepal in terms of efficiency, relevance, effectiveness, and impact.

Impact on the national education system

At the national level, CCGL demonstrated strong alignment with policy priorities. This is mostly due to the British Council's close collaboration with the coalition of local and national level education system stakeholders implementing the government's School Sector Development Plan (SSDP), which focuses greatly on school head leadership and management skills, enhancing quality of teaching and introducing core skills. CCGL was also able to obtain accreditation of the Digital Literacy course as part of the Teachers Professional Development approved curriculum.

As a result of this policy work and sustained teacher training, core skills are increasingly ingrained across all levels in participating schools. Global learning has not been integrated as strongly, partly because it is less of a focus of CCGL in Nepal. CCGL also experienced challenges in policy engagement, and as a result, CCGL was successful in aligning to local policy but less successful in influencing policy in Nepal. This is due to both the pandemic and the strongly decentralized governance model underpinning the Nepalese education system. Also, policymakers highlighted the risk that programmes such as CCGL remain somewhat separate to government initiatives, despite best efforts.

Impact on school leadership

At the school level, the core skills agenda has been interpreted by many of the school leaders as being directly linked to the employability of their learners. Problem solving, critical thinking and digital skills are introduced with an eye towards teaching workplace skills. By adopting a competency-based approach, learners are given a greater set of opportunities to find their own talents and skills and to make the most of their abilities.

Impact on teachers

The competency-based approach led to dramatic changes in teaching practices, with many teachers abandoning lecture-based instruction in favour of facilitation-based approaches centred on group work and project-based learning. The cascading of training to other teachers within CCGL-participating schools is prevalent, meaning these innovations trickle down to teachers who were not directly involved in CPD. School leaders are strongly bought in, and have in many cases made the most of the trainings to adopt school-wide lesson planning and take measures to instate a more collaborative, participative decision-making culture. Trainings on digital skills were seen as being particularly relevant to the pandemic, equipping many teachers to carry on instruction during lockdown.

Impact on students

Qualitative evidence indicates that students benefitted in a variety of manners. They felt empowered as agents of change in their communities thanks to a better understanding of the linkages between local and global issues. Teachers and school leaders emphasised that digital learning was a boon for students' employability, which should hopefully lead to a strong long-term impact as students transition into the modern economy. The students understood this too, citing conversation skills, heightened confidence, and leadership acumen gained through their newly trained teachers as directly linked to their job prospects.

A digital literacy survey was administered to a sample of students in CCGL schools as well as to a sample of schools that had yet to enter the programme which acted as a compactor group. Analysis of the survey, summarised in Box 3 below, found evidence of a positive treatment effect of participating in the CCGL programme with students in CCGL schools performing better on the survey than those in the comparator group.

Impact of partnerships

Partnerships have been effective and impactful, due to teachers' exposure to new teaching methods and their students' interactions with peers in other countries. While global learning was not an explicit programmatic focus in Nepal, the partnerships strand has allowed both teachers and students to broaden their horizons. On occasions, there were concerns that the notions such as "global learning" do not translate and that online partnerships have intrinsically less value than face-to-face interactions. School leaders consulted were also keen for partnerships to be truly reciprocal, with visits in both direction, which has not always been the case. Operationally, there has been a strong synergy between the ISA and partnership strands. The project-based model of ISA, for instance, is used also in partnerships. In schools participating in both, there was a strong perception of global connections, among school leaders, teachers and students.

CCGL Nepal has several areas in need of improvement. Trainings were described by school heads and teachers as being too short, with too much information to digest in too little time. Greater follow-up and having trainings spread out over time, would also help, particularly to encourage cascade learning. Greater contextualisation is needed, not only regarding materials but also in terms of alignment with the Nepalese school calendar.

Box 3 – Econometric analysis Nepal

Overview of the approach

- **Survey type:** Digital literacy

- **Number of participants:** 1,336 primary school students from 52 schools and 780 secondary school students from 26 schools

- **Summary of the approach:** Treatment and comparator schools were matched according to observable school characteristics including total students in the ward and rural/urban status. In the absence of exam data for schools in the comparator group it was not possible to construct a proxy baseline and so the analysis is based on endline comparison only. Analysis for primary and secondary schools was conducted separately.

Summary of the key findings

Analysis of the digital literacy survey found evidence of a positive treatment effect of participating in the CCGL programme. The evidence of a treatment effect was especially strong in primary schools with the performance on the test more similar for students in the CCGL and comparator secondary schools. The sub-domains where the greatest effect size was found was in self-efficacy which reflects the students self-assessed ability to access and collect information digitally and self-esteem where students compare their knowledge of technology to that of their parents and peers. This was consistent for both students in primary and secondary schools as can be seen on the figures below.

Figure 0.5: Comparison of average scores for digital literacy of treatment and comparator group by area of learning, primary school students
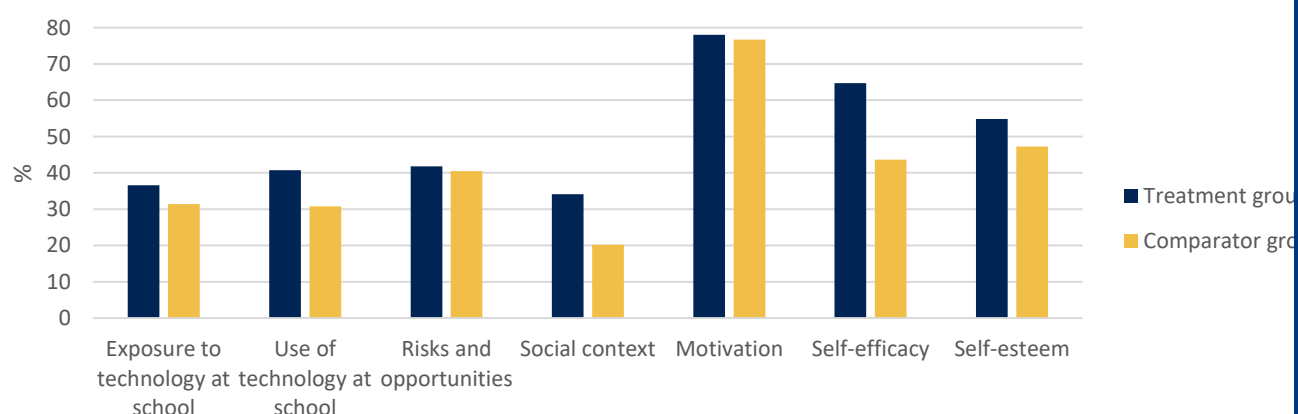
Figure 0.6: Comparison of average scores for digital literacy of treatment and comparator group by area of learning, secondary school students
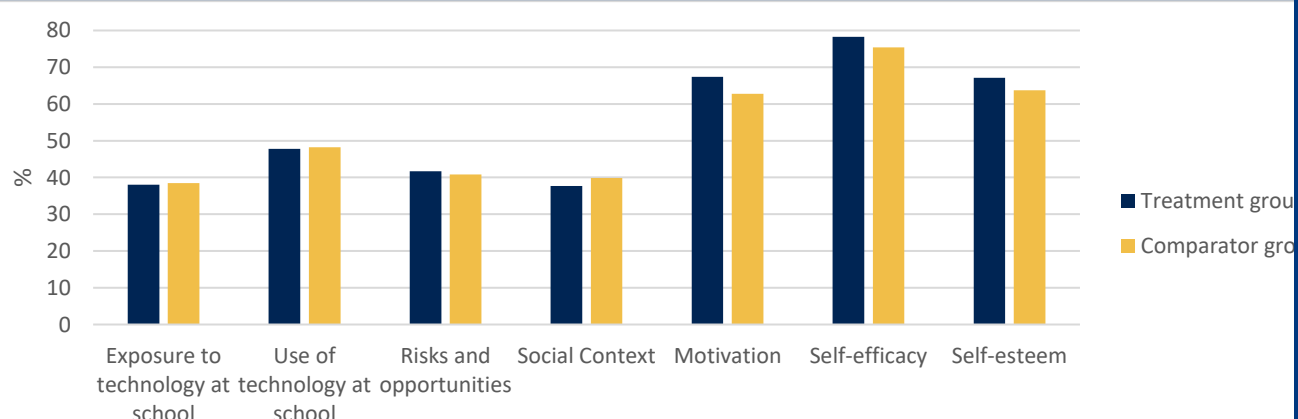
1 Introduction

1.1 Context for the evaluation

The [Connecting Classrooms through Global Learning](#) (CCGL) programme is a £34.5m programme jointly funded by the British Council (contributing £17m) and the UK Foreign, Commonwealth and Development Office (FCDO, formerly DFID, contributing £17.5m).[2] The programme is co-delivered by the British Council and FCDO in an innovative partnership model. FCDO and the British Council work jointly on management and operational decisions.

The programme operates across the UK and in 29 overseas countries, working with schools, teachers and students to provide young people with the knowledge and awareness to take action on local and global issues and develop their skills.

The programme's activities directly engage policymakers, schools, leaders, teachers and students, aiming to achieve results at each of these levels. The programme supports development of school partnerships and networks between schools in the UK and countries in the Global South. It provides professional development training for teachers and school leaders in the UK and overseas. It also seeks to influence policy on Core Skills, Global Learning, School Leadership and Inclusion within selected programme countries. This work is supported by an online offer of teaching and learning resources plus the facilitation of remote partnerships as well as school and teacher-level accreditation and awards.

The British Council and FCDO seek to improve the evidence base on what works in developing Core Skills, Global Learning, school leadership and inclusion. As such, in November 2019, it commissioned Ipsos UK, together with its partners Learn More, to conduct a summative evaluation of the programme's impacts. The evaluation concluded in May 2022. This Final Report provides the findings of this summative evaluation. It synthesises findings from the previously submitted Progress Report as well as evidence collected in the final wave of the research.

1.2 Evaluation scope and objectives

As set out in the Terms of Reference (TORs) for the evaluation, the evaluation has the following objectives:

1. Establishing the extent to which CCGL is successful in achieving its objectives and achievement toward Global Learning, Core Skills, school leadership and inclusion impacts.
2. Identifying and understanding how partnerships can best lead to improvements in understanding of global challenges and shared solutions.
3. Establishing the relevance and effectiveness of the programme.
4. Identifying lessons learned and good practice.
5. Providing recommendations to stakeholders.

The CCGL programme has been in operation since 2018 and is due to end in March 2022. Although this evaluation is only assessing the CCGL programme, it seeks to capture the evolution of its predecessor Connecting Classrooms and Global Learning programmes over time in order to better understand programme performance.

The programme now operates across all four countries of the UK and in 29 overseas countries in three regions: Sub-Saharan Africa (SSA), South Asia, and the Middle East and North Africa (MENA). The

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[2] The programme originally had a budget of £38m which was reduced following a reduction in funding from FCDO of £3.5m

TORs specified that the evaluation should assess performance of the programme in each of the four nations of the UK and in three overseas countries. Kenya, OPT and Nepal were proposed by the British Council and FCDO and approved by Ipsos UK and Learn More.

Among the British Council and the FCDO, there was a strong demand for rigorously collected quantitative data to be generated that explores the impact the programme had on students, as well as for useful qualitative data to identify the factors explaining programme successes and failures.

1.3 Evaluation approach

As set out in Section 1.2, the TORs requested an evaluation of impacts to determine the achievement and effectiveness of CCGL with regards to Global Learning, Core Skills, inclusion and school leadership. The evaluation activities sought to identify and understand the channels through which school partnerships and Continuing Professional Development (CPD, i.e. school leader and teacher training) lead to teacher and student learning, establish the relevance and efficiency of delivery of CCGL design and activities, identify lessons learned and positive innovative approaches and to provide recommendations to stakeholders to support the completion, expansion or further development of the programme's initiatives.

The CCGL programme has been running since 2018 and is due to complete in March 2022. A subsequent, although different, programme is currently being planned by the British Council and is due to start in 2022; the evaluation will therefore also serve to inform this programme's design. Throughout the majority of the evaluation period, the programme was in its implementation phase. It was therefore too early to carry out an analysis of some of the envisaged longer-term outcomes and impacts of the programme.

This limitation is mitigated by the use Mayne's contribution analysis approach (CA)[3], a theory-based approach[4] which considers results achieved to date and the direction of travel toward desired impacts. CA explores the contribution of observed outcomes to the CCGL programme as opposed to other explanations and contextual factors. CA follows a process in which a Theory of Change was developed which explains how CCGL expected to realise its intended outcomes and impacts, and then evidence about the Theory of Change, its underlying assumptions and the existence of other contextual factors is gathered; the evaluation then considers alternative explanations for the outcomes that are observed and identifies weaknesses in the intervention logic, in other words, where causal links are not supported by evidence. The final evaluation report therefore includes a revised Theory of Change in Section 2.1.

To address the multi-dimensional purposes of the evaluation, including evidencing the impact of the programme, identifying its efficiency and generating learnings, a mixed-methods approach was required.

Quantitative data sources were used to assess the programme's achievements, and qualitative sources allows for the exploration of the programme's implementation and contextual factors that have contributed to the achievement or non-achievement of results. Our approach included the analysis of programme monitoring data and a student survey alongside qualitative interviews, focus group discussions and narrative case studies. The full methodology is listed below:

- **Qualitative data collection in the UK and each overseas country**. Qualitative data was collected from students, teachers, school leaders, policymakers, and programme delivery staff

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[3] John Mayne (2008). Contribution analysis: An approach to exploring cause and effect. ILAC Briefing 16.
[4] Theory-based design refers to an evaluation design based on the programme's own Theory of Change and explores the causal links between the programmes' inputs (activities), outputs and outcomes.

through interviews and focus groups, in addition to a classroom observation in the overseas countries. Research in the overseas schools was supplemented by follow-up case studies where identified positive lessons of success or innovation were further studied. Interviews with policymakers and delivery staff took place independently of data collection in schools.

▪ A **quantitative student survey tool**, developed for this evaluation, was carried out in classrooms active in CCGL (treated) schools and yet-to-be-involved (comparator) schools in Kenya, OPT, and Nepal. This features a short survey of approximately 10 multiple-choice questions, focusing on the Core Skills expected to be delivered in the chosen country. Results at baseline and endline-stage are being gathered for a quasi-experimental counterfactual analysis, allowing for the matching and comparison of treated and comparator schools in each of our three selected overseas countries. The quantitative sampling approach is detailed in Appendix 5 and Annex 1.

▪ The **review of key documents** related to the planning, implementation, and monitoring for the Connecting Classrooms through Global Learning. This provided vital information to the evaluation team on the delivery of programme activities, helping to understand the causal chain from delivery to the achievement of outcomes and impacts. The information was used to assess the importance of synergies within the programme (KEQ10). Dissecting programme delivery was vital in ascertaining value for money (KEQ11).

It was necessary to bring together the evaluation's numerous strands of data collection for a systematic analysis. To ensure that this happened and to prevent the evaluation from suffering from over-information, all evidence sources were mapped against the KEQs highlighted in the evaluation matrix (Section 1.5). Data collection tools were structured to ensure that they capture the relevant metrics or necessary qualitative information.

Evidence is triangulated by mapping the findings to the evaluation matrix and its KEQs. Where the evidence produced highlights contrasting results (such as differences between views of stakeholders or between qualitative and quantitative sources), these differences can be reconciled by weighting the evidence collected by quality, consistency and its broader context (such as the likely interests of different stakeholders) and where possible using objective data gathered from management information. Throughout our analysis, we are emphasising the implications of findings and learnings for future programming.

1.4   Evaluation framework

In the Inception Phase, the evaluation team reviewed the proposed evaluation questions from the TOR (referred to here as the TORQs) to ensure their alignment with the evaluation objectives and evaluation criteria, the priorities raised in familiarisation interviews, and to rationalise related questions. These evaluation questions were mapped to each of the data sources used by the evaluation to form an evaluation matrix which guided development of the evaluation tools and analysis. The table below presents the key evaluation questions.

To note, some of the evaluation questions are not applicable for some countries, or not expected for all schools within countries. There was some variation in programme objectives and activities across countries. In the country-level evaluation findings (Appendices 1-4), where evaluation questions are less relevant to a country, this is noted in the introduction to the discussion of that question, or if a question is not at all relevant, it is removed.

Table 1.1: Key Evaluation Questions

	Effectiveness
	TORQ: How and to what extent are the main objectives of the CCGL programme being achieved?
1	How, and to what extent, does teacher and school leader training contribute to increased understanding of global citizenship and how to apply it within the classroom?
2	How, and to what extent, do teacher and school leader training contribute to increased understanding of Core Skills, and how to apply it within the classroom?
3	How, and to what extent, do teacher and school leader training lead to improved understanding of how to pursue wider pedagogical improvements including inclusion, conflict management and teacher performance amongst school leaders?
4	How, and to what extent, do school partnerships contribute to increased understanding of global citizenship and Core Skills, and how to apply it within the classroom, amongst teachers?
5	How does the level of engagement a school has with CCGL activities ('dosage') affect outcome achievement?
6	How do differences in the local education system and teacher professional development environments interact with the programme's objectives and achievement?
7	How, and to what extent, does policy engagement contribute to increased understanding of the importance and means of applying Core Skills (*and global citizenship, where appropriate*) and inclusion within the curriculum amongst policymakers?
8	In programme activities where objectives are not being met, what could be done differently to enable success? How should future programming be designed to overcome experienced challenges?
	Efficiency
	TORQ: How and to what extent are the objectives being delivered in a timely fashion while ensuring economical and efficient use of resources? Specifically, how far are the programmes ensuring value for money – to be defined with reference to UK government established approaches to measuring VFM?
9	How well has the programme managed to deliver its programme activities and achieve intended outputs during CCGL with the resources available to the programme?
10	How does the programme ensure synergies between different strands and activities? To what extent are programmes complementary?
11	To what extent is the programme achieving value for money (VfM) in its delivery of activities whilst pursuing programme objectives?
	Relevance
12	To what extent is the programme appropriately addressing local education needs? Is the programme aligned with other programming, including DFID programming in-country? Are participating school's representative?
	Intermediate Impact
	TORQ: What evidence is there that the activities that have been undertaken have led to changes in teachers' practice and students' knowledge of global issues and Core Skills?
13	Has the programme led to increased and appropriate application of new practices in the classroom on global citizenship?
14	Has the programme led to increased and appropriate application of new practices in the classroom on Core Skills?
15	How, and to what extent, does school leader training lead to wider pedagogical improvements including inclusion, conflict management and teacher performance?
16	Has the programme led to the further embedding of Core Skills and global citizenship in national and regional curriculums?
	Impact
	TORQ: How and to what extent can the programme be said to contribute to young people being better equipped to live and work in a global economy?
17	To what extent does the programme contribute to young people becoming better global citizens and building long-term relationships across boundaries?

| 18 | Does the programme contribute, and to what extent, to young people being better equipped for the modern economy? |
| 19 | Does the programme contribute to the embedding of global learning, inclusion and Core Skills in the values, ethos and operations of schools? |

Measurement of outcomes

To develop a strategy for assessing each of the outcomes in the ToC, the evaluation team looked across existing programme data collection to see how these sources could be used to inform the evaluation's assessment of outcome achievement. The evaluation team then identified which data collection strands proposed as part of this evaluation would be most suitable to collect additional data to supplement the assessment of each outcome. This exercise helped support the creation of the evaluation framework in identifying the data sources available and appropriate to use to answer the evaluation's KEQs. An outcomes matrix is displayed in Annex 1.

1.5   Structure of this Final Report

The remainder of the Report is structured as follows:

- Section 2: Evaluation Findings – Theory of Change

- Section 3: Evaluation Findings – Responses to the evaluation questions

- Section 4: Conclusions

- Section 5: Lessons Learnt

- Section 6: Recommendations

- Appendix 1: Evaluation findings – UK

- Appendix 2: Evaluation findings – OPT

- Appendix 3: Evaluation findings – Kenya

- Appendix 4: Evaluation findings – Nepal

- Appendix 5: Evaluation findings – Econometric analysis overseas

- Appendix 6: Detailed Value for Money findings – UK

- Annex 1: Details of evaluation approach

- Annex 2: Research tools

- Annex 3: Terms of Reference

2 Evaluation findings – Theory of Change

A Theory of Change (ToC) is an overall narrative that explains how a programme aims to achieve its intended objectives. It traces the programme inputs through to its intended impacts.

The ToC for CCGL was developed in the Inception Phase for the evaluation following a collaborative workshop with representatives from Ipsos UK, Learn More, the British Council and the FCDO (then DFID) to build a shared understanding of the CCGL programme, and following the evaluation team's review of programme documents and familiarisation interviews with key stakeholders. The evaluation then tested the ToC to understand whether its logic holds in practice and the extent to which the observed outcomes can be attributed to CCGL.

In the reporting phase for the Final Report, the Theory of Change was revisited and updated to reflect new findings on the programme and the evaluation team's increased understanding of the processes, in agreement with the British Council. This final Theory of Change therefore presents the evaluation team's understanding of *what worked* and *how* CCGL's results were achieved in practice.

2.1 Inputs

Inputs describe the financial, human and other resources that were used to deliver the programme. Overall, the programme received £34.5m in funding - £17.5m in funding from the FCDO[5] and £17m from the British Council; this was reduced from expected funding of £38m as a result of COVID-19 and the DFID-FCO merger, which resulted in a decrease in the FCDO's contribution to the programme. It was delivered primarily by the British Council in partnership with the FCDO. The programme receives inputs from British Council staff, both in the UK and overseas, FCDO staff, interested stakeholders on advisory committees, and contracted delivery partners. The inputs used to deliver the programme are detailed below, categorised by the four key activities of the programme.

School partnerships

A budget of £6.2m was provided to support the formation and functioning of school partnerships. School partnerships were formed between schools in the UK and schools in overseas countries. Partnerships could be face-to-face or online and could occur 1-1 or in clusters (detailed below under Activities in section 2.2); the inputs provided to schools depended on the partnership model used.

Both 1-1 school and cluster partnerships were initially delivered using the following financial inputs, prior to COVID-19:[6]

- **Travel grants**: a grant of up to £1,500 per institution with a teacher travelling to visit their partner school. The travel grant was designed to cover the costs of one teacher per school to visit their partner institution in the UK or overseas.

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[5] The UK Department for International Development (DFID) initially supported the programme. DFID merged with the UK Foreign & Commonwealth Office (FCO) in 2020 to form the Foreign, Commonwealth & Development Office (FCDO). This evaluation refers to the FCDO throughout for simplicity, though it should be noted that prior to 2020, inputs were from DFID rather than the FCDO.

[6] CCGL (2018): School Partnerships Guide One-to-One

▪ **Top-up travel grants**: a grant of up to £250 per institution with a teacher travelling to visit their partner school. This was awarded based on location, security, or disability, based on evidence provided that the additional costs related to these factors, took the school's expenditure above the initial £1,500 grant and to support inclusion of such schools.

Cluster partnerships could apply for a range of funding, with a maximum of £35,000 available per application. Schools were given the flexibility to use these funds in a way they believe will be most impactful. In addition to the funds that are available for all schools, the following financial inputs specifically supported cluster partnerships:[7]

▪ **Training/support for partner schools**: up to £100 per school (minimum of two teachers trained per school) to cover planning and delivery of partnerships training identified via self-assessment, for schools that were applying for a travel grant.

▪ **Training/support for UK network schools**: up to £250 per UK network school to be used as the cluster lead saw fit to bring individual schools up to a good standard of understanding of partnerships work and global learning.

▪ **Support for overseas and UK schools during visits**: up to £100 per cluster to cover costs of resources such as printing/photocopying.

▪ **Collaborative Pupil Project activities**: up to £500 per project (1-2 projects per cluster) to cover collaborative project design, management and delivery.

▪ **Dissemination/community activities or celebration events**: up to £250 per event (1-2 events per cluster) to support project celebrations including media coverage.

▪ **Supply cover for cluster coordinator**: up to £200 per day, for between 3-7 days to cover the cluster coordinator's time away from his/her school role to support, co-ordinate and manage the cluster and more specifically, the partnership visits.

However, as a result of COVID-19 and to accommodate the decline in CCGL's overall budget envelope, grants to partnership schools for school visits were cancelled. The British Council undertook a grant recovery process to ensure funds that had been disbursed but not used were returned to the programme. Some grants were instead made available to schools to provide digital technologies to support online partnerships, as partnerships were converted from face-to-face to online.

As well as financial resources, the following human resources are inputted into the school partnerships:

▪ **Local advisors from partner organisations**: provide support for schools throughout the process of establishing and working within a school partnership. This support ranges from helping navigate the administrative and financial requirements of the programme to helping organise overseas travel and providing training to ensure that schools have a sufficient level of Global Learning to benefit from the partnerships. The support provided by local advisors is much more extensive for cluster partnerships than for 1-1 partnerships where it is limited to providing administrative support.

▪ **Teachers and students**: devote their time (funded by schools/education authorities).

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[7] CCGL (2018): School Partnerships Guide - Clusters

In addition, the British Council provides the following resources to support school partnerships:

- **Online virtual partnership platform**: a mobile-friendly, online platform is made available to facilitate online partnerships (funded by the programme).

- **Partner finder tool**: assists schools in finding an appropriate partner school.

- Online resources: free and flexible resources to support collaborative projects. These include challenges, starter activities, project templates and lesson plans themed around global learning.

- **International School Award (ISA)** recognises excellent practice at school level. The total budget allocated to accreditation and awards on CCGL is £0.5m.

Professional development for teachers

A budget of £9m was provided to support professional development training for teachers. Professional development training included the following financial resource inputs:

- **Contracting of partner organisation**: professional development training was delivered by partner organisations contracted by the British Council at national level, or individual trainers that had been validated to deliver the CC/CCGL training offer.

- **Teacher cover**: contribution towards supply cover for teachers from lead cluster schools in the UK to take part in CCGL school partnerships.

As well as financial resources, the following human resources are inputted into the professional development training:

- **Partner organisations' time**: the time spent by Master and Expert trainers conducting the training of trainers as well as teacher trainers time in conducting the teacher professional development training. These training sessions were undertaken by British Council partner organisations.

- **Teachers' time**: the time spent by teachers in attending the professional development courses, implementing the learnings in the classroom, and cascading learnings to other teachers.

In addition, the following resources are provided:

- **Self-assessment tools**: help participants to identify what will be the most beneficial type of professional development training.

- **Training resources**: developed for the programme and used by the partner organisation.

- **Online teaching and learning resources**: for those taking part in the professional development training (funded by the programme).

Professional development for school leaders (overseas only)

A budget of £5m was provided to support professional development training for school leaders. Professional development training **contracting of partner organisations**; professional development training is delivered by partner organisations contracted nationally by the British Council as well as individual trainers (who go through a QA and validation process).

As well as financial resources, the following human resources are inputted into the professional development training:

- **Partner organisations' time**: the time spent by trainers conducting the training of trainers as well school leader professional development training. These training sessions are undertaken by British Council partner organisations.

- **School leaders' time**: the time spent by school leaders in attending the professional development courses, implementing the learnings, and cascading learnings to other teachers.

In addition, the following resources are inputted:

- **Self-assessment tools**: help participants to identify what will be the most beneficial type of professional development training.

- **Training resources**: used by the partner organisation.

- **Teaching and learning resources**: for those taking part in the professional development training (funded by the programme).

Policy engagement (overseas only)

A budget of £2m was provided to support engagement with policymakers. Policy engagement included financial resources for the **cost of providing technical assistance, organising meetings and events**; this includes the cost of technical expertise, conference venues, accommodation and travel etc.

In addition, the following human resources are required:

- **British Council staff time**: the staff time involved in engaging with policymakers, organising events, planning engagement strategies (funded by the programme).

- **FCDO staff time**: the staff time of FCDO individuals who support CCGL's policy engagement efforts in-country (funded by FCDO independently).

- **Policymakers' time**: the time of policymakers who take part in CCGL engagements (funded by their respective organisations).

Management

A budget of £7.3m was used for necessary management activities on CCGL. This includes spend on communication and necessary staffing and on external monitoring and evaluation activities on the programme.

2.2 Activities

Activities are the tasks undertaken in the delivery of the programme. Activities are grouped into those that were directed towards the formation of school partnerships, those that were included in professional development training for teachers and school leaders, and those that were related to engagement with policymakers. The mix of activities within each country and even within each active school varied; the

CCGL programme is demand-driven, and schools were given flexibility to select the activities that they felt will be more impactful in achieving their objectives.

School partnerships

School partnerships refer to formal relationships developed between schools in the UK and schools overseas.

Partnership model

Partnerships were formed in a variety of models, presented in the table below, depending on the needs of the participating schools. The partnership model selected by schools determined the activities undertaken during the partnership and the amount of funding received. Partnerships could be face-to-face or online, where travel to the partner schools was difficult. As a result of COVID-19, face-to-face partnerships converted to online partnerships.

Table 2.1: CCGL school partnerships models

Partnership model	Description
Cluster vs 1-1 partnership	
Cluster	• Clusters are groups of schools that applied to the programme together. There must be a minimum of four schools in the cluster. Clusters of schools were in close proximity to each other. • The collaboration between the cluster can focus on a variety of themes[8], one of which must have been consistent across the cluster. • Each cluster contained the following schools: - **Lead School:** A school that received and managed the fund and co-ordinated the whole cluster activities. This school was required to have strong experience in development education and working with international partner schools. - **Partner School:** A school which had some experience of development education and/or international working and took part in reciprocal visits. - **Network School:** A school that was relatively new to development education and international working. A network school did not take part in reciprocal visits, and collaboration was based online. • This model of collaboration is favoured by the British Council, and schools were encouraged to work together in clusters wherever possible.
1-1 partnership	• Partnership between one UK and one overseas school.
In-person vs online partnership	
In-person/Face-to-face	• Schools can apply for a travel grant to cover the cost of one teacher travelling to the UK from overseas and one teacher travelling from the UK to the other

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[8] Participating countries prioritise different themes. The full list of themes can be found in CCGL School Partnerships Guide Clusters, Annex 2

	country; up to £35,000 in grants for clusters of schools and £3,000 for one-to-one partnerships.
Online/Virtual	• Online collaboration opportunities are available to all partnerships; for those that are online/virtual only, no travel is involved • Schools not wishing to travel could also apply for grants to support the partnership.

Application process

The programme was available exclusively to state schools in the UK, and overseas, it was also available to low-fee private schools. In the UK, the programme was promoted in the Times Education Supplement and through a marketing agency, targeting the offer at different levels (e.g. schools' development and teaching training) and representing the programme at events. The programme was also promoted through the dissemination activities of participating schools showcasing the programme and their involvement in it and through Twitter and blogs. Local advisors also communicated the programme to potential schools.

Information and guidance on the application process was available on the British Council website which could assist schools in knowing whether they were suitable, what to expect and what was required in the application process. Schools applied to take part in school partnerships on the British Council website. Once schools expressed their interest and registered their preferences for the partner school characteristics, they were assisted in finding an appropriate partner school by the British Council's Partnership Team. The 'partner finding' online tool could also be used by schools directly to assist in this matching process. In overseas countries specifically, schools were invited to apply for school partnerships during several marketing rounds throughout the year.

In Nepal, schools needed to have joined the ISA programme and participated in CPD (at least one teacher should have completed a Core Skills training) in order to apply for school partnerships. Schools were allowed to independently apply for school partnership support. Those schools were encouraged by the British Council Nepal office to join the ISA programme. Further, preference for allocation as a partner to a UK school was given to those schools that were performing well in the ISA programme over those that were not performing as well or did not participate in the programme.

In Kenya, the local office had initially laid out criteria specifying that only schools who have participated in CPD could join the school partnership strand. However, this was not applied, mainly because the application process for UK school partners did not have the same requirement. There were two types of schools in Kenya that generally took part in school partnerships: schools that had taken part in CPD that were selected by the British Council Kenya office and matched with UK schools, and schools that were already working in existing partnerships, outside of CCGL, who applied to fund their existing partnership. The British Council Kenya office was actively engaging with the latter type of schools to pursue their induction into other CCGL activities.

In OPT, the normal practice was for the MOE and UNRWA to provide the British Council OPT office with a list of eligible schools for partnerships. OPT schools were required to comply with a number of criteria in order to proceed further with the school partnership strand (such as nominating a fluent English

speaker teacher coordinator as focal point, to comply with child protection policies and to take part in security screening from the Ministry of Interior). The online training course 'Teacher as a researcher' was added as a requirement to engage in school partnerships.

Once a suitable partner school was found, the schools co-designed creative activities, based on the SDGs that form a collaborative project for partner schools to complete together. Schools could then apply together to receive grant funding[9] to support the partnership. The funding available depended on the type of school partnership the school is taking part in. Once the application process was submitted, applications were assessed on quality by a panel of external assessors and then reviewed by the British Council before a decision was reached. The selection process was usually completed within 6 weeks. The figure below outlines the journey for schools that took part in school partnerships.

Figure 2.1: Partnership/cluster journey

Partnership/cluster formation
British Council and National Expert Lead centres support schools in developing clusters or partnerships

Self-assessment
Schools self-asssess their level of understanding of Global Learning

Planning
Schools in the partnership work together to plan their collaborative activities

Grant application
Schools submit a joint appliation form

British Council Application Management Process		
Assessment: Quality assurance performed by external asessor	Selection: A British Council Panel decide if the partnership should recieve funding based on external quality assurance and priority criteria	Contract and Payment: Applicants are notified of the outcome. Succesfful applicatns recieve the grant from the BC upon signing the contract.

Partnership/cluster activities				
Reciprocal visits	Collaborative Projects	Professional Development	Virtual Collaboration	Celebration events

Final Report
Partnerships report on the impact of the project, and visit expenditure

Awards
Schools are awarded based on collaborative activities evidenced in the final report

Source: British Council, A Practical Guide for Partnership/Cluster Grant Applicants

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[9] Grant funding supports the funding of resources for the collaborative projects, teacher travel costs and teacher cover during the reciprocal visits.

Partnership activities

Both 1-1 (including online) and cluster partnerships comprised of **collaborative pupil projects:**[10] participating schools co-designed creative activities based on the SDGs that formed a collaborative project to complete together. CCGL provided a series of collaborative project templates which could be used as part of the schools' own collaborative projects.

In-person partnerships also included **reciprocal teacher visits:** funding supported one teacher from each school in the partnership to travel to the country of the partner school. For each participating school, the visit had to consist of a minimum of the following:

- ▪ An agreed programme with its partner school of three to four days in school comparing practice and experience of implementing transferable skills in the classroom/school; and

- ▪ At least one day in school designing the detail of, or implementing while together, aspects of the collaborative project.

In addition to these activities, teachers may have had the opportunity to participate in local British Council arranged events, bringing UK teachers and overseas teachers together to share experiences and good practice, to engage the wider community in which the partnership sat, or to explore in detail a theme of particular significance to the partnership or to the local country/region.

Cluster schools may take part in the following additional activities:

- ▪ **Online/virtual collaboration**: schools that did not wish, or were unable, to take part in face-to-face visits could take part in virtual collaboration. This was a useful option for schools with limited experience in development education and international working.

- ▪ **Cluster network Continuous Professional Development (CPD) activities and meetings**: clusters were expected to coordinate together to organise activities such as face-to-face CPD events and cluster meeting to strengthen the working relationships and create a community of practice.

- ▪ **Dissemination, community activities and celebration events**: participating schools were supported in organising dissemination and celebration events to share the impact of the partnership throughout the community and potentially find resources to sustain the partnership.

- ▪ **Professional development training**: In the UK, training was available for teachers and school leaders on working in partnership, development education and global learning, transferable skills and inclusive education.

- ▪ **Cross learning and sharing best practices**: sharing learnings and best practices across the cluster.

Professional development training for teachers

A range of professional development opportunities were offered to teachers. Professional development covers the following components:

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[10] British Council (2018): Connecting Classrooms through Global Learning: A Practical Guide for Grant Applications/

- ▪ Setting up and running equitable partnerships, which focused on working together on the SDGs;

- ▪ Teaching and mainstreaming global learning content;

- ▪ Teaching core and transferable skills[11]; and

- ▪ Ensuring that education is inclusive and of high quality.

Although all four components were covered in all geographic areas, in the UK, there was a greater focus on global learning, while in overseas countries, core skills and inclusive, high quality education were focused on to a greater extent.

Training could take place either face-to-face or online or in a blended approach comprising of both face-to-face and online interactions; this shifted to digital delivery as a result of the COVID-19 pandemic. Training utilised a cascade model; Master and Expert trainers carried out training of trainers, who were responsible for conducting the teacher training courses. The knowledge and skills gained in these courses was then actioned by teachers in changing their teaching practice to improve the quality of teaching delivered to students. This model of training delivery is illustrated in the figure below**Error! Reference source not found.**.

Figure 2.2: **Cascade model of professional development training**
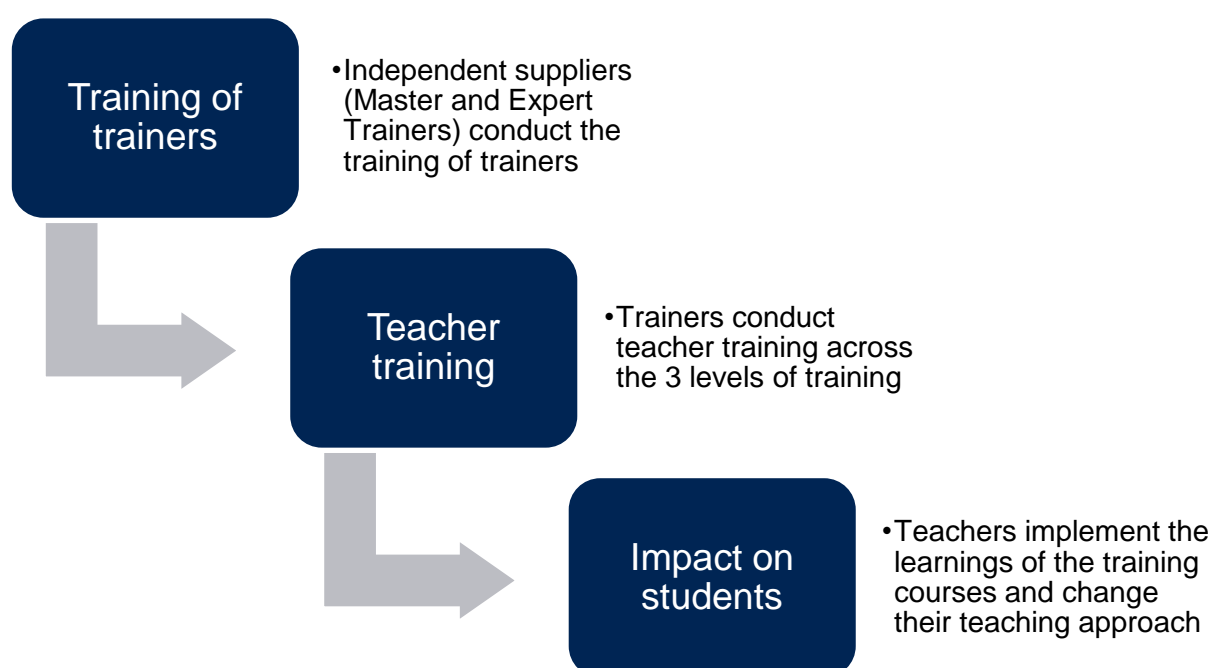
Source: Evaluation team discussions with British Council

Professional development for teachers comprised of the following activities:

- ▪ **Course (content) development**: the British Council, in partnership with external contractors, developed CPD courses.

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[11] Trainings centred on core skills focused on one key core skill. Within each country, the core skills featured, and their mix amongst trainings, varied substantially.

- **Selection of trainers**: The British Council selected training partners in the UK and freelance master trainers overseas to develop the course content and carry out training of trainers.

In addition to the training sessions, a number of activities were provided to support trainers:

- **Hot seats**: master trainers made themselves available to answer questions from trainers and share best practice.

- **Webinars**: webinars were delivered across the network or more locally on a range of specific topics.

- **Newsletter**: a monthly newsletter contained a 'spotlight' on a specific theme.

- **Quality Assurance**: Imagine Education, a partner organisation, reviewed course content and course materials.

Professional development training for school leaders (overseas schools)

Professional development training for school leaders overseas aimed to develop school leaders' leadership skills in order to create an enabling environment within which teachers are supported to deliver core skills and global learning effectively. Professional development training for school leaders followed the same structure and therefore activities as for teachers; however, the content of the courses differed for teachers and school leaders. **Error! Reference source not found.** lists the professional development courses offered to teachers and school leaders, although it should be noted that the exact offering varied by country.

Figure 2.3: Professional development courses for teachers and school leaders

Professional development courses for teachers	Professional development courses for school leaders
- An introduction to Core Skills for teachers - Teaching critical thinking and problem solving - Teaching creativity and imagination - Teaching digital literacy - Teaching student leadership and personal development - Teaching citizenship - Teaching communication and collaboration - Teaching enterprise skills - Inclusive pedagogies - Teacher as researcher (Level 1) - Teachers as researcher (Level 2) - Setting up and maintaining equitable and sustainable partnerships (Level 2) - Setting up and maintaining equitable and sustainable partnerships (Level 3)	- An introduction to Core Skills for leaders - Applying Core Skills in your setting - Leading Core Skills in the curriculum - Instructional leadership - Internationalising your school - Enabling leadership modules

- Protecting children in your school and on international projects
- Enabling units (online)
- Introduction to international learning
- ICT for international learning
- Intercultural and global awareness
- Education for global citizenship

Engagement with policymakers

Both in the UK and overseas, CCGL aimed to engage and/or influence policymakers. In the UK, the main purpose of engagement was for policymakers to feed into the programme, helping to keep it relevant to current education policy in the four UK nations. Whilst this was also part of policy engagement work overseas, the main purpose of engagement was, rather, to influence policymakers. The objectives for influencing will varied across countries, based on perceived country needs, but included advocating for the embedding of core skills in the national curriculum, for improving inclusion within schools, or for embedding global learning into education activities.

Policymaker engagement involved the following activities:

- **Regular meetings with policymakers**: British Council staff (potentially supported by FCDO or other HMG staff) took part in regular meetings with local policymakers (from local Ministries of Education but also other organisations).

- **Study visits**: policymakers took part in study visits to the UK. The contents of the visits largely depended on the priorities of the policymakers but included meeting with UK policymakers with education expertise and with inspection systems such as Ofsted.

- **Conferences and events**: conferences and events brought together policymakers, experts and British Council staff. The focus of conferences and events differed between the UK and overseas countries. In overseas countries, conferences addressed topics such as engagement, gender equality and inclusivity, whilst in the UK they are focused on increasing engagement of UK policymakers in the CCGL programme.

- **Technical Assistance, such as curriculum mapping sessions**: facilitated curriculum mapping sessions supported stakeholders including school leaders, curriculum experts and policymakers in reflecting on how Core Skills can be embedded into or complement the existing curriculum.

- **Development of Country Plans**: British Council staff worked with policymakers to develop Country Plans, which outlined the country specific strategy for the programme.

2.3 Outputs

Outputs were delivered by the programme as a direct result of the activities undertaken.

School partnerships

- established partnerships

- reciprocal teacher visits

- collaborative projects undertaken between schools

- online collaborations

Connecting Classrooms website

- UK and overseas schools assessing Global Learning content and resources relating to international collaboration and Core Skills

- Professional development training for teachers

- teachers completing face-to-face training

- teachers completing online or face-to-face training

Professional development training for school leaders (overseas schools)

- school leaders completing face-to-face training

- school leaders completing online training

Policy engagement

- Country Plans developed that accurately reflect country needs

- study visits of overseas policymakers to the UK

- senior practitioners and policymakers engaged in the programme through conferences and events

- curriculum mapping sessions

- regular meetings held between policymakers and the British Council

2.4 Outcomes

Outcomes are the changes that occur as a result of the programme outputs and lead to the overall impacts. Outcomes are classified according to whether they are related to knowledge, attitude or behaviour (KAB). These are defined as follows:[12]

- **Knowledge:** relates to the information a person possesses or accrues related to a particular field of study. Knowledge comprises of three forms:

  − Declarative; knowing what.

  − Procedural; knowing how.

  − Conditional; knowing when and why.

- **Attitude:** relates to the feelings and dispositions toward a particular concept, idea, or action.

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[12] Schrader, P, G., and Lawless, A, K. (2004), The Knowledge, Attitudes, Behaviours, Approach to Evaluate Performance and Learning in Complex Environments. *Performance Improvement* vol 43, Issue 9, 2004

- ▪ **Behaviour:** the way in which a person or group responds to a certain set of conditions.

Short/Medium-term outcomes

Short/medium-term outcomes are the changes that take place as a result of the programme outputs. It should be noted that the outcomes and impacts in the Theory of Change differ to an extent from those in the programme's logframe; this is because the Theory of Change includes elements that are considered necessary for the programme's logic to hold, even if they were not specifically targeted by the programme and even if its success was not monitored against these. The following are the achieved medium-term outcomes for students, teachers, school leaders and policymakers; for each outcome, we have assessed the strength of evidence that the outcome has been achieved using a RAG rating: (R)ed – No significant evidence of CCGL contributing to this outcome; (A)mber – Some evidence of CCGL contributing to this outcome; (G)reen – Strong evidence of CCGL contributing to this outcome.

Table 2.2: Short/medium-term outcomes

Participant	Outcome	Evaluation evidence
Students	Students have an increased knowledge and awareness of the SDGs as a result of school partnerships and collaborative projects with SDG themes undertaken, and teachers' incorporation of Global Learning practices in classroom teaching. **(Outcome type: knowledge)**	G: There is qualitative evidence that global learning knowledge and awareness increased among students, but this was highest in schools where teachers also participated in global learning training, which occurred in the UK. Prior motivation to learn about global learning themes (e.g. due to current events) was also a significant contributing factor to outcomes observed. Students were more aware of specific SDG themes such as environmental sustainability than the SDGs as a whole.
Teachers	Teachers have improved knowledge and confidence in teaching Global Learning as a result of the professional development training **(Outcome type: knowledge)**	G: Teachers' knowledge and confidence in teaching global learning increased significantly in the UK where this was a focus of the programme. Prior interest in global learning, either due to personal motivation or the school's ethos, was a significant enabling factor to outcomes observed.
	Teachers have improved knowledge and confidence in teaching Core Skills as a result of the professional development training **(Outcome type: knowledge)**	G: Teachers' knowledge and confidence in teaching core skills increased significantly overseas where this was a focus of the programme. The wider curriculum's support of core skills was an enabling factor, but there were few outside opportunities for teachers overseas to learn about teaching core skills apart from CCGL.
	Teachers who have undertaken professional development training on inclusion have a stronger understanding of the importance of inclusion in the classroom. Teachers	A: There was some evidence of teachers being better equipped to address inclusion and conflict management in OPT where this was emphasised in the CCGL training and in Nepal, although inclusion was not emphasised in CPD in Nepal. There was evidence in Kenya, Nepal and the UK of

	gain new transferable skills. **(Outcome type: knowledge)**	teachers gaining new transferable skills. The programme's for teachers around inclusion and other transferrable skills were not clearly articulated in Country Plans, so achievement was more challenging to measure.
School leaders (overseas)	School leaders improve knowledge of teaching core and transferable skills and global learning and development education. Their knowledge of practices to embed inclusion in their schools[13] improves if this was a focus of the training. **(Outcome type: knowledge)**.	G: There was strong evidence of school leaders improving their knowledge of teaching core skills (overseas), but less evidence of increasing their knowledge of global learning (or inclusion practices in OPT). With regard to core skills, school leaders had few other CPD opportunities to gain this knowledge. The wider curriculum's support of core skills was an enabling factor, but there were few outside opportunities for school leaders overseas to learn about teaching core skills apart from CCGL.
	School leaders' leadership skills are improved as a result of professional development training. **(Outcome type: knowledge)**	G: There was strong evidence of school leaders' leadership skills improving. The wider curriculum's support of core skills was an enabling factor, but there were few outside opportunities for school leaders overseas to learn about school leadership apart from CCGL.
Policymakers	There is an increase in the importance of Core Skills and Global Learning in the minds of policymakers as a result of conferences, events and study visits. **(Outcome type: attitude)**	A: There was strong evidence that CCGL contributed significantly to raising the importance of core skills in the curriculum in Kenya, and to an extent in OPT, but there was less evidence of this in Nepal. Wider educational reform efforts also contributed to this, but CCGL's support was complementary and seen as additional.
	Policymakers understand how to support school leaders' leadership skills and how to support teachers to deliver Core Skills and Global Learning in-country as a result of understanding the delivery model and successes of CCGL. **(Outcome type: knowledge)**	A: There was strong evidence that the learnings from CCGL's support to teachers' core skills was feeding into wider curriculum and teacher training reform efforts, particularly in Kenya. There was limited evidence that learnings from CCGL's implementation were being fed back to policymakers and resulting in a change in understanding regarding school leadership.
	Policymakers understand the importance of inclusivity in education	G: The programme's aims at this level varied across countries. Where this was an

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[13] This intended outcome varied by country. The Kenya Country Plan highlighted that there was scope to work with teachers on inclusive pedagogies focusing on gender responsive teaching and classroom practices, and the OPT Country Plan promotes inclusive practices and incorporate them as indicators for judging the schools' effectiveness.

	as a result of the conferences and events they have engaged in. **(Outcomes type: attitude)**	aim of the programme, there is strong evidence of achievement. In OPT, there was evidence that policymakers were more aware of how to embed inclusivity in education. Awareness has been promoted as well with increasing policy engagement through Mental Well Being and Inclusive Education conferences during CCGL implementation phases.

Long-term outcomes

Long-term outcomes are the changes that are necessary to achieve the programme impacts and result from the short/medium-term outcomes. As above, these have been RAG-rated.

Table 2.3: Long-term outcomes

Participant	Outcome	Evaluation evidence
Students	Students in the UK are aware of local and global challenges and understand how their actions impact those in other countries as a result of their increased knowledge of and familiarity with the SDGs and issues of sustainability. **(Outcome type: attitude)**	G: There is qualitative evidence that global learning knowledge, awareness and motivation increased among students, but this was highest in schools where teachers also participated in global learning training. Prior motivation to learn about global learning themes (e.g. due to current events) was also a significant contributing factor to outcomes observed. Students were more aware of specific SDG themes such as environmental sustainability than the SDGs as a whole.
	Students in the UK have enhanced Global Learning and have the confidence and motivation to apply their skills and learnings **(Outcome type: knowledge)**	
	Students overseas have increased Core Skills as a result of teachers incorporating Core Skills training into their lessons. **(Outcome type: knowledge)**	A: There was some evidence that core skills improved relative to comparator schools who had not participated in CCGL, and that students had experienced classroom activities and practices consistent with CCGL core skills training overseas. Evidence was stronger in Kenya than in OPT.
Teachers	Teachers improve their teaching practice as a result of increased knowledge and confidence. Teachers overseas undertaking inclusion training have an increased ability to manage inclusion, conflict and other complex situations.[14] Teachers incorporate new transferable skills into classroom teaching. **(Outcome type: behaviour)**	A: There was some evidence of teachers improving their teaching practice, and in OPT where inclusion was emphasised in the CCGL training, there was evidence of a change in practice relating to inclusion and conflict management.

[14] This intended outcome varied by country. The Kenya Country Plan highlighted that there was scope to work with teachers on inclusive pedagogies focusing on gender responsive teaching and classroom practices, and the OPT Country Plan promotes inclusive practices and incorporate them as indicators for judging the schools' effectiveness.

	Teachers pass on knowledge and skills gained to other teachers in the school. **(Outcome type: behaviour)**	A: There was some evidence of cascading taking place, but this was not systematic in all countries. Cascading was more likely where there was a cohort of teachers trained by CCGL within the school and strong support from the school leader and/or school's ethos. Cascading happened most systematically in Kenya and in Nepal where CCGL was part of wider curriculum reform efforts.
School leaders (overseas)	School leaders overseas support teachers to improve their teaching practices as a result of an increase in school leaders' leadership skills. **(Outcome type: behaviour)**	G: There was strong evidence of school leaders improving their knowledge of teaching core skills (overseas) and that they were supporting teachers to improve their practices. The wider curriculum's support of core skills, and concurrent CCGL training of teachers within the school, were enabling factors.
	Where inclusion is a component of school leader training, school leaders overseas develop practices supporting further inclusion within schools[15]. **(Outcome type: behaviour)**	A: There was some evidence in OPT of school leaders adopting new practices with regard to inclusion.
Policymakers	Core Skills and/or Global Learning are embedded in the national education system overseas as a result of policymakers' increased awareness of the importance of Core Skills and Global Learning to students today and an improved awareness of how to embed such teacher knowledge and skills in-country. **(Outcome type: behaviour)**	A: There was strong evidence that CCGL contributed significantly to raising the importance of core skills in the curriculum in Kenya, and to an extent in OPT; in Nepal, CCGL's efforts were aligned to existing efforts to embed core skills in the curriculum. Wider educational reform efforts also contributed to this, but CCGL's support was complementary and seen as additional. There was limited evidence that CCGL was contributing to global learning being embedded in the national education system overseas or in the UK.
	Policymakers overseas act to make the country's education system more inclusive **(Outcome type: behaviour)**	A: Inclusivity was emphasised by the programme to differing extents. In OPT, there was evidence that policymakers were more aware of how to embed inclusivity in education and had subsequently improved policy for students with SEND.
	Policymakers in the UK and overseas are supportive of the CCGL programme in-country as a result of related advocacy activities, enabling the British	G: There was strong evidence that policymakers were supportive of CCGL and the British Council's support as a result of the programme's policy engagement.

15

	Council to deliver the programme. **(Outcome type: attitude)**	

2.5 Impacts

The impacts are the longer-term changes that the programme seeks to achieve. As above, these have been RAG-rated. It should be noted that given these impacts are expected to take place beyond the time horizon of the evaluation, strong evidence of achievement of these impacts (i.e. a 'Green' rating) would not be expected.

Table 2.4: Impacts

Outcome	Evaluation evidence
Students are more active citizens both locally and globally as a result of school partnerships and Global Learning.	A: There was some evidence that students had taken action locally/globally as a result of school partnerships and global learning. Where this took place, there was a clear link to CCGL's support and the enhanced motivation to take action brought about by the programme. However, community action was not systematic, and when it did occur, it was not possible to establish the extent to which this could be attributed to CCGL.
Students overseas are equipped with the skills needed to participate in the global economy as a result of their involvement in the programme (including through Core Skills education).	A: There was strong evidence that students' core skills had improved, and it was expected that this would result in longer-term positive impacts. However, the longer-term sustainability of these skills could not be measured.
Global Learning and Core Skills are embedded in the ethos and values of the school as a result of improved school leadership and policymakers' commitment to the objectives behind Core Skills and Global Learning education. Inclusion is embedded in the ethos and value swhere this is a component of the interventions.	A: CCGL supported continued embedding of global learning, inclusion and core skills in schools' ethos and values where schools already had this ethos. However, there was not evidence that CCGL was able to achieve this degree of systematic change within a school without a supportive policy environment or strong motivation within the school (e.g., from the school leader, or the school's existing ethos.)

2.6 Logic model

The figure below provides a logic model for the CCGL programme, illustrating the key components of the Theory of Change. The logic model includes references to the assumptions that are relevant to each strand (a-bb). Full discussion of these assumptions can be found in the following section. The logic model will be revised following confirmation of the proposed changes in the table above; it has been revised to take into account new assumptions *e* and *o.*

Inputs to outputs

Local advisors

(a) Local advisors are engaged and actively support school partnerships - the success of school partnerships is enhanced by the support of local advisors *(direct control)*.

Partnership coordinator

(b) The action plans for school partnerships are implemented - the success of school partnerships depends on the extent to which action plans are implemented in practice *(some influence)*.

Teachers

(c) Teachers have time to attend the training sessions - it is assumed that teachers will be able to attend training sessions alongside the other demands on their time *(no influence)*.

(d) Teachers are able to travel and attend the training sessions - in some countries travel conditions may be difficult or lengthy which may discourage teachers from attending face-to-face training sessions *(no influence)*.

(e) Teachers have the technology and infrastructure to attend training sessions virtually – in some countries, internet and electricity may be unreliable, or teachers may lack access to digital devices to attend training online *(some influence)*.

Policymakers

(a) The programme is granted access to the relevant policy and decision-makers, and the British Council is given permission to deliver the programme in their jurisdiction *(some influence)*.

Schools

(b) Schools remain open - all of the outcomes and impacts rely on schools remaining open, this assumes on an absence of instability, natural disaster, global pandemics or conflict in the area as well as the absence of significant industrial action by teaching staff *(no influence)*.

Programme design

(c) Country Plans are relevant for the specific country needs and priorities *(direct influence)*.

(d) The programme identifies the correct policymakers to engage with *(direct influence)*.

(e) National Ministries and British Council staff are able to accurately identify the country needs - the extent that country plans accurately reflect the country needs depend on the ability of National ministries and British Council staff to accurately identify these needs *(some influence)*.

(f) The British Council and FCDO staff, at central and local levels, collaborate effectively *(some influence)*.

(g) CCGL is coherent with wider HMG policy in each country *(direct influence)*.

(h) The level of inputs is appropriate for delivery of activities and remains appropriate in the context of COVID-19 *(some influence)*.

(i) Activities can be adapted effectively to the COVID-19 context to achieve the targeted level of outputs *(some influence)*.

(j) Training and partnership materials are well-tailored to the local context *(direct influence)*.

Policymakers

(k) The programme is prioritised by policymakers – there may be similar programmes that compete for the attention and time of policymakers. It is assumed that policymakers prioritise the CCGL programme *(some influence)*.

Outaccode Outputs to outcomes

Partner schools

(l) Reciprocal visits (and online comparative activities) sufficiently display methods of teaching worth absorbing – the success of schools' partnerships depends on the extent to which teachers are able to witness, understand and absorb beneficial new teaching methods learned through exchanges and visits *(some influence)*.

Online partnerships

(m) Online and face-to-face partnerships are both effective, and schools are equally motivated to participate in partnerships when there are no reciprocal visits – schools have the option of engaging in face-to-face or online partnerships, for comparable outcomes to be achieved through both it is assumed then they are equally effective *(direct influence)*.

Training suppliers

(n) Delivery partners are high quality - the impact of the training is dependent on the quality of the training delivery, which is assumed to be high *(direct influence)*.

Teachers and school leaders

(o) Teachers and school leaders are motivated and see the value of the training – the extent to which teachers benefit from the training depends on their own motivation. Teachers are assumed to be motivated and see the benefit of the training *(some influence)*.

(p) Teachers and school leaders retain the knowledge gained during the training - the extent to which teachers put into action the knowledge gained during the training sessions depends on the extent to which knowledge is retained *(no influence)*.

(q) There is a minimum level of teacher and school leader skill and knowledge - the training courses build on an assumed minimum knowledge and skill of the covered concepts. If this minimum level is not reached, then the extent that teachers will be able to benefit from training will be limited *(no influence)*.

(r) Teachers and school leaders put into action the training and change their practices - training will only be impactful if teachers enact behaviour change and put into action in their classrooms the knowledge and skills gained during the training *(some influence)*.

National curriculum

(s) The curriculum allows room for change in teaching practice - the extent to which teachers are able to put into action the results of their training depends on the flexibility allowed to them by the curriculum *(no influence)*.

Students

(t) Students have a minimum level of knowledge to benefit from the programme - students require a minimum knowledge to be able to fully benefit from the programme. If more basic issues, such as literacy are a constraint, then it is unlikely the potential benefits of the programme will be realised *(no influence)*.

(u) Students are motivated to learn about CCGL - whether students take on and retain the skills and knowledge is dependent on their motivation to learn and participate *(some influence)*.

Outcomes to impacts

Programme design

(v) Working with a small number of teachers is sufficient to create ripple effects to the wider school - in some cases, only a small number of teachers will participate in the programme, it is assumed this will be sufficient to achieve school-wide change *(some influence)*.

Students

(w) Students apply the learnings from the programme (including Global Learning and around Core Skills) - whether long term change and engagement is achieved depends on the extent to which students put into action the skills and knowledge that they have gained *(some influence)*.

2.7   Updates to the Theory of Change

As part of the process of finalising the Final Report, the Evaluation Team revisited the Theory of Change to ensure it aligned with the evaluation's findings, in agreement with the British Council. The amendments made to the Theory of Change are detailed below.

Overall, where there are differences in intended outcomes and impacts between the UK and overseas, this has now been clarified in the wording of the element.

Short/medium term outcomes

▪ "*Teachers are better equipped to identify concerns around inclusion and act on them, handle conflict resolution and manage complex situations as a result of the professional development training*" was amended to "*Teachers who have undertaken professional development training on inclusion have a stronger understanding of the importance of inclusion in the classroom. Teachers gain new transferable skills*". These changes acknowledge that inclusion was not a focus of the training in all countries and also highlights that gaining new transferable skills was a focus of the teacher training in all countries.

▪ "*Teachers' demand for continued professional development (CPD) is increased*" was removed as it was not a programme goal, and the evaluation did not find evidence that this was important to the logic of the programme holding true.

▪ "*School leaders improve knowledge of teaching core and transferable skills and global learning and development education and practices to embed inclusion in their schools*" was amended to "*School leaders overseas improve knowledge of teaching core and transferable skills and global learning and development education. Their knowledge of practices to embed inclusion in their schools improves if this was a focus of the training*". As global learning was not emphasised in school leader training overseas, reference to this within this outcome has therefore been removed from the revised ToC. This edit reflects that inclusion was not a focus of the school leader training in all countries and that school leader training was only offered overseas.

▪ "*School leaders are enabled to build networks and communities of practice within and outside of their own school*" was removed as it was found not to be a focus of the programme, and the evaluation did not find evidence that this was important to the logic of the programme holding true.

Long term outcomes

▪ "*Teachers improve their teaching practice and improve inclusion within the classroom as a result of increased knowledge and confidence and an increased ability to manage inclusion, conflict and other complex situations*" was amended to "*Teachers overseas improve their teaching practice as*

a result of increased knowledge and confidence. Teachers undertaking inclusion training have an increased ability to manage inclusion, conflict and other complex situations. Teachers incorporate new transferable skills into classroom teaching". These changes reflect that this outcome is only applicable to teachers overseas participating in training focused on inclusion and specifies that incorporating transferable skills into the classroom was an intended outcome of the programme.

- "*School leaders develop practices supporting further inclusion within schools*" was amended to "*Where inclusion is a component of school leader training, school leaders overseas develop practices supporting further inclusion within schools*" as inclusion was not a focus of the school leader training in all countries and was only offered overseas.

- "*School leaders develop networks and community of practice*" was removed as it is not a focus of CCGL, and the evaluation did not find evidence that this was important to the logic of the programme holding true.

- "*Further schools adopt new practices of leadership, Core Skills and Global Learning as a result of the networks built by school leaders*" was removed as networks are not a focus of CCGL, and the evaluation did not find evidence that this was important to the logic of the programme holding true.

Impacts

- "*Global Learning, inclusion SDGs and Core Skills are embedded in the ethos and values of the school as a result of improved school leadership and policymakers' commitment to the objectives behind Core Skills and Global Learning education*" was amended to "*Global Learning and Core Skills are embedded in the ethos and values of the school as a result of improved school leadership and policymakers' commitment to the objectives behind Core Skills and Global Learning education. Inclusion is embedded in the ethos and values where this is a component of the interventions*" as inclusion was not a component in all countries.

- "*Marginalised students are further included within their classrooms and schools*" as it could not be established that the programme's activities were sufficient to achieve this nor that this was the aim of the programme's inclusion activities.

3 Evaluation findings – Responses to evaluation questions

This section sets out the evaluation findings against each of the evaluation questions.

3.1 Effectiveness

EQ1: How, and to what extent, does teacher and school leader training contribute to increased understanding of global citizenship and how to apply it within the classroom?

In Kenya, OPT and the UK, there was evidence that the training increased teachers' understanding of global citizenship; however, global citizenship was not a focus of teacher and school leader training in Nepal. In OPT and the UK in particular, the training was reported to be highly effective, increasing teachers' understanding of global issues, the role and importance of global citizenship, and increasing confidence in teaching on these topics.

> **"It's the confidence in your knowledge and understanding. I think with the development goals I did know they were out there, but it really helps thinking it all through so much more so then you're ready to share that with the children… just having the confidence to step out and make global education a priority within the classroom."**
>
> Teacher, UK

In Kenya, there was a limited focus on global citizenship in the training. Moreover, there was not a unified understanding of global citizenship amongst teachers, likely due to contextual factors. Similarly, in Nepal, global citizenship was not a focus, although some school leaders nonetheless introduced activities with a global citizenship dimension, such as environmental projects, following participation in CCGL training.

CCGL's training offer was particularly valuable in Kenya, Nepal and OPT, where there is less external CPD available than in the UK. Policymakers there reported that the training was highly valuable as it encouraged the adoption of new pedagogies and teaching methods, leading to a sustained impact on the education system which complemented national changes on teaching, learning and skills development.

There was also evidence from students in Kenya and OPT of an increased understanding and awareness of global citizenship; in Kenya this related to environmental stewardship specifically. This increased understanding and awareness (as well as an increased understanding of global issues in OPT) was linked with a sense of being part of a global community, feeling more motivated towards learning and being more open and accepting in terms of diversity.

> **"Every teacher has begun to view citizenship as an essential thing in the teaching curriculum and adopted it in their behaviour. There are even teachers that practice their citizenship at the school environment level, cleaning the surrounding environment."**
>
> Teacher, OPT

In the UK, the training tended to be particularly relevant for teachers with less experience of these topics; many of the teachers had a prior knowledge of global learning themes due to their national curricula (particularly in Scotland), personal interest, or previous exposure to CCGL (e.g., through another teacher) or other programmes. A key enabler to understanding was knowledge exchange with other teachers during the training sessions as well as outside training within schools (where multiple teachers in a school were trained) and within clusters. This was helpful for teachers with different levels of experience teaching global learning themes.

EQ2: How, and to what extent, do teacher and school leader training contribute to increased understanding of Core Skills, and how to apply it within the classroom?

EQ2 was assessed in the overseas schools only, where core skills were emphasised.

In Kenya, Nepal and OPT, MI data showed improvements in knowledge, confidence, and application in the classroom. There was a substantial decline in teachers reporting that they lack core skills knowledge, as well as a decline in those who reported having knowledge but a lack of experience delivering core skills in the classroom. The data also showed increases in teacher confidence in core skills, in addition to increases in having planned opportunities for students to participate in core skills activities, allowing students autonomy, and evaluating their engagement.

> **"It was noticed that CCGL trained teachers' performance, views of teaching and communication skills has noticeably developed. Meanwhile non-participants of the programme rely on the traditional teaching method, which focuses on memorization, solving questions and lack of creativity. This was noticed from student's exam results."**
>
> School Leader, OPT

> **"We learned that we don't have to give the learners everything. […]. We used to do everything for them before but now as we teach them things and also get answers from themselves. When they do that, they remember more than giving them everything."**
>
> Teacher, Kenya

In all three countries, this is result was achieved thanks to teaching methods changing as a result of participation in the training, shifting from lecture-based and rote learning approaches to more participatory approaches and to encouraging students' autonomy in learning. This was noted by both teachers and school leaders in qualitative interviews. In all three overseas countries, teachers interviewed also showed greater awareness about implementing digital technology in the classroom. This was particularly noteworthy in Nepal, where digital skills were emphasised in teacher and school

leader CPD, and where this provided to be particularly valuable during the COVID-19 pandemic which necessitated increased use of digital technology to deliver lessons.

> **"The six core skills that were taught in the trainings have been implemented in the classes. In addition, during the pandemic, the teachers have not only become digitally literate, but online classes also became an approach. The teachers have also done more collaboration. The teachers have also done activities after a class which has been emulated by other teachers as well."**
> School Leader, Nepal

Among school leaders trained, in OPT, MI data showed that there was an increase in the average score on school leaders' understanding of the skills students need to succeed in the 21st century and reported these skills being taught within the curriculum.

EQ3: How, and to what extent, do teacher and school leader training lead to improved understanding of how to pursue wider pedagogical improvements including inclusion, conflict management and teacher performance amongst school leaders?

School Leadership and Inclusion were a focus of the programme overseas only. The CCGL programme Business Case states that in overseas countries, the programme aimed to support teacher training on education quality and inclusion through advocacy and awareness raising, with a particular inclusion focus on girls and disability. There is also a reference to improvements in overseas schools regarding positive discipline strategies. In all schools, an objective was to improve teachers' pedagogical skills to incorporate transferable skills into their curriculum training. The extent to which School Leadership and Inclusion were prioritised as well as the different pedagogical topics covered in CPD varied across overseas countries. The intended impacts of the training on improving teachers' and school leaders' understanding of how to pursue broader pedagogical improvements therefore also varied between the countries.

In OPT, the programme's inclusion-related interventions took place at a policy engagement level with a focus on disability and mental wellbeing, and this was also embedded in school leader and teacher training. Policymakers reported that trained teachers were more aware of the needs of students with SEND and more likely to engage these children in critical thinking and problem-solving tasks. In Kenya, the country plan included some references to girls' education and a focus on inclusion at policy level, but it was not a focus at the classroom level. School leaders were found to be more aware of their responsibility for establishing an enabling environment for students and teachers. In Nepal, the country plan did not mention inclusion, but inclusion was delivered as part of the school leader training package, and there was some evidence that this led to increased awareness among school leaders of the importance of tailoring teaching to different learners' abilities and to developing long-term planning for SEND. In the UK, inclusion was not a focus of the programme beyond ensuring the programme was accessible to schools and participants. Inclusion already tended to be central to schools' ethos as well as the wider sector, although some schools reported that the training supported teachers to increase students' understanding of other people from different backgrounds.

"The teachers had to apply inclusion or equity-based approach so that each student gets an opportunity to be involved in the activity. However, it has been a bit challenging for us to include the one student who is suffering from ADHD. However, we are giving him one-to-one treatment because that student cannot catch up with other students. Similarly, there are fast learners and slow learners in the class. For this we have: paired and self-esteem learning. There are discussions, presentation under that, and we run continuous assessment. For weak students or slow learning students, we run free remedial classes."

School Leader, Nepal

In terms of teaching practices, in Kenya and Nepal, the training supported teachers to teach more holistically and adopt more engaging practices. Linking to the objective on positive discipline, in OPT teachers and school leaders reported that the training enabled them to manage conflict and promote harmony in the classroom.

Beyond the planned objectives, in Nepal and OPT, outside the classroom they reported that the training had improved communication between teachers and school leaders, and communication and collaboration between teachers. Conflict resolution was also improved in Nepal as a result of CCGL. The MI data in OPT suggests that the training has increased school leaders' confidence in leadership, with average scores increasing between baseline and endline.

In the UK, while there was some evidence in the MI data that teachers became more confident in their awareness of pedagogical approaches that support global learning / learning for sustainability (as discussed in EQ1), schools tended to report that their overall approach to classroom instruction had not changed, although this is normal given that CPD in the UK did not emphasise wider pedagogy. Nevertheless, exposure to pedagogical differences overseas through partnerships, as well as CPD, did result in an increased understanding of digital learning, outdoor learning, play-based learning, and emphasising students' voice in some schools – evidence of teachers learning transferable skills which could be transferred into their teaching more broadly.

EQ4: How, and to what extent, do school partnerships contribute to increased understanding of global citizenship and Core Skills, and how to apply it within the classroom, amongst teachers?

Of the three countries, the partnerships were found to have the greatest impact in the UK, although there were also positive outcomes in Nepal and OPT; partnership schools were not studied in Kenya. In the UK, partnerships were found to increase teachers' understanding of global citizenship and its application within the classroom, with this understanding strongly driven by reciprocal visits. These were seen as impactful and even life changing, enriching learnings from the training and raising awareness of global issues and different teaching practices. In the partnership survey, the majority of schools felt that school partnership activities had improved their teaching of active global citizenship, with an average score of 8.6 in the UK.

"This sort of project, you can easily just download a unit of work or scheme of work from somewhere, but to actually then bring it alive through real experience, having gone on a trip like this, having immersed yourself in that culture, brings in a totally different aspect of your teaching. It brings your teaching alive. It gives you that passion and drive, you can tap into real stories that you can tell children and it's not a scheme of work, it's a scheme of experience, isn't it?"
Teacher, UK

In Nepal, teachers highlighted the benefits of participating in partnerships; these exposed them to new teaching methods and motivated them to implement these in their classroom. Examples included project-based learning, practical activities, and competency-based assessment. They also reported that partnerships made them more aware of global dimensions of learning and helped them broaden their students' horizons. MI data also showed that teachers' valued partnerships' contribution to students' global citizenship, but some teachers and school leaders felt that there had been a weak impact on understanding of global citizenship due to a lack of training and perceived inequities in the partnerships.

"We saw a drastic change. We saw that the core skills were properly implemented in their (UK school) teaching learning methodology. But we are still in practice phase. Yes, there was an impact on the teachers. We emphasize in activity/project-based teaching. We have found that the students learn quicker in this method."
Teacher, Nepal

In OPT, policymakers reported that school partnerships had positive student, teacher, and school leader outcomes through providing opportunities to learn best practice and develop core skills.

In the Kenya MI data, the majority of teachers agreed that partnerships added value for schools in terms of understanding best practice in global citizenship, embedding global learning in other subjects, and increasing the quality of teaching and pedagogical skills (average score of 7-7.2/10). There was also strong agreement that partnership activities improved their teaching of active global citizenship (7.8 out of 10 average score).

Schools in Kenya and the UK described how COVID-19 was a barrier to these partnerships, and one school in Nepal raised this as a challenge, although other schools were satisfied with the online delivery of CCGL during the pandemic. In Kenya, the pandemic made it challenging to collaborate due to poor connectivity. In Nepal and the UK, the reciprocal visits were cancelled which was seen as disappointing and a barrier to engagement, with partnerships losing momentum. Schools that were already part of partnerships when the pandemic started tended to make adaptations to continue the relationship, for example via video calls where technology in the partner schools allowed for it.

EQ5: How does the level of engagement a school has with CCGL activities ('dosage') affect outcome achievement?

A school's participation in both CPD and partnerships had a greater impact on outcome achievement than when it only engaged in one or the other. Outcome achievements were also more observable when teachers had a strong engagement in training (were motivated and participated first-hand), including taking more and higher-level courses. Having multiple teachers and the school leaders trained in a school was also important for success, particularly for achievement of whole-school effects and

cascading of learnings. These benefits are enhanced when teachers are particularly motivated and there are existing mechanisms for knowledge sharing in schools.

In the UK, evidence on dosage was limited. Because very few of the schools that engaged in the evaluation participated in CPD training alone, it was hard to isolate and compare the effects of different levels of dosage. Similarly, CCGL's training delivery overseas has been relatively consistent within each country in terms of the level of engagement with individual schools. On average in OPT, two to three teachers in each participating school (99 in total) were trained. In Kenya, three (250 in total) teachers were trained per school each year, increasing to five in most schools in 2020. In Nepal, the model varied depending on whether the school was public or private, with private schools having on average one teacher and one school leader trained, and public schools having on average four teachers and one school leader trained—this approach was intended to allocate greater resources to public schools. School leaders were trained alongside teachers in all three countries.

A distinctive feature of CCGL in OPT is that each participating school has been involved in partnerships. In Kenya, the school partnership strand of CCGL runs almost as a stand-alone component with only six schools participating in both CPD and partnerships. In Nepal, private schools are typically engaged in the programme through ISA (although ISA is also open to public schools). On average only one teacher and one school leader were supposed to be trained on one or two core skills; while in public schools, the school leader and four teachers are typically trained on three core skills[16]. Partnerships were open to both private and public schools. Online training introduced during the pandemic was made available for teachers from both public and private schools and allowed learners to choose e-learning paths of varying duration and content. As a result, trainings on all core skills were available to teachers from both public and private schools. These differing programme implementation strategies mean it is hard to draw evidence-based conclusions on how different levels of engagement affected programme outcomes. That said, similar dosage level across countries yielded evidence supporting the following three key findings:

Firstly, outcome achievement was greater in schools that engaged in both training and partnerships than in training or partnerships alone, and synergies between the two activities were raised by participants in qualitative interviews. In the UK, the evaluation found qualitative evidence that schools that participated in both had better outcomes in terms of teacher knowledge and confidence in teaching global learning and in terms of students' awareness of global issues, with schools highlighting the two activities. Similarly, schools in the UK and overseas that only participated in partnerships felt that outcomes would have been enhanced by participation in training.

> **"There are various trainings throughout the year, but we don't think there has been any impact of the programme. This is also because we have not taken many trainings of CCGL programme."**
> Teacher, Nepal

Monitoring data can be used to triangulate these qualitative findings with quantitative analysis from survey data.[17] The table below presents UK teachers' average self-reported scores on how confident

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[16] This approach was decided by the British Council Nepal country office in order to focus resources on public schools rather than private ones. However, interviews with school leaders and teachers show that this model wasn't always followed: on occasions, more than one teacher was trained in ISA schools and less than four teachers were trained in public schools.

[17] The evaluation's overseas student assessment tool was not used to compare outcomes in schools that had and had not participated in school partnerships; as the sample was drawn from schools participating in CPD, there were a limited number of schools participating in a school partnership, and so this could not be compared.

they felt about five statements in relation to global learning/learning for sustainability; teachers from schools engaged in a school partnership on average felt more confident on each of the statements.

Table 3.1: Teachers average self-reported scores on a scale of 0-10, with 0 being "Not at all confident" and 10 being "Completely confident" on how confident they feel about statements in relation to global learning/learning for sustainability

	Not currently or previously engaged in a school partnership	Currently or previously engaged in a school partnership
Your knowledge of global issues	7.3	7.5
Your understanding of how to incorporate global learning / learning for sustainability into your teaching	7.2	7.6
Your awareness of pedagogical approaches that support global learning / learning for sustainability	6.8	7.4
Your understanding of which skills might support pupils to develop as active global citizens	7.2	7.6
Your awareness of how to support pupils as active global citizens	7.2	7.7

Source: British Council, CCGL UK teachers' follow-up survey, Y3Q4

As well as teacher's self-reported confidence in global learning/learning for sustainability, there were also differences in the frequency with which teachers from schools that had been engaged in a school partnership incorporated global learning/learning for sustainability into their teaching or activities conducted with pupils. These differences can be seen in the table below, which shows that on average, 65% of teachers from schools that had engaged in a school partnership incorporated global learning/learning for sustainability into their teaching or activities conducted with pupils at least once a week (including 9% that did so every day), compared to 50% of teachers from schools that had not engaged in a school partnership.

Table 3.2: Frequency with which teachers surveyed incorporate global learning/learning for sustainability into their teaching or activities run with pupils

	Not currently or previously engaged in a school partnership	Currently or previously engaged in a school partnership
Not at all	6%	1%
Less than once a week	45%	34%

At least once a week	41%	56%
Every day	9%	9%

Source: British Council, CCGL UK teachers' follow-up survey, Y3Q4

In particular, qualitative evidence showed that schools that had participated in reciprocal visits and had high levels of pupil-to-pupil engagement experienced the most significant knowledge and behavioural outcomes, and these outcomes supported transformative change across the school.

This finding from qualitative research with schools is also supported with quantitative evidence from monitoring data, which found that schools that had participated in reciprocal visits reported high scores on what they had 'achieved or gained from the school partnership,' as shown in the table below. Schools that participated in a reciprocal visit consistently rated higher what they had achieved or gained from the partnership across the seven criteria included in the partnership survey than schools that had not participated in a reciprocal visit.

Table 3.3: UK teachers' self-reported scores (from 0-10) for what they achieved or gained from the school partnership

What the school achieved or gained from the partnerships	Average score given by schools that did not participate in a reciprocal visit	Average score given by schools that participate in a reciprocal visit
Set up and maintain an equitable and sustainable partnership	6.9	7.4
Develop and share best practice in active global citizenship	6.7	7.1
Compare approaches and incorporate transferable skills into their teaching	6.3	7.0
Embed global learning into specific subject disciplines e.g. English, maths and sciences	6.5	6.7
Increase the quality of teaching and improve teachers' pedagogical skills	6.4	7.2
Improve students' engagement through international peer to peer learning	6.5	6.6
Achieve wider impact, in terms of whole school and wider community engagement	6.7	7.0

Source: British Council, CCGL Partnership Survey, Y3, Q3

Furthermore, schools' self-reported student outcomes in the partnership survey were also on average higher for those schools that participated in a reciprocal visit as compared to those that did not, as shown on the table below.

Table 3.4: UK teachers' self-reported scores (from 0-10) on student outcomes from participating in school partnerships

School partnership activities student outcomes	Average score given by schools that did not	Average score given by schools that

	participate in a reciprocal visit	participate in a reciprocal visit
Preparing students to develop positive attitudes towards taking action on sustainable development and social justice	8.0	8.3
Preparing students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)	7.9	8.2
Equipping students with transferable skills to live and work in a global economy	7.6	8.0

Source: British Council, CCGL Partnership Survey, Y3, Q3

As shown on the table below, teachers rated reciprocal visits as the most important activity for achieving a sustainable, equitable and high-impact partnership.

Table 3.5: UK teachers' ratings on the importance of partnership activities for achieving a sustainable, equitable and high-impact partnership

	Average rating
Reciprocal visits	9.4
Virtual partnerships	8.6
Collaborative student projects	9.2
Professional development	8.9
Community engagement	8.9
Competitions)	8.3
Awards	8.8

Source: British Council, CCGL, Partnership Survey, Y3 Q3

When schools took part in just partnerships and not CPD, outcomes were observed more at the student level. There was less evidence of knowledge sharing between teachers, suggesting that there were less opportunities to embed global learning in the school.

In OPT, the evaluation found that participating in all the CCGL programme strands allowed both teachers and school leaders to be fully aware of global learning and global citizenship issues and how to bring the topics in the classroom. In Nepal, participation to partnerships and ISA allowed both teachers and school leaders to bring topics of global citizenship in the classroom. Similarly, in the UK there was one example where a teacher that had just taken part in a partnership but not in continuous professional development training courses reported that they were less confident in how to take forward global learning in the school, and there had been less engagement from colleagues. This illustrates how training can be decisive in giving teachers the skills and confidence to leverage the partnership to effect change within their schools.

Second, outcomes were more observable when teachers had a strong engagement with training, including taking more and higher-level courses. In Kenya, Nepal and the UK, the evaluation found that teachers and school leaders that had direct engagement with CCGL training benefitted the most from engagement with the programme and increased their energy and motivation to apply learnings. In the UK, findings from teacher focus groups found that where teachers had lighter engagement with the CPD training, for instance attending just a level one course, they were less able to identify outcomes observed as a result of their attendance. Training was more impactful when carried out in-person, as whilst teachers across countries report being able to impart the skills and knowledge they gained with other teachers, trained teachers that were consulted for the evaluation agreed that the cascading down of training has had less impact on those second-level teachers than the initial training had on the primary recipients.

Programme implementors also noted that outcomes could be expected to differ depending on the specific content of each training course. There are a range of courses offered through CCGL (especially in the UK), however it was not a focus of the evaluation to assess the outcomes of individual courses, but rather the programme as a whole.

Finally, wider school outcomes beyond those in the classroom are greater when there are either more teachers trained and/or there is a high degree of knowledge sharing. As follows from the second finding, the more teachers that are trained directly, the greater the impact. Overall, the evidence from focus groups with teachers found that they were successfully able to share knowledge from the trainings within their school, so it follows logically that the more teachers that are trained, the higher the school engagement with CCGL overall and achieving school-wide outcomes.

Teachers and school leaders' personal motivation was also often highlighted in the qualitative research as a crucial factor for cascading learnings within schools. In cases in the UK where only one teacher had been trained, this was usually due to their interest and passion for global learning. This suggests that in cases where only a small number of teachers are engaged in the teacher training, the level of seniority and personal motivation of that teacher are key factors in determining the extent to which wider outcomes are observed.

In general, knowledge sharing was encouraged and valued across schools in all three countries. The level of knowledge sharing was enhanced when mechanisms for knowledge sharing already existed. For example, in the UK, knowledge-sharing opportunities were already embedded in schools spoken to; these established practices are a key enabling factor in the cascading of knowledge from the trainings throughout the schools. In Kenya, to broaden the impact of the training, cascading of training was embedded in the implementation strategy and appears to have had benefits, particularly in terms of building motivation and supporting a positive working culture. In Nepal, one school explained that they mixed CCGL-trained and untrained teachers together as a means of cascading information on a peer-to-peer basis.

"In any course that teachers attend, even those who have attended CBC courses, when they come, they have to induct the others so that they are on board, so that the whole school works as a team. Whenever they come back, we would just have a small schooling set so that they can pass the knowledge to the others. At least they create awareness so that whatever they are doing in school during implementation will not be seen to be doing their own things in isolation. It involves all the others."

School Leader, Kenya

Despite the level of engagement schools had with CCGL activities, COVID-19 was always cited as a barrier in successfully carrying out knowledge sharing, limiting the extent and effectiveness of interactions between teachers as well as creating additional pressures on teacher time. Teachers in larger schools also found it more challenging to share learnings in comparison to those in smaller schools.

"One difference I have seen is that those teachers are able to teach other teachers. They have also gained more knowledge and are motivated to continue it. Since we couldn't do this for 2 years due to COVID-19 pandemic, we are planning to continue it properly from the next school session."

School Leader, Nepal

EQ6: How do differences in the local education system and teacher professional development environments interact with the programme's objectives and achievement?

The evaluation found that across all four countries (including across the four devolved UK nations), CCGL was well-aligned to educational systems and national curriculums, and the training of interest to teachers and aligned to the needs of students. CCGL's activities to engage the policy landscape and education authorities meant programme alignment was informed. In all three overseas countries, CCGL's emphasis on core skills was highly relevant and timely given the increasing importance of this in the three national education systems. Overseas, CCGL was therefore seen an essential part of teacher training nationally.

CCGL was found to be well-aligned to local education policy contexts and national curricula as well as to the interests of pupils and teachers. In the UK, the local education system and professional development environment in Wales, Scotland, and Northern Ireland especially, were seen to align closely with CCGL's objectives. There is less emphasis on global citizenship and sustainability within the formal education system in England, with some even describing it at odds with the Department for Education (DfE) priorities. In this environment, there is less support for and motivation from schools to embed the programme curriculum into their schools; however, the DfE's decentralised approach gave flexibility to schools to embed CCGL content if desired, and the programme's flexibility allowed teachers to adapt CCGL content to the curriculum based on their unique needs. Therefore, although there was less alignment in England (compared to the other devolved nations), the programme and curriculum are both sufficiently adaptable to allow schools to embed CCGL. The programme aligns well with the curriculum, with several teachers participating in the UK across the four nations stating that CCGL was suitable to integration with their curriculum. Geography and science education, in particular, feature crossover topics and can be moulded to discuss individual SDGs more explicitly.

In contrast to England, in Northern Ireland the CCGL programme links to the global citizenship strand of the curriculum. In Scotland, teachers frequently reported the programme aligned well with Learning for Sustainability (LfS) and other national priorities such as the STEM strategy. In Wales, whilst no official link to another learning priority or curriculum, programme implementors and school leaders and teachers agreed that the programme was aligned well to the new curriculum.

In these nations, CCGL provides direct links for embedding in curriculum and make it appealing for schools to join and increases demand for participation as well as training. The evaluation found schools here were motivated from the top down to integrate global learning into their teaching practices which encouraged them to engage strongly with the CCGL programme. Monitoring data supports this, showing that as a percentage of total schools in the nation, Scotland and Wales had the highest rates of participation[18].

In the overseas countries, the local educational system priorities have interacted well with the programme and driven demand for participation and teacher training. In Kenya and in Nepal, CCGL's implementation has been characterised by a strong collaboration, synergy and complementarity with the education sector and the governmental agencies in charge of designing and leading the country's education reform. In OPT, the lack of financial resources and opportunities for training meant the programme was highly relevant to the educational system needs.

CCGL's policy engagement activities overseas allowed the programme to be well-informed by the local education landscape. In the UK for example, CCGL has featured country teams who align their offers with the devolved education systems across four nations, but particularly in Kenya, this has allowed CCGL to influence education policy development. The British Council has played a fundamental role in supporting the Kenyan government and its education authorities in planning, designing, and implementing the Competence-Based National Curriculum. This has ensured the programme's objectives were consistent and effective in addressing teacher professional development needs. The model was slightly different in Nepal, where CCGL was shaped by the local curriculum and the government's School Sector Development Plan (SSDP); policy engagement was essential to achieving this alignment, but CCGL has had less of an impact on the curriculum.

> *"The good thing with the training it is in connection with the CBC. So now you see that whatever we are taught in the CBC is also in the British Council, the course we attended so now we have a lot of knowledge. We can be able to impact those core competencies to the learners. So even now our learners are able to participate fully in a class not where the teacher was going asking questions people could not answer; now they are participating. You tell them to do something they do it freely."*
>
> Teacher, Kenya

Further, in all three overseas countries, the national education systems have increasingly emphasised core skills, making CCGL's emphasis on these highly relevant and timely. This has meant the programme was highly relevant to teachers' learning needs and was seen as a leading provider of

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[18] 20 percent of Scottish schools and 16 percent of Welsh schools participating in the programme, this compared with 8 percent of schools in England and 8 percent of schools in Northern Ireland. Participation of schools in Wales and Scotland significantly exceeded the expected level, by 118 percent in Wales and 81 percent in Scotland, while participation of schools in Northern Ireland and England was below expectation. Expected levels are the average based on number of schools in the UK countries.

training in both OPT and Kenya, making it a vital actor within the teacher training ecosystems of both countries; in Nepal, teachers reportedly had access to other trainings, but CCGL was seen as complementary to these.

As highlighted above, in OPT, professional development for teachers and school leaders was not only a key part of CCGL but highly valued as one of the few training opportunities available for teachers in OPT. Policymakers, including donors, said challenges in the region have impacted the education system, leading to difficult decisions at a national level on what needs prioritising in terms of investment – with school and children safety and staff salaries their key priorities. The contribution of the programme to teacher training was therefore seen as of high importance and value by policymakers. The additionality of the programme to the education system in OPT has therefore been significant.

EQ7: How, and to what extent, does policy engagement contribute to increased understanding of the importance and means of applying Core Skills (and global citizenship, where appropriate) and inclusion within the curriculum amongst policymakers?

EQ7 was assessed in the overseas countries primarily, where policy engagement was emphasised.

CCGL's policy engagement activities overseas allowed the programme to be well-informed by the local education landscape in the UK and overseas; this is discussed further under EQ12. This alignment to the local context also supported CCGL's aims of influencing education policy overseas, particularly in Kenya and OPT.

Policy engagement activities overseas were highly effective in influencing education policy development, and this was particularly the case in Kenya, where CCGL made a significant contribution to education policy change and curriculum reform. This engagement has been ongoing, preceding the current iteration of the CCGL programme. From 2015, CCGL worked closely with the government and other national institutions to help shape the basic education curriculum framework, providing support to integrate core skills across the curriculum and into assessment. For example, CCGL facilitators participated in the writing of the teacher training manual and in the nationwide training of teachers alongside Kenya Institute for Curriculum Development officers and other educational bodies, participated in the pilot training of Early Childhood Development and lower primary teachers, and participated in the writing of the National Teacher Induction Manual for teachers and school leaders. Ongoing support under CCGL includes providing technical support in the drafting of Kenya's first Skills Building and Assessment framework, which is expected to be piloted in schools this year.

> *"CCGL has influenced local policies with its teacher professional development because it sets a clear path on core competences and how to be taught in schools. There was already a political engagement on that and willingness to introduce core competences in curriculum, but the British Council has a fundamental role in make core competences clear and accessible in teacher training."*
> Policymaker, Kenya

Although CCGL made less of a direct contribution to education policy in Nepal and in OPT, policymakers in OPT from UNRWA and the Ministry of Education noted that the programme had contributed new ideas that supported national curriculum reform as well, increasing the country's emphasis on teacher training and improving their teacher development programme, and reflecting CCGL priorities (such as the focus on inclusion, critical thinking, project- based learning, IT-supported learning, and digital education) in the

country's 21st century skills framework. Although global learning was not emphasised in overseas countries, policymakers in OPT also highlighted that CCGL widened policymakers' understandings of what is needed for students to be fully engaged citizens. Awareness on inclusiveness and mental wellbeing, especially after the COVID-19 pandemic, has been promoted through several conferences with the Ministry of Education. Furthermore, OPT core skills trainers and ISA ambassadors have received mental health and wellbeing training organised by the MENA and Global teams. A follow-up session will take place in May 2022 for implementation purposes at the selected schools' level. These sessions will be delivered in webinars.

> **"UNRWA and the Ministry of Education have increased their emphasis on teacher training, largely as a result of interaction with the Council and CCGL. The SBDT program had general strategies in the beginning, but after the CCGL experience it was adapted to focus on teachers' more specific needs."**
> Policymaker, OPT

In Nepal, policymakers appreciated CCGL's alignment with the national curricula but advocated for stronger synergies in training implementation. CCGL aimed to become accredited as part of the Teacher Development Curriculum but did not achieve this.

However, inclusion was not an explicit focus of policy engagement in Kenya nor Nepal. In OPT, CCGL also focussed on inclusive practices in its policy engagement, and this emphasis was reflected in UNRWA and Ministry of Special Education manuals and guidelines.

EQ8: In programme activities where objectives are not being met, what could be done differently to enable success? How should future programming be designed to overcome experienced challenges?

The programme overall met its core targets for CPD, partnership and policy engagement activities. However, there were some barriers to successful achievement of the objectives as set out in the Theory of Change.

CPD

Time was a key barrier to participation in CPD across all four countries. In the overseas countries, teachers frequently mentioned the time required for travel and logistical issues, concerning overnight stays and reimbursement of expenses, as barriers to participation.

- Online training helped promote accessibility, and there is therefore a role for online training in future programming. At the same time, online training poses unique challenges in the form of technological and infrastructural barriers.
- Where in-person activities continue, these should be as close to participants as possible, and logistical issues such as travel reimbursement and accommodation need to be well-planned to avoid any safety risks to participants.
- To overcome hesitancy to participate in training, the rationale needs to be made very clear and the benefits should be fully understood by participants.
- Ongoing training, rather than an intensive one-off training, should be made more accessible for some teachers.

For both CPD and partnerships, in the UK and overseas, a benefit highlighted from in-person participation was knowledge sharing and networking. Online delivery does not provide either as effectively.

- Some opportunities for collaboration across schools can be encouraged through video calls, online communities, and WhatsApp groups.

CCGL materials for both CPD and partnerships were generally considered to be high-quality, although some issues were raised overseas regarding the context-relevance of some materials. For example, although in OPT, all training materials have been translated to Arabic at MENA level with quality Arabic translation, in some rare cases the updated version of the Arabic material was not ready at MENA level at the time of the local training for logistic issues — although this concern was only highlighted by the British Council itself. In Kenya, the suggested use of technology within the classroom was misaligned with teachers' realities. In addition, teachers both in the UK and overseas faced time constraints which posed a barrier to implementing CCGL content in the classroom. This was particularly exacerbated by COVID-19-related school closures.

- Materials need to be 'classroom ready' as much as possible to ensure their use without creating additional pressures on teacher time.

- Materials also need to be tailored to ensure they are appropriate for the country context and for the needs of students with SEND.

In Kenya, OPT, and the UK, the support of the school leader was highlighted as an important enabling factor. Cascading of teacher training within schools was most common where the school leader was motivated and engaged in CCGL. Having a larger cohort of trained teachers within the school also encouraged cascading. There was demand and appetite for more teachers within each school to be trained.

- Head teachers and multiple teachers within a school should be encouraged to engage in CPD.

- An introductory-level training offer can be made available to a larger group of teachers, with more advanced content available to selected teachers, such as those with the greatest level of motivation.

There was also some evidence of communities of practice emerging across schools both in the UK and overseas. This occurred most systematically where there were available networks to do so (such as cluster partnerships), or where face-to-face training encouraged establishment of relationships.

- Continue to engage policymakers in the programme to support roll-out of CCGL across established networks.

Partnerships

While school partnerships were considered successful overall, with benefits for both UK and overseas schools, there were some cases where partner schools were not suitably matched.

- The matching tool should be reviewed to ensure that it suitably matches partner schools.

Online partnerships were considered less desirable and less effective than partnerships where reciprocal visits took place.

- As for CPD, the challenges of online access overseas need to be considered to maintain motivation and overcome technology and infrastructure barriers.

Some schools in the UK highlighted that their partner school had a different understanding of the programme, global learning, and objectives and contents of the reciprocal visit. They noted that while training on school partnerships was available to teachers in the UK, the same offer was available but not systematically delivered to teachers in overseas countries. This posed both equity concerns and challenges to effectiveness.

- Any opportunities available to schools in one country as part of the partnership (e.g., training related to the partnership) should be provided to counterpart schools.

- Provide schools with additional resources to help guide their interactions with the partner school ahead of the reciprocal visit, including case studies from previous visits and shared FAQs.

- Training and materials provided to partner schools should also consider equity dimensions.

3.2 Efficiency

EQ9: How well has the programme managed to deliver its programme activities and achieve intended outputs during CCGL with the resources available to the programme?

Overall, the programme was effective in delivering the programme activities and achieving the intended outputs despite the challenges posed by the COVID-19 pandemic and reduced programme funding.

As shown on the table below, the programme exceeded its targeted number of policymakers engaged in all countries. The number of teachers trained exceeded the target in Kenya, Nepal and the UK, though was slightly below the target in OPT. The programme was below target for school partnerships and school leaders in Nepal only. The number of school accreditations in Nepal, Kenya, and OPT fell below the target set. Kenya was the only country studied where all targets were achieved/exceeded, and Nepal had the largest number of missed targets.

Table 3.6: Programme performance against targets

Output	UK		OPT		Kenya		Nepal	
	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
School partnerships	3,870	3,871	122	312	211	267	300	185
Teachers trained	18,500	25,667[19]	224	217	680	1,181	1,100	1,300
School leaders trained	NA	NA	111	102	220	267	450	401

[19] This figure includes 18,414 UK teachers that have completed Level 1 training through a cascade model of delivery. The calculation was based on UK schools in partnerships, online partnerships through the Rivers of the World project (Q1) and multiplied by 9 (the estimated average of teachers trained by cluster coordinators). This approach is also reflected in the target number.

School accreditations	2,150	1,585	552	566	NA	NA	200	64
Policymakers engaged	70	94	12	18	25	64	30	74

The COVID-19 pandemic created significant barriers for the programme to achieve its intended outputs, namely as a result of teachers prioritising their time towards delivery of the core curriculum in a way that kept students and teachers safe when schools were in session. Also, because programme budget cuts meant the reciprocal visits were not an option for schools, and as these were a significant driving factor in schools' participation in the programme, the appeal of school partnerships was reduced.

A further challenge was the decrease in overall programme budget announced in 2021, which fell by £3.5m from £38m to £34.5m as a result of a reduced contribution from the FCDO. The £3.5m in savings were realised largely through cost decreases in the school partnerships strand, which has been possible because many travel grants were not paid as a result of COVID-19 restrictions on travel.

The programme was able to meet these challenges through pivoting programme resources towards online delivery of CPD and partnerships, as well as provision of online materials which students could use at home, an innovation driven by COVID-19.

Due to the removal of the reciprocal visit component of the school partnerships, which reduced the attractiveness of the offer, the overall target number of school partnerships for the programme was reduced from 9,500 to 8,750. The programme was able meet this target by pivoting to an online partnership model.

Despite the successful transition to online provision described under evaluation questions 1, 3, and 4, the evaluation found evidence of reduced outcomes associated with online provision of partnerships and, to a lesser extent, training. This indicates that the increase in efficiency may occurred at the expense of effectiveness.

As well as movement to online, the programme was facilitated in achieving its intended outputs through an extension to the programme end date, which was moved from July 2021 to March 2022. This enabled the programme to achieve targets despite school closures caused by COVID-19.

EQ10: How does the programme ensure synergies between different strands and activities? To what extent are programmes complementary?

The programme strands and activities in the four countries studied differed according to the programme implementation in these countries. Within countries, there was evidence that the programme design created synergies between the different strands and activities of the programme. The synergies between the school partnerships and the other programme strands differed by country. In the UK, these were considered to be highly complementary with both teacher CPD training and partnerships focusing on global learning, while in overseas countries which have a greater CPD focus on core skills, the links between the two strands of the programme was less strong.

Programme implementors in the UK considered the teacher CPD training and school partnerships to be "two sides of the same coin," and the programme materials and messaging were designed to reflect this. Schools were encouraged to leverage these synergies when participating in the programme; for instance, the needs assessment completed by a school entering a partnership identifies specific CPD training offers that would support the school partnership and meet the needs identified by the school. Teachers in the UK considered there to be strong links between the training topics and the partnership activities and highlighted how the partnership built upon the topics of global learning developed through the CPD training by providing practical application of these topics and demonstrating their value to students.

On the other hand, in Kenya there was less evidence of synergies between the CPD training and partnerships, as partnerships focused mainly on global learning, the CPD focusses on core skills, with limited attention to global learning. Despite this, findings from policymaker, school leader, and teacher consultations found that the school leader and teacher training and policymaker engagement were complementary. This was particularly true when multiple teachers and a school head were being trained in each school, leading to a shared understanding of new concepts and frameworks and stronger cascading of learning to colleagues.

In Nepal and OPT, the strongest synergy among strands of the programme is between CPD and ISA awards. Unlike other CCGL countries, in OPT, schools are selected for involvement in professional development among ISA schools. Similarly in Nepal, schools taking part in ISA are required to undertake training on core skills.

EQ11: To what extent is the programme achieving value for money (VfM) in its delivery of activities whilst pursuing programme objectives?

Economy

- **Evidence of good procurement practices leading to savings/value added services:** There was evidence in the programme of good procurement practices, in particular selection criteria that placed a significant weighting on cost as well as delivery of outcomes. Throughout the programme there were 'check-and-challenge' processes in place with suppliers to ensure that costs were minimised during programme delivery.

- **Evidence of economical use of programme resources:** The annual country level budgets were agreed in advance with the regional teams based on experiences and lessons learned from previous years. Country teams considered the programme's financial and human resources sufficient to deliver the intended programme activities. Country level teams made use of the regional and global teams for training and support and found these teams to be particularly valuable in helping to address any challenges experienced during the programme implementation. In addition, savings were generated through an efficient use of programme suppliers, most notably thanks to a call-down roster of suppliers with its own procurement and due diligence processes. Utilising this roster allowed the programme to respond quickly to changing circumstances and needs. Furthermore, the use of a global network of trainers allowed the programme to minimise travel costs in comparison to having trainers based in the UK. This proved particularly important during the COVID-19 pandemic when international travel was restricted and helped the programme to respond flexibly to the changing country context that resulted from the pandemic.

Efficiency

▪ **Achievement of target outputs:** The programme met or exceeded most of its output targets. This was done in the context of a reduced budget and the COVID-19 pandemic creating a challenging operating environment. The programme was able to achieve this largely through a pivot towards online provision which allowed significant cost savings in travel.

▪ **Evidence of steps taken to improve efficiency over time**: Many of the measures taken to pivot from face-to-face programme delivery towards online delivery resulted in cost savings in the form of reduced travel costs. There was evidence of country level teams working with regional and global teams to identify cost saving opportunities that would still result in achieving the programme outcomes, such as assessing opportunities for blended face-to-face and online training which had begun even before the onset of the COVID-19 pandemic. Cost cutting was necessary in the context of a reduced programme budget and was made effectively to enable the programme to deliver its intended outputs.

Effectiveness

▪ **Evidence of outcomes and impacts achieved**: The effectiveness of the programme is outlined in depth in evaluation questions 1-8. In the absence of a suitable comparator to benchmark these outcomes against, the cost-effectiveness of the programme is not judged.

Equity

▪ **Proportion of teachers trained who are women:** Across the eight nations included in the evaluation, two-thirds of the teachers trained were women. The numbers of teachers trained as part of the CCGL programme compared closely with national averages in the UK and OPT, while in Kenya just under two-thirds of teachers trained by the programme were female, while around half of teachers nationally are female. Conversely, the proportion of the teachers trained by the programme in Nepal that were female was below the proportion of female teachers nationally.

Figure 3.1: Gender comparison of teacher trained by the CCGL programme to national averages.

| | | CCGL teachers trained | | Country average | |
		Female	Male	Female	Male
OPT	Primary	56%	44%	71%	29%
	Secondary	70%	30%	52%	48%
	Overall	64%	36%	62%	42%
Nepal	Primary	43%	57%	44%	56%
	Secondary	32%	68%	23%	77%
	Overall	36%	64%	40%	60%
Kenya	Primary	65%	35%	50%	50%
	Secondary	67%	33%	42%	58%
	Overall	64%	36%	46%	54%
UK	Primary	77%	23%	82%	18%
	Secondary	60%	40%	62%	38%
	Overall	72%	28%	70%	30%

Source: British Council, CCGL equity monitoring sheet, Q4 2021/2022

- ▪ **Proportion of school leaders trained who are women[20]:** In the overseas countries, just under a third of school leaders trained were women. The highest proportion was in OPT where 72% of school leaders trained were women. In Nepal, the corresponding figure was only 15%. In Kenya, the proportion of female school leaders trained was 36%[21], compared to 24% nationally[22].

- ▪ **Proportion of schools with significant low-income student populations**: Consultations and document reviews highlight that schools in OPT and Kenya overwhelmingly serve low-income students. In Nepal, the Country Plan aimed at targeting public schools with more in-depth interventions, typically serving low-income students. However, lack of disaggregated data on students' socio-economic status means this cannot be quantified with certainty. A more informed assessment is possible in the UK. For instance, 18% of students in schools engaged in the CCGL programme in the England[23] qualified for free school meals in comparison to 20% for all schools in England.[24] Programme implementors specifically targeted schools that have been identified as being in low-income areas. However, they reported that they often faced barriers in engaging these schools due to their primary focus being on delivering the core curriculum.[25]

- ▪ **Evidence that inclusion aspects are mainstreamed in programme design and delivery:** Steps were taken to ensure equity in programme delivery, for example, through the reciprocal nature of partnerships, and the provision of funds for technology for overseas schools to enable them to participate in online partnerships during COVID-19. There were some equity concerns, however, with overseas schools not always able to participate in the same activities their UK partners did (e.g., in the same partner trainings). There was only some evidence across the programme's activities and strands that inclusion aspects had been mainstreamed into the programme design and delivery. There was also evidence in the UK that online CCGL material such as lesson plans had not been adapted to make it accessible to SEND students.

3.3   Relevance

EQ12: To what extent is the programme appropriately addressing local education needs? Is the programme aligned with other programming, including DFID programming in-country? Are participating school's representative?

CCGL was found to be highly relevant to the national educational needs in the UK and overseas. This was particularly the case in the three overseas countries studied, where CCGL's policy engagement activities allowed the programme to be both well-informed by the local education landscape and, particularly in Kenya, to steer education policy development.

In all three overseas countries, the national education systems highly emphasise core skills, making CCGL's emphasis on core skills highly relevant. In the UK, global learning is emphasised to varying degrees across the four nations' national curricula, and CCGL was therefore aligned to national curricula to varying extents. It was most relevant to the national curriculum of Scotland; in England, where the national curriculum does not emphasise global learning, the programme was nonetheless considered by teachers and school leaders to be relevant to teachers' and pupils' needs and interests. Across the UK,

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[20] There is no global data around gender for school leaders. (GEM report 2021).

[21] British Council, CCGL Participation Dataset Y3Q3, 2022

[22] The Kenyan National Examination Council, Monitoring Learner Achievement at Class 3 Level of Primary School Education in Kenya, 2016

[23] Data unavailable for Northern Ireland, Scotland and Wales

[24] https://explore-education-statistics.service.gov.uk/find-statistics/free-school-meals-autumn-term/2020-21-autumn-term

[25] Programme Implementor, ID9

the programme was found to be increasingly relevant due to the rising interest amongst pupils around global issues, including climate change and social justice.

Both in the UK and overseas, 'global learning' is understood in different ways and in different contexts. For example, in Kenya, 'sustainability' is often understood in environmental terms, whereas in OPT, the teachers consulted shared some scepticism on first introduction to these terms, reflecting nuanced attitudes toward the exposure to different systems of norms and values, interpreted on occasion as a negative consequence of globalisation (see OPT case study).

All three overseas countries also had a strong need for teacher support, which CCGL's CPD activities and partnerships were well-aligned to their needs. In OPT, CCGL fills a gap in training at the local and national levels by government and non-governmental organisations; no comparable teacher training sources exist, so CCGL's support is seen as a fundamental teacher training player. In Kenya, there is significant alignment between CCGL and the ongoing implementation of the national competency-based curriculum (CBC), with CCGL playing a leading role in provision of nationwide training on the CBC. Similarly in Nepal, there is good alignment with the national curriculum; however, policymakers in Nepal highlighted that alignment could be improved, and CCGL was unsuccessful in achieving accreditation of its core skills trainings. In the UK, CCGL's CPD support was seen as less critical, although it fulfilled an important niche in global learning training provision in each of the four nations.

Partnerships were seen as complementary to the CPD offering both in the UK and overseas; in particular, partnerships were found to support transfer of skills on participatory teaching methods to overseas teachers and learning on global contexts to UK teachers.

The British Council's presence in-country was seen as a particular asset in ensuring the relevance of the programme to national educational needs, with the British Council bringing a strong understanding of the local culture and context and being able to engage in activities with policymakers in a sustained way.

Schools selected in all three countries were found to be broadly representative: OPT schools reflected a balanced mix of UNRWA and MoE schools across both the West Bank and Gaza; Kenyan schools were involved from a limited set of counties, so while not representative nationally, capture a wide variety of public education settings. Private schools were somewhat overrepresented among CCGL-participating schools in Nepal, but this was somewhat balanced by the programme's emphasis on training public school teachers; the programme aimed to include a balance of urban and rural schools in Nepal, but data was not available to substantiate this.

> **"We have other partners but many of our partners are focusing on psychosocial support, training on counselling issues, focussing on trauma, injured students... We have also training for our students on English language by other providers but it's not like the British Council because [the British Council] have their offices here in Gaza and coordinate very well the trainings, even in the West Bank. The British Council has long experience in Gaza and the MENA area, they know the environment and what to provide. They're not like other partners that do not have the same experience about UNRWA, Palestine conflict, Palestinian culture."**
> Policymaker, OPT

"Core competences are the key for future development. We have many players supporting and training, but the British Council is very aligned with national educational effort. The British Council is responding to Kenya's specific needs. The good thing of the British Council is the capacity to start conversation and round tables. It is never an imposition, but it is a real support."
Policymaker, Kenya

"There are many influences of this kind of skills in this curriculum as well, but […] these programs are implemented a bit separately from the national training systems. There is maybe possibility to have some integration, some efforts have been made, for instance TPD courses and there is a presence of CCGL courses as well."
Policymaker, Nepal

Nonetheless, there is sometimes a lack of alignment between the training content and local realities overseas, and in the UK, schools' prior knowledge of global learning varied. Having materials that are tailored to local contexts and a breadth of courses that cater to different levels of experience were seen as critical, and the programme was most effective in achieving the latter.

The programme's inclusion theme was welcomed, but what was meant by inclusion overall or within each country context, as well as how inclusion featured across the programme, were not well understood in either the UK or overseas.

COVID-19 impacted CCGL's relevance. On one hand, the global nature of the pandemic supported its relevance, generating interest amongst teachers and pupils in understanding global inter-connections. On the other hand, COVID-19 was disruptive to schools globally, which limited the time schools had available to prioritise CCGL content. CCGL was effective in pivoting to online delivery during the COVID-19 pandemic, although there are technological challenges in contexts where there is unreliable electricity and internet or where schools lack digital technologies.

3.4   Intermediate Impact

EQ13: Has the programme led to increased and appropriate application of new practices in the classroom on global citizenship?

Teacher training and partnerships supported the understanding of global learning, driving new teaching practices in this area.

In the UK, there was strong evidence from the qualitative research and MI data that CCGL supported teachers to implement new practices. The MI data shows reported knowledge of how to apply global citizenship in classroom increased overall, and the frequency with which teachers reported that they incorporated global learning and learning for sustainability into their teaching also increased. Teachers also reported that they were more likely to use different skills-based global learning/learning for sustainability activities and global learning concepts in their teaching.

"I was quite inexperienced within the area, particularly trying to get the children to think more critically, but it's really shaped my practise as I've gone through the years to… not just, on the surface, take an answer at face value, but unpick it a bit more. So actually, I would say, in particular, my questioning skills have improved because of the training and support that I've received from the British Council. So, it wasn't just within those lessons… but actually, across my teaching practice as well, certainly improved my questioning skills."

Teacher, UK

Some schools also reported that the training had supported them to embed global learning into the curriculum and encourage student voices within the classroom, with some feeling that this was a core benefit of the programme which was dependent on schools providing time and resources. New pedagogies such as outdoor learning and play-based learning were also adopted by some schools.

The contribution of the programme on teaching practices in OPT was broader, supporting changes in teaching practice through exposure to a range of teaching methods. The training specifically was reported to encourage schools to participate in other global activities such as international competitions and partnerships.

Schools in Nepal and Kenya reported that the programme increased teachers' motivation; in Kenya, the focus on digital platforms and technologies encouraged learners to be more connected globally and increased awareness of global citizenship issues. At the same time, several obstacles persisted. For instance, materials were insufficiently tailored to local needs and realities, preventing schools from being able to benefit fully from the training. Limited digital access could also limit participation.

In Nepal, international dimensions were embedded in core skills training, even though global citizenship was not an emphasis of the programme. This, coupled with involvement in partnerships and ISA, contributed to introduction of global citizenship in the classroom.

EQ14: Has the programme led to increased and appropriate application of new practices in the classroom on Core Skills?

EQ14 was assessed in the overseas schools only, where core skills were emphasised.

In Kenya, Nepal and OPT, participating teachers reported a range of changes in their teaching practices, including:

- Encouraging students to work more autonomously, whether that is independently or in collaboration with other students (in all three countries);

- Greater focus on project-based work, practical and experiential learning, games, debates and workshops (in all three countries);

- Adapting their teaching approaches to focus more on individual students' needs and to consider learner variability (in Kenya and Nepal);

- Utilising a variety of teaching aids and resources to bring lessons to life (in Kenya);

- Being better able to adapt and respond to challenges they face in the classroom, requiring less guidance from school managers, and also being better organised and more adept at keeping records (in Kenya);

- Updating assessments to focus on core skills (in all three countries), and modifying the approach to assessment to move from multiple-choice into more challenging questioning (in Kenya);

- Increasing usage of digital resources in the classroom (in all three countries).

> **"I can say that the use of materials and the teaching has improved because I believe I was able to use different materials and encouraged learners to learn practically instead of theory only, which we used to use most of the time."**
> Teacher, Kenya

Students similarly described classroom activities consistent with the teaching of core skills. In all three countries, they provided concrete examples of these skills being taught, changes in the way teachers taught (such as through more participatory methods), and also described how their problem-solving skills had improved as a result.

> **"Depending on the subject, we have discussions on various topics. We take part in the discussion and share our opinions. We also do group work."**
> Student, Nepal

These changes were attributed to teachers' involvement in CPD primarily, although where schools participated in partnerships, learnings from overseas teachers were seen as complementary to introducing these changes in teaching practices.

Unsurprisingly, a challenge was that teachers felt COVID-19 had made it harder to integrate core skills in the classroom.

EQ15: How, and to what extent, does school leader training lead to wider pedagogical improvements including inclusion, conflict management and teacher performance?

EQ15 was assessed in the overseas schools only, where school leader training was a key programme activity.

School leader training has had a positive impact on leaders' ability to motivate and involve others around them in the three overseas countries. In particular, the trainings' emphasis on collaborative leadership has spurred school heads to collaborate with the surrounding school and local community to improve the way the school is run.

Modules on conflict management seem to be among the most relevant. In OPT, school leaders described creating task forces and organising workshops with teachers to address conflicts affecting the schools on issues ranging from staffing and scheduling to parental grievances. In Kenya and Nepal, school leaders emphasised efforts to engage parents and the community to address school-wide issues.

"In the area of conflict management, there have been noticeable improvements in the way that school leaders are able to engage in difficult conversations both within the school and in engaging with the broader community, often steering conflicts towards resolution."

School Leader, Nepal

The leadership style in these schools is changing as a result of the school head training. In Kenya, school leaders described themselves and were characterised by teachers as increasingly acting as role models for teachers and adopting a more inclusive leadership style. School leaders were trained to be more open and with teachers at their schools on their educational vision and to solicit their ideas on whole-school transformation. The training frames leadership as modelling replicable behaviour, further encouraging this behaviour. In Nepal, school leaders similarly described how their leadership styles had been positively impacted by the programme, and that they were embracing instructional leadership and becoming more collaborative in their approach.

The school leadership training deliberately focused on the importance of the CPD. School leaders described obtaining an enhanced awareness of how to support other teachers' professional development needs, including through cascading of CCGL learnings. The school leaders' training synergy with teacher training was further reinforced by the fact that teachers took part in CPD as their school leaders were undertaking leadership training. This often led to follow-up sessions to compare learnings and plan for school transformation initiatives.

School leader training emphasised ways to support SEND students. In OPT, and to a lesser extent in Nepal, school leaders noted that their CPD had encouraged them to instate inclusion practices both in the classroom and in terms of promoting greater accessibility.

EQ16: Has the programme led to the further embedding of Core Skills and global citizenship in national and regional curriculums?

The programme's interaction with the national curriculum differed between overseas countries and the UK, with more active effort being directed towards influencing the embedding of core skills in the curriculum in the overseas countries. In the UK, with the focus on global citizenship, engagements with policy makers are centred around ensuring alignment of the programme with national curricula.

In OPT and Kenya, there was evidence that the programme had contributed to the embedding of core skills in the curriculum. In Kenya, the impact was seen to be particularly significant with the programme contributing to the design and definition of the national Competency Based Curriculum (CBC) while in OPT, the programme helped UNRWA policymakers understand how to introduce core skills and competence-based learning in the UNRWA curriculum and schools, resulting in education reforms being more holistic and comprehensive. This was not achieved to the same extent in Nepal.

A key enabling factor in the programme's interaction with policymakers in overseas countries was the flexible approach and willingness to listen, which was seen as facilitating an environment of open dialogue. This ensured that the recommendations and materials provided by the programme were appropriate for the local context.

"The extent the British Council is influencing the policy level is consistent. The British Council has positive impact on the policy. The approach that the British Council takes on training is very interactive. This influences the people trained and then, consequently, the policies. The British Council made the people in KNEC more open minded and able to strategize and be more action oriented. The British Council emphases not to copy their training, but to pick what it is relevant."
Policymaker, Kenya

In OPT, the impact of the programme went beyond the embedding of core skills in the curriculum and was also seen to have contributed to driving infrastructure changes by introducing internet and ICT in the national curriculum and creating a teacher-driven demand through its training.

While the programme design in the UK focused less on policymaker interactions, a number of programme implementors interviewed for the evaluation considered that this had been a missed opportunity and additional efforts could have been made to encourage further embedding of global learning in national curricula.

In all countries, there was evidence that the programme had facilitated the embedding of core skills within the teaching practices and school level curricula. Particularly important in this was the alignment of the programme with the national curriculum in each country, which meant that the programme was seen as addressing the educational needs of schools and providing them with the skills and tools needed to ensure that they were able to bring out the elements of core skills or global learning within the curriculum. This was especially evident in Kenya with schools adapting to the CBC which emphasised core skills and in Scotland and Wales with the Curriculum for Excellence in Scotland and the Curriculum for Wales emphasising the importance of global learning in the curriculum. As such, the programme was an important contributing factor in these countries in facilitating schools embedding global citizenship or core skills in their curriculum and increasing the effectiveness and speed with which schools were able to implement this.

3.5 Impact

EQ17: To what extent does the programme contribute to young people becoming better global citizens and building long-term relationships across boundaries?

The programme's intended impacts with regard to global citizenship were intended to be achieved primarily through the global learning CPD in the UK, school partnerships in the UK and overseas, and overseas where the Global Citizenship core skill was taught. It was therefore a primary objective of the programme in the UK, and a secondary objective overseas with varying emphasis in the overseas countries.

CCGL was found to contribute to changes in students' mindset towards global issues and global citizenship. In the UK and overseas, it provided young people with knowledge, skills, and positive attitudes towards becoming better global citizens. This was done through both the teaching (through CPD trained teachers) as well as partnerships within the schools. Outside of school, there is some anecdotal evidence of students becoming more active citizens through volunteering in their communities and studying abroad. The programme's contribution to 'building long-term relationships across boundaries' is less clear, although it arguably supports setting the foundations for these relationships.

First, the programme increased exposure to other countries, peers and global topics, and broadened understanding of the world. In many cases, the CCGL curriculum broadens students' perspectives of the world outside of other traditional sources (such as the news), that they would not get elsewhere. This has been especially impactful in overseas schools partnered with UK schools and in UK schools in remote and rural locations. Notably, this was achieved despite the more limited focus on global learning in overseas countries; digital skills were nonetheless supportive of broadening students' views. In OPT, for instance, schools, teachers, and communities were perceived to be highly engaged in the process of acquiring skills related to global citizenship. Teachers increased their understanding of the role and importance of global citizenship. Citizenship training helped students perceive themselves as feeling part of a global community and more accepting towards diversity.

> **"I think it's even more important for us as a small rural school in the sticks, as they say, in South Ayrshire, where Glasgow, to the kids, is like a different world. Never mind going to Mumbai. So, it has really opened their eyes. [...We] spent hours on Google Earth just zooming in and out of different areas round about our partner's school, they just couldn't believe it."**
> Teacher, UK

> **"Students started feeling as if they are citizens of this world, not only in the scale of this country but on a world level. They also exchanged their experiences and culture to students in other schools through networking both internationally and locally. This also led to an impact on the student, granting them to say; I worked, I communicated, I spoke, I saw and began applying what was conducted from other cultures in their homes, schools, streets, libraries and mosques."**
> School Leader, OPT

> **"The activity has made the students more active. They have built international relations and friends. This has benefitted the students a lot to move ahead. The students like to be involved in such activity rather than just studies, and when students are interested in something they are eager to learn which benefit them in the long run."**
> School Leader, Nepal

CCGL challenged students' preconceptions, by highlighting similarities with their peers across the world as well as promoting awareness of other cultures. For example, in the UK, qualitative research highlighted that CCGL helped students understand there are people in other countries that are and live very similarly to them, instilling empathy and positive, impassioned attitudes. In OPT, teachers felt students were strengthening emotional connections across boundaries, and in Kenya, MI data demonstrated that students enjoy meeting people from other parts of the world, know they can learn things from them, and try to understand people better by thinking about how things look from their point of view. CCGL was supportive of a wider agenda of cultural awareness, developing a sense of self-esteem amongst young people, as well as acceptance on diversity, and promoting values of global

citizenship. In Nepal, students became enthusiastic about meeting people from other cultures and establishing international friendships.

> **"After interacting with people in different countries through all these projects and programs, I found out that the people out there are also just like us, they are also learning new things just like us, I found them to be very friendly just like us."**
> Student, Nepal

Second, CCGL also contributed to young people's increased knowledge and understanding of key global issues. Overall, students appear to have gained knowledge and understanding of international issues and topics encapsulated by the SDGs. In the UK, where CCGL aims to embed global learning, students spoke confidently of global issues in student focus groups, and in the three overseas countries, students showed awareness of how these same issues affect them locally. MI data from the partnership survey supports this. The average participant score across all three countries for whether partnership activities are better preparing students with knowledge and understanding of key international development issues and SDGs was 8.1 out of 10.

Figure 3.2: Teachers' views at endline on whether partnerships are better preparing students with knowledge and understanding of international development and the SDGs
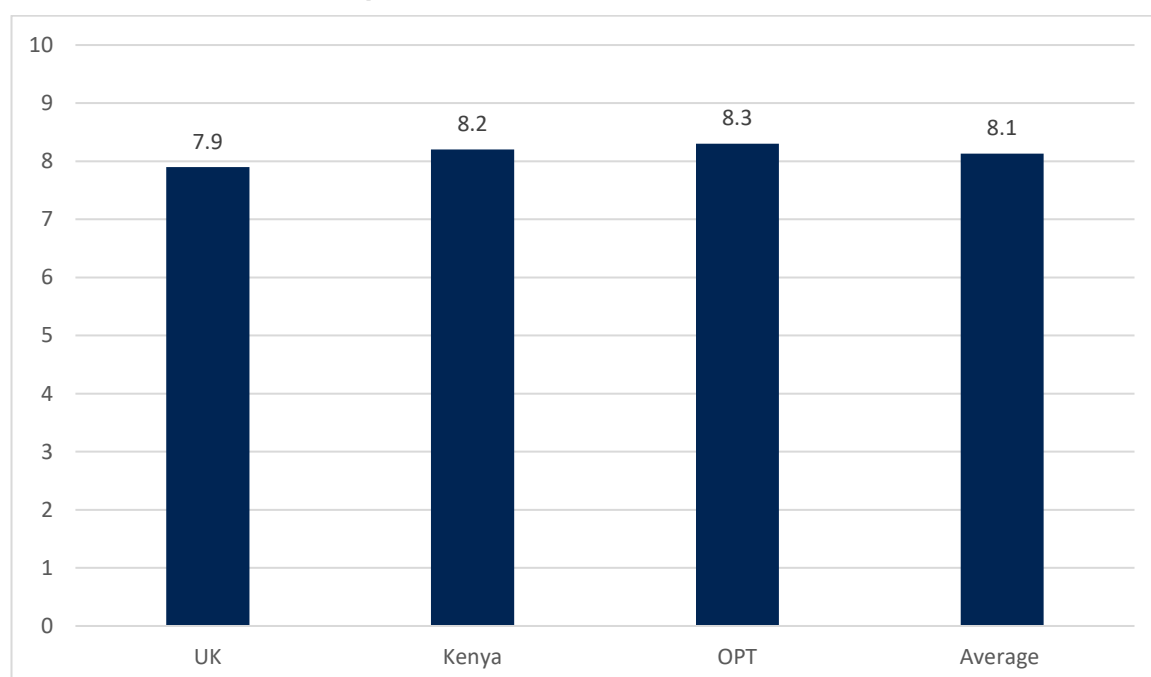
Source: CCGL Monitoring Information

Third, CCGL contributed to students developing positive attitudes to the understanding the world as one that they share, can access, and have impact on. Across all four countries, students had a heightened awareness of their opportunities and their roles as global citizens and being part of a global community. This was achieved through CCGL activities in school. For example, in the UK, qualitative research showed carrying out volunteering and eco-activities (such as litter picking and planting trees) developed student consciousness of global issues (e.g., the environment) and in Kenya, this related to environmental stewardship specifically (e.g., students answered that they have taken practical steps to reduce how much energy they use and understand what they buy and where it comes from). In OPT,

teachers described how their students were becoming digital citizens through the exposure to the use of digital media for CCGL activities and partnerships. Outside of school, there is also evidence of students gaining an increased motivation to act as a global citizen, volunteering in their communities (across all countries) and communicating global issues to their family and friends (UK). In Nepal, students became actively involved in their local communities and felt more empowered to lead change.

> **"I realized that to bring a change we have to start with ourselves."**
> Student, Nepal

In all four countries, student focus groups showed that the young people that participated in CCGL care about the planet, want to make the world fairer, and are conscious of how they can live. This develops an increasing sense of their responsibilities as global citizens, and CCGL contributed to students feeling equipped to meaningfully contribute to issues. MI data from the partnership survey supports this. The average participant score for whether partnership activities are better preparing students with the skills and confidence to contribute responsibly to society, locally and globally was 8.3 in both Kenya and OPT, 8.7 in Nepal, and 7.6 in the UK (out of 10). In terms of better preparing students to develop positive attitudes towards taking action on sustainable development and social justice the average scores were 8.9, 8.3 and 8.5, in Nepal, Kenya and OPT, respectively, and 7.8 in the UK.

A key enabling factor contributing to young people becoming better global citizens and gaining foundations to build long-term relationships across boundaries has been the type of exposure they have received. As highlighted in previous evaluation questions, partnerships were found to increase teachers' understanding of global citizenship and how to apply this in the classroom, and this is the same for students. Reciprocal visits especially were cited by students and teachers as having an impact on their ability to connect with what partnerships are showing them.

Greater use of digital resources for both teaching activities and partners also broadened the horizons of learners, creating a greater sense of engagement with the world beyond the communities where they live and learn. Engaging collaborative projects have been especially impactful in bringing alive global issues and embedding global citizen mindsets, knowledge, and attitudes.

In this sense, COVID-19 has been a barrier over the last two years in developing this and building relationships, alongside other obstacles such as access to technology, time-difference, and the strength of the match between the schools to develop a link. COVID-19 barriers here are very similar to those presented for EQ4, with schools struggling with poor connectivity (Kenya), reciprocal visits being cancelled (UK) and partnerships losing momentum.

EQ18: Does the programme contribute, and to what extent, to young people being better equipped for the modern economy?

CCGL has contributed to the development of skills that are valuable for the modern economy. Whilst the timescale of the evaluation does not allow for understanding whether skills are sustained over the long term or translate into preparedness for the global economy, teachers felt the programme was relevant to these longer-term ambitions and students demonstrated a variety of soft skills that CCGL activities support development of.

In the overseas schools, qualitative research showed that the teaching of core skills, aligning with education reforms, are better preparing young people for the labour market. In the UK, whilst the teaching of core skills is not an explicit aim of CCGL, observations from focus groups highlighted that through CCGL activities (both the CPD curriculum and the partnership activities), students employed

core soft skills, with teachers and students highlighting activities involving skills such as critical thinking, communication and groups work.

> **"In the classrooms, students were positioned in situations to test how they will solve the problem. There has been also workshops to think outside the box, some videos to observe student's point of view towards the problem and documenting the classes."**
>
> School Leader, OPT

In the overseas countries, school leaders and teachers who participated in focus groups highlighted that through the teaching, students' abilities were enhanced towards problem solving, critical thinking, self-reliance and autonomy and conflict management. They believe that these are foundational skills for later employability and sets them apart from other students.

This is supported by evidence from the digital literacy survey in Nepal that was given to a sample of students in CCGL schools, as well as to a sample of schools that had yet to enter the programme which acted as a comparator group. Analysis of the survey found evidence of a positive treatment effect of participating in the CCGL programme with students in CCGL schools performing better on the survey than those in the comparator group. The evidence of a treatment effect was especially strong in primary schools with the performance on the test more similar for students in the CCGL and comparator secondary schools. The sub-domains where the greatest effect size was found was in self-efficacy which reflects the students self-assessed ability to access and collect information digitally and self-esteem where students compare their knowledge of technology to that of their parents and peers.

> **"I would say yes because these children are being taught to be self-reliant. If they can be self-reliant, then there will be companies and employers who will be able to absorb them because they will come out better than the other students."**
>
> Teacher, Kenya

> **"In the future, when we will all have a career, these skills we have learnt will help a lot. First of all, these programs have built up our confidence a lot. Now I can have a good conversation, and I can put my opinion with communication skills. And we can analyse their point of view as well. When a person is creative then he will have a lot of ideas, they can keep up creating ideas even if one doesn't work."**
>
> Student, Nepal

In the UK, the skills coming out of the activities in CCGL classrooms focused on developing the ability to communicate clearly (including on key global topics), students being encouraged to ask questions, challenge perceptions, debate and share ideas, work with others, and present through various different mediums (examples from the research are presentations, writing, pictures, songs and videos). Across student focus groups, pupils voiced having carried out activities debating global topics, listening to differing opinions and having their views and presumptions challenged. Partnerships facilitate this communication with others from around the globe. Collaborative project activities have particularly encouraged the sharing of ideas and collaborating on solutions, and these opportunities provide confidence in understanding global issues.

> **"The pure nature of the Connecting Classrooms programme has been online, so our children have had to do presentations from their classes to the classes in India and they've, obviously, had to be very focused on how to time those, how to be clear, how to be concise, how to be formulating a story, as such, from beginning to end. Skills for life and work, as we call it, and we integrate those within our curriculum all of the time."**
> Teacher, UK

In addition to these, CCGL teaches values of diversity, acceptance and tolerance. CCGL's focus on these also ensures it is not only academic learners who are given opportunities to showcase talents. Coupled with core skills, this is important, as it provides a knowledge and skill base to be able to understand and apply these to different cultures and perspectives that young people will come across in the modern global world. The contribution of CCGL to better equipping students for a modern global economy in this respect, is developing confidence in students to communicate with others where there are differences, including potentially language and cultural barriers, where there is a need to be clear, open and tolerant, and finding alternative ways to communicate if necessary.

> **"Yes, for me, that's one of the biggest impacts, it's that acceptance and tolerance getting built."**
> School Leader, UK

> **"I liked to show myself to people and get enthusiastic and tell my point and leave an impression on people, and this would make me excited and say my point and be encouraged and motivated to give the topic and give me courage."**
> Student, OPT

CCGL was found to also contribute to the development of digital literacy. Across all four countries, this was highlighted by teachers as of great value to learners. Students used technology to both communicate and collaborate with each other globally (through partnerships), through both visual (Teams, Zoom, sharing of videos) and non-visual means (email, text etc). In the UK, students cited the use of technology such as Chromebooks and Google Earth to access material and visual representations of other countries and partner schools, widening access and understanding through greater exposure of information. In Nepal, this was especially helpful in supporting schools to adapt to the challenges of COVID-19.

There were also examples that students were motivated to live and work in the global world, such as studying abroad (OPT and Kenya) and understanding the role of the economy in affecting global issues. This is through the incorporation of the CCGL curriculum in classes related to business and economics, teaching students about the role and effects of global business on issues such as the environment and rights (UK).

These findings from the qualitative research are supported by quantitative data from the partnership survey, which shows a high overall score across countries for respondents indicating activities are providing students with transferable skills to live and work in a modern economy.

Figure 3.3: Teachers' views at endline on whether partnerships are equipping students with transferable skills to live and work in a global economy
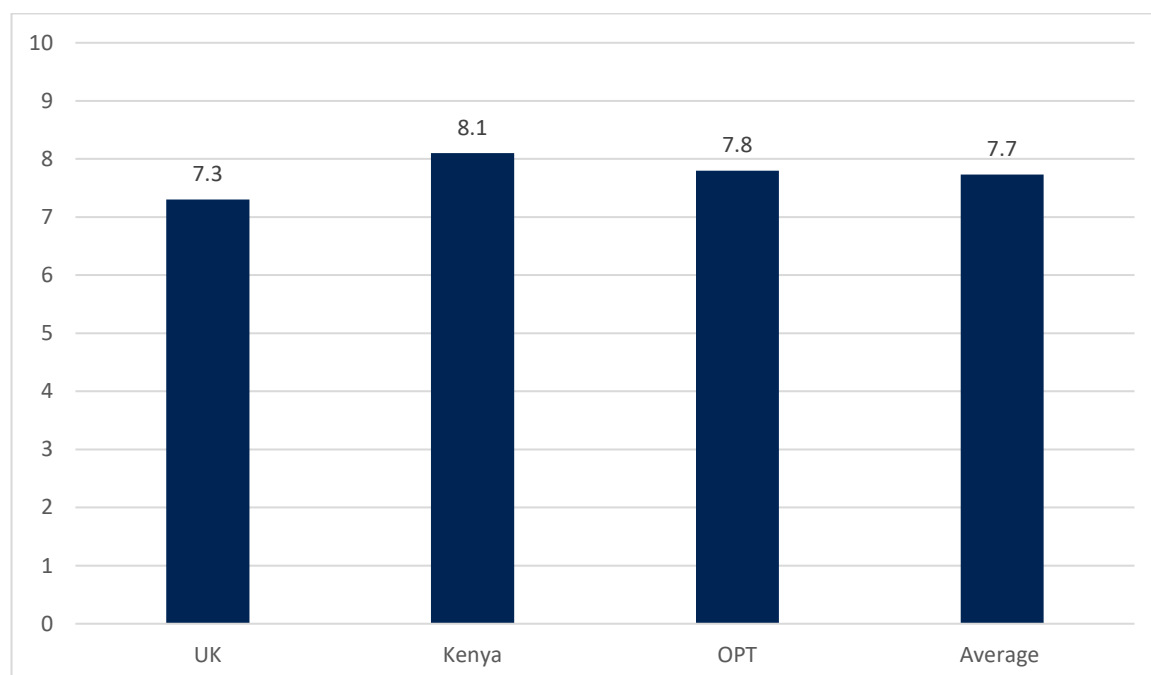
CCGL's contribution to equipping young people for the modern economy is likely to be limited or enhanced by contextual factors and the extent to which teacher training is cascaded through and embedded into schools. For example, in the UK, some schools reported already focusing on how to embed life and work skills in their curriculum. These schools reported that the added focus of CCGL on global communication and supporting research on global issues was complementary and connected well with these efforts. CCGL's contribution to equipping young people for the modern economy in the UK is therefore likely to be greater where these already exist. In the overseas countries, one to four teachers per school have been trained, and whilst the research shows teachers make efforts to communicate learnings, the extent to which these skills are effectively passed onto children taught by non-CCGL training teachers is likely to be less. In all countries, system wide support (from policymakers, school governors, leaders, and parents) for global skills learning will also have an effect.

The econometric analysis in Kenya supported these findings. Difference-in-difference analysis found that the treatment was associated with an increase in students' performance on a critical thinking and problem solving test (CTPS) when compared to a comparator group, using past exam scores as a proxy baseline. In OPT exam scores were not available and as such it was only possible to compare endline scores. The CTPS scores were found to be higher for the comparator group than the treatment group. It is possible that these differences in primary and secondary schools were driven by unobservable school characteristics.

Given the evidence from the research, CCGL does contribute to preparing students for the modern economy. They are taught core skills and are also gaining the diversity and openness values associated with CCGL, and these are important in an increasingly interconnected economy. There are also clear communication skills developed through CCGL activities, that support children's confidence and the ability to make connections globally including through digital literacy. Whether they are able to employ these independently outside of the classroom will likely be dependent on other factors (such as the continuance of CCGL and skills for life related activities in schools and individual motivation).

EQ19: Does the programme contribute to the embedding of global learning, inclusion and Core Skills in the values, ethos and operations of schools?

In the long-term, the programme seeks to achieve the embedment of global learning, SDGs and Core Skills in the ethos and values of schools, as a result of improved school leadership and policymakers' commitment to the objectives behind Core Skills and Global Learning education. With regards to inclusion, CCGL's impact was envisaged to further include marginalised students within their classroom and schools, and the programme's business case said the programme also aims to support inclusion in the UK through raising awareness of development issues to ensure political commitment. Stakeholder interviews also highlighted that the programme's goals in the UK included gender inclusion and inclusion of rural schools (in terms of accessibility), and that raising awareness of development issues would generate positive attitudes to overseas countries and individuals with different backgrounds.

CCGL was found to contribute to embedding global learning, inclusion and Core skills at varying levels across these topics and across schools, and this was highly dependent on contextual factors. There were positive outcomes at the school-level, however, whilst there are examples of whole-school effects of embedding programme learnings in the school ethos, this is less evident. CCGL's contribution was most apparent overseas where school leaders were trained, especially where a group of teachers in the school were also trained, and in the UK where the national curriculum or school ethos already had a global learning emphasis and where CCGL's support was sought to help embed this. There is also some evidence of improved inclusive teaching practices, however, the evaluation was not often able to establish tangible links of CCGL learning to this.

CCGL has contributed to the inclusion of global learning in curricula across all participating schools in the UK and overseas, although the extent to which it is embedded varies by location. In OPT, research shows that in terms of global learning, a cultural shift brought by CCGL's interventions has resulted in acceptance of cultural differences by students, a sense of belonging to the global community, and school leaders and teachers recognise their schools to be part of a global community and their students to be global citizens. In Kenya and Nepal, quantitative data shows CCGL activities are developing global learning skills and knowledge, but the qualitative data is largely focused on core skills reflecting CCGL's focus there. In the UK, where CCGL is targeted at including global learning and sustainable development within curricula, research indicated that the extent to which global learning is embedded varies between schools. Whilst some schools already have global learning embedded, either culturally or through formal plans or policies, other schools are only just beginning to embed global learning into curricula. Schools in Scotland, Northern Ireland and Wales had greater incentives to embed global learning into the curricula than schools in England. In schools where embedding global learning is at an early stage, or new, CCGL contributes to raising awareness amongst school leaders and teachers.

> **"So, it's not only part of our curriculum, but actually part of just our everyday practice.... It's embedded into how we operate, how we think, how we behave, how we educate. It has a massive impact on what we do. Equally, across the curriculum, we make these links all of the time throughout the curriculum."**
> Teacher, UK

The evidence on CCGL's impact in terms of further including marginalised students within the classroom and schools varies across the countries where the research was carried out. Overseas, some teachers reported changes in teaching practices to adapt training to different learners' needs, including the needs

of SEND students. In Kenya, CCGL targeted schools in rural counties rather than the urbanized counties. In the UK, it was noted that materials needed to be adapted significantly by teachers to make them suitable for students with SEND.

In OPT and Nepal, where inclusion was a key focus of the training policymakers reported that trained teachers were more aware of the needs of students with SEND and more likely to engage these children in critical thinking and problem-solving tasks. The research demonstrates teachers supported and encouraged participation, highlighting a fundamental shift in the teaching approach that has created a more welcoming and inclusive school environment, where students feel safe to learn, more motivated and able to express themselves. There is also evidence that there is recognition of learner variability and the need to adapt approaches to suit different learners. The OPT and Nepal evidence highlights that as part of changes in school practices, teachers and school leaders are now more aware of strategies to effectively support students with disabilities in their learning paths.

> **"The school is monitoring students with special educational needs and disabilities through the inclusive educational programme. The school obtains tools that measure the required needs and work necessary to support these students. The school has now a custom-made file for these students, to support them and engage them in activities."**
> School Leader, OPT

There is a growing understanding on the necessity of adapting teaching approaches to meet different learners' educational needs. Whilst it is difficult to assess the contribution of CCGL to this, what CCGL has supported is building the confidence of teachers to respond to the challenges they see and to use a broader set of resources (including digital resources) to create a more holistic set of learning experiences. In Kenya, school leaders were found to be more aware of their responsibility for establishing an enabling environment for students and teachers.

In the UK, where this focus on inclusion already tends to be central to schools' ethos as well as the wider education sector, the programme was more impactful in raising awareness of development issues, and as noted in EQs 17 and 18, very successful in generating positive attitudes to overseas countries, and peers from different backgrounds and cultures. This was most noticeable in rural and remote UK schools that have less exposure to different cultures and communities.

There is evidence that CCGL supported inclusive teaching practices and implicit evidence that CCGL has influenced teachers' approaches in the overseas countries; and strong evidence from the UK research that the programme impacted both teachers and students' attitudes to different countries, cultures, and people positively. There is less evidence; however, that establishes a tangible link between the programme and its contribution to embedding these in the values and ethos of schools.

In the overseas schools, it is clear CCGL has helped apply core skills teaching, and there is some evidence that cultural changes are occurring in school approaches. From the OPT and Nepal research, it is evident teachers have acquired and strengthened their capacities around applying core skills within the classroom and this has consequently impacted the school positively as a whole. In Kenya and Nepal, CCGL has helped to develop a broad set of skills and capacities in the teachers and school leaders trained and, more broadly, in school communities, thanks to the cascade learning and peer-to-peer training that is promoted both by CCGL and the competency-based-curriculum training delivery model.

The evidence from Kenya highlights that there has been a positive change in the dynamic between teachers and learners with teachers providing more support and encouragement to learners, building their confidence and increasing their motivation to learn. Furthermore, difference-in-difference analysis of students' performance on a critical thinking and problem solving survey found positive treatment effects when students participating in the programme were compared with comparator schools. CCGL encourages learners to think for themselves, rather than follow instructions. This is a fundamental shift in approach that creates a different environment within the school and the classroom.

> **"Their thinking [students'] has been broadened and can solve their problems in the future without even relying on teachers or parents."**
>
> Teacher, Kenya

The extent to which the programme contributes to embedding these within the values of schools is likely to depend on a few factors. Firstly, the extent to which CCGL values and teaching is cascaded effectively through the schools. In overseas schools, on average, two teachers per school have been trained in 99 schools across OPT, two teachers per school in Nepal, and three teachers per school in Kenya. In all three countries, teachers who have been trained share what they have learnt with other teachers within their school, but it has not been possible to establish the depth and reach of their efforts, and how effective they have been in contributing to embedding CCGL learning and values.

> **"[Teachers who have not being trained] would turn to the mentor who took the training."**
>
> School Leader, OPT

> **"Teachers who have taken training have a different style than others who have not."**
>
> School Leader, OPT

> **"Whoever takes trainings outside of the school should share the new knowledge through presentation to others in the school. The new teacher do not have the training hence cannot run the classes as effectively even though they may be an expert in their subject matter. To resolve this, the new teacher has to go through 2-week orientation training which is mandatory."**
>
> School Leader, Nepal

There are also barriers to sharing learnings. In the UK for example, teachers report limitations to this. COVID-19, time and need for planning were issues cited as barriers, and there appears to be a consensus that cascading learnings is no substitute for participating in training and partnerships directly. In Kenya, practical issues (with school infrastructure and access to technology) also remain a barrier to these approaches becoming fully integrated.

Across overseas and UK schools, endorsement of policy makers and school leaders is very important. In OPT, findings report they strongly believe in the new way of teaching brought by CCGL training and are

starting to document this shift in teaching methods to deepen this change in every school practice. In the UK, largely the commitment of the school (leaders and teachers) to global learning values in CCGL participating schools was strong, although there were examples of a lack of support to embed this widely in schools which had other focuses (e.g., SEND).

To further strengthen CCGL's impact in embedding inclusion (in terms of both teaching practices and increasing focus on world development issues and other countries/cultures), the programme could more clearly define what inclusion means in practice, for the different country contexts, and explicitly cover this in CCGL training (apart from in OPT and Nepal). This may help a more explicit cascading of these values in schools which may allow for more tangible links to be established between the programme and the embodiment of these principles at school values and ethos level.

4 Conclusions

4.1 Relevance of CCGL

CCGL was found to be highly relevant to the national educational needs in the UK and overseas; it was well-aligned to local education policy contexts and national curricula as well as to the interests of pupils and teachers.

CCGL's policy engagement activities overseas allowed the programme to be both well-informed by the local education landscape and, particularly in Kenya, to influence education policy development.

In the three overseas countries, the national education systems increasingly emphasise core skills, making CCGL's emphasis on core skills highly relevant and timely. In the UK, global learning is emphasised to varying degrees across the four nations' national curricula, and CCGL was therefore aligned to national curricula to varying extents. Nonetheless, across the UK, programme relevance was found to be high due to rising interest amongst pupils around global issues, including climate change and social justice.

Both in the UK and overseas, 'global learning' and 'inclusion' are understood in different ways and in different contexts. The programme was more effective in defining 'global learning' and conveying this to participants than it was in defining its inclusion aims and the relevance of this to local contexts.

The programme was highly relevant to teachers' learning needs and was seen as a leading provider of training in both OPT and Kenya, making it an essential part of teacher training nationally, and in Nepal it was seen as complementary to other training offers. In the UK, CCGL's CPD support was seen as less critical, although it fulfilled an important niche in global learning training provision in each of the four nations.

Partnerships were seen as complementary to the CPD offer both in the UK and overseas; in particular, partnerships supported transfer of skills on participatory teaching methods to overseas teachers and learning on global contexts to UK teachers.

4.2 Achievement of objectives

The programme was successful in delivering most of its intended logframe outputs in Kenya, OPT and the UK, and some of its intended outputs in Nepal. This success occurred despite the challenging context of the COVID-19 pandemic, which resulted in a reduction in the programme budget overall from £38m to £34.5m (a decline of 9%) and an extension of the programme timeline to March 2022, significant disruption to schools (e.g., school closures, shifting to remote education, and other disruptions to classroom activities to accommodate social distancing, etc.), and significant disruption to programme delivery (e.g., activities were not able to take place for health reasons).

Although the pandemic significantly disrupted delivery in the 2020-2021 financial year, where targets were not met, the programme pivoted effectively to online delivery of activities and accommodated the budget reduction by cancelling reciprocal visits for partnership schools, which were infeasible due to COVID-19 travel restrictions.

CPD

Teacher training was effective in increasing teachers' knowledge and attitudes toward global learning (in the UK) and core skills (in the overseas countries) and in changing their practice in the classroom, where they incorporated the relevant learnings into their lessons and (especially overseas) teaching styles and classroom management practices. Students demonstrated awareness of being taught core skills (overseas) and global learning (in the UK) content in their classrooms. CCGL's training offer was particularly valued by teachers overseas, where there are fewer outside options for CPD.

School leader training supported overseas school leaders' knowledge of core skills and leadership practices, and it encouraged them to support teachers in implementing their learnings of CCGL as well.

There was some evidence of cascading of teacher training within schools, both globally and in the UK, but this did not appear to happen systematically except for in Kenya, where CCGL roll-out is highly integrated with the wider roll-out of the new government-backed competency-based curriculum and program guidelines emphasise the need for CCGL-trained teachers to support colleagues' learning. There was also some evidence of communities of practice emerging across schools both in the UK and overseas. This occurred most systematically where there were networks to do so (such as cluster partnerships) or where face-to-face training encouraged establishment of relationships.

Travel for in-person training proved challenging in some cases; for example, some teachers in Kenya reported challenges with lodging and reimbursement of expenses. In OPT, security challenges made both attending and delivering training challenging, with CCGL implementors facing barriers entering Gaza.

While online delivery of training was less costly, participants were not able to gain the same level of benefits as in face-to-face training due to the missed opportunity for collaboration, pressures on participants' time, and challenges with online technology—these challenges were especially acute for participants where electricity and internet are unavailable or unreliable overseas. Conversely, in the UK, online delivery of trainings had benefits; several teachers reported that online trainings allowed them to more easily fit training into busy schedules and made them more accessible.

Partnerships

Partnerships were mutually valuable for both UK and overseas schools. UK teachers benefitted from partnerships primarily for bringing global learning concepts alive for both teachers and students, and teachers also benefitted from insights related to teaching practices. Overseas teachers benefitted especially from exposure to new teaching methods and sharing ideas regarding delivery of core skills education. For students both in the UK and overseas, partnerships brought global learning concepts to life and enhanced students' motivation to learn about global issues. Although global learning was not emphasised in overseas CPD, there was evidence at the student level that partnerships did raise overseas students' knowledge and motivation regarding global learning; this effect, unsurprisingly, appeared to be greater in the UK where global learning was the focus of both partnerships and CPD.

Removing the reciprocal visits made the partnership strand of the programme less attractive, and the overall programme target was therefore reduced. The evaluation confirmed that online partnerships were largely considered less desirable to schools and less effective; however, schools engaged in online partnerships or where partnerships had to pivot online nonetheless described these as beneficial.

Synergies

A school's participation in both CPD and partnerships had a greater impact on outcome achievement than when it only engaged in only one or the other. Outcome achievements were also more observable when teachers had a strong engagement in training (were motivated and participated first-hand), including taking more and high-level courses. Having multiple teachers and the school leaders trained in a school was also important for success, particularly for achievement of whole-school effects and cascading of learnings. These benefits are enhanced when teachers are particularly motivated and there are existing mechanisms of knowledge sharing in schools.

Policy engagement

Policy engagement activities overseas were effective. This contributed significantly to the programme's relevance overseas and in the UK. In Kenya, CCGL also made a significant contribution to education policy change and curriculum reform. Although CCGL made less of a contribution to education policy in OPT, policymakers there noted that the programme had contributed new ideas that supported national curriculum reform as well. In Nepal, CCGL's policymaker engagement activities supported the alignment of the programme to the curriculum, but its ambitions for accreditation and policy influence were not achieved.

4.3 Impact

Quantitative evidence from the student assessment in Kenya also showed that the programme contributed to enhancing students' core skills, demonstrating that the programme's intended logic holds, and that training teachers in core skills does lead to changes in teaching practice and, ultimately, students' learning. While the timescale of the evaluation does not allow for understanding whether these skills are sustained over the long term or translate into preparedness for the global economy, policymakers, school leaders, and teachers felt the programme was relevant to these longer-term ambitions.

The same was true in terms of the relevance of global learning, and although this was not measured quantitatively by the evaluation, there was qualitative evidence of changes in students' mindsets toward global issues and global citizenship. In terms of whether this led to a change in behaviour outside of school, there was some anecdotal evidence of this through students becoming more active citizens locally and globally through volunteering in their communities (in the UK and overseas) and going on to study overseas (among overseas schools).

Although there were positive outcomes at the school-level, there was less evidence of whole-school effects in terms of embedding programme learnings in the school ethos. However, whole-school impact was most apparent overseas where school leaders were trained, especially where a group of teachers in the school were also trained, and in the UK where the national curriculum or school ethos already had a global learning emphasis and where CCGL's support was sought to help embed this.

The programme aimed to deliver on its Inclusion theme through accessibility of the programme, policymaker engagement overseas to embed inclusion in national education policy, and through training school leaders overseas to promote inclusive pedagogies (although it should be noted that the extent to which this aim was adopted in each country overseas varied). Ultimately, there was some limited evidence of marginalised students being more included in the classroom, resulting in particular from the inclusive pedagogies training. Overseas, some teachers reported changes in teaching practices to adapt training to different learners' needs, including the needs of SEND students. In the UK, although Inclusion was not a programme emphasis, in some cases, partnerships were used to support awareness of the

cultures of students from minority communities — an unexpected benefit of the programme. However, many evaluation participants felt that CCGL could be more systematic in its approach to promoting inclusion.

5 Lessons learned

5.1 Lessons learned for programming

The evaluation has generated a number of lessons for future educational programming by the British Council or other actors, both in the UK and overseas. These are grouped below by programme component.

Overall lessons learned

1. The COVID-19 pandemic enhanced the CCGL's perceived relevance as it generated interest amongst teachers and pupils in understanding global inter-connections. This, as well as contemporary events around climate change and social justice, were important 'hooks' for students. Climate change and sustainability were popular topics selected by schools for embedding global learning into the classroom and for partnerships.

2. COVID-19 was disruptive to schools globally, which limited the time schools had available to prioritise CCGL content. CCGL was effective in pivoting to online delivery during the COVID-19 pandemic, although there are technological challenges in contexts where there is unreliable electricity and internet or where schools lack digital technologies. Education programming needs to be mindful of the barriers to digital usage that persist when delivering training online or when supporting online partnerships.

3. Inclusion is an important issue which should be addressed in education programming. Inclusion aims should be more clearly defined within programme documents including the Theory of Change and Country Plans, to ensure the pathway(s) to achieving inclusion is well articulated. Where teachers or schools are desired to change their approach to inclusion, this can be supported through both policy-level engagement and CPD.

CPD

4. There was sometimes a lack of alignment between the training content and local realities overseas, and in the UK, schools' prior knowledge of global learning varied. Having materials that are tailored to local contexts (e.g., in languages other than English, and using locally relevant examples and issues), and a breadth of courses that cater to different levels of experience are critical.

5. There were synergies between teaching of core skills and global learning. In the UK, where the programme's focus was on global learning, improved outcomes related to core skills like writing, critical thinking, and oration were also observed. Similar outcomes were observed overseas, where the programme's focus was on core skills, and enhanced global learning at the student level was also observed. Core skills and global learning goals therefore need not be mutually exclusive.

6. Definitions of 'inclusion' and 'sustainability' are context dependent. Training regarding inclusive practices needs to recognise this context as well as the resources available within schools to address barriers to inclusion. Education programming needs to clearly define what is meant by 'inclusion' and to embed this across training. Policymakers overseas were interested in inclusion aims; in the UK, inclusion was seen as already largely embedded in the education system. Teachers in Kenya, OPT and the UK often employed the term 'sustainability' in its narrower, environmental sense rather than the broader sense implied by the SDGs.

7. Cascading of learnings within schools is more likely to occur where, 1) the national curriculum or school ethos support this; 2) the school leadership is supportive; 3) there is a group of motivated teachers within the school who are participating in the programme; and/or 4) in smaller schools (and small clusters of schools). These factors all support empowerment to cascade learnings as well as other teachers' motivation to engage in cascaded learnings.

Partnerships

8. Overseas schools and UK schools find partnerships to be mutually valuable; both UK and overseas teachers can learn from one another's teaching practices and contexts. It's important that reciprocity in partnerships is preserved. This can be achieved through careful matching of schools (e.g., schools which share similar characteristics and challenges), provision of the same partnership support to UK and overseas schools, and careful communication with both teachers and students to avoid unintended negative impacts (e.g., exposing overseas students to unattainable opportunities in the UK). Government involvement in the partnership set-up process can be helpful for achieving effective matches, and schools can be encouraged to consider both how the selected SDG is relevant to the UK and overseas context and how it varies by context.

9. There is appetite for global learning content from policymakers, teachers and students overseas. Global learning outcomes for students are enhanced where partnerships are complemented by CPD.

10. Reciprocal visits enhanced the attractiveness and effectiveness of partnerships. Examples of best practice for online partnerships include:

    −   Sharing of classroom materials, lesson plans, projects.

    −   Sharing of partner school pictures, videos, and other digital media.

    −   Online interactions between students from partnership schools.

    −   Knowledge exchange between school heads from partnership schools facing similar issues.

    −   Joint lessons and activities on topics of global relevance. Activities that focused on global issues affecting both communities were particularly effective.

    −   Provision of funding, either through the programming or partnership fundraising, to provide digital technologies.

    −   Using Google Maps and Google Earth to virtually explore the partner school and its surrounding community.

Policy engagement

11. Policy engagement is essential to ensure the relevance of CCGL, particularly CPD. At the same time, CCGL's CPD component can also act as a testbed or proof of concept for the innovations being introduced in ongoing curriculum reform efforts.

12. CCGL can support transformation of the wider curriculum where there is a strong relationship between the local British Council office and the national government, and where CCGL is closely aligned to reforms.

13. Policy engagement efforts are most successful when they feed into ongoing government initiatives, such as the introduction of Kenya's competency-based curriculum. Conversely, complex governance frameworks may complicate efforts to influence policy, as in OPT where the MoE and UNRWA share oversight of the education system.

5.2 Reflections on the evaluation design and methods

Several lessons learned have also been generated for evaluations of education interventions, particularly in overseas contexts and within the context of COVID-19 or other disruptions to the education system.

1. The evaluation introduced a quantitative assessment of overseas students' core skills, developing innovative new tools for each overseas country, a cost-effective approach for carrying out the assessment in a large number of schools (i.e., the teacher-administered approach), and an innovative analytical solution to robustly measuring student outcomes in the absence of a baseline and control group. This approach was important for robustly measuring outcomes at the student level. These tools could be considered for use more broadly to evaluate education programmes but need to be tailored to reflect the local training delivered and local contexts (e.g., using examples that are relevant to students' lives). It is desirable to have a baseline assessment at the school or indeed pupil level or to carry out longitudinal testing, but these are high cost; nevertheless, availability of alternative datasets such as national government data should be explored to determine the feasibility of creating a retrospective baseline.

2. Significant delays and challenges were faced due to COVID-19. Virtual delivery of qualitative research activities was difficult, even in the UK, especially for focus groups with students. Face-to-face approaches are therefore preferred but require significant flexibility and in-country presence to allow quick mobilisation of research teams when the school calendar permits. Schools also have limited scope to participate in evaluation activities at this time due to competing priorities, and their participation can be enabled through extending the evaluation timeline and offering flexibility in timings, as well as through offering an incentive. Adhering to sampling criteria for qualitative research may therefore be infeasible in this context.

3. The complexity of the programme and context in each country, as well as the challenges of conducting the evaluation during COVID-19 and conflict contexts required:

   - Shifting and extending timelines to accommodate school closures, programme delivery, and school availability, and flexibly amending the approach and workplan to accommodate needed changes.

   - Re-sampling to accommodate school closures, ensure researcher safety, and to increase the sample size.

   - Adapting the evaluation approach to include virtual delivery where possible.

   - Close collaboration (and significant time commitment) between the evaluation team, British Council headquarters, British Council country offices, and local research teams.

   - Closely monitoring the health and education policy context (i.e., school closures and exam dates), as well as any changes in programme delivery.

   - Strong awareness of in-country required approvals for research with children.

4. Schools and teachers are concerned about being externally evaluated. Especially in contexts such as OPT with few other CPD opportunities, the added value of CCGL to schools may be so high as to incentivise teachers to think of evaluation activities as demonstrations, placing undue pressure on themselves to perform for an external visitor. Evaluation results should be anonymised, and effort needs to be taken to ensure schools and teachers understand that they are not being evaluated and that the data collected will be anonymised.

5. The country selection process for the evaluation yielded a selection of countries that was representative of the range of contexts in which CCGL operates and programmatic approaches it employs. The selection of OPT and Nepal proved challenging in terms of data collection due to conflict in the former and stringent lockdowns in the latter. While the pandemic could not have been factored into country selection, territories facing a high risk of armed conflict may not be the most suitable choice for in-person data collection due to logistical difficulties and, more importantly, the burden it places on schools which already struggle to devote time to the evaluation. The nature of the programme's strategies in OPT and Kenya meant that implementation of CCGL was very similar across schools in each country. Schools typically had the same number of teachers trained in each country as well as experience of partnerships. In this context it is difficult to isolate different implementations of an education intervention and evaluate how it interacts with and contributes to different contexts (especially within a country where implementation is homogenous). Similarly, in the UK, schools that engaged in the evaluation typically participated in both CPD and training making the sample size to compare with schools that had less dosage smaller. It is likely that schools that have greater engagement with an education intervention are more likely to participate in an evaluation of it.

6. Classroom observations overseas were of more limited value compared to other qualitative approaches and the student assessment. This is because the integration of new teaching practices may be observable in a single hour of instruction but can likely only be ascertained over the course of multiple lessons. A greater number of observations may improve the standard of evidence, but issues are likely to remain. In addition, there is a risk that teachers prepare their students for classroom observations, leading to evident biases such as students parroting CCGL key terms they are unlikely to know without explicit prompting.

6 Recommendations

Based on the conclusions of this evaluation, the following actions are recommended for future education programming.

1. The evaluation of CCGL shows that education programming for students can contribute to knowledge and skills that prepares them for living and working in an increasingly global world and interconnected economy. For these to be sustained over the long term, programming requires a long-term perspective and focus on the factors that contribute to ensuring these skills and knowledge are sustainable and applicable beyond the classroom.

2. Embedding education programming in the local context is important for success, and this can be achieved through close collaboration with local policymakers.

3. For education programmes seeking to achieve school-wide effects, head teachers, and multiple teachers within a school, should be engaged through training. This is important to creating an enabling environment for individual teachers to change their behaviours in the classroom and for learnings to be shared more widely across the school (and beyond). A clear progression pathway through the course materials should be offered, and a larger group of teachers should be encouraged to attend introductory-level courses, with more advanced content available to selected teachers, such as those with the greatest level of motivation.

4. For education programming delivered remotely, the availability and quality of infrastructure and technology needs to be carefully considered. Material should also be made available offline (e.g., through hard copies of materials and recording of training sessions on videos distributed via USBs) so that participants are not reliant on the internet being available at a specific time. Opportunities for collaboration across schools can be encouraged through video calls, online communities, and WhatsApp groups. Provision of technology is also important to avoid exacerbating the effects of the digital divide and to support the central promise of the SDGs to leave no one behind.

5. School partnerships need to be equitable; any opportunities available to schools in one country as part of the partnership (e.g., training related to the partnership) should be provided to counterpart schools. Training and materials provided to partner schools should also consider equity dimensions.

6. For school partnerships, funding for visits and technologies are valuable for ensuring partnership success.

7. Training content needs to be adapted to the local context; for example, content should reflect local terminology and locally relevant examples.

8. For CPD programmes, it is important to provide a variety of courses and to communicate the course offering clearly. Both introductory and more in-depth offers are valuable so that teachers can be met at different levels of expertise and need.

Appendix 1: Evaluation findings – UK

Evaluation questions which were not relevant to the UK context (EQs 2, 7, 14 and 15) have been excluded.

Overview of CCGL in the UK

In the UK, year-groups relating to Key Stages 2 and 13 (aged 7-14) are targeted. The programme therefore spans primary and secondary schools. All UK CCGL activity began at the beginning of the school year in September 2018. The table below summarises CCGL participation across the UK.

Table 6: Participation statistics across the UK as of Q3 Y3 of the programme

	Number of schools	Face-to-face partnerships	Online partnerships	Teachers CPD	Accreditation (ISA)	Policymakers / Practitioners engaged
England	2,488	1,339	1,645	5,299	1,391	25
Wales	341	207	66	892	119	20
Northern Ireland	135	107	84	285	2	21
Scotland	387	248	175	777	73	28

Source: Year 3, Quarter Three Monitoring Report.

Inputs

The programme in the UK received over £11m in funding from 2018-2021; programme spend by activity is shown in the table below.

Table 6.1: UK programme budget (spend as of June 2021)

Activity	UK budget
School partnerships & grants	1,063,048
Professional Development	3,737,256
School Leadership	162,126
ISA/awards	64,293
Digital	690,682
Policy Dialogue	165,700
M&E	1,076,862
Management costs	515,862
Staff costs	3,567,116
Total	**11,042,945**

Source: British Council data

The largest portion of programming costs in the UK is allocated to CPD and ISA (35%). Partnerships received 10% of the programme budget. Policy dialogue received 2% of the budget. A portion was also allocated to digital (6%) and to school leadership (1%). The remaining costs were allocated to staff, M&E and management.

Partnerships and ISA

Both one-to-one and cluster partnership models exist in each of the four UK nations, and these can be implemented both as face-to-face or virtual partnerships.

In the UK, clustering is a major part of the programme; clusters operate as learning communities and they are given access to greater benefits within CCGL, e.g., they can apply for teacher supply cover so that they have time to form these and can apply for travel grant funding and others such as event funding.

Through Partnerships, students in the UK typically engage in activities related to the Sustainable Development Goals (SDGs). The main topics were related to:

- SDG 13 (Climate action)

- SDG 4 (Quality Education).

- SDG 12 (Responsible Consumption and Production),

Professional development

CPD is offered in the UK to teachers, rather than to teachers and school leaders, as is the case overseas. CPD delivery across all UK nations focuses on the programme themes of Global Learning and

Inclusion. However, the CPD courses offered in each country vary in exact content and approach, with selection having been tailored to local curricula. CPD training materials for professional development are bespoke, adapted to the country context and curriculum. These were initially delivered both online and in-person, but COVID-19 necessitated a shift to online delivery. Courses were available at three increasing levels of intensity:

- **Level 1 Introduction:** 2-3 hours introductory training.

- **Level 2 Intermediate:** 6 hours plus implementation time.

- **Level 3 In-depth:** 12 hours plus implementation and evaluation time over an 8-12-week period.

- **Level 4 Advanced** (only available in Scotland): 18 hours over an 18-week period. This level specifically informs professional review and development with the General Teaching Council for Scotland.

Table 6.2: CPD courses offered as part of CCGL across the UK

England	Northern Ireland	Scotland	Wales
Global pathways to excellent education: learning schemes, accreditation, and curriculum resources level 2	An Introduction to Global Learning level 1	Making connections through learning for sustainability level 2	Global Learning Pathway level 2
Global Teacher Award Level 1 (level 2)	Global Learning in Foundation & Key Stage level 1	Making connections through learning for sustainability level 3	Global Learning Pathway level 3
Global Teacher Award Level 2 (level 3)	Communication & Literacy Through a Global Learning Lens level 2	Making connections through learning for sustainability level 4	How can our learners become digitally competent in an ever-changing global society? (level 2)
Engineering for people design challenge level 2	Global Learning Through the World Around Us level 2	Learning for the Sustainable Development Goals level 2	How can our learners become digitally competent in an ever-changing global society? (level 3)
Engineering for people design challenge level 3	Promoting Mutual Understanding Through Inquiry and Mapping level 2	Learning for the Sustainable Development Goals level 3	How can our learners become enterprising, creative contributors in an ever-changing global society? (level 2)

		Equitable and Sustainable International Partnerships – Intermediate / level 2	How can our learners become enterprising, creative contributors in an ever-changing global society? (level 3)
Critical thinking and problem-solving level 3	Global Learning Through STEM level 2		
(Local and Global) Citizenship level 2	Global Learning Through Eco-Schools Topics level 2	Teacher as Researcher – getting the most out of your international partnership – Introductory / level 1	How can our learners become ethical, informed citizens of Wales through cross-curricular approaches? (level 2)
Connecting to the world: successful school linking level 2	Topic Based Learning level 2	Teach Sustainable Development Goals, skills, and values	How can our learners become ethical, informed citizens of Wales through cross-curricular approaches? (level 3)
Everything is connected: Enrich school life through global learning level 2	Through Other Eyes level 2		How can we improve learners' emotional intelligence through a focus on global contexts? (level 2)
Enrich your curriculum and excite your students with global learning level 2	Introduction to Facilitating Pupil-Action Projects level 2		How can we improve learners' emotional intelligence through a focus on global contexts? (level 3)
Shared migration Level 2	Creative Approaches to Global Learning level 2		
Shared migration Level 3	Setting Up and Maintaining Equitable Partnerships level 2		
Young leadership for global justice Level 3	Facilitating Collaborative Pupil Projects in Primary Schools level 3		
Embedding Sustainable Practice in Design and Technology Level 2	Digging Deeper into Global Learning Concepts level 3		
Global pathways to excellent education: learning schemes, accreditation, and curriculum resources	Global Learning: A Whole School Approach in Primary Schools level 3		

Teach Sustainable Development Goals, skills, and values Level 2	Planning and Assessing Global Learning level 3		
Teach Sustainable Development Goals, skills, and values	Making Connections through Learning for Equity and Sustainability		
Teacher as Researcher: Getting the most out of your partnership visit Level 2	Global Learning: Education for a fair & Sustainable World – Intermediate / level 2		
Setting up and maintaining equitable and sustainable partnerships Level 2	Global Learning: Education for a fair & Sustainable World – Advanced / level 3		
Setting up and maintaining equitable and sustainable partnerships Level 3	Equitable and Sustainable International Partnerships – Intermediate / level 2		
Making Connections through Learning for Equity and Sustainability Level 2	Teacher as Researcher – getting the most out of your international partnership – Introductory / level 1		

Source: Connecting Classrooms UK CPD Course Catalogue.

Policy engagement

Whereas CCGL overseas aims to influence education policy through policymaking activities, in the UK, the main purpose of engagement is for policymakers to feed into the programme, helping to keep it relevant to current education policy in the four UK nations. Whilst this is also part of policy work overseas, it is the sole focus in the UK.

Effectiveness

EQ1: How, and to what extent, does teacher training contribute to increased understanding of global citizenship and how to apply it within the classroom?

Broadly, teacher training was described as effective in increasing teachers' understanding of global citizenship, particularly for those with less experience in this subject area. The opportunity to share knowledge with other teachers through the training was described as a key enabler for understanding.

Most teachers described the teacher training as comprehensive, with high quality trainers and useful and accessible materials. Teachers cited how practical training was particularly beneficial to practise applying their learnings, particularly where the training provided clear and achievable steps to reaching these objectives.

"It's often hands-on, which is great, because you then have to reflect on your practice, and it's applied knowledge, in itself, that makes it more relevant. But because of the quality of the training, before you know it after one or two sessions, not that you have to become an expert, but you sort of know what it is you need to be doing."
Teacher Focus Group

In particular, teachers described how the training increased their understanding of global issues including inequalities, global learning, and pedagogy.

A key improvement was with regard to knowledge of and interest in global issues including inequalities. In the UK teacher survey, there was a small increase in how teachers scored their knowledge of global issues from baseline to endline; overall this increased from 6.3 to 7.3 and the score increased across the four UK nations. The overall proportion of teachers who reported having an interest in global and sustainable development issues and who said they were motivated by a concern about poverty increased slightly between the baseline and endline, with the average score rising from 8.3 to 8.6. The proportion who reported having a concern for sustainability, social justice and equity and who stated they had developed a more critical understanding of global and development issues also rose slightly, from 7.9 to 8.5.

Figure 6.2: UK teachers' interest in global learning
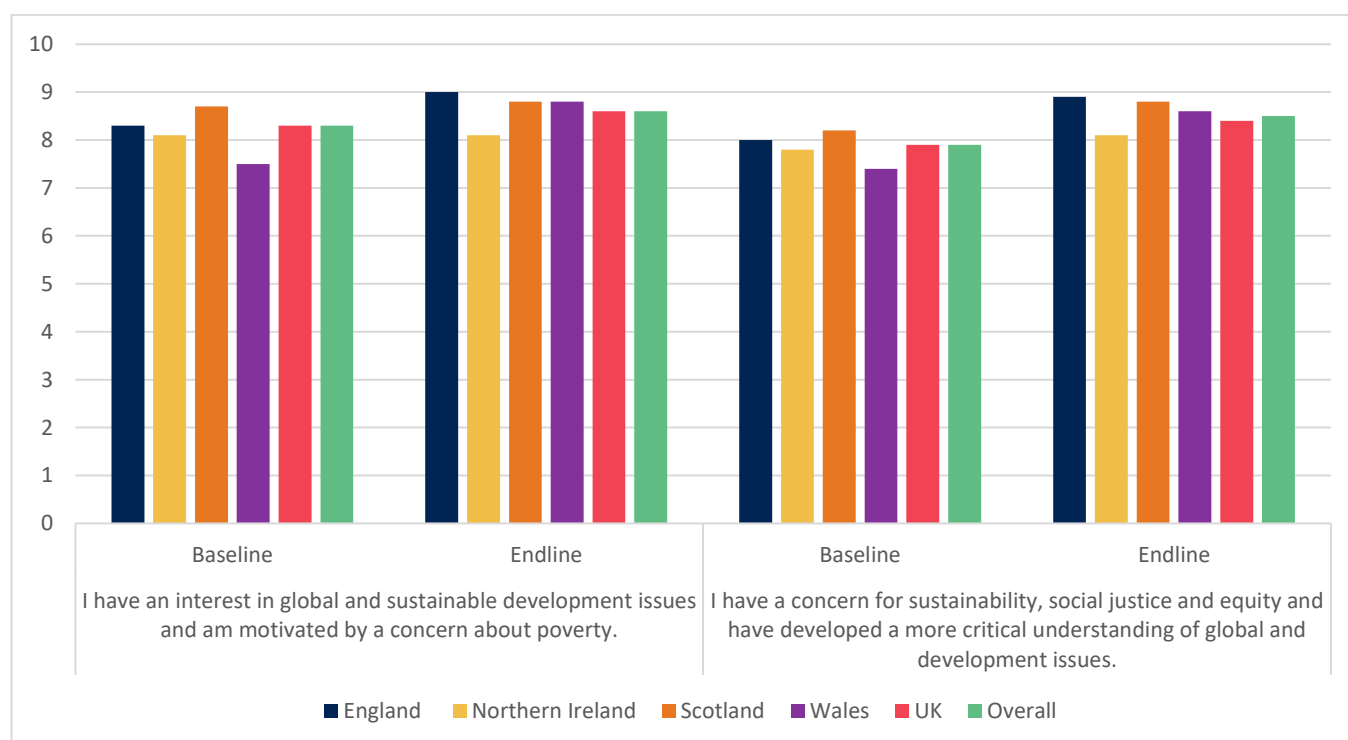
Source: British Council, 2022, base 5,048 baseline, 611 endline. Note: In the UK Teacher Survey, some teachers did not specify which nation their school is in. they are listed separately from the four nations as 'UK'

> **"It's the confidence in your knowledge and understanding. I think with the development goals I did know they were out there, but it really helps thinking it all through so much more so then you're ready to share that with the children... just having the confidence to step out and make global education a priority within the classroom."**

Teacher Focus Group

Another improvement was in regard to teachers' overall confidence in teaching global learning topics, and this supported them to implement global learning principles into the classroom. The training often built on existing knowledge; for example, teachers in one school described how the training had 'demystified' terms relating to global citizenship and empowered them through providing information to supplement their teaching. Many teachers cited learnings relating to the SDGs and sustainability, as well as developing their understanding of global citizenship. Monitoring data shows that the most commonly taken course was 'Teach SDGs level 2' (2,519), followed by 'Everything is connected: Enrich school life through global learning level 2' (1,068) and 'Global pathways to excellent education: learning schemes, accreditation and curriculum resources level 2' (370). The majority of the schools studied in the qualitative component of the evaluation tended to focus on issues of sustainability and climate change (SDGs 12 and 13). Teachers tended to ask pupils what they wanted to focus on in the pupil projects, indicating that even where teachers did not participate in training focused on sustainability, this was a topic area that students were engaged in (perhaps due to links with their other lessons). Teachers also discussed how this linked to learnings about sustainability in other subjects. Increased confidence in implementing learnings was also reflected in the UK Teacher Survey. There was an increase in the score from teachers in terms of their confidence in their understanding of how to incorporate global learning / learning for sustainability into their teaching from 5.4 to 7.3. The score teachers gave their confidence in understanding of which skills might support pupils to develop as active global citizens increased from 5.6 to 7.4 overall and the score of their confidence in their awareness of how to support pupils as active global citizens increased from 5.6 to 7.4.

> **"I think in the global citizenship side, the confidence for my staff in that certainly has increased. I think we've always been a bit uncertain, what does it mean, global citizenship? So, the training and the work that we've done certainly has increased the confidence in implementing global citizenship. Learning for sustainability at a local level. It's not just about the big projects like COP26 at the minute, which is in all the headlines and stuff. It is about the small things that we can do in school on a day-to-day everyday project."**

School Leader Interview

> **"Like I said, it was looking at the SDGs and highlighting the links, the nexus, the bridge. Just highlighting the connection. And with such training, it's easier for you to just, 'Oh, I didn't think of it that way!' So, in that sense, it has improved my practice."**

Teacher Focus group

However, teachers' existing knowledge of Global Learning issues affected their experiences of the training. One teacher described finding the first training session as challenging as they were new to the subject and lacked confidence. On the other hand, some teachers in schools with more experience working on Global Learning mentioned that the training covered concepts they already knew, although they noted the materials were still useful. One of these schools mentioned that doing the Global Teacher Award was more useful. This indicates that time is needed to assess schools' current expertise to ensure teachers attend the most relevant courses.

> **"We didn't find it very useful at all. I think as a school we are quite proactive in doing work like the international work that we're doing. We've got our British Council ambassador who supports us and any ideas she will put out there. And our teachers are very very good at being proactive themselves and move forward with things that they want to do. So, actually that training that we had, we felt that we were past that stage."**
>
> Teacher Focus Group

Additionally, one school reported that the online training was insufficiently focused on the impact on students; however, they had worked to ensure their teaching centred this.

> **"I did do some of the online training, that you do at your own pace and stuff, and I think if I'd seen what it was before, I wouldn't have started it […] because the children weren't at the centre of it, and I think that's what's really become our focus. I think for a few years at the start of the project, it was very much teacher-based and school-based, rather than the children and what impact it's having, and actually, we've managed to change that around now, and really focus on the teaching and learning, and some of the courses weren't focused on the teaching and learning, I think."**
>
> Teacher Focus Group

A key enabler to building understanding of global learning was knowledge exchange with other teachers. Teachers discussed how they benefitted from interacting with colleagues from across the UK during the training, with opportunities to share ideas for lessons (particularly in in-person training). They also cited how speaking to teachers working in schools in different contexts provided different perspectives and meant a range of ideas were discussed.

"It was face-to-face, and that was a real benefit actually, because there were colleagues not just from my local area, but from across England, who were able to share ideas because a particular focus for the sessions that I was running and the project I was implementing was all about critical thinking skills. So, having ideas from across the country, actually, to share in England, but then, also, we knew that the South African colleagues were also having that training as well, so that would be pinned together. We just had a whole bank of ideas and resources to share, so that's been really great."
Teacher Focus Group

Similarly, teachers described how having partner schools in the UK provided opportunities to exchange ideas when planning lessons. This was also possible within schools, where multiple teachers had participated in the training. Teachers who had already participated could also support teachers new to the programme and topics.

"It was useful to work with a colleague, because we could both brainstorm ways of solving problems and issues and uncertainties. Second time round, because we were familiar with it, the teachers who were undertaking it and they were thinking, 'I don't know how to do this,' we were able to then support them... it has been a really useful way to learn from each other and support each other."
School Leader interview

Overall, the teacher training was reported to be of a high quality and thought provoking, encouraging teachers to adopt their learnings in the classroom in different ways. It is most effective when tailored to teachers' needs and when it provides an opportunity for exchange between students.

One barrier to understanding described by one school related to their overseas partner schools. They reported that the British Council's training materials and wider communications were overly complex and difficult to read for people without English as a first language.

EQ3: How, and to what extent, does teacher training lead to improved understanding of how to pursue wider pedagogical improvements including inclusion, conflict management and teacher performance?

Inclusion was not a core cross-cutting focus of the programme in the UK. The CCGL programme's Business Case stated that it aims to support inclusion in the UK through raising awareness of development issues to ensure political commitment. Stakeholder interviews in the Inception Phase also highlighted that the programme's goals in the UK included gender inclusion and inclusion of rural schools (in terms of accessibility), and that raising awareness of development issues would generate positive attitudes to overseas countries and individuals with different backgrounds. Furthermore, while improving pedagogies was not a focus in the UK as it was overseas (notably with school leader training not offered in the UK), the Business Case also has an effectiveness indicator on improvements in teachers' pedagogical skills in incorporating transferable skills into their curriculum teaching.

In terms of improvements to pedagogical skills which can be transferred into curriculum teaching, in the UK Teacher Survey, respondents were asked to rate their confidence in their awareness of pedagogical approaches that support global learning / learning for sustainability. Between the baseline and endline,

the overall score rose from 5 to 7, indicating that for some teachers, their awareness did increase as part of the programme (the question did not ask specifically about the training, however).

However, this improvement was less apparent in the qualitative research. Generally, schools struggled to think of wider pedagogical improvements from the teacher training. One impact of the training which was reported by teachers on their understanding of different pedagogies was digital learning and outdoor learning. Teachers that learnt about this described feeling more confident to implement these; this is discussed further in EQ13. Some teachers also described feeling more confident discussing sensitive or complex subjects with students, with the training reportedly boosting their confidence by giving them the vocabulary to ensure they were not unconsciously influencing students. Although training was found to have a fairly limited impact on teacher's knowledge of pedagogical improvements, KEQ4 discusses that partnerships did have a positive impact on this.

Regarding inclusion, there was evidence in a few schools that the training had promoted inclusion through raising awareness of development issues through encouraging teachers to set activities seeking to encourage student understanding of people from different backgrounds and open their eyes to their responsibilities to protect the environment. If students become more aware of other people's experiences, it was felt this may lead to them being more open minded too. In terms of a focus on gender inclusion and inclusion relating to geographical accessibility, schools generally felt that inclusion was already central to the school's ethos and linked to a broader focus on inclusion within the education sector. A few school leaders felt that the training had helped them push inclusion objectives further though these were not specifically focused on gender or rural accessibility.

> **"Children do just assume that everybody lives like them, and the training, which was about sustainability, so that helped with the partnerships quite a lot, but yes, just trying to think about how we can make sure the children see that there is a wider world out there and that they have responsibility for it. So, sustainable value goals have been really impactful, I think, on my teaching."**
> Teacher Focus Group

While it was not an intended outcome of the programme in the UK, a small number of schools referenced improved conflict management. One school described how the training had supported them to encourage students to resolve problems themselves and deal with their emotions, meaning teachers were less likely to need to intervene. Another school described how their new focus on play-based learning and student voice reduced conflict and improved relationships between students and teachers.

> **"Certainly, in classes, teachers are becoming more confident for it to be a collegiate approach, not just collegiality between the teachers, but certain collegiality between the teachers and the children. The teachers no longer see themselves as, 'Well, I'm telling you what to do, you do it,' it is a partnership approach there. So, in terms of pedagogy and stuff, that is changing."**
> School Leader Interview

EQ4: How, and to what extent, do school partnerships contribute to increased understanding of global citizenship, and how to apply it within the classroom, amongst teachers?

Partnerships were important for increasing teachers' understanding of global citizenship and its application within the classroom. Visits to overseas schools were described as highly impactful in driving understanding of global citizenship, allowing UK teachers to learn from teachers overseas and to gain better insights into the lived experiences of teachers and students in the partner schools, which increased their confidence in applying their global citizenship understanding in the classroom. This meant that cancelled visits were a key disappointment for schools.

In the partnership survey, the majority of schools felt that school partnership activities had improved their teaching of active global citizenship, with an average score of 8.6 in the UK. Teachers described how their visits to overseas partner schools were highly impactful and even life-changing for some. By visiting partner schools, those participating in the training could enrich their learning through lived experience and being immersed in a new culture. It also raised their awareness of global issues such as inequality and poverty and tackled ingrained stereotypes.

> **"This sort of project, you can easily just download a unit of work or scheme of work from somewhere, but to actually then bring it alive through real experience, having gone on a trip like this, having immersed yourself in that culture, brings in a totally different aspect of your teaching. It brings your teaching alive. It gives you that passion and drive, you can tap into real stories that you can tell children and it's not a scheme of work, it's a scheme of experience, isn't it?"**
> Teacher Focus Group

Reciprocal visits (both UK teacher visits and overseas partner teacher visits) also gave UK teachers an understanding of different teaching practices and provided an opportunity for UK teachers to learn from their overseas counterparts, and vice versa. For example, teachers learnt from watching their partner teachers teach a lesson, observing different styles and activities. While some teachers noted that their partner schools were restricted by curricula which tended to rely on rote learning, many teachers described learning about more creative approaches to teaching, including more practical activities. It should be noted, however, that visits to UK schools from overseas counterparts were reduced, so opportunities for mutual learning from UK schools were also reduced.

> **"The challenge we had is the Tanzanian curriculum was incredibly restrictive and incredibly intensive with knowledge delivery. But what was great for me was to see, even despite that, there were some brilliant teachers out there who were still bringing in group work, bringing in all sorts of things like that but was actually really encouraging to see that and it was great when we brought Tanzanian teachers over here. Not just to be like, 'Well, here's how we do it.' But actually, to learn from them."**
> Teacher Focus Group

"When we've visited the schools and learnt from what they do, there's much more creative approach in some of the ways that they approach different subjects and having that way to do things. With the early years and different songs that they had to engage the children and learning different ways to approach art. Yes, it's been really impactful. Having a go at things. Sometimes, I just think I'm being a bit cowardly and being like, yes, this is the way that I approach maths and actually, being able to approach it in a different way."

Teacher Focus Group

"And actually, sometimes our values get so caught up with results and attendance and all the rest of it and actually what really matters, and I think we've seen this with the pandemic, you know our children's mental health has been affected. I've just literally come back from going to Tanzania and the children are just really happy there. And they're much more resilient and I think they're some of the things that we've learnt as a school by doing this."

School Leader Interview

Teachers did also report some benefits to the collaborative projects in relation to their understanding of global citizenship. Through discussing global issues, some teachers reported becoming more aware of issues affecting people in the UK too. For example, one school did the collaborative project on Zero Hunger which involved external speakers sharing information with the students on food poverty in the UK. One teacher described how their own understanding of food poverty increased as a result of this project. EQ13 discusses how learnings from partnerships (reciprocal visits and collaborative projects) enabled teachers to implement new teaching practices.

"What's fascinating is that... with the foodbanks, it makes you realise what you miss on your own doorstep from the children's point of view. You always look elsewhere; you have these assumptions of other countries, but you never see your own."

Teacher Focus Group

Another benefit of the partnerships was that they have helped teachers understand students' global learning needs, for instance, demonstrating the prevalence of stereotypes about other countries.

Cluster partnerships[26] were a major focus of the CCGL programme in Scotland. Programme implementors in Scotland considered clusters as adding additional value to schools as well as offering them more comprehensive support in the form of funding for teacher cover, organising events, and covering project costs. The clusters with other local schools added value by creating opportunities for students to learn from their peers locally. Teachers also highlighted the value of interacting with other

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[26] Two types of cluster model were promoted. The first was with a secondary school and local feeder primary schools forming a cluster, the second was a cluster of different types of schools from the same geographic area.

teachers in their local area to share knowledge and experiences, and that cluster partnerships contributed not just to awareness of global inequalities, but of local inequalities as well.

> **"We've got a very rich learning experience there where young people are learning about other parts of their own country, as well as overseas. You're bringing together the urban, the rural, all aspects of the socioeconomic framework as well. Helping to break down some barriers between some of the myths and perceptions about different parts of your own city."**
> Programme Implementor

The key barrier to teachers increasing their understanding of global citizenship through the partnerships was reportedly the lack of reciprocal visits due to the COVID-19 pandemic. Teachers and school leaders described how reciprocal visits drive understanding, and implementors highlighted that the reciprocal visits had been important to securing schools' interest in participating in CCGL. The cancellation of visits reportedly resulted in a loss of momentum, and meant the partnerships seemed to end abruptly. This was seen to be against the objectives of the programme, as schools did not have the opportunity to 'connect' in person. While the British Council introduced a grants recovery process whereby schools could use the travel portion of their grant to purchase equipment to sustain partnerships, most schools who were coming towards the end of their partnerships did not make adaptations to replace the reciprocal visits. Schools who were early on in the partnership made more adaptations, for example via video calls where technology allowed. In one cluster, they created a YouTube channel for all the schools to share short films and wrote and shared electronic books.

The cancellation of reciprocal visits posed a risk to the programme's impact where schools were affected, as well as its appeal to schools, although there are useful learnings from newer partnerships on how to utilise digital technologies to adapt.

EQ5: How does the level of engagement a school has with CCGL activities ('dosage') affect outcome achievement?

The evidence on dosage is limited by the fact that very few UK schools that engaged in the evaluation participated in just CPD training, which reduces the extent to which findings on outcomes from schools with different 'dosage' can be compared. In addition, schools engaging in the programme often came from significantly different contexts, for instance, operating under different educational systems in each of the four UK nations, these contextual factors have the potential to impact on both the level of engagement with the CCGL and the outcomes observed, making it difficult to isolate the effects of different levels of dosage; the contribution of different contextual factors, school characteristics, and programme characteristics was explored qualitatively.

Findings from the evaluation from schools that had participated in either partnerships alone or in both training and partnerships found that schools where the impacts were highest had engaged in both training and partnerships. In particular, schools that had participated in reciprocal visits and had high levels of pupil-to-pupil engagement experienced the most significant outcomes and these outcomes supported transformative change across the school.

Although schools who had only participated in CPD were invited to participate in the evaluation, their lower willingness to participate in the evaluation suggests that CPD-only schools may feel less engaged in CCGL. The degree of teachers' engagement in CPD training was also found in the qualitative evidence collected to be an important determinant of outcomes achieved. Findings from teacher focus

groups found that where teachers had lighter engagement with the CPD training, for instance, attending just a level one course, they were less able to identify outcomes observed as a result of their attendance. This was consistent with evidence from programme implementors who found that only through the more in-depth engagement would they expect to see changes in the mindset of teacher towards taking a global learning approach to their teaching practice.

> **"I certainly think that teachers who come along to that (additional training), we hear a lot more from them, and I think that level of engagement, that additional level of engagement, then does translate into a higher level of impact."**
> Programme Implementor

Programme implementors also noted that outcomes could be expected to differ by the training courses themselves, with courses differing considerably in their focus and desired outcomes, however, this was not assessed during the evaluation.

The level of knowledge sharing amongst teachers is a key determining factor in the extent to which engagement of a given number of teachers in CPD creates cascade effects that generate wider outcomes beyond the classroom of the teachers that participated in the training. Overall, the evidence from focus groups with teachers found that they were successfully able to share knowledge from the trainings within their school. This was often done through teacher training days or staff meetings where participating teachers shared the knowledge with other teachers at the school.

In general, knowledge sharing opportunities were already embedded in the schools, which meant there were opportunities to share knowledge between teachers, and this was already an encouraged and valued practice within schools. These established practices are a key enabling factor in the cascading of knowledge from the trainings throughout the school.

Where teachers were not successful in sharing learnings, they often cited COVID-19 as the main barrier in both limiting the extent of face-to-face interactions between teachers as well as creating additional pressures on teacher time. Teachers in larger schools also found it more challenging to share learnings in comparison to those in smaller schools.

In the cases where just one teacher from the school participated in the training, this was often an experienced teacher, with a passion for global learning who often participated in global learning in other programmes beyond CCGL. The personal motivation of this teacher was often highlighted in school leader interviews and teacher focus groups as a crucial enabling factor in cascading learnings throughout the school. This suggests that in cases where only a small number of teachers are engaged in the teacher training, the level of seniority and personal motivation of that teacher are key factors in determining the extent to which wider outcomes are observed.

All schools that engaged in the evaluation that solely participated in the CPD training and not the school partnership had specific objective for attending the training. For instance, a school in England had identified attending the 'Teach SDGs Level 2' training as a way of helping them to change their curriculum to focus on a different SDG each term. The school had already begun implementing curriculum change, and teachers had previously attended Lyfta training.[27] The school leader and teachers that attended the training found the training relevant for the needs that they had identified and highlighted the impact that it had had for them in motivating them to continue working on embedding the

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[27] Lyfra offers CPD training for teachers and school leaders on enhancing the curriculum through global learning.

SDGs and looking for further CPD opportunities. Thus, having clear goals for participation in CPD that are connected to the wider school needs and ethos are important enablers of outcome from CPD, and this may be especially important in schools where participation in CCGL is more limited.

> **"The training was the match that lit the torch. Then the body of work we've done is actually massive, from that. It was definitely relevant. It definitely had use. But from that, we've found out about doing other courses and supporting our pupils further and developing everything more."**
> Teacher focus group

A small number of schools that engaged in the evaluation took part in just partnerships but not in CPD. In teacher focus groups with these schools', teachers did not report experiencing outcomes for teachers and focused more on outcomes that had been observed at the student level. In these schools there was less evidence of knowledge sharing between teachers, suggesting that there were less opportunities to embed global learning in the school.

Teachers in one school that had just taken part in a partnership but not in training reported that they were less confident in how to take forward global learning in the school and there had been less engagement from colleagues. While anecdotal, this suggests that the training is important in helping teachers leverage the partnership to create wider change within the school and providing them with the confidence to do so.

> **I think we felt a bit unsure about the impact of the growing part of it (global learning topics). Me and my colleague both have quite an interest in making sure there is a global issues focus and they (the students) are aware, comparing different countries. But I do remember from when we were doing the growing that some other of my colleagues just almost felt like it was a bit of a nuisance.**
> Teacher focus group

For schools that engaged in both the school partnerships and CPD, both school leaders and teachers emphasised the added value provided by the partnership in creating outcomes at the student level. Where schools were able to take part in reciprocal visits, the teachers found these to be significant driving factor behind the outcomes achieved by the partnership as it created stronger personal relationships and connections between the schools which facilitated deeper, more sustainable partnerships. Schools that were able to have significant pupil-to-pupil interaction also highlighted the impact that this had on pupil outcomes in terms of the motivation of pupils and their engagement with the collaborative projects and topics of global learning more generally.

Monitoring data can be used to triangulate these qualitative findings with quantitative analysis from survey data. The table below presents UK teachers average self-reported on how confident they feel about five statements in relation to global learning/learning for sustainability. It shows that teachers from schools currently or previously engaged in a school partnership on average felt more confident on each of the statements.

Table 6.3: UK teachers' average self-reported scores on a scale of 0-10, with 0 being "Not at all confident" and 10 being "Completely confident" on how confident they feel about statements in relation to global learning/learning for sustainability

	Not currently or previously engaged in a school partnership	Currently or previously engaged in a school partnership
Your knowledge of global issues	7.3	7.5
Your understanding of how to incorporate global learning / learning for sustainability into your teaching	7.2	7.6
Your awareness of pedagogical approaches that support global learning / learning for sustainability	6.8	7.4
Your understanding of which skills might support pupils to develop as active global citizens	7.2	7.6
Your awareness of how to support pupils as active global citizens	7.2	7.7

Source: British Council, CCGL UK teachers' follow-up survey, Y3Q4

As well as teacher's self-reported confidence in global learning/learning for sustainability, there were also differences in the frequency with which teachers from schools that had been engaged in a school partnership incorporated global learning/learning for sustainability into their teaching or activities run with pupils. These differences can be seen in the table below, which shows that on average, 65% of teachers from schools that had engaged in a school partnership incorporated global learning/learning for sustainability into their teaching or activities run with pupils at least once a week (including 9% that did so every day) compared to 50% of teachers from schools that had not engaged in a school partnership.

Table 6.4: Frequency with which UK teachers surveyed incorporate global learning/learning for sustainability into their teaching or activities run with pupils

	Not currently or previously engaged in a school partnership	Currently or previously engaged in a school partnership
Not at all	6%	1%
Less than once a week	45%	34%
At least once a week	41%	56%
Every day	9%	9%

The student assessment tool conducted by the monitoring partner was not used to compare outcomes in schools that had and had not participated in school partnerships due to the lack of participants from students from schools not participating in a school partnership.

EQ6: How do differences in the local education system and teacher professional development environments interact with the programme's objectives and achievement?

The local education system and professional development environment in Wales, Scotland, and Northern Ireland, was seen to align closely with the CCGL programme's objectives. In addition, the programme implementors in these countries considered the CCGL to have strong policy support. The local education system in these countries created an environment where schools were motivated from the top down to integrate global learning into their teaching practices which encouraged them to engage strongly with the CCGL programme.

There are significant differences in the integration of Global Learning within the curricula across the four UK nations, with less emphasis on global citizenship and sustainability within the formal education system in England.[28, 29] However, the formal placement of Global Learning within the curriculum is not the only means through which relevant themes can be taught to school-age children as many parts of the curriculum cover topics of the SDGs. Geography and science education in particular contain crossover topics and can be moulded to discuss individual SDGs more explicitly.[30]

As a result of these differences in local education systems the CCGL programme takes a decentralised approach and features country teams who align their offers with the devolved education systems.[31] During the programme design phase, specific activities were undertaken to ensure that the programme aligned with the curriculum in the UK nations. This was done through engagement with policy makers to ensure that not only was the course aligned with the curriculum, but that it also took into account policy maker priorities and direction of travel. One of the criteria in selecting programme implementors was their 'policy voice' in the nation they operate in, which they leveraged to ensure alignment with the curriculum.

Programme implementors also highlight the use of feedback loops with teachers that had participated in the programme to ensure the programme continued to be aligned to local needs. Regular communication with teachers ensured that the offer created synergies with the local education system and the teacher professional development environments.

Programme implementors emphasised that it was important that teachers were aware of the alignment with the curriculum in order to motivate them to take part.

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[28] Whereas the term 'Global Learning' is used across England, Wales and Northern Ireland, it is more commonly seen as 'Learning for Sustainability' in Scotland. This incorporates global citizenship, sustainable development education and outdoor learning.

[29] Development Education Centres also exist across the UK. These are usually independent bodies, sitting outside of the school system, seeking to promote Global Learning. They support best practices in Global Learning through training and access to resources for teachers and may also provide teaching directly to students. There are therefore a range of ways in which students might receive Global Learning teaching.

[30] UK National Association for Environmental Education (2019): Embedding the SDGs in the curriculum; http://naee.org.uk/embedding-sustainable-development-goals-sdgs-curriculum/

[31] This contrasts to the approach taken in overseas countries where the programme seeks to influence the curricula

What we try to do is not give teachers an add-on. When we're delivering the programme and delivering the material, we try to deliver it in a way that says, 'Look, this will help you deliver a curriculum requirement' because unless you do that, you're going to lose teachers because they don't have time. We are very clear to position it and take key curriculum areas, and key curriculum skills, that's vital. That was all done at the start when we actually delivered the material.

Programme Implementor

One programme implementor suggested that the differences in the connection of the CCGL programme to the national curriculum may have impacted the motivations for teachers in each of the four UK nations to participate in teacher trainings. With less focus on global learning in the curriculum in England, the participants in CCGL training there were often those that had a strong personal interest in global learning while those in the Scotland and Wales saw it as a more intrinsic part of their professional development and means of ensuring their skills were aligned and up to date with the requirements of the new curriculum.

This hypothesis was supported by monitoring data which showed that as a percentage of total schools in the nation, Scotland and Wales had the highest rates of participation, with 20 percent of Scottish schools and 16 percent of Welsh schools participating in the programme, this compared with 8 percent of schools in England and 5 percent of schools in Northern Ireland. Participation of schools in Wales and Scotland significantly exceeded the expected level, by 118 percent in Scotland and 81 percent in Wales, while participation of schools in Northern Ireland and England was below expectation.

Table 6.5: School participation in CCGL, CPD Schools

Country	CCGL Schools (CPD)	Total Schools	% Actual	No Expected	Act vs Exp	% Difference
Scotland	493	2514	20	226	267	118%
Wales	246	1510	16	136	110	81%
England	1741	23014	8	2072	-331	-16%
Northern Ireland	58	1150	5	104	-46	-44%

Source: British Council, UK Regional Analysis

While delivery across all UK nations focuses on the programme themes of Global Learning and Inclusion, the CPD courses offered in each country vary in exact content and approach, with selection having been tailored to local curricula. CPD training materials for professional development are bespoke, adapted to the country-context and curriculums. The courses offered and level of engagement for each UK nation is described below.

England

Courses offered[32]: *Engineering for people design challenge, Critical thinking and problem-solving, the global goals and the International School Award, Global Teacher Award, Enrich your curriculum and excite your students with global learning, Putting it all together - sharing practice.*

Number of teachers participating in training: 5,299

Number of school partnerships: 2,984

In England, the programme was seen as less well suited to the curriculum and some programme implementors and stakeholders even described it at odds with the priorities of the Department of Education (DoE) which was not seen to favour a mutual learning-based approach with partner schools. This created an environment in England where there was less support for schools to integrate global learning in their curriculum, and global learning was more often seen as an 'add-on' for participating schools.

However, programme implementors working in England thought that the new Ofsted framework introduced in 2019, which gave schools more freedom over their curriculum, had prompted many schools to re-evaluate their curriculum and bring in more elements of global learning.[33] This finding was supported by interviews with school leaders in England, a number of whom also referenced the fact that the inclusion of global learning in their curriculum had been highlighted positively in recent Ofsted reports, which had provided validation and renewed motivation for their approach.

Northern Ireland

Courses offered: *Global learning at Foundation and Key Stage 1, Centre for Global Education training, Communication and literacy through a global learning lens, Global learning through the World Around Us strands, Adding a global learning dimension to topic-based learning Global learning through the World Around Us strands, Through others' eyes: methodologies to support learners' abilities to seek out and understand multiple perspectives, Promoting mutual understanding through inquiry and mapping, Eco-Schools: a global perspective Promoting mutual understanding through inquiry and mapping, Putting it all together - sharing practice Eco-Schools: a global perspective, Connected learning: using 'the global' to make the connections Putting it all together - sharing practice, Introduction to facilitating pupil-action projects Through others' eyes: methodologies to support learners' abilities to seek out and understand multiple perspectives Connected learning: using 'the global' to make the connections, Teaching controversial issues - turning conflict into opportunity, STEM for a fair and sustainable world, Digging deeper into global learning concepts*

Number of teachers participating in training: 285

Number of school partnerships: 191

The CCGL programme links to the global citizenship strand of the curriculum in Northern Ireland. Teachers in Northern Ireland feedback to the programme that a key emerging theme is wellbeing and mental health. As a result, the programme implementors in Northern Ireland developed trainings based on that theme and linked it to the SDG goal on wellbeing as well as linking it to the curriculum in

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[32] Source: Connecting Classrooms UK CPD Course Catalogue.
[33] Programme Implementor interview

Northern Ireland. This curriculum contains strands around personal health and social development which make these links possible.[34]

Scotland

Courses offered: *Learning for the Sustainable Development Goals, Making connections through learning for sustainability*

Number of teachers participating in training: 777

Number of school partnerships: 423

Headteachers and teachers that participated in the evaluation from Scottish schools frequently referenced how the programme aligned well with Learning for Sustainability (LfS) into which the CCGL programme is embedded and how this alignment supported the school in achieving its desired outcome through participation in the CCGL.

Programme implementors in Scotland did highlight the difference in language used in schools in the different countries of the UK around terms such as *sustainability* and *global learning* meant that they needed to ensure that they were using the correct terms when discussing the programme with teachers in Scotland, but the LfS meant that teachers were already familiar with many of the concepts included in the CCGL programme.

> **"The policy context here for sustainability, that's not terminology that you would hear out with Scotland, but it resonates with Scottish teachers, with Scottish school leaders, with policy makers. So, when it comes to engaging and promoting CCGL we've adapted the way we do that in Scotland so that it has that resonance and relevance and kudos if you like. The term 'global learning' could be interpreted various different ways. Whereas there is a standardised definition of what we mean by Learning for Sustainability which incorporates global citizenship, outdoor learning and also sustainable development education."**
> Programme Implementor

In addition to LfS programme implementors in Scotland also ensured that the programme was aligned with other national priorities such as the STEM strategy. Linking the programme to these priorities was seen as crucial in ensuring that the programme was appealing to Scottish schools. The school leaders in Scottish schools that were interviewed for the evaluation also highlighted these links, suggesting that the there was strong alignment between the CCGL programme and national strategic priorities and that these links were communicated effectively to schools.

As described in EQ4, cluster partnerships were a major focus of the CCGL programme in Scotland; this structure reflects the strong linkages between CCGL and the local curriculum.

Wales

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[34] Programme Implementor

Courses offered: *Global learning pathway, How can our learners become 'ethical, informed citizens of Wales' through cross-curricular approaches? How can we improve learners' emotional intelligence through a focus on global contexts? How can our learners become digitally competent in an ever changing global society? How can our learners become 'enterprising, creative contributors' in an ever changing global society?*

Number of teachers participating in training: 892

Number of school partnerships: 294

Both programme implementors and school leaders and teachers agreed that the programme was aligned well to the new curriculum in Wales. The new curriculum has given increased power to schools to design their own curriculum. Many schools have used this opportunity to integrate global learning further within their curriculum and this has created a demand for external guidance and resources to facilitate schools in this work. This has led to increased demand from schools in Wales as they can clearly see the value to them of participating in the CCGL and how it algins with their needs.

> *"I think, again, it's so aligned to the curriculum, and our new curriculum in Wales, that actually, most teacher trainers or professional learning providers in Wales have adapted their programmes to that new curriculum It (CCGL) is not an add-on. It's very easy to make it integrated to the curriculum, in a way that I think is not the case in England. It can be made very central to delivering the core curriculum, now we've got the new curriculum in Wales."*
> Implementor

As the new curriculum is relatively new in its implementation it remains too early to fully ascertain the effects of the new curriculum on the outcomes associated with the CCGL programme.

EQ8: In programme activities where objectives are not being met, what could be done differently to enable success? How should future programming be designed to overcome experienced challenges?

The key barrier to achievement of programme objectives was the COVID-19 pandemic. Overall, schools that participated in the evaluation felt that when taking into consideration the barriers related to the COVID-19 pandemic the programme was largely successful in meeting its objectives; however, a number of key suggestions were made to ensure that the programme was able to overcome experienced challenges.

CPD

As described in more detail above, the quality of teacher training and the materials available for teachers were praised by the teachers that we spoke to for the evaluation. The main barriers for teachers in participating in and implementing the training was teacher time. While this problem was particularly exacerbated during the COVID-19 pandemic, it is an ongoing problem faced by teachers. The movement towards online training was seen as making the training more accessible for teachers and reducing travel time required to attend; however, teachers that did attend trainings in-person before the pandemic highlighted the value of knowledge sharing and networking opportunities present in face-to-face training. As such, future training provision will need to take into account the trade-off between the greater accessibility of online training with the reduced opportunities for interaction between teachers.

As well as the time commitment in attending trainings, teachers also highlighted the time required to prepare classes on global learning and activities for the collaborative projects. While the CCGL materials were noted as being particularly useful for this, teachers emphasised that these materials need to be 'classroom ready' as much as possible to ensure their use without creating additional pressures on teacher time.

Teachers in SEND schools provided mixed evidence on the extent to which the materials provided by the programme were appropriate for their students' needs, with some teachers from SEND schools that participated in focus groups explaining that the materials needed significant modification to be appropriate for their classes. As such, providing greater guidance on how to use the CCGL materials with SEND students would make the resources more accessible.

Participants in the evaluation from teacher, school leader and programme implementor interviews and focus groups consistently highlighted that the most important factor in the success of implementing the teacher training in schools was the support of the school leader. As reported above on the whole school leaders were supportive of the implementation of global learning in school, although the evaluation found that their level of knowledge of and engagement in the CCGL programme was mixed. One way to ensure that teachers are able to successfully implement the CCGL trainings in schools and that the long-term objectives of the programme in schools are met it to further engage UK school leaders in the programme, as had been done in overseas countries.

School partnerships

While school partnerships were overall successful and were highlighted as particularly impactful when they worked well, there were a number of occasions when they did not meet their objectives. The primary reason in the cases that school partnerships were not successful in achieving their objectives was that the partner schools were not suitably matched. While the matching process was largely seen by schools to be effective and comprehensive, especially at one-to-one partnership level, a small number of schools reported that they were matched inappropriately, for instance a primary school with a secondary school and a SEND school with a non-SEND school. This unbalanced matching made it difficult to find suitable joint projects that were at an appropriate level for both schools. As such the matching tool should be reviewed to ensure that it suitably matches partner schools.

Another barrier for collaborative working between partner schools that was highlighted by teachers was the varied level of understanding of the programme of teachers in the overseas partner schools. Particular examples were highlighted by teachers of teachers in partner schools having different expectations and understanding of global learning. While training on school partnerships was available to teachers in the UK, the same offer was not available to teachers in overseas countries. This was also highlighted by programme implementors as being important for the equity of the programme in ensuring that teachers in overseas countries were offered the same opportunities as those in the UK when participating in school partnerships.

One implementor also linked this issue to the removal of the cultural learning aspect of the programme that was present in CC1 and CC2. This aspect of the programme was seen as particularly important when teachers were participating in a partnership for the first time to ensure that they did not enter the partnership with pre-existing assumptions about their partner school.

Schools' feedback on the support provided by local advisors was mixed, with some schools reporting that they were very accessible and provided practical support when required while other schools feeding

back that they were unsure who to contact when problems arose and finding the support offered limited. Programme implementors that we spoke to during the evaluation also feedback that schools that had interacted with had been unsure on the role of the local advisor. As such, ensuring that the support available from the local advisor is sufficiently clear and signposted would ensure that challenges arising from schools' participation in the CCGL programme were addressed appropriately and efficiently.

While all teachers that participated in reciprocal visits as part of the school partnership emphasised how impactful and transformative they had been, their experiences on the reciprocal visit varied considerably and teachers reported that they were unsure of what to expect when both travelling to the partner school and also hosting teachers from their partner school in the UK. Teachers provided examples of cases where the expectations of the partner school had differed considerably in terms of the contents and objectives of the reciprocal visit. As such, providing schools with additional resources to help guide their interactions with the partner school ahead of the reciprocal visit would be a way that these problems can be avoided. In addition, greater opportunities to learn from other schools in the UK that have previously undertaken partnerships, for instance through case studies or shared FAQs, would be a way of leveraging existing knowledge and experience to ensure that the reciprocal visits are successful in meeting their objectives.

Finally, there were some examples of schools reporting that a lack of technology and/or connectivity at the partner school inhibited the effectiveness of partnerships. The research demonstrated that good practice for partnerships was to make them as engaging as possible, using digital media (pictures and videos) to easily share visual material, tablets and laptops to encourage online interaction. Technology helps facilitate knowledge exchange and future programming should take into account the availability of technology and the connectivity between partner schools to ensure activities are as engaging as possible. This can be done through financial or other (provision of technology) support, or where connectivity is a major issue, material being made available offline.

Efficiency

EQ9: How well has the programme managed to deliver its programme activities and achieve intended outputs during CCGL with the resources available to the programme?

The programme was overall successful in delivering its intended outputs in the UK. The programme succeeded in doing this within a challenging operating context which included both the COVID-19 pandemic and the reduction of the programme budget.

As presented in the table below the programme has meet the targeted numbers of school partnerships in the UK as of the end of 2022 and has significantly exceeded the target for number of teachers trained.

Table 6.6: Achievement of logframe targets, UK

Output	Target	Achieved
Number of school partnerships	3,870	4,009

Number of teachers trained	18,500	25,667[35]

Source: British Council, CCGL participation data, 2021/22 Q4

The COVID-19 pandemic created significant barriers for the programme to achieve its intended outputs, namely as a result of teachers reprioritising their time towards delivery of the core curriculum in a way that kept students and teachers safe when schools were in session, and because programme budget cuts meant the reciprocal visits were not an option for schools, and as these were a significant driving factor in schools' participation in the programme, the appeal of school partnerships was reduced.

A further challenge was the reduced overall programme budget, which fell by £3.5m from £38m to £34.5 as a result of a reduced contribution from the FCDO; this budget reduction was announced in 2021. The £3.5m savings have been made from the school partnership output, which has been possible because many travel grants were not paid because of COVID-19 restrictions on travel.

The programme was able to meet these challenges through pivoting programme resources towards online delivery of CPD and partnerships, as well as provision of online materials which students could use at home—an innovation driven by COVID-19. In order to deliver teacher training exclusively online, the British Council worked directly with programme suppliers and encouraged suppliers to work with each to share knowledge and expertise to ensure all suppliers had the capacity and tools required to deliver their courses online.

A key enabling factor in this shift was that before the pandemic around a third of courses were already being delivered virtually, and as such, much of the structures required for online learning where already in place. As a result of the flexibility shown by the programme it was able to exceed the target number of teachers trained.

Similarly, the programme was still able to achieve the intended number of school partnerships through movement from face-to-face to online partnerships. Due to the removal of the reciprocal visit component of the school partnerships which reduced the attractiveness of the offer, the overall target number of school partnerships for the programme was reduced from 9,500 to 8,750. The programme was able meet this target through pivoting towards online partnership.

Despite the success in pivoting towards online provision, as described in the discussion on EQ1, 3, and 4 the evaluation found evidence of reduced outcomes associated with online provision of partnerships and to a lesser extent training. As such while the pivot ensured the efficiency of the programme it may have reduced its effectiveness.

The pivot towards online partnerships was facilitated by specific support offered by the British Council and local advisors such as organising drop-in surgeries and webinars for schools. In addition, specific partnerships resources and activities were developed around the pandemic, encouraging schools to use the event as a global learning opportunity.

As well as movement to online the programme was facilitated in achieving its intended outputs through an extension to the programme end date which was moved from July 2021 to March 2022. These

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[35] This figure includes 18,414 UK teachers that have completed Level 1 training through a cascade model of delivery. The calculation was based on UK schools in partnerships, online partnerships through the Rivers of the World project (Q1) and multiplied by 9 (the estimated average of teachers trained by cluster coordinators).

outputs were also achieved within the context of a reduced overall budget. Despite these challenges, the programme is on track to spend the total programme budget by the programme end date of March 2022.

EQ10: How does the programme ensure synergies between different strands and activities? To what extent are programmes complementary?

The programme implementors that we spoke to stated that synergies between the two stands were developed during the design phase and even in the cases where CPD implementors were not responsible for partnership activities, effort was made to ensure close communication between programme implementors involved in different strands to ensure complementarity in their work. Where these links were particularly strong, these were often based on personal relationships between individuals working at different providers. Therefore, one option to ensure that these synergies are maintained in future would be to further formalise these relationships, for example through collaborative supplier events.

> **"As far as we're concerned, CPD and the partnerships are two halves of the same coin. So, when we promote a programme, we talk about it as a whole. So, all of our materials, all of our messaging reflects that. That this is CCGL, you can engage in partnerships or CPD or both, it's entirely up to you, but CCGL as an entity is to all intents and purposes both things for us."**
>
> Programme Implementor

Schools were practically supported in helping them to take advantage of synergies between the stands through the needs assessment, which is undertaken by all schools engaged in school partnerships. The needs assessment identifies specific CPD training offers that would support the school partnership and therefore help schools to take advantage of the synergies between the two strands.

The findings from school leaders and teachers that participated in the evaluation supported this view. Both school leaders and teachers agreed that the two strands complemented each other, and schools that participated in both the partnership and the training felt that it had been an important contribution factor for the outcomes achieved by the participation in the programme.

Teachers considered there to be strong links between the training topics and the partnership activities and highlighted how the partnership built upon the topics of global learning integrated into the classroom by providing practical application of these topics and demonstrating their value to students. Teachers reported that the students' motivation to engage in these activities increased as a result of the partnership. Both teachers and programme implementors agreed that participating in both the training and partnerships was necessary for the school to achieve transformational change as a result of their participation in the programme. However, there is not a requirement for schools to engage in both activities, beyond the CPD specifically focussed on partnerships that is required for partnership schools.

In the case where teachers felt that synergies were less strong between the two strands, the schools had an extensive history of global learning and international partnerships, suggesting that the complementarities between the two strands are strongest early on in the school's engagement with global learning. One explanation for this is that school partnerships act as a strong motivating factor for schools to continue their engagement with global learning, if this is already embedded in the school then this effect will be less strong.

The assessment of this evaluation question is limited by the changes in the sampling strategy (see Annex 1) which limited the number of schools in the sample participating in just CPD or partnerships; as a result, the majority of participating schools in the evaluation took part in both offers, limiting the extent that comparisons can be made.

EQ11: To what extent is the programme achieving value for money (VfM) in its delivery of activities whilst pursuing programme objectives?

The evaluation found evidence that the programme had delivered value for money in its delivery of activities according to the 4E Framework. Evidence against the VfM framework can be found in Appendix 6 and is summarised below.

- **Economy:** There was evidence of good procurement practices that placed a significant weighting on cost as well as delivery of outcomes. Throughout the programme there were 'check-and-challenge' processes in place with supplies to ensure that costs were minimised during programme delivery which was important in ensuring that cost minimisation opportunities were taken advantage. In addition, there was evidence of economical use of resources, most notably in the use of a call-down roster of suppliers which had completed procurement and due diligence processes. Utilising this roster allowed the programme to respond quickly to changing circumstances and needs. Furthermore, the use of a global network of trainers allowed the programme to minimise travel costs in comparison to having trainers based in the UK. This proved particularly important during the COVID-19 pandemic when international travel was restricted and helped to programme to respond flexibly to the changing country context that resulted from the pandemic.

- **Efficiency:** The programme met or exceeded its targeted outputs in the UK. This was done in the context of a reduced budget and COVID-19 pandemic creating a challenging operating environment. The programme was able to achieve this largely through a pivot towards online provision which allowed significant cost savings in travel.

- **Effectiveness:** The effectiveness of the programme is outlined in depth in evaluation questions 1-8. In the absence of a suitable comparator to benchmark these outcomes against the cost-effectiveness of the programme is not judged.

- **Equity:** Of the teachers trained in the UK, 72% were female, this is slightly above the UK average of 70%.[36] In the schools participating in the CCGL programme in England[37] an average of 18% of students qualified for free school meals, this compares similarly to national averages of 20% (2021).[38] Programme implementors specifically targeted schools that have been identified as being in low income areas however they reported that they often faced barriers in engaging these schools due to their primary focus being on delivering the core curriculum.[39] The evaluation found that schools in the UK were less clear on the outcomes related to inclusion in comparison to those related to global learning and global citizenship which were more closely associated with the programme.

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[36] https://www.besa.org.uk/key-uk-education-statistics/#:~:text=There%20are%20530%2C172%20teachers%20working,%2C%20and%2069.5%25%20are%20female.
[37] Data was unavailable for school in Scotland, Wales and Northern Ireland
[38] https://explore-education-statistics.service.gov.uk/find-statistics/free-school-meals-autumn-term/2020-21-autumn-term
[39] Programme Implementor, ID9

Relevance

EQ12: To what extent is the programme appropriately addressing local education needs? Is the programme aligned with other programming, including DFID programming in-country?[40] Are participating schools' representative?

The evaluation found strong evidence from a wide range of stakeholders that the programme was addressing local education needs and that it was considered to be increasingly relevant for schools in the context of increased concern amongst pupils around issues such as global warming and social injustice and a desire to learn more and take action on these issues. While the COVID-19 pandemic placed additional pressures on schools to deliver the core curriculum, it also reaffirmed the importance of global citizenship and created opportunities for schools to engage in shared learnings.

As a result of this changing context, the programme implementors that we spoke to for the evaluation noted that schools were becoming increasing aware of how global learning addresses educational needs. They found that teachers were very supportive of integrating global learning into their teaching but often did not feel well equipped or have the necessary competencies to engage with these issues, making CCGL's global learning focus highly relevant to their needs.

> **"Recent issues around cultural identity, issues that some schools have about raising the achievement and attainment of different cohorts of kids, interest in how we contextualise learning, interest in how we get children to apply learning to SDGs or other issues, how we can use issues in the media around civil unrest, cultural challenges and difficulties, biases, should all lead people to the British Council for help."**
>
> Programme Implementor interview

This view was shared by headteachers who reported that while teachers were motivated to respond to students needs and engage further with these issues, they often lacked the confidence and tools to do so effectively. This suggests that the CCGL programme has been successful in addressing a gap in educational needs that is not currently provided through other programmes.

> **"From our self-evaluation, it became clear that we did need to focus on diversity, we did need to focus on equality, we did need to focus on social justice, we needed to concentrate on that, but we needed to make our staff more confident in that field as well because staff were feeling, when they were talking about race, or when they were talking about gender equality, for example, that was a difficult subject for them as well, they hadn't had much experience of that."**
>
> School Leader Interview

Headteachers often referenced their schools' demographics in their motivation to take part; schools that came from areas which were relatively homogeneous considered the CCGL programme to be providing an important means of connecting students with those from a different cultural background and exposing them to new ideas. This was seen as particularly important in areas where headteachers had the perception that external factors, such as Brexit, were creating a more insular environment for students,

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[40] Note that DFID programming in-country is not relevant to the UK context.

while on the other hand, the global pandemic had reemphasised the importance of collective action on global issues. On the other hand, schools with more diverse student backgrounds saw the CCGL programme as providing an opportunity to further engage students of an ethnic minority in classroom activities and increase their confidence. An example of this was a school with a significant British-Nepalese community, which partnered with a school in Nepal in order to highlight these cultural links to their students and therefore provide a better understanding of their local community.

Teachers that participated in the evaluation also considered the programme to be addressing educational needs. Particularly impactful for teachers in highlighting this was the increasing frequency with which students had come to them with specific questions on global issues. The CPD offer was seen to be particularly relevant for the needs of new teachers or teachers that had little experience of global issues previously. The school partnerships were seen by teachers as relevant in bringing global issues to life for students and making them seem more 'real'. The student-to-student interaction that took place within these partnerships were as important factor in driving motivation for students to engage in global learning more widely in the classroom.

In addition, teachers that participated in focus groups felt that the CCGL was a unique offer and filled a gap that was not being currently provided by other programmes or training schemes. This evidence was echoed by programme implementors who fed back that the CCGL was providing a unique offer to schools.

> **"Over the last ten years student's interest and engagement with social justice issues in particular has skyrocketed. In terms of their engagement in social justice issues, we've seen a generation of students who are far more engaged in, particularly climate justice I would say. But also engaged in social justice. I think there is no diminishing, in particularly our student's desire to see justice in this world."**
> Teacher focus group

Stakeholders noted various ways in which the programme was tailored to the local educational context in each of the four UK nations:

- Differences between Wales and other parts of the UK exist in the programme offerings, particularly in the course offerings and the themes of school partnership. This reflects significant differences in the curricula across the nations and the relatively high level of existing Global Learning provision in Wales in contrast, especially, with England.

- In Northern Ireland, the programme complements other initiatives such as the Shared Education Programme, which supports schools from different community and socio-economic backgrounds to partner together for shared learning opportunities and the Extended Schools Programme which provides schools in disadvantaged areas with support to deliver extra-curricular activities to support the educational, social and developmental needs of pupils and their families.

▪ Courses are aligned with the Scottish curriculum, particularly Learning for Sustainability[41] into which the programme is embedded.

The COVID-19 pandemic has been a significant factor both as an enabler and a barrier in how the CCGL programme addressing local education needs. The pandemic created large disruption for schools particularly during periods of school closure which required schools to prioritise focusing on how to deliver the core curriculum in a safe way.

The programme was able to stay relevant to local educational needs by continuing to offer support to schools to help them to continue to engage in the programme throughout the pandemic, for instance, by offering drop-in surgeries and webinars and crucially in pivoting towards online delivery and online access. The British Council worked with the programme providers to ensure that online provision of training was available across the training modules which allowed teachers to continue to participate in the training activities throughout the pandemic.

Furthermore, the programme created additional resources and materials for use by schools specific to the pandemic which connected it to ideas of global citizenship and provided activities that could be undertaken with partner school around this shared experience.

In addition to moving resources and training provision online, some materials were made suitable for home learning which created the opportunity for the programme to engage directly with students in a way that had previously been possible.

Through these measures, the programme ensured that it remained relevant to local education needs over the course of the pandemic.

Intermediate Impact

EQ13: Has the programme led to increased and appropriate application of new practices in the classroom on global citizenship?

Schools described adopting several new teaching practices in the classroom as a result of their learnings from the programme, particularly in relation to centring global citizenship in the curriculum and drawing on CCGL materials and examples from partnership schools.

Teachers and school leaders described how the programme has supported them to implement new practices in the classroom on global citizenship:

▪ The Monitoring Information analysis shows that overall, from baseline to endline, teachers' knowledge of global citizenship and how to apply this in the classroom increased, with the proportion at endline who had selected the two lower levels of awareness decreasing. However, the proportion who selected the highest level of understanding decreased at endline; this may suggest that participants became more aware of their knowledge gaps. At endline, the majority of participants across the UK selected the third level of awareness.

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[41] Learning for Sustainability is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences. Scotland's vision for LfS in educational settings is set out in the Vision 2030+ report and was accepted by Ministers in 2013.

Figure 6.3: UK teachers' perception of their understanding of global citizenship and ability to apply this in the classroom
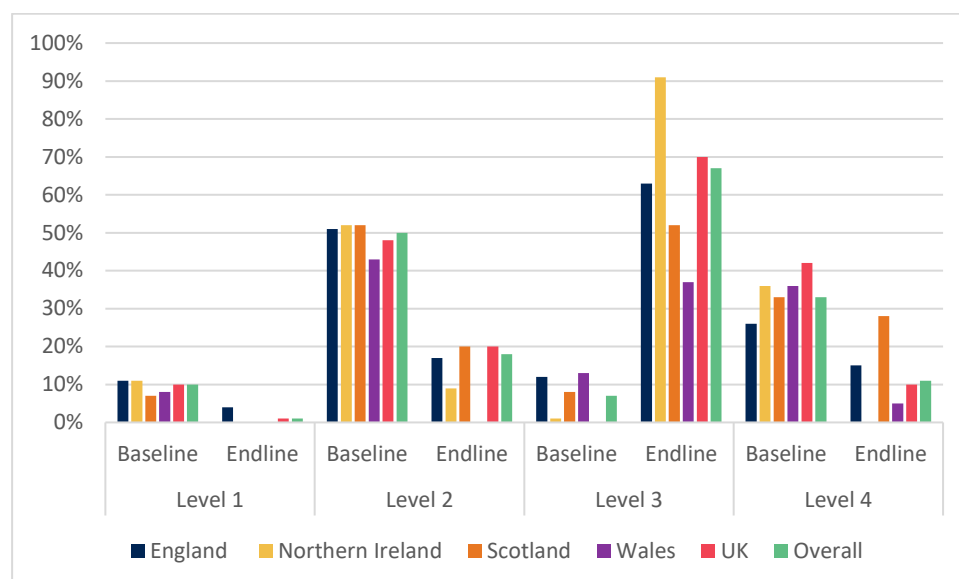
Source: British Council, 2022. Base: 5,047 baseline, 611 endline. Responses to question "Please rate the following statements which best describes your teaching." Level 1: I do not know about active global citizenship and how to engage pupils in real-world issues as active global citizens. Level 2: I understand some of the key principles of active global citizenship but have not yet included anything in my teaching. Level 3: I understand the key principles of active global citizenship and have planned opportunities for pupils to participate in active global citizenship activities or take action on real world issues across the curriculum. Level 4: I understand the key principles of active global citizenship and have planned opportunities for pupils to participate in active global citizenship activities or take action on real world issues across curriculum. I allow pupils some degree of autonomy. I am able to evaluate their engagement and could train other teachers in this area.

▪ In terms of the frequency with which teachers incorporate global learning/learning for sustainability into the teaching or activities they run with students, this also increased between the baseline and endline waves of the teacher survey. In the baseline, overall, just over a fifth said they never incorporated these themes in their teaching (21%), falling to 4% in the endline. In the baseline, a quarter said they incorporated these themes at least once a week (24%), rising to 45% in the endline. While the proportion incorporating these themes every day was low in the endline, it was still double the proportion in the baseline (4% vs 8%).

Figure 6.4: UK teachers' incorporation of global learning into their teaching
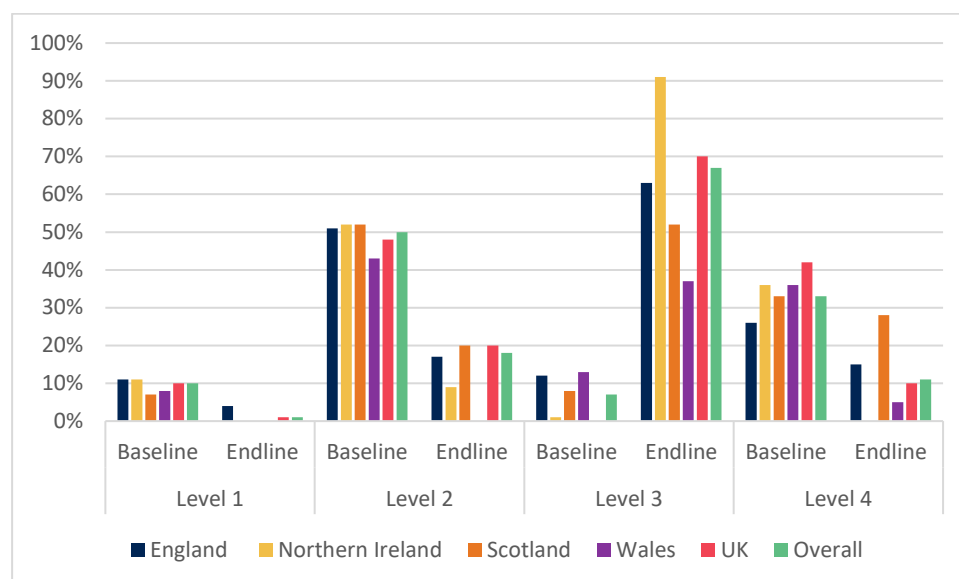
Source: British Council, 2022, base 5,048 baseline, 611 endline. Responses to the question: "How often do you incorporate global learning / learning for sustainability into your teaching or activities you run with pupils?"

▪ Some schools described how participating in the programme had led them to centring global learning and the global goals in their curriculum across different subjects cohesively (see further discussion under EQ19). This meant they sought to embed these issues in their teaching to raise awareness among their students. Teachers also received training on how to embed learnings into the curriculum. One teacher discussed how the training helped them to establish a safe space in the classroom to talk about issues and responsibilities. Another school discussed using the British Council school finder tool to find partner schools which would support their teaching and linked to the curriculum, helping to bring teaching to life for students. Another described how they had made links to sustainability across the curriculum; for example, in geography lessons on rainforests students had identified strategies to reduce and prevent deforestation. Another school described how the programme had encouraged them to use books from authors around the world in their lessons to teach about global issues.

"Through that school founder tool, then we started looking at schools that would have similarities to us, and schools which we could link for different reasons within our curriculums... For example, I have had a school in Morocco, we'll be linking up with one of our primary schools in the cluster, because during their R.E. Lesson, they will be talking about what it's like to be Muslim. So, the teacher will be talking to them, and showing them the items, which is not the same as just 'here is a text', 'here is a picture of somebody'. It's a real person. So, it was us going on to the British Council school finder tool, and then we found all these schools."

Teacher Focus Group

"These things still have to fit within the concepts that we're teaching, but what I would say is the teachers are much more aware of the global dimension, and the sustainable goals and how they can be incorporated into their planning... we're not adding anything on, we're making sure it fits with what we're already doing."

School Leader Interview

▪ The UK teacher survey asked about the specific skills-based activities that teachers include in their Global Learning/Learning for Sustainability activities. This found that between the baseline and endline, teachers became more likely to use the different activities. The average score increased by around one point between baseline and endline overall. Teachers overall in the endline were most likely to use teamwork and collaboration, followed by developing communication and presentation skills; critically exploring ideas, opinions or values; and thinking creatively to solve problems.

Figure 6.5: UK teacher's incorporation of skills-based activities in global learning activities

Source: British Council, 2022, base 5,048 baseline, 611 endline. Responses to question: "On a scale of 0-10 with 0 being 'Never' and 10 being 'Always', What kinds of skills-based activities do you include in your Global Learning / Learning for Sustainability activities with pupils?"

▪ The survey also asked how teachers felt about incorporating several areas into their teaching practice. Between the baseline and endline, the main changes were in relation to the following themes (based on the proportion of teachers saying they have included these areas in their teaching and have a good understanding):

− Intercultural understanding rose from 51% to 63%;

− Climate change and education for sustainable development rose from 53% to 62%;

− Valuing social, cultural, and ecological diversity rose from 50% to 62%;

− Linking local to global rose from 40% to 58%;

− Developing skills to support global learning / learning for sustainability e.g., critical thinking, appreciating issues from multiple perspectives, challenging stereotypes rose from 43% to 56%;

− SDGs rose from 29% to 50%;

− Reasons for global poverty and wealth inequalities rose from 32% to 47%;

− Moving from charity to social justice rose from 16% to 31%.

Figure 6.6: UK teachers' incorporation of global learning concepts into their teaching
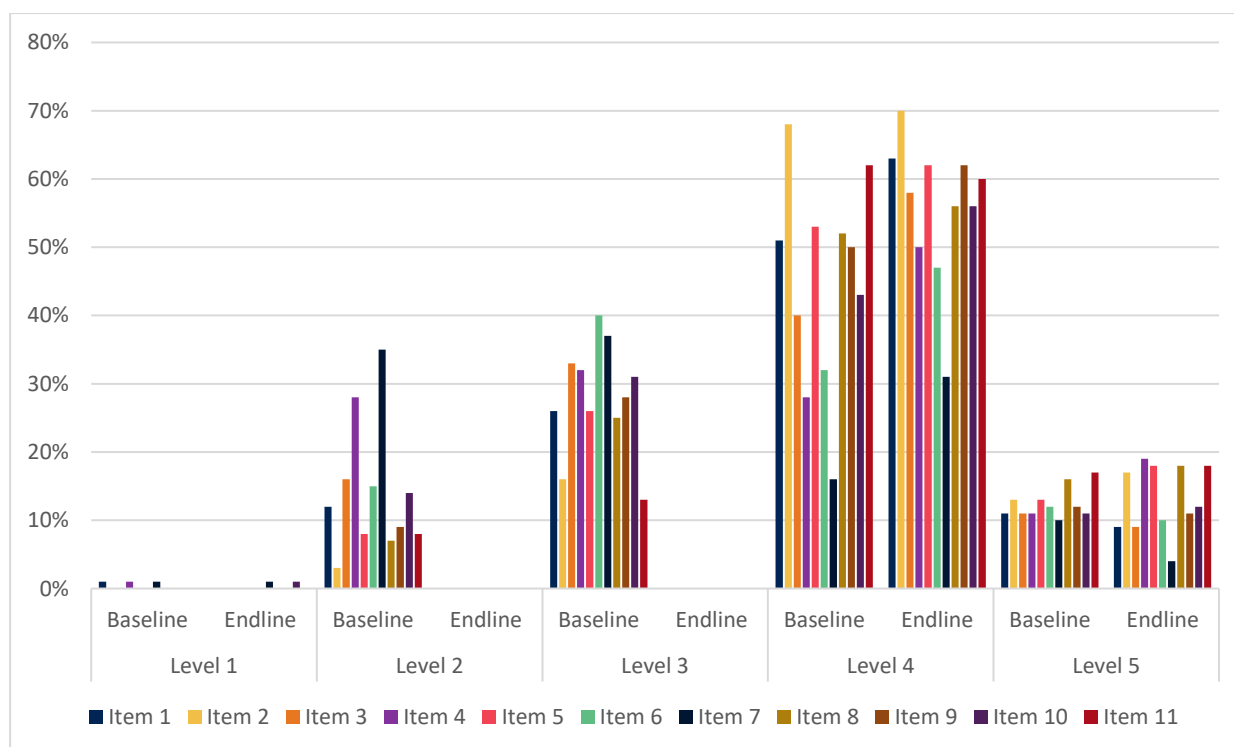
Source: British Council, 2022, base 5,048 baseline, 611 endline. Responses to question: "How do you feel about incorporating the following areas into your teaching practice?" Level 1: I do not think this is relevant to my school and my students' needs, Level 2: I do not think I have a good understanding of this area. I have not included this in my teaching, Level 3: I have some knowledge of this area, but I haven't included this in my teaching yet, Level 4: I have included this in my teaching and have some understanding of this area, Level 5: I have included this in my teaching. I have a good understanding and can critically engage with issues. I could train other teachers in this area. Item 1: Intercultural understanding, Item 2: Similarities and differences between people's lives in different countries, Item 3: Linking local to global (understanding interdependence), Item 4: Sustainable Development Goals (SDGs), Item 5: Climate change and education for sustainable development, Item 6: Reasons for global poverty and wealth inequalities, Item 7: Moving from charity to social justice, Item 8: Children's rights and human rights, Item 9: Valuing social, cultural and ecological diversity, Item 10: Developing skills to support global learning / learning for sustainability e.g. critical thinking, appreciating issues from multiple

perspectives, challenging stereotypes, Item 11: Developing transversal skills e.g. communication, creativity, teamwork, planning, problem solving

▪ Some schools described how participating in the partnerships had demonstrated to teacher's new ways of using technology to teach on global citizenship which had shaped their own teaching. For example, using Microsoft Teams to communicate with partner schools had built teachers' confidence to use this in lessons.

▪ The training also encouraged teachers to centre students' voices inside and outside the classroom, providing students with more opportunities to discuss and explore topics rather than being given 'facts'. Students at one school discussed how they enjoyed having debates on topical subjects in their CCGL class e.g., climate change, the COVID-19 vaccine and poverty. Linking to this, some teachers discussed how they used the learnings from training on critical thinking to unpick their students' answers in classes, in turn promoting a more critical approach to different subjects.

"I was quite inexperienced within the area, particularly trying to get the children to think more critically, but it's really shaped my practise as I've gone through the years to... not just, on the surface, take an answer at face value, but unpick it a bit more. So actually, I would say, in particular, my questioning skills have improved because of the training and support that I've received from the British Council. So, it wasn't just within those lessons... but actually, across my teaching practice as well, certainly improved my questioning skills."
Teacher Focus Group

▪ Several schools described implementing outdoor learning practices which they had learnt about in the training; for example, one school used external funding to fund a school assistant to support with outdoor learning. Students in some schools reported how outdoor learning was more engaging and enjoyable. Linking to this, some schools described using play-based learning practices as a result of training learnings.

▪ The CCGL training also provided new teaching practice in the form of projects. One school described how through the Level four course 'Putting Values into Action', they had set students a project to research the issue of poverty in the UK, providing an opportunity to learn about a local and global issue through various activities.

"So, the students have identified a local issue, because we're looking at 'no poverty'. Instead of saying 'Poverty is outside of here', we have to look internally, research poverty, food and period poverty. We researched the Trussell Trust, the food bank, and we collected donations to help reduce poverty. And then the kids had to write a report on that, and that report goes towards them getting a Level 4 Award qualification from the SQA."
Teacher Focus Group

▪ One school leader also described how they had noted differences in the attitudes and behaviours of the students in the partner school, for example being more mature and resilient than their students in the UK. This provided useful insight into how students could be better supported to be

more independent. They also reported that the visits reinforced important values in relation to teaching, which could often be obscured in the UK by a focus on results. Seeing differences in students' attitudes reminded them of the importance of student wellbeing.

▪ Outside of lessons, some teachers also described how the training had encouraged them to implement sustainable practices in the classroom and encourage students to act more sustainably, for example in terms of reusing paper and reducing waste.

"The idea that we could share those insights from how we live and our lifestyles and what have you... I do now share more of how I live at home and how I try and be sustainable and bring that into the classroom and try and run the classroom environment in the same way, really. So, collecting our food waste and taking it home for the compost thing and things like that."
Teacher Focus Group

An important enabling factor to teachers implementing new practices on global citizenship is commitment, motivation and engagement from teachers and school leadership to take the time to complete training and arrange partnerships, as well as implement their learnings and work to embed their learnings more widely within the school. Several teachers and school leaders discussed the need to have Senior Leadership Teams involved and bought-in to embedding the learnings in the curriculum as their oversight, knowledge and skills are key. In many schools, there was a willingness to adapt the curriculum in light of learnings relating to global citizenship. Some felt curriculum and school-wide changes were a central benefit of the programme but relied on schools providing sufficient time and resources. Some felt that just trying to 'add-on' CCGL without making changes to curriculum and ethos would be ineffective. This suggests that some schools would benefit from receiving clearer guidance on their required input in order to properly benefit from participating.

"I think in terms of leadership, it needs the leadership of the school to be able to drive it forward. It certainly needs, obviously, we've got teachers who've taken a lead but without the support of the leadership team in encouraging that, then it only goes so far. I think the leaders need to believe in it to make sure that that is lived out in the school."
School Leader Interview

"[Embedding learnings] does have to be bespoke to the needs of your curriculum. A lot of our writing, for example, our global goals come into, and science, for example, but no two curriculums would be the same. I think it's probably just the SLT who's going to drive it to have the knowledge and skills to be able to do that, and then you would have to make that yourself."
Teacher Focus Group

"My only advice to [other schools] is building plenty of time for your staff to take it on-board, make it a focus, don't make it a side-line. I think that's a really important thing about it, because actually the impact it has on your wide curriculum is huge, so it shouldn't just be a little add-on... If you're going to do it and you're going to do it well, it needs to be given the quality time and it needs to be given the quality resource."

School Leader Interview

Where schools already had existing structures in place which linked to global learning, this made it easier for schools to implement the programme and learnings by building on good practice. Examples included a school with a team dedicated to outdoors learning, a school committed to interdisciplinary studies (facilitating embedding outdoor learning and global learning principles) and multiple schools with lesson content with clear links to sustainability.

Teachers described how the training offered clear guidance, ideas and insights of how to engage children, including interactive lesson plans which students enjoyed (for example materials on combatting stereotypes). Teachers and school leaders stated that having lesson plans saved teachers valuable time and increased the likelihood of them implementing learnings. Visual examples were described as helping teachers bring teaching to life and teachers also discussed how they tailored materials to the age of pupils. Teachers with more experience teaching global citizenship tended to be less reliant on the materials, instead seeing these as a starting point. Several teachers also reported that the Padlet software supported collaboration between schools through sharing documents and communicating.

Teacher 1: "Yes, it was interesting, yes. There was just lots of discussion based and lots of information given, and then ways to engage your children in it. I thought it was really good. It was very useful wasn't it."

Teacher 2: "It was essentially lots of different ways, but we can implement it into the classroom easily and practically."

Teacher Focus Group

"Just to say that often getting stuff from a textbook and whatever is just bland sometimes. Having this real context that the fact that global programme puts it into real context and real world that just adds another dimension to the children's learning and makes it real for them and therefore more accessible and tangible and the children therefore buy into it much quicker and have some ownership over it as well."

Teacher Focus Group

> **"I think the training is so clearly delivered that then for you to go and deliver it to your class, you've got a good structure. Whereas sometimes you can come away from a training course and think, 'Right, how would I deliver that?' Whereas I think it's very much, 'This is how we're disseminating it.'"**
> Teacher Focus Group

Some teachers mentioned that the lesson templates have improved over time, and are now more relevant, with updated themes and topics. Teachers also mentioned that the training contained signposting to other materials such as videos.

Where schools were participating in school partnerships too, they discussed how they used real life examples from the partnership schools in their teaching and share first-hand experiences from the reciprocal visits with students. Teachers described how this made learning more relevant for students and feel less abstract.

Partnerships also provide new opportunities for teaching practice through new perspectives and avenues for focus and discussion in classes. For example, one school leader described how as part of the collaborative zero hunger project, the students in the partner school did not understand why the UK had food banks. This provided an impetus for the UK school to explore this concept, leading to educational visits from the local MP and a farmer, and collecting food items to donate. Another school discussed how their partner school felt more care is provided to vulnerable people in Nepal, a learning for students about issues with the UK welfare system. These examples demonstrate how working with school partners could question preconceived ideas around the UK being more developed and advanced and show how global citizenship learnings are needed everywhere.

> **"The learning for our children is that certainly in the United Kingdom, too many people are not being adequately cared for, whether that's through political decisions or a lack of access to resources or whatever those underlying causes may be. So, I think, what that did for our children was to really strengthen their commitment to be caring, thoughtful, compassionate young people who have a real commitment to do good in this world. And I think that should be the purpose of any educational system in my view."**
> School Leader Interview [ID 129}

Where schools were involved in clusters, some reported that this provided an opportunity for exchange, support and collaboration when implementing the programme.

An implementer described how the programme's flexibility is a key success, in that teachers benefit from tailoring it to current context and therefore perceive the programme as an enabler to teaching.

> **"The enabling factors are making sure you're linked into the curriculum, making sure everything is linked in, the teachers don't see it as an add-on. They really see it as something that will make their life easier rather than more difficult, and you're responding, adaptability. That freedom to be adaptable in the programme, to respond to change in context, which British Council have been amazing at, I have to say. During the whole Covid, the freedom we're given to adapt the programme has been brilliant, so that being able to adapt, that's it really. That's the key to the success of the programme."**
> Implementer Interview

Finally, teachers stated that they used the Lyfta platform to share videos and conduct virtual interactions during lessons, helping students visualise other places in the world.

Staff buy-in was found to be key to effective implementation, meaning it also risked being a barrier. The time commitment of the programme risked deterring teachers given they already had a lot of curriculum content to cover (and in the last two years, COVID-19 has caused extensive delays). Similarly, school leaders were under competing pressures. Some of the materials were reportedly demanding, for example the Zero Hunger project is a 10-hour unit which was described as challenging to fit into the curriculum. However, one teacher reported that once they had attended the training, teachers were convinced of the need to implement the learnings.

Some schools also queried the relevance of CCGL materials for their students. For example, some teachers mentioned that there were fewer resources available for Early Years and KS1 on the British Council website which could be off putting for those new to the programme. They felt the website could be better organised. Some teachers and school leaders in SEND schools also felt the materials were challenging to adapt to the accessibility needs of their students.

> **"I've got a few in my class that are able, but the majority aren't particularly, so it just goes way over their heads, and I've got to summarise things a lot."**
> Teacher Focus Group

Restrictions on mixing between classes due to COVID-19 pandemic could also reduce the impact of teacher training on students and limit the type of activities run as part of the programme. Several schools also reported wanting to engage parents in the project, but this had not been possible due to the pandemic.

Finally, teachers in a school where there was anti-immigration feeling amongst some parents and in the wider community described how they had to ensure their teaching on global citizenship was unbiased and apolitical.

EQ16: Has the programme led to the further embedding of global citizenship in national curriculums?

Evidence from the programme implementors interviewed for the evaluation suggested that the impact of the CCGL on contributing to changes in policy around the national curriculums in the UK had been limited with the influence working more strongly in the other direction i.e., the influence on changes in the national curriculum on the CCGL implementation in UK nations. However, there was strong evidence from programme implementors, teachers and school

leaders that the programme had been particularly effective in helping them to embed global citizenship into their curriculums and implement curriculum change in school.

Due to external factors, most notably changes to the national curriculum (see EQ12) schools have been active in reviewing their curriculum during the time that the CCGL has been implemented. As such the CCGL programme has been a useful tool in providing both resources and motivation for schools as they revise their respective curriculums.

School leaders emphasised the impact of the CCGL programme in highlighting, to both themselves and to teachers in the school, the importance of global citizenship to the curriculum. As such while the CCGL programme did not directly lead to schools making changes in the curriculum it was an important contributing factor in facilitating in schools embedding global citizenship in their curriculum and increasing the effectiveness and speed with which schools were able to implement curriculum change.

> **"I think we've done quite a lot of work re-writing our curriculum across all of our subjects. So, I think accessing that training, it did bring to the forefront of people's minds when they were planning their lessons to remember to include this type of element into the plans. So, I think it was a really useful time for us to access the training because it supported our plans."**
>
> School Leader interview

Programme implementors overall considered that links between the programme and national level policy making to be weak which limited the potential influence that the programme could have on further embedding global citizenship in the national curriculum. The links with policy makers in England were considered to be particularly weak with one programme implementor describing the line between the DfE and the CCGL programme as "very faint".

> **"What's the degree of involvement and engagement with Ofsted in England, or Estyn in Wales? What's the degree of engagement and involved, in England, of the DfE, and key policy makers there? The answer, in both those cases for CCGL, is, 'Not really as much as we would like.' Really getting that link to those key stakeholders, I think, is very, very important. "**
>
> Programme Implementor

While the programme was not designed to influence policy makers in the UK and the operating environment is complex, programme implementors overall felt that greater effort could be made by the programme to engage with key external stakeholders to facilitate further embedding of global citizenship in national curricula.

Impact

EQ17: To what extent does the programme contribute to young people becoming better global citizens and building long-term relationships across boundaries?

CCGL has contributed to preparing young people in the UK with knowledge, skills, and positive attitudes towards becoming better global citizens. This is evidenced by students in participating classrooms gaining a broader understanding of the world and key global issues through CCGL curriculum, providing global exposure, and observable positive attitudes about their place in the world and their role in shaping it. The programme's contribution to 'building long-term relationships across boundaries' is less clear, although it arguably supports setting the foundations for these relationships.

Increased knowledge, skills and attitudes around global citizenship are gained through classroom teaching and related activities, where learnings are imparted from CPD-trained teachers, as well as through partnership and collaboration activities, where students are directly involved. This is demonstrated in the data from both the qualitative research as well as the monitoring data.

Firstly, CCGL has increased exposure to other countries and young people, and this exposure has contributed to a better understanding of the world. The CPD and partnerships have broadened students' understanding, providing exposure and insight into other people's lives that they would usually not get elsewhere. CCGL curriculum opens the door to the wider world, and this has been especially impactful in remote UK towns.

> *"It's certainly opened our children's eyes from being very insular, as [...] sometimes our rural schools can be quite insular in their views and opinions. We're a school of about 90-something children, we've got two ethnic minority children. Again, these sorts of projects just open their eyes in terms of the real world out there and gives our children these real rich experiences which they need, which I think we lack being in a rural area."*
> Teacher Focus Group

CCGL goes beyond traditional sources of global exposure such as the news, challenges stereotypes and brings the reality of the word closer to students. This has contributed to developing young people's sense of themselves as global citizens, making them aware that people around the world are very similar to them and that the world in not quite such a big place. Teaching on global issues results in students learning that global issues also affect their lives and that they have a lot in common with others around the world. Several schools reported that collaborative CCGL projects have been focused on reinforcing similarities:

> *"It's very much been about showing the similarities between the two schools rather than the differences. Obviously, the differences are highlighted as well but actually it's been about this is their classroom, this is our classroom, this is their breakfast club, this is our breakfast club, they've got a beach, we've got a beach."*
> Teacher Focus Group

Qualitative research also highlighted the observations of teachers that the students developed a sense that there are people living very similarly to them in other countries has instilled empathy and impassioned them contributing to positive attitudes towards their peers and challenging their preconceptions.

Qualitative research highlighted, however, that exposure to CCGL curriculum and its contribution to an understanding of the world and global citizenship can be age dependent. Older pupils are more able to articulate their arguments and share their views. Younger children have demonstrated increased understanding, but they are still developing their sense of the world, and this requires more work (although CCGL can contribute directly to this). For example, one primary school teacher said:

> **"I think, for older children, they can go, 'Yes, there are similarities so there must be similarities with South America and Africa,' but for mine, they're quite tunnel-sighted, and it's us and India now in their little global world. So, that's going to take a little bit more work."**
> Teacher Focus Group

Second, CCGL has contributed to young people's increased knowledge and understanding of key global issues. Overall, students appear to have gained knowledge and understanding of international issues and topics encapsulated by the SDGs. Through qualitative research of school leaders, teachers, and students themselves, evidence of learning of issues, such as climate change, poverty, cultures (religions and traditions), and rights such as gender equality, through CCGL was strong.

> **"If you put loads of pollution in the world and then it might ruin a different country, because of all the pollution that you've used…. Or even using a bus is less pollution, because you're using one car for everyone."**
> Student Focus Group

Collaborative projects especially, through school partnerships and through sharing of experiences bring alive global issues in a direct manner to students, with several students highlighting memorable incidents through engaging communications, such as:

> **"I remember in one of the videos they sent us, they said that their rivers were blocking up, and overflowing."**
> Student Focus Group

Quantitative research carried out through the partnership survey supports this. The average participant score for whether partnership activities are better preparing our students with knowledge and understanding of key international development issues was 7.9 out of 10.

Figure 6.7: Teachers' views at endline on whether partnerships are better preparing students with knowledge and understanding of international develop and the SDGs
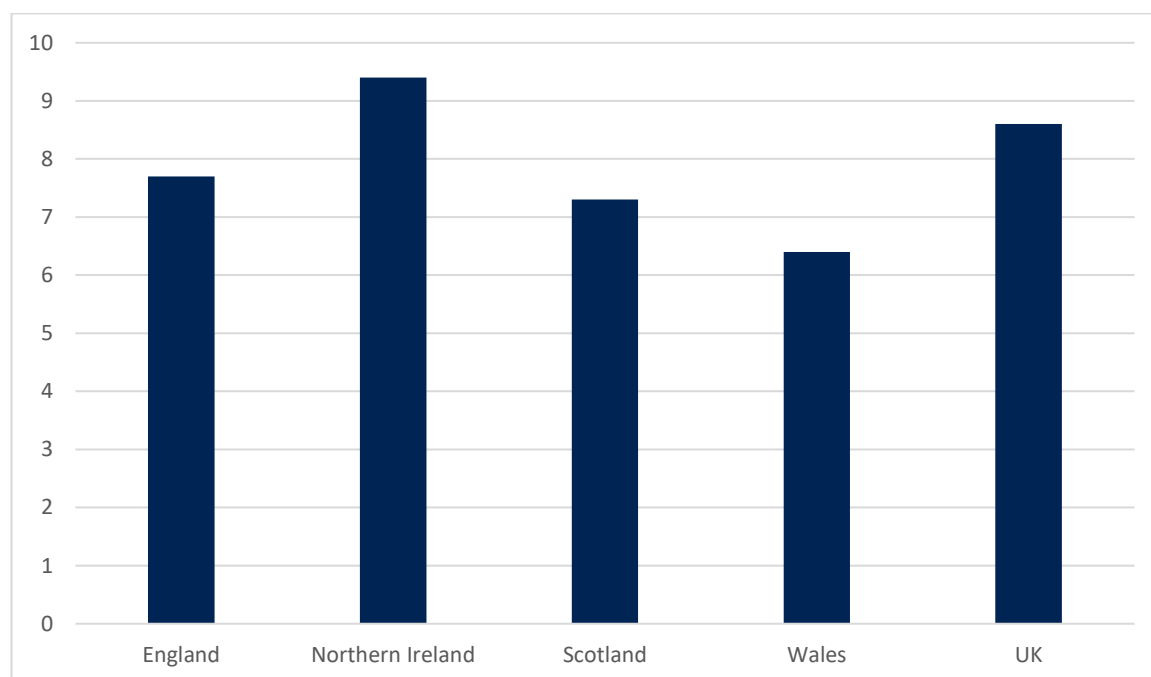
Source: *MI Analysis September 2021. Base size 434. Average score (1-10) on "School partnership activities are better preparing our students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)". Note the UK data is not the average of the four nations; UK was included as an option in the survey and selected by some participants.*

However, as with the finding on the exposure to the world being age dependent highlighted above, the evaluation found that in SEND schools, progress in increasing knowledge of global issues can appear to be slower, one teacher highlighting that:

> **"Everything in a special school takes longer to build, and I think we're still very much at the stage of enjoying seeing a different country and the differences almost more than the similarities. I think the next steps would be, really, for some of our young people, just getting to grips with what climate change is."**
> Teacher Focus Group

Third, CCGL has contributed to children developing positive attitudes to understanding the world. Students have a heightened awareness of their roles as global citizens. CCGL activities in school include carrying out practical actions (examples include planting trees and litter picking) that contribute to developing their consciousness of global issues (e.g., the environment), and think about their role and how they live (e.g., how much energy they use, what they buy and where it comes from). Beyond school, there is also evidence of students gaining an increased motivation to act on global issues, communicating them to family and friends and continuing to discuss them amongst peers.

> **"I've got parents messaging me, 'Oh, Theo, you've got us in trouble'. 'Why?' 'Oh, my daughter will always want to buy the Fair-trade bananas. That's a huge problem.' She will say buying coffee, 'Daddy, buy the Fair-trade coffee.' All of this awareness. They're taking it out of the classroom situation, and they've gone into the local community and like I said, it's the whole community, the project is a whole community thing."**
> Teacher Focus Group

> **"To give you an example that we were looking at inclusion and justice…. Unbeknown to me, the children had actually created their own WhatsApp group, the older children, and had been talking about it out of school, which was absolutely brilliant to hear."**
> Teacher Focus Group

This positive attitude results in a fourth way in which CCGL contributes to young people becoming better global citizens, in that they have an increasing sense of their responsibilities as global citizens and begin to feel equipped to meaningfully contribute to issues. Data from the student focus groups highlights that when talking about global issues in the context of CCGL, students show they care about the planet, want to make the world fairer, and are conscious of how they can live.

> **"[Teacher's name] exercises, I'm pretty certain that he opened our eyes to the differences and how to make yourself better and how to help others more easily and how to get involved. So, it's just easier to imagine ways to help if you ever need it. He gave us the tools and knowledge to get involved. He gave us ways that we could, without being a white face swooping in to save the day."**
> Student Focus Group

A key enabling factor in contributing to young people becoming better global citizens and building long-term relationships across boundaries has been the level and modes of communication with partner schools. The impact on students in terms of providing exposure and developing a sense of global citizenship has appeared stronger in students in those schools that have been able to share and see visual communications (Zoom, videos, and other media). Where reciprocal visits had taken place before the pandemic, teachers and school leaders discussed how students were impacted by the visits and were enthusiastic. These visits gave them an opportunity to meet someone from a different country and culture, the first time some students had done this.

> **"We did have increased remembrance of things like about the people who came, one of our main contacts… we saw him on a number of occasions. So, I think that was a greater impact because the children had obviously seen and spoken to him and heard him, so I think that had a greater impact for them. Just being able to see people."**
> School Leader Interview

Some CCGL collaboration activities are limited to less engaging mechanisms (e.g., email) and although these still have impact, students interviewed for the evaluation indicated visual and in person engagement provided more memorable experiences.

In this respect, COVID-19 has been a barrier over the last two years in developing global citizenship and building relationships. Several interviewees (students and teachers) cited that more engagement would have had a bigger impact; however, in the UK teachers had less time for CCGL given the focus on catching up, and many schools abroad were shut for large periods. Time differences with schools has also impacted engagement as well as technological barriers in some of the partner schools.

> *"I think they would have enjoyed it more if we could have done something like a Zoom call, which I know the Indian partners have been very keen for, but with the times that we're at school and the time difference, it's been nearly impossible to arrange."*
>
> Teacher Focus Group

CCGL does contribute to young people becoming better global citizens; both CPD and partnerships contribute to this, but in different ways. Partnerships appear to contribute to building long-term relationships across boundaries, although the sustained nature of these relationships was not assessed. Evidence from the evaluation shows that the programme's contribution to these outcomes arises by increasing exposure to the world and global issues, therefore contributing to a better understanding and increased knowledge of global issues. Being taught by the CCGL trained teachers increased understanding of these issues, and the experiences of the partnerships brought these findings to life, providing real life examples and experiences to illuminate the learnings and extend impact. The extent to which these impact on young people depends on their age, their level of needs (i.e., SEND) and their setting (e.g., remote rural settings); however, there is substantial evidence from the interviews that within the context of CCGL, students speak confidently and are increasingly aware about global issues and the SDGs. Impact on students' attitudes and knowledge is especially strong in rural and isolated schools where communities are less diverse, and students have traditionally had less exposure to global issues.

There is also strong evidence from student focus groups that they have developed positive attitudes to understanding their place in the world, their responsibilities, and feel increasingly equipped to know what they can do to contribute to global issues. This extends to feeling closer to other young people around the world, although there is a lack of evidence to suggest that CCGL has a strong contribution to building lasting relationships, especially in the absence of more engagement, largely through the impact of COVID-19.

These findings are supported by quantitative analysis of the student Citizenship survey in OPT which found that the treatment group scored higher than the comparator group, for both primary and secondary school students, and these differences were statistically significant. However, it is important to note that in the absence of a baseline survey, unobserved school characteristics may explain these differences between the treatment and comparator groups.

EQ18: Does the programme contribute, and to what extent, to young people being better equipped for the modern economy?

CCGL contributes to building up UK students' skills and life for work in a global economy in participating classrooms. Specifically, diversity, acceptance and tolerance are all aspects that are taught through CCGL, and activities in classes incorporating the CCGL curriculum use

communication and group work skills. To a lesser extent, the evaluation also highlighted that CCGL helps to motivate students to work in a global world and equips them with knowledge on the role of business in affecting global issues. Finally, there has been widespread use of modern technology for CCGL related research and connecting with others. Some schools already have efforts to prepare young people for life and work, and CCGL is complementary to this, adding a global frame to these skills.

The CCGL programme has been successful in contributing to the development of soft skills in students with a global mindset, largely through challenging their perceptions of the world around them. Firstly, several interviews carried out for the evaluation highlighted that CCGL's values include the teaching of diversity, acceptance, and tolerance. Collaborative projects through partnerships especially have demonstrated the contribution of CCGL activities to this, enabling direct exposure to issues faced by peers in other countries. Teachers and students commonly linked improved understanding of diversity directly to CCGL activities including collaborating on SDG topics:

> **"That was where we made the connection straight into the international Connecting Classrooms programme because it made it real, and it makes it relatable for our children. So, for example, our P6s and our P5s have been doing a lot of work on gender with the Indian school and that's been really successful, getting our children to develop the skills of acceptance and tolerance."**
> Teacher Focus Group

School leaders and teachers feel developing these values in their students is important as it provides a knowledge and skill base to be able to understand and apply these to different cultures and perspectives they will come across in the modern, global world.

> **"Yes, for me, that's one of the biggest impacts, it's that acceptance and tolerance getting built."**
> School Leader Interview

Second, CCGL activities (both the CPD curriculum and the partnership activities) highlighted by teachers and students often involve communication and group work skills. These demonstrate that children are learning to communicate clearly, including on key global topics, are encouraged to ask questions, challenge perceptions, debate and share ideas, work with others, and present through various different mediums (examples from the research are presentations, writing, pictures, songs, and videos). Partnerships facilitate this communication with others from around the globe.

> **"The pure nature of the Connecting Classrooms programme has been online, so our children have had to do presentations from their classes to the classes in India and they've, obviously, had to be very focused on how to time those, how to be clear, how to be concise, how to be formulating a story, as such, from beginning to end. Skills for life and work, as we call it, and we integrate those within our curriculum all of the time."**
> Teacher Focus Group

Teachers spoken to for the evaluation felt that these activities are useful to develop confidence in their students in communicating with others where there are differences, including potentially language and cultural barriers, where there is a need to be clear, open, and tolerant, and finding alternative ways to communicate if they need to. Pupils also demonstrated that they understood and were able to listen to different opinions.

> **"If we're talking to other people, you can see other opinions. You can see what their sight…. is around the world. There are different sights, there's different thoughts in their heads that you never know about."**
> Student Focus Group

Across student focus groups, pupils voiced having carried out activities debating global topics, listening to differing opinions and having their views and presumptions challenged. Collaborative project activities especially, have encouraged the sharing of ideas and collaborating on solutions, and these opportunities provide confidence in understanding global issues.

> **"We can talk to each other about sharing ideas, for example, in India they might have a problem and we might have a problem here, but neither of us can think of a solution. If we can share ideas and give ideas for solutions, with the help of other people we can accomplish great things."**
> Student Focus Group

There are also examples from the evaluation where CCGL curriculum has the potential to motivate them to explore living and working in a global world and helps them understand the role of business in affecting global issues. The introduction of and/or bringing closer of the global world provides insight for students on opportunities beyond their immediate surroundings. In remote or insular communities, the impact of this can be to develop motivation.

> **"People from Kent tend to stay in Kent. We're a grammar school, it's not a traditional grammar school, they serve quite a poor community. Aspirations can be quite low here…. And now we're trying to open their eyes that there's a big world right there and it's filled with opportunities. So, between that and all the work we're doing in personal development, it's transformational. The school is much happier, and the girls have got much more ambition."**
> Teacher Focus Group

Incorporation of CCGL curriculum in classes related to business and economics also teaches students about the role and effects of global business on issues such as the environment and rights. In a less direct manner, there are also several examples from the research of students being taught and understanding the source of materials, such as clothes and food, which are important procurement considerations which provide foundations for framing economic sustainability decisions.

> **"We also touch on it a little bit in business with just your assignments and everything. So, you have corporate social responsibility, so how businesses are ethical and how they can do best to improve and be more sustainable than what they were…. with the younger generation, that might build new businesses and different factories they can also take this information to make their industries a more eco-friendly one."**
>
> Student Focus Group

Fourth, a common finding across the evaluation is that students use technology to 1. connect with others (including globally) and 2. research topics on global issues. For the former, the use of email, Zoom and sharing of videos through collaborative projects highlights these media as a means for global connectivity. For the latter, in classes incorporating global issues, examples include the use of Chromebooks and Google Earth to access material and visual representations of other countries and partner schools, widening access and understanding through greater exposure of information.

> **"I think it's even more important for us as a small rural school in the sticks, as they say, in South Ayrshire, where Glasgow, to the kids, is like a different world. Never mind going to Mumbai. So, it has really opened their eyes. As I said, we spent hours on Google Earth just zooming in and out of different areas round about our partner's school, they just couldn't believe it."**
>
> Teacher Focus Group

These findings from the qualitative research are supported by data from the partnership survey, which shows a high overall score for respondents indicating activities are providing students with transferable skills to live and work in a modern economy. Respondents for the partnership survey indicated that school partnership activities are equipping students with transferable skills to live and work in a global economy, with the average score being 7.3 out of 10.

Figure 6.8: Teachers' views at endline on whether partnerships are equipping students with transferable skills to live and work in a global economy
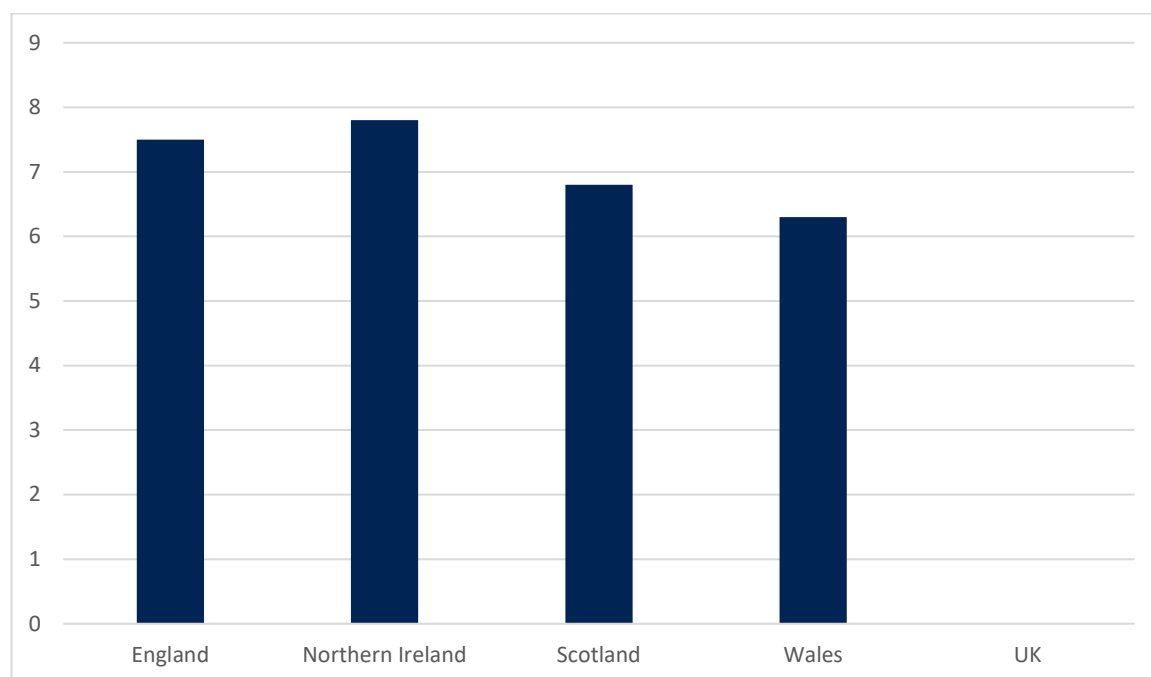
Source: *MI Analysis September 2021. Base size 434. Average score (1-10) on "School partnership activities are Equipping our students with transferable skills to live and work in a global economy)". Note the UK data is not the average of the four nations; UK was included as an option in the survey and selected by some participants.*

Some schools reported already focusing on how to embed life and work skills in their curriculum. These schools reported that the added focus of CCGL on global communication and supporting research on global issues was complementary and connected well with these efforts. As reported in EQ6 qualitative research with schools suggested that these links were strongest in Scotland, Wales and Northern Ireland. CCGL's contribution to equipping young people for the modern economy is therefore likely to be greater where these already exist.

> *"We've recently looked at what employers want and where the gap is... really looking at communication. So, again, broadly yes, it does help with that. Our school's values were aligned. We reshaped our school values to be aligned with what employers are looking for so that we are educating our children to not just have the knowledge, but to have the soft skills set required.... so, there's a definite on point link with what we're doing."*
>
> School Leader Interview

CCGL activities in this environment provides further context for students to make sense of how these skills can be applied outside their main curriculum and can be easily integrated into classes.

Despite evidence that CCGL trained teachers share learnings and ideas with other teachers, general consensus amongst teachers who attempted to cascade CCGL in schools is that this is no substitute for participating directly in the training, and this suggests that the kind of skills and knowledge being imparted on students from directly trained teachers is higher than where learning is only shared. This, and whether CCGL curriculum becomes embedded within schools to have long-term effects, are

potential barriers to the extent to which CCGL contributes to equipping students for the modern economy. Contextual factors, such as an increase in the pervasiveness of ideologies that have negative outlooks on a globalised interconnected world, are also likely to have impact on the acceptance of CCGL values.

Given the evidence gathered from both the qualitative and quantitative research, CCGL does contribute to preparing young people for the modern economy. There is good evidence that students are being taught about global opportunities and the role of global economies on development issues. They are also gaining the diversity and openness values associated with CCGL, and these are important in an increasingly interconnected economy. There are also clear communication skills developed through CCGL activities, that support children's confidence and the ability to make connections globally. These are providing foundational skills however whether students will carry these on past school and CCGL and whether they are able to employ these independently outside of the classroom will likely be dependent on other factors (such as the continuance of CCGL and skills for life related activities in schools and individual motivation).

EQ19: Does the programme contribute to the embedding of global learning and inclusion in the values, ethos and operations of schools?

In the long-term, the programme seeks to achieve the embedment of global learning, SDGs and Core Skills in the ethos and values of schools, as a result of improved school leadership and policymakers' commitment to the objectives behind Core Skills and Global Learning education. With regards to inclusion, this objective was less emphasised in the UK than overseas. The programme's business case said the programme also aims to support inclusion in the UK through raising awareness of development issues to ensure political commitment. Stakeholder interviews also highlighted that the programme's goals in the UK included gender inclusion and inclusion of rural schools (in terms of accessibility), and that raising awareness of development issues would generate positive attitudes to overseas countries and individuals with different backgrounds.

CCGL does contribute to embedding global learning and inclusion in the values, ethos and operations of schools. The evaluation found that partnerships, reciprocal visits and CCGL training have clear links to embedding of global learning especially. CCGL's contribution appears to vary depending on the current state and direction of existing schools' values and ethos on these topics. In terms of global learning, CCGL naturally contributes to this due to the focus of its curriculum. In terms of inclusion, CCGL generated positive attitudes to overseas countries and people from different backgrounds.

Research indicated that the extent to which global learning is embedded varies between schools. Whilst some schools already have global learning embedded, either culturally or through formal plans or policies, other schools are only beginning to embed global learning into curricula. Schools in Scotland, Northern Ireland and Wales had greater incentives to embed global learning into the curricula than schools in England. CCGL's contribution appears to depend on this context as well as the commitment of the school (leaders and teachers) to global learning values.

In some schools, CCGL trained teachers demonstrated global learning is embedded into daily operations, going beyond just the curriculum:

"So, it's not only part of our curriculum, but actually part of just our everyday practice.... It's embedded into how we operate, how we think, how we behave, how we educate. It has a massive impact on what we do. Equally, across the curriculum, we make these links all of the time throughout the curriculum."
Teacher Focus Group

Several teachers reported that CCGL is easily incorporated into curriculum, and that the SDGs transfer well into subjects (geography, for example, was often cited for linking environmental and climate goals). Senior leaders' support and leadership for global learning was also frequently cited as a key enabler for embedding global learning:

"[Teacher's name] the curriculum lead for the school, the deputy, actually having that SLT member being onboard was really good to drive it forward throughout the curriculum. It's quite hard to make changes if you're not in that position. So, that's been really good."
Teacher Focus Group

However, multiple SEND school teachers reported that there was not enough material for this group of students, and often had to spend time to adapt available materials for them. One teacher from one of these schools also reported that a lack of support from the school governing board had made it difficult to embed global learning in his school, as priorities for his school are focused elsewhere.

In schools where embedding global learning is at an early stage, or new, CCGL contributes to raising awareness amongst school leaders and teachers, leading in some instances to increase support for global learning practices. As reported in previous findings, several teachers who participated in CCGL training stated that they were successful in disseminated learning and material to colleagues. Teachers report limitations to this, COVID-19, time and need for planning are issues cited as barriers, and there appears to be a consensus that cascading learnings is no substitute for participating in training and partnerships directly. Nevertheless, participating teachers were able to raise awareness with those responsible for governance of schools, and some head teachers participated in training themselves.

"I was asked to talk to governors because they were very excited, we were part of the project, but their vision of India was probably very much similar to mine when I first went to Africa, and you expected just to see what you see when they do the Comic Relief programme, and it's just dirt and mud huts. Of course, it isn't, and that was our governors' perception of it. So, I explained to them, 'These children are paying to go to school. They don't need us to send charity.' I showed them pictures of the school and I think it very much opened staff's eyes, it opened the governors' eyes."
Teacher Focus Group

In the UK, where inclusion in terms of further including marginalised students in classrooms and schools already tends to be central to schools' ethos as well as the wider education sector, CCGL aims to promote inclusion in terms of raising awareness of development issues and generating positive attitudes

to overseas countries and individuals with different backgrounds. There is good evidence the programme has been impactful in raising awareness of development issues, and as noted in EQs 17 and 18, very successful in generating positive attitudes to overseas countries, and peers from different backgrounds and cultures. This was most noticeable in rural and remote UK schools that have less exposure to different cultures and communities. However, it is difficult to establish the extent to which this has become embedded in the values and ethos of the school. There is, however, evidence of CCGL training having an effect on teachers' practices:

> **"To an extent it does because what you're doing is providing different contexts for people to look at by their understanding. We do a huge amount of work looking at different things that are happening around the world. But also thinking in terms of what we can do to be active global citizens."**
> School leader interview

Beyond developing positive attitudes towards global learning, CCGL has also contributed to increased awareness and widening understanding of inclusion, improving teacher confidence:

> **"It has influenced how we work and deal with children. Certainly, in classes, teachers are becoming more confident.... we are as adults now becoming more aware of what inclusion really looks like and what it means in classes."**
> School leader interview

This appears to have an even greater impact on schools that are less diverse and/or in remote rural areas:

> **"There's lots of students who are different races and different- in Shetland here, we don't have a high number of children with an ethnic background but in our school in Glasgow, there was, so there was definitely that appreciation that everybody comes from a different place. We're all different and trying our very best and be friends across different communities, so that was all really very positive as well."**
> School Leader Interview

Whilst explicit links to evidence of CCGL's contribution to embedding of global learning and inclusion in values, ethos and operations of schools are weak, there are many examples from the research about what enables these to become embedded in schools. Common enablers cited by research participants were:

a) Embedding these principles is more sustainable **when senior leadership is involved** and **when global learning and inclusion are seen as part of a school's ethos**, not an add-on: several teachers and school leaders discussed the need to have senior leadership teams involved and bought-in to embed the learnings in the curriculum as their oversight, knowledge and skills are key. Examples of successful embedment are often linked to this:

"That culture's obviously supported by leadership, really. So, we don't want it to be like an add on project, it's got to be part of your ethics of your school for me."

School leader interview

This is especially important as it offers the commitment from leadership to be able to motivate and engage teachers to take the time to complete training and arrange partnerships. This is further enhanced through school leaders and teachers acting as champions for global learning and inclusion. These individuals drive projects forward and keep momentum:

"I think by having champions, so enhancing those that are really keen on this. We've got some natural leaders around this, and I think using them for future staff to keep driving forward the project.... To identify where there's strong practice and cascading that. It's like anything, isn't it? It's keeping the project alive beyond the lives that lived the project."

School Leader Interview

b) Embedding global learning and inclusion and sharing lessons is easier in **smaller schools and where networks and clusters exists**: Within schools, the research highlighted that the teachers in smaller schools found it easier to share their implementation of CCGL with colleagues and other classes, and this contributes to cascading global learning throughout the school.

"We are a tiny school, two classroom school, so anything one class does, it's like the tom-tom drums at the other, we all know and talk about anyway. So, it's kind of disseminating and working its way through the teachers and they're all pricking their ears up when they see something interesting anyway."

School Leader Interview

Between schools, sharing learning was also highlighted as an enabler of cascading the programme when well-connected clusters existed:

"You might get two, three or four schools in Northern Ireland working together, which is also really good, because there's that shared learning. That's where you would tie into shared learning policy and so on."

Evaluation Implementor Interview

c) **Reciprocal visits** provide deep experiences that have the potential for longer lasting effects. These are even more beneficial when they are repeated: School leaders and teachers that experienced reciprocal visits (usually from schools engaged in CCGL pre-COVID-19) commonly cited the lasting impact of reciprocal visits on both teachers and students, with the sharing experiences encouraging others.

> **"We had two people who went for about four or five years and basically every teacher that was in a position to go took it in turns to lead on the link, with their class and then have that experience of the reciprocal visit. So, it became so culturally embedded in the school, it was absolutely wonderful, and it spread, and then as the multi-academy trust grew, as other schools joined us. Our staff were so positive and buzzing about this link and the impact that it had on them personally, professionally but also the children."**
>
> School Leader Interview

Related to these, the main barriers to the CCGL programme contributing further to achievements in embedding global learning and inclusion within schools, are the lack of system-wide buy-in (i.e., at both the school and national curriculum level)[42], and time to build in a long-term approach. For the former, evidence suggests that without system wide support, embedding global learning and inclusion is not sustainable, as support and commitment is needed from different levels of governance:

> **"Your school practitioner isn't going to do anything, unless they get the green light from their head teacher. The head teacher isn't going to do anything unless they get the green light from the local authority and so on. We have to engage with all of these different levels to make sure that people are saying, 'CCGL, that sounds fabulous.' It's getting support, it's getting training and funding, all these things that we want...."**
>
> Stakeholder Interview

This commitment extends to the need for enough time to be dedicated for values to become embedded. British Councils support for CCGL programmes and partnerships are fixed timescales, and whilst not an issue specific to CCGL but learning as a whole, embedding global learning and inclusion is more than providing coaching and activities that can be used in classrooms and requires a deep learning process.

> **"You are working with teachers to build learning strategies and learning approaches, where if you're just giving teachers activities online, you're not sure if the change has happened, the perspective change and so on. I think that perspective change, really getting what global learning is at that deep level is essential to sustainability. I'm talking generally from my experience over years working for teachers, not just CCGL, but once teachers really get that, they can then apply global learning to any subject area across the board."**
>
> Evaluation Implementor Interview

In conclusion, CCGL does contribute to embedding global learning and inclusion in the values, ethos, and operations of schools, but the extent to which this happens is context specific and there are several factors which facilitate and impede the sustainability of this. There is strong evidence however from the

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[42] These barriers at the curricula level were most notable in England

evaluation that senior leadership and wider system support for CCGL and global learning as a principle for the programme to have a long-lasting contribution to ensuring this is embedded within schools.

Case study 1

School context

School X is a primary school located in an urban area in England. In the school year of 2018/2019, School X had a total of 170 pupils enrolled, 44% of which were girls. Three per cent of pupils had a SEN Education, Health, and Care Plan and 4% of pupils received SEND Support. School X has an average Ofsted rating across the core skills of reading, writing and maths. Albeit 7% of pupils had been eligible for free school meals at any time during the past 6 years, the vast majority of the student body is from a rather wealthy and homogenous (white British) background. School X is a church school, which means that in addition to Ofsted inspections they receive an additional SIAMS[43] inspection. School X was rated excellent in all areas in its most recent SIAMS inspection.

In terms of wider overseas programming, School X has been involved with the Operation Christmas Child charity in the past, and more recently participated in the UNICEF Rights Respecting Schools award in the year before the pandemic. The school (as a result of its latest SIAMS inspection) had identified a lack of international school links in its aim to develop global citizenship with the pupils, which prompted its engagement with the British Council and the CCGL programme and led to School X joining the programme in September 2020.

Overview of CCGL activities in the school

Global learning had not been incorporated into the school's teaching previously, a gap they had become aware of and sought to remedy. School X's online partnership and participation in CPD has enabled the school to realize a positive impact across the whole school. CCGL training and support enabled the school to implement a successful partnership. Training on global learning and using the British Council's templates made teachers change their methods and teach in a more practical, and less theoretical way. Internal knowledge sharing furthermore facilitated this change.

Students learned about global and local issues. Engaging with their partner school and learning about their peers in another country broadened their horizons and challenged previously held stereotypes. Learning about global issues in lessons, something previously not done to the same extent, improved their critical thinking and prompted students to want to become active global citizens.

School partnership

School X has formed an online partnership with a primary school in Uganda. School X identified this school through the British Council website. Both schools are of similar sizes and share similar values including religious affiliation.

School X's CCGL Coordinator ensured that every class was engaged with the school partnership and had a project to work on. Overall, three main projects were completed using the British Council templates:

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[43] Statutory Inspection of Anglican and Methodist Schools (SIAMS) is the Church of England and Methodist Church's outworking of the requirements of section 48 of the Education Act 2005.

- Reception and Key Stage (KS) 1 pupils did the 'getting to know you' project. This involved the exchange of letters, cards, pictures, and questions about each other between the two partner schools. Pupils learned about each other's schools, homes, lifestyles, and cultures.

- LKS2 and KS2 pupils did the Life on Land project (SDG 15). This included activities related to animals, plants and habitats in each other's local areas, and pupils exchanged information, drawings and photos.

- KS1 and KS2 pupils did the Quality Education project (SDG 4). Pupils learned about the right to education and the challenges and barriers faced by children in other countries.

School X and its partner school communicate via email and also extensively use Padlet, an online notice board tool. Padlet was used to share the communications and outputs produced by the pupils. Teachers also used the tool to share teaching methods and plans with each other. To facilitate communication, School X organised a fundraiser, to enable the purchase of a small number of iPads to be sent to their partner school.

While no reciprocal teacher visits have taken place (as this was an online partnership), School X is enthusiastic about the possibility to do so in the future, as they believe this will result in real benefits to staff (and thus ultimately to students).

CPD training

School X's participation in CPD has been driven by its involvement in the partnership. Several teachers within School X participated in CCGL CPD. Initially, one teacher (who leads on global education and is responsible for the CCGL programme in the school overall) participated in an initial training, the Sustainable and Equitable Partnerships training to introduce them to the CCGL programme and has since completed the Global Teachers Award level 1 and advanced level 2 training as well. Efforts are also being undertaken to get more teachers at the school to participate in further training, something for which there is demand. School X also regularly shared learnings and discusses different formats of lessons at internal staff meetings. The global education lead at the school has also delivered a training to the whole staff, about how to increase the impact they have when teaching in terms of raising awareness on global issues.

Furthermore, as a result of the collaborative projects, teachers have engaged in training on technology and the use of online tools (such as Padlet) to enable them to connect with the partner school in Uganda. Both school leads from each of the partner schools also received specific training from the British Council on the use of technology for communication between the schools.

SEND involvement

School X has a small number of pupils with SEND needs. As the lead teacher also holds the role of SEND coordinator at the school, they have undertaken efforts to ensure all SEND students are involved in the partnership activities as well.

Teacher outcomes

Engaging with the CCGL programme has contributed to teachers at School X feeling more confident in teaching topics related to global education. The teacher training has proved a catalyst for this, as the lead teacher felt empowered after the training and enabled to pursue an online partnership, triggering the ensuing outcomes.

> *"I think to give me confidence in being able to teach it, and it certainly did that, because I knew nothing about it before, not encountered anything about global citizenship in my teaching, and I knew it was something the school wanted to drive forward, so it just worked really well, and it has completely changed what I teach now."*

Teacher

The partnership has enabled teachers between the partner schools to share ideas. School staff felt that teaching had become more practical and less theoretical as a result. Teachers stated that they had more practical examples to use in class, which made them more confident to teach on these subjects as well.

Additionally, the partnership has improved teachers' technology skills, both due to training received, but also application when implementing the online partnership.

Student outcomes

The inclusion of global citizenships throughout the curriculum helped students gain an understanding of local and global challenges. Teachers noted that students' critical thinking improved, and that learning about global issues, for example related to SDG 4 Global Education, prompted reactions akin to "what can we do about this."

> *"They're not just passive, they're not just sitting there while we're lecturing them, that they're actually going, 'Hang on a minute, I can change my habitat around me because I can pick up a litter or I can do that, I can go out and actually do something,' and they're coming up with ideas, they're really thinking much more than they were previously."*

Teacher

The partnership contributed to students' increasing awareness of local and global challenges and them being active global citizens not only through the coursework itself, but also through directly engaging with their partner school in Uganda. Students participating in a focus group discussion were enthusiastic about finding out what children in another country do in their everyday lives, and also what they learn about in school. They found it interesting to compare themselves to partner school pupils, noting differences and similarities, and discovering surprising facts. Teachers echoed this sentiment, feeling that the direct engagement with students in Uganda challenged stereotypes.

> *"I think it's good to have a partnership school because you get to learn about what they do and where they are and a country which is thousands of miles away."*

Student

In addition, school staff also noted a positive impact on students' core skills learning outcomes. For example, staff noticed a difference in students' writing. They attribute this to the fact that students were writing with a purpose when compiling letters or cards to their partner school in Uganda. This meant they paid more attention and took greater care, leading to improved outcomes. Additionally, the way in which the collaborative projects and associated classroom activities were structured provided students with opportunities to present. This practice was felt to have improved students' oratory skills, something

school staff highlighted as a key skill which will help students moving on towards secondary school, but also further down the line in university and even the job market.

School outcomes

Participation in the programme has contributed to School X taking on a more global outlook. As a result of the successful implementation of CCGL so far in the school, School X intends to further embed global learning and the SDGs in its curriculum. There is a view amongst staff that global learning corresponds directly to students' educational needs. The school has recently completed a review of its curriculum, which provides it with the opportunity to make relevant changes. The school intends to build CCGL into many different subject areas and to incorporate that global lens in its teaching throughout, to give the curriculum a new dimension.

The programme also solidified the pre-existing strong values present in the school, and gives students and teachers concrete examples of putting these into practice.

Wider outcomes

School X has engaged with the wider community in various ways, including letters sent to parents, write-ups in the school newsletter, as well as the local newspaper and the Parish magazine. However, no concrete outcomes have been noted, and apart from the fundraiser to purchase iPads for the partner school, there has not been evidence of engagement in community sustainability initiatives locally. The school hopes to engage the wider community more going forward.

Contribution analysis

School staff agreed that the combination of training and the partnership activities were complementary. The teacher participating in the initial CCGL training highlighted the benefits thereof in them feeling confident enough to undertake the endeavour of an online partnership. The support from the British Council, in particular the Partnership Framework, were named as key tools to ensure a successful partnership.

Staff highlighted the support and encouragement from the school's head teacher as one contributing contextual factor which facilitated the success of the programme. This was further motivated by the alignment of school goals, tied to external ratings, with the programme. Support from students' parents, as well as enthusiasm from the students themselves, were also mentioned as important facilitators. Similarly, school staff also highlighted the importance of the partners' school enthusiasm and consistent engagement (despite technological issues at times), which ensured momentum was maintained.

Although the school had participated in UNICEF programming and there were some synergies with CCGL, teachers and the head teacher attributed the outcomes observed to CCGL. UNICEF involvement was more light-touch and focussed on rights, whereas CCGL supported learning outcomes on a broader range of themes.

Conclusions

School X's online partnership has enabled the school to realize a positive impact across the whole school. Key to that has been the whole-school approach taken by the lead teacher, supported by the head teacher and wider staff. The whole school was engaged throughout the partnership, which helped engage students and maintain enthusiasm. This also drove participation in CPD, which further drove the outcomes observed.

One of the biggest impacts of the CCGL programme for School X has been the inclusion of global learning and the CCGL programme throughout its curriculum going forward. The training by the British Council which the lead teacher attended was successfully disseminated to other teachers, instilling the necessary confidence in the school to teach new topics. The partnership has given teachers concrete examples to use and frame their teaching with, making it more practical and less theoretical.

This practical approach was seen reflected in students' engagement with the course content, as the real examples used and discussion of the topics improved not only their awareness of global and local challenges, but also hones their critical thinking skills and made them question the status quo, and their role in the wider society.

Case study 2

School context

School Y is a small primary school in the North-Eastern England. It is in a rural area, and there is only a small number of students on pupil premium. The school is majority white British, and some students have special educational needs. Separately to CCGL, the school has an existing partnership with a school in a nearby city.

The school was motivated to participate in the programme to add social value for the students by showing them the privileges they have in comparison to some other students around the world. By raising their awareness of global issues, the school hoped to inspire them to make a difference in the world. The teachers discussed how they wanted their students to learn from the other students and make global links by building relationships. They reflected that these opportunities were not typically provided in the curriculum.

> **"Those children down in Kenya have got so much they can give to our children. It's not just a one-way process, absolutely. Our children can learn a lot from them. Also, the similarities, because we've got a lot in common."**
> Teacher Focus Group

The school has been involved in CCGL for a number of years, with the school leader stating that they joined the programme up to 10 years ago. In previous iterations of the programme, one of the teachers led on CCGL implementation and participated in training and partnerships involving reciprocal visits which took place in 2014 and 2019 (funding the latter visit themselves). They left in 2019 but maintained links with the school and participated in the focus group.

Overview of CCGL activities in the school

CPD training

The teacher that left in 2019 undertook British Council training under previous iterations of the programme. Under CCGL, one of the teaching assistants completed the *Global Teacher Award* Level 1 (level 2) in February 2020. The school has also participated in the *International Schools Award*.

School partnership

The previous partnership developed under Connecting Classrooms was not sustained over time, and the school started participating in a face-to-face partnership with a Kenyan school in October 2019. The

partnership planned to focus on SDG4 (Quality Education) however most of the work focused on themes of climate change and environmental protection (SDGs 12 and 13: Responsible Consumption and Production and Climate Action). The reciprocal visits planned for summer 2020 were cancelled due to COVID-19. The pandemic was described as a key barrier to continuing the partnership for the school and other schools in the cluster, given the priority on catching up on lost learning.

The students exchanged letters, drawings, and photos with the students in the Kenyan school. They participated in collaborative projects linked to the SDGs, for example a project on hand washing and hygiene.

The school's previous British Council partnerships have not been sustained. The school is also involved in a local CCGL cluster; however, few CCGL activities had taken place with the cluster. The teachers reported that they were also working on a UN programme on children's rights and had planned to do a collaborative project on *Education Matters* with these local schools, but the latter had been cancelled due to the COVID-19 pandemic.

Teacher outcomes

The teachers described how the training and partnerships supported them to teach students about global citizenship, particularly around the topic of climate change. Firstly, teachers reported having a greater understanding of the subject and the skills to share their learnings with students through:

- The training which provided adaptable resources, lesson plans and practical activities (for example, a lesson plan using an apple to demonstrate unequal distribution of land worldwide); and

- The training and partnerships providing real life examples to use in lessons, these were described as being more tangible and engaging for students.

> **"Often getting stuff from a textbook and whatever is just bland sometimes. Having this real context… just adds another dimension to the children's learning and makes it real for them and therefore more accessible and tangible and the children therefore buy into it much quicker and have some ownership over it as well."**
>
> Teacher Focus Group

The training gave the two teachers confidence in making global education a priority in the classroom. The teaching assistant described the training as fantastic, giving them the confidence to teach on these subjects, as well as raising their confidence in teaching generally.

The teachers described learning a lot from their partner teachers through discussing teaching practices and their broader insights. They felt that getting the partner teachers' perspectives on global issues ensured they were focusing on the most important ones in their teaching.

However, a weakness of the programme was found to be its lack of reciprocal visits. The previous reciprocal visits under earlier iterations of Connecting Classrooms were described as bringing the training and teaching alive, enabling the teacher to draw on their own experiences of the visit and feeling more passionate about teaching global issues. With the most recent CCGL partnership not including the reciprocal visits, the school leader expressed concerns that impact on teachers of CCGL may not be sustained.

> **"You can easily just download a unit of work or scheme of work from somewhere, but to actually then bring it alive through real experience, having gone on a trip like this, having immersed yourself in that culture, brings in a totally different aspect of your teaching. It brings your teaching alive. It gives you that passion and drive, you can tap into real stories that you can tell children."**
> Teacher Focus Group

The school only has four teaching staff; hence, the school can only have one teacher leading on implementation to prevent capacity issues. The school leader was concerned that the programme risked benefitting the participating teacher rather than the whole school. The teachers also expressed concerns that it could limit student reach. However, the teaching assistant reported reaching four out of the seven year groups through their lessons on global citizenship; due to the small size of the school, it appeared that just one teacher could embed learnings and reach a large proportion of students.

> **"I'm going out doing courses but some of my colleagues aren't. So, are they going to be doing the development goals and doing all this within their year group and their classroom…? The other year, I was with [teacher coordinating CCGL] and [years] five and six. So, I'm doing it in [years] three and four. If I'm doing it in three and four, is anyone doing it in and one and two and Reception?"**
> Teacher Focus Group

Student outcomes

Students were described as highly engaged and motivated in the school partnership and CCGL lessons. The students exhibited a good understanding of global issues, the risks associated with climate change and their role in reducing environmental impacts. They also discussed how climate change is impacting Kenya through droughts, learnings from their classes and speaking with the partner students.

There was also evidence that students developed their analytical skills for life and work. Teachers described how students developed their analytical skills through practical activities which encouraged them to 'think outside the box'. For example, teachers described how students worked in groups and individually to research the SDGs. Teachers also reported how students used analytical skills to compare different countries and compare the needs of children around the world and to discuss and develop views on 'the big questions'. Students demonstrated awareness of complex issues for instance how plastic alternatives can also be harmful to the environment. Students shaped and drove their own education through choosing SDGs to focus on in their lessons, for instance SDGs relating to current global news. Finally, students described participating in debates in their CCGL class on issues such as climate change, pollution, deforestation and poverty, another key skill for future life and work.

> **"I think it gives our children the opportunity to really think big, big questions. They can come up with really, really big questions on their own and use it as a topic driver and a research driver."**
> Teacher Focus Group

Teachers reported that the programme supported students to consider their place in the world and the part they play, understanding the impact of their actions across the world. Students echoed this,

reporting that learning about the experiences of people in different countries motivated them to make a difference.

> "It's changed because when we learn about it, we feel different about it. You think you want to do something about it…. We want to help them plan ahead, cut down on pollution, stop the droughts… And stop cutting the rainforests down…. If we don't do it soon, the planet's going to be ruined."
>
> Student Focus Group

The school leader and teachers felt that the partnerships deepened students' knowledge of global citizenship; creating relationships with students in another country supported them to understand commonalities and interlinkages, challenging existing preconceptions.

> "[The partnership] certainly widened their knowledge, because learning about a group of people or a school is one thing, learning about it when you've got a tangible link with them is something very different… And I think that's what really cements their learning and makes them see that the world, yes, it's a big place, but actually it's a small place as well and we all have similarities."
>
> School Leader Interview

In practice, students discussed how their classes had encouraged them to make changes, including being more conscious of plastic use, turning lights off and asking parents to make changes.

School outcomes

Teachers described how participating in the CCGL programme shaped the school's values and curriculum. The school changed their school policies, introducing international themes across the curriculum and involving everyone in the school in driving sustainability, with a governor responsible for monitoring this. For example, one teacher described how they linked history lessons about the industrial revolution to debates about whether Western countries can criticise countries currently going through their own industrial revolution. The teachers reported that the programme had been helpful in shaping school policy and a key enabler was buy in throughout the school. Again, these school level impacts may have been aided by the size of the school and the school's previous engagement in Connecting Classrooms, with a higher proportion of teachers already bought in due to their involvement in the programme.

> "It's embedded into how we operate, how we think, how we behave, how we educate. It has a massive impact on what we do. Equally, across the curriculum, we make these links all of the time throughout the curriculum."
>
> Teacher Focus Group

Contribution analysis

A potential contributing factor in these outcomes is other classes also focusing on climate change. However, the teachers described how the training provided them with impactful materials to deliver lessons and boosted confidence in teaching on global citizenship. For students, the partnerships drove understanding of their similarities with other young people around the world and the importance of taking

actions supporting the environment. Where other lessons also taught about climate change issues, this can therefore be seen as evidence of how learnings have been embedded across the curriculum as a result of CCGL.

The school's involvement in previous iterations of the Connecting Classrooms programme including reciprocal visits had a significant impact on motivation and understanding and appears to have contributed to the school embedding global citizenship values throughout the curriculum. CCGL has provided renewed opportunities for teacher training for additional teaching staff and partnership activities for students.

Conclusions

The programme led to strong outcomes among teachers and students. The teachers sought to synthesise their learnings from the training and partnerships in students' lessons, and were highly motivated to deliver impactful lessons, encouraging students to take action against climate change and build global links.

It is a useful case study to demonstrate how smaller schools can deliver high impact, even where a small number of teachers participated in the training. Buy-in from across the school, particularly senior leadership, was a key driver of embedding global citizenship principles across the curriculum. It also demonstrates how embedding these principles can drive motivation amongst staff and students.

Case study 3

School context

School Z is in a rural, seaside village on the North Coast of Northern Ireland. It is co-ed (boys and girls), Catholic maintained school with 14 classes (2 classes, P1 to P7), plus a nursery unit, with almost 400 pupils. The most recent Education and Training Inspectorate (ETI) inspection report rated the school as very good.   Around one third (33%) of the children are entitled to free school meals and one fifth (21%) were identified by the school as requiring additional support with aspects of their learning.

The school had previously been involved in other programmes such as Erasmus and was very interested in the concept of global education and of engaging with other local schools. It is a UNICEF Rights Respecting School, meaning that the children are taught about their rights under the United Nations Convention on the Rights of the Child (UNCRC). Under the UNICEF programme, the children learn about how their choices impact on their friends, their school, and the world around them. The school also participates in the Northern Ireland Shared Education Programme, which supports engagement with other state (non-Catholic) schools. The school has been participating in various British Council programmes for 15 years, and teachers noted that global learning was always at the heart of the school. Therefore, the CCGL programme fitted well with the school ethos and other activities.

Overview of CCGL activities in the school

CPD training

All the teaching staff in the school participated in World Around Us: An introduction to Global Learning, together with their local partner school.   The staff then completed training in either Global Learning at FS/KS1 or, Global Learning through STEM. The school Principal then completed training in the Assessment Toolkit for Global Learning.

The principal and the teachers noted that although school has been involved in global education for many years and is involved in a number of other programme Global Learning was still new to some of the teachers. The training did enhance the teachers' techniques and provided access to new, additional resources.

> **"It gave us the chance to focus on the issue of the training: Plastic pollution and life underwater."**
> Teacher

School partnership

The school is part of a small cluster which includes schools from Uganda, Pakistan, Lebanon, and Palestine, plus a nearby primary school in Northern Ireland. The school had previously been involved in a large cluster (in previous iterations of the programme) and felt that a small cluster suited its needs better.

This year, the school focused on plastic pollution and the Life Underwater SDG.

Collaborative projects were undertaken between schools' pupils. The children learnt about Lebanon and did some exchanges of the children's practical projects on plastic pollution and life underwater. The level of exchange was severely restricted due to COVID-19 because schools were closed and also the schools were busy addressing the challenges associated with COVID-19 when the schools were open.

The school was able to participate in some reciprocal visits prior to COVID-19; this included visits from teachers from Uganda, which was described by teachers as "*a wonderful experience for the pupils*". The teacher felt that because of COVID-19 and the inability to visit each other, that the partnership has not been as successful as in previous years. It makes it more difficult for the pupils to really understand and engage with the partner school; the visits really enhance the partnership and helps them to feel connected.

They noted that although the school visits are very tiring, they are very worthwhile for the teachers and students in both schools, and they are looking forward to re-instating reciprocal school visits in the future.

> **"The [school] visits are very tiring but, they re-focus you and what you are doing and why".**

The teachers noted that they have had very good contacts and able to share resources with their partner schools in Pakistan and Lebanon. Although they have not been able to visit, they have stayed in touch via Zoom.

Prior to the reciprocal visits, the school did not realise how important the programme was to their partner schools. Their partners were very invested in the programme and spoke of the British Council with a lot of respect.

> **"The partner schools clearly didn't have as many resources as us and were grateful for any additional support they received. They placed very high value on the international school award, it was very humbling".**
> Teacher

Outcomes

Teacher outcomes

Feedback from the teachers highlighted that the whilst the training didn't really teach anything new on the subject (as the teachers had been involved for many years), what it did achieve was to provide lots of practical ideas and tools to use in the classroom. This was particularly important for teachers teaching foundation stage, with very young pupils who need visual and practical resources to support learning and understanding of the subject.

The teachers noted that over the past two years they did not have the opportunity to share learning with their local partner school, as much as they had done in the past, due to COVID-19.

The teachers noted that the training shifted the teachers thought processes, enhanced their teaching, and deepened their understanding of global citizenship. It has made our teaching less abstract and more practical. It made all the teachers think about global learning in all their lessons, and all the teachers now do at least one topic a year. It made the teachers have a think how they can bring global learning into lessons without eating into teaching time. The school had started teaching active global citizenship before the programme but, a teacher noted that the CCGL *"has given us support, resources and encouragement to continue"*.

> **"It didn't really change our teaching but, it enhanced it".**
> Teacher

Student outcomes

Teachers reported that the children have a much better understanding of global issues as a result of the school's participation in CCGL. The older students (10- and 11-year-olds) completed a survey before the started the Global Learning modules, and they can see the students' development.

> **"The children have begun to think critically about issues and understanding that there are two sides to everything."**
> Teacher

The pupils have a better understanding of things like climate change, equality, and education and that they now understand that there are lots of countries where children don't get to go to school. The teachers believed that the CCGL made these issues very real (less abstract) for the students and that the students have a much better understanding of how other children live.

The students discussed the local beach clean-up that their class participated in as part of the plastic pollution goal. It highlighted to them how polluted the sea is and how plastic from all over the world gets washed up on their beach. The pupils also discussed how they have encouraged families to recycle more and to think about their impact on the environment.

School outcomes

CCGL fitted very well with the school's values and ethos, which was why the school has continued to engage with it, but the programme has reinvigorated the school's interest in global learning and has enhanced the teaching around it. The principal noted that inclusion was always at the heart of the

school, among pupils, with SEN pupils and among teachers. It was what attracted them to the programme: they are an inclusion school, an international school and a fair-trade school.

Global learning is now included in all aspects of planning in the school. Across all Key Stages and all subjects, teachers are asked to consider what the global learning aspects are.

Wider outcomes

The teachers noted that they encourage the pupils to get involved and campaign on global and local issues; they have written letters to politicians on issues that matter to them such as global warming. They also campaigned to get traffic lights near the school, and they now have a pedestrian crossing so that it is safer for them. It is not international, but they are now starting to think critically about things that matter to them.

The pupils described the activities that they had got involved in as part of the CCGL programme. As noted above, the older pupils P6 and P7 (10- and 11-year-olds) participated in a beach clean-up. They noted how this increased their awareness of plastic pollution in their local area and the impacts on sea life and this fish in the food chain. As a result of this activity, they campaigned to local politicians for additional litter bins on the beach. Therefore, the local community has benefitted from the beach cleaning and from additional litter bins.

Contribution analysis

Both the teachers and the school Principal noted that the CCGL programme fits very well with the ethos of the school and were of the opinion that it is likely that only schools with a similar ethos as them would participate in the programme. The teachers noted that the principal was very supportive of any global learning activities, and that this was very important to make the programme a success for them.

Both the teachers and the school principal believed that the programme was successful in their school partly due to the fact that they have embedded global learning across the school and brought into all classes through the school planning process. They also noted that having the overseas partner school was also very important to bring the issues 'to life' for the pupils and that the inability to undertake reciprocal visits with their partner schools (due to COVID-19) means that the students who participated in the programme over the last two years have not had the same experience as students who were able to engage with teachers from partner schools.

Conclusions

The school has embedded global learning across all classes and all stages of the curriculum. They have made use of the practical tools and resources provided through the training and adapted them to be used across the school. The school has asked all teachers to consider how global learning could be brought into all aspects of the curriculum. For example, the resources and practical ideas accessed via the training have even been adapted for foundation stage pupils (six and seven year olds).

All staff noted how they valued the school partnerships and how they helped to bring the global issues and global learning to life for their students. They are looking forward to being able to travel and to resume reciprocal school visits in the future.

Case study 4

To be added in final report.

Appendix 2: Evaluation findings – OPT

Overview of CCGL in OPT

CCGL, and its predecessor programme Connecting Classrooms, have been active in OPT since 2008. The themes of Core Skills, School Leadership and Inclusion form the programme's core. Both primary and secondary schools were involved, both in Gaza and the West Bank. Schools were selected by the Ministry of Education and Higher Education (MOE) and United Nation Relief and Works Agency (UNRWA), who provided lists of suitable schools.

Inputs

The programme in OPT received £262,048 in funding for 2018-2022. Programme spend by year and by activity is shown in the table below.

Table 6.7: OPT programme budget

	2018/2019	2019/2020	2020/2021	2021/2022	Total
Total budget	**£82,958**	**£101,817**	**£50,084.00**	**£27,188.96**	**£262,048**
MENA BC Schools – Palestine Territory	£51	£77.95			**£129**
Partnerships – UK	£9,000	£15,600.00	£29,450.00		**£54,050**
ISA	£18,996	£29,660.77	£9,093.63	£1,046.79	**£58,797**
Professional Development[44]	£23,192	£1,054.05		£8,406.88	**£31,599**
Teachers Professional Development	£9,329	£16,174.27	£5,360.80	£15,482.38	**£46,346**
School Leadership	£2,907.47	£30,374.25	£5,605.91		**£38,888**
Policy dialogue	£8,144	£5,692.33	£4.83	£175.9	**£14,017**
Management Costs	£11,300	£3,183.59	£568.48	£2,077.01	**£17,129**
Palestine Digital	£39				**£39**

Source: British Council data

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[44] Costs that have been posted under general professional development budget codes are intended for teacher* development

Together, partnerships and ISA received 43% of the budget allocated in country. Overall, 45% of the budget was devoted to professional development and school leadership. Five percent of the budget was allocated to policy dialogue though, from 2020-2022, almost no budget was allocated to this because COVID-19 restrictions made it impossible to plan visits and meetings with policymakers and other stakeholders. The remaining 7% of the budget was devoted to management costs.

Partnerships and ISA

Two of the key activities of the CGGL programme are the International School Awards (ISA) and the resulting partnerships. Schools throughout OPT submit applications for ISA at different times during the year. The Ministry of Education selects partnership schools among those that meet ISA criteria.

The School Partnership strand started in 2018, with both an online option and a face-to-face option requiring teachers to travel to their trainings. At the time, 3 online partnerships and 16 face-to-face partnerships with UK were active in OPT. In 2019/2020, 21 schools have been engaged in face-to-face partnerships. After the disruption of activities caused by COVID 19, virtual partnerships started again in 2021/2022.

Through Partnerships, students typically engage in activities related to the SDGs. In 2019 the main topics were related to SDG 3 (Good health and wellbeing), SDG 4 (Quality Education), and SDG 12 (Responsible consumption and production). In 2020, 11 schools were engaged in a cluster partnership that focused on SDG4; four schools were engaged in a cluster partnership focused on SDGs 11 (Sustainable cities and communities) and 13 (Climate Action); three schools were engaged in a cluster partnership focused on SDG3; and three schools were engaged in one-to-one partnership focused on SDGs 7 (Affordable and clean energy), 11 (sustainable cities and communities), 13 (climate action), and 17 (partnerships for the goals).

The ISA is awarded to schools that engage in partnership activities both with UK and non-UK schools as a recognition of success in embedding an international dimension in their curricula. In 2018, 98 schools in OPT were accredited with ISA; 107 in 2019; 114 between 2020 in 2021[45].

Global Learning is heavily emphasised in the partnership component (as well as through ISA), along with Core Skills, more so than in Kenya or Nepal.

Professional development

Training sessions covered a greater part of the CCGL curriculum than in other countries, and included Digital Literacy, Teaching Citizenship and Critical Thinking and Problem Solving. Trainers delivered training for teachers and/or school leaders based on the British Council Core Skills and School Leadership training packages. The introductory training packages were designed to be delivered over the equivalent of one working day. The in-depth training packages were designed to be delivered over three working days over a period of approximately nine weeks. At the end of the advanced course (day two), teachers and school leaders were encouraged to submit an Action Plan, detailing how they would implement learnings. In between these face-to-face training events, participants were expected to deliver their agreed actions.

Both online and offline training packages were intended to inform and inspire teachers and school leaders to reflect on and make changes to their classroom practice, pedagogical approach and, where

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[45] Y3Q3 database from BC HQ reports the following figures for ISA accredited schools: 98 in 2018, 110 in 2019, 0 in 2020, 109 in 2021. BC OPT Country Office reports 107 in 2019, 114 between 2020 and 2021.

appropriate, curriculum. Trainers are required to support and encourage teachers and school leaders to use a variety of means to collaborate and share experiences with their peers both locally and internationally. Increasingly, there was an emphasis on special needs learning within training modules. The trainings followed a cascade model, from the Master Trainer to trainers to school leaders and teachers. All Core Skills trainers in OPT received formal training from MENA master trainers.

Training serves to strengthen teachers' practices and encourage them to collaborate with one another. Compared to other CCGL countries, school leader training in OPT emphasises inclusion to a greater extent, as well as school management (within school leadership activities). The insistence on developing teacher and school leader Action Plans may increase the implementation of learnings into the classroom and the realisation of outcomes for teachers and students. It should be noted that there are few other teacher training programmes in OPT, particularly in Gaza.

Policy engagement

Policy engagement was not only a key objective of the programme in OPT, but vital to the success of the other programme activities. The British Council's partnerships with MOE and UNRWA ensured that there was demand for CCGL professional development (selection of participating schools) and that it was implemented in line with local priorities. Engagement with policymakers in OPT was characterised by early-collaboration. The British Council worked with UNRWA and the MOE jointly on its Country Plan.

Small events were also managed jointly. Decisions such as the choice of focusing on small number of schools in-country for CPD were also made jointly. Key results of the Council's work with the Ministry and UNRWA include Ministry accreditation of the Core Skills and Leadership courses and collaboration on the ISA programme, which has certified over 100 schools in OPT annually.

CCGL's policy engagement work in OPT is facilitating the achievement of CPD and partnership objectives of teacher and student learning. It is also seeking increased emphasis amongst policymakers on Global Learning and inclusiveness within the curriculum. More ambitious but informal policy collaborations have already led to key contributions to the MOE's Education Reform Strategy by the British Council and increased local investment in special needs education.

Effectiveness

EQ1: How, and to what extent, does teacher and school leader training contribute to increased understanding of global citizenship and how to apply it within the classroom?

According to all policymakers interviewed, citizenship training was fundamental in OPT. The training encouraged the introduction of new pedagogies and teaching methods, which they believed had a sustained impact on the education system given that complimentary changes at a national level related to teaching and learning and skills development had also been introduced.

"[The UNRWA and the British Council] are meeting often and designing together the programme… The idea of CCGL is to align with UNRWA activities… ensuring the curriculum is aligned, and 21st century competencies, which are similar to the British Council Core Skills. The British Council is filling the gaps in the education system. The British Council is completely in line with UNRWA. My experience with the British Council? They are working in the region from many years and its contribution is very valuable".

Policymaker, OPT

Schools, teachers, and communities were perceived to be highly engaged in the process of acquiring skills related to global citizenship. Students, according to all policymakers interviewed, were perceived to be positively impacted by teacher trainings.

Most trained teachers who participated in focus group discussions suggested that training had increased their understanding of the role and importance of global citizenship. There was some tentative evidence that in some schools this was a whole school approach, where knowledge from the training was cascaded, and the value of the training and of its topic appreciated across the schools:

"Every teacher has begun to view citizenship as an essential thing in the teaching curriculum and adopted it in their behaviour. There are even teachers that practice their citizenship at the school environment level, cleaning the surrounding environment."

Teacher, OPT

According to most school leaders and teachers interviewed, citizenship training helped students perceive themselves as feeling part of a global community, which in turn motivated them towards learning. It also made them more eager to exchange their experiences with other schools in OPT and abroad according to school leaders. Most of school leaders interviewed reported how students' mentality was becoming broader and more accepting towards diversity. More details on the impact of partnerships on students' motivation and learning are provided below, in question 4.

"The activity with each other and the activities were many and different things related to the Palestinian heritage and how we possess the skill of citizenship and how the students are proud of their heritage and are proud of their belonging and the development of belonging to the homeland and patriotism… We exchanged languages, and we were trying to teach them some words via Skype… and we could see how they celebrated their celebrations… And when we talked with people from Bangladesh and India, very strange customs and traditions that were not known and were things so beautiful."

Teacher, OPT

"The right is something that I must obtain and that the state provides it to me, and it is obligatory. In the direction of these rights that are available to us, we have a responsibility or a duty that we must meet in them. For example, I have the right to live in a safe society and a safe country, but in return, I must be a good person who does not abuse society or commit crimes."

Student, OPT

According to teachers, students felt that they could have an impact in society which increased their motivation to apply learnings within and outside the school. Students were reported to be taking care of the school and the surrounding community by implementing some of the learning acquired: recycling, cleaning, taking care of learning spaces and of their classmates.

Students in all focus groups, both primary and secondary, made statements that indicated an increased understanding of human rights, rights to education, poverty, and environmental issues. This is also confirmed by classroom observations, where students appear to be engaged, actively participating in the discussion, and understanding the topics. In general, students seem to be more open and accepting different cultures, giving strong value to human rights.

"[Right is] Something we all deserve equally."

"A person deserves this thing without you doing anything because it is obvious that the right to treatment and the right to education."

"The first thing is the right to education."

"Right to treatment."

"The right to housing and clothing." "Expressing an opinion."

"Our right to freedom and freedom of movement"

Students, OPT

EQ2: How, and to what extent, do teacher and school leader training contribute to increased understanding of critical thinking and problem solving, and global citizenship, and how to apply it within the classroom?

Interviews with teachers suggested that their teaching methods were changing following participation in the training. School leaders too reported to have observed similar changes. They suggested that they could see a difference between teachers who received training - who are implementing core skills strategies in their classroom - and those who did not participate who are still using traditional methods of teaching such as lecture-based approaches. Furthermore, school leaders interviewed also observed that participation in training has increased teacher confidence in their teaching practice.

"It was noticed that CCGL trained teachers' performance, views of teaching and communication skills has noticeably developed. Meanwhile non-participants of the programme rely on the traditional teaching method, which focuses on memorization, solving questions and lack of creativity. This was noticed from student's exam results."

School Leader, OPT

"Yes, they gained the confidence in themselves, why? Because they were capable to gain this knowledge and transfer it to the students. The teacher gained the experience to handle students' questions properly and communicate the answer to the students, teaching strategy and keeping up with times."
School Leader, OPT

CCGL's MI data from its teacher survey shows improvements in teachers' self-perceived knowledge of core skills and ability to teach them to students between baseline and endline. There is a substantial decrease in the percentage of teachers reporting a lack of knowledge of core skills as well as in those who reported existing knowledge but a lack of experience including core skills in their training. While those reporting that they have planned opportunities for students to participate in core skills activities increased only moderately (from 29% to 33%), those who reported changes in teaching practices – allowing students some degree of autonomy and being able to evaluate their engagement – increased substantially (from 13% to 63%).

Table 6.8: Teacher knowledge and capabilities in core skills

	Baseline	Endline
I do not know about core skills and how to develop my students' core skills	33%	0%
I understand the key principles of core skills, but have not yet included anything in my teaching	26%	4%
I understand the key principles of core skills and have planned opportunities for students to participate in core skills activities	29%	33%
I understand the key principles of core skills and have planned opportunities for students to participate in core skills activities. I allow students some degree of autonomy. I am able to evaluate their engagement and could train other teachers in this area.	**13%**	**63%**

Source: CCGL MI data (Baseline: n=341; Endline: n=48)

Teachers participating in the survey also expressed increases in their level of confidence in relation to statements on core skills across the board, as shown in the table below.

Table 6.9: Teacher confidence in core skills

	Baseline average score	Endline average score

	Baseline	Endline
My knowledge of core skills	3.7	8.8
My understanding of how to incorporate core skills into my teaching	3.9	8.7
My awareness of pedagogical approaches that support core skills	3.9	8.4
My ability to plan core skills lessons / activities	4.2	8.7
My ability to assess students' progress in their core skills	**4.1**	**8.6**

Source: CCGL MI data (Baseline: n=342; Endline: n=97)

There were also improvements in the survey results from school leaders in CCGL's MI data. At baseline, on average school leaders had a higher average agreement with statements related to their confidence in leadership (described in Table 1.5 below) than in core skills. Whereas their agreement with statements related to leadership at baseline was, on average, "a lot" (with average answers ranging from 7.1. to 7.9), when asked whether they agree with the statement "I understand which skills students need to succeed in the 21st century and these skills are taught within our curriculum", they agreed with this "somewhat" on average. The average scores increased in the follow-up survey, as shown in the table below.

Table 6.10: School leader confidence in skills

	Baseline average score	Follow-up average score
I understand which skills students need to succeed in the 21st century and these skills are taught within our curriculum)	**6.6**	**8.1**

Source: CCGL MI data (Baseline: n=59; Endline: n=38)

According to secondary students focus groups, critical thinking and problem solving were the topics that teachers have been focusing on the most. Students reported how their problem-solving skills were enhanced by teachers posing more questions and inviting them to participate more. Students appreciated the new methods introduced and described being more engaged as active learners instead of being passive recipients. Examples were provided, such as debate, group work and use of technologies. This is confirmed as well by the focus groups observations. In general, students participated in the discussion independently and cooperatively, without needing the teacher's intervention to clarify topics or exercises' demands. Furthermore, students demonstrated problem

solving skills and accepting different cultures, with an increased self-confidence to take on more responsibilities.

> **"We used to use critical thinking, for example, in Arabic. For example, you are not obligated to agree with the poet his poem. You must have a second point of view."**
> Students, OPT

> **"I want to talk about digital knowledge. We are our school. We have educated the students, and we have asked people of their kind about electronic blackmail and cybercrimes. We were not only satisfied with our school; we went to the neighbouring schools and also appointed them and introduced them through PowerPoint presentations and this way we helped people next to us. We went to a municipality, and they gave us a lecture to our class about electronic extortion."**
> Students, OPT

Most of the teachers also stated that the COVID-19 pandemic had made it harder to integrate learnings from training into their practice.

> **"It was an emergency period... we could not find the right time to implement what we took."**
> Teacher, OPT

EQ3: How, and to what extent, do teacher and school leader training lead to improved understanding of how to pursue wider pedagogical improvements including inclusion, conflict management and teacher performance amongst school leaders?

In OPT, all school leaders receive in-depth training on inclusive education under the training course Leading Core Skills. Instructional Leadership training, on the other, focused on creating independent school leaders able to cope during conflict management. 10 school leaders in 2020 and 6 in 2021 from both MOE and UNRWA have been trained in Instructional leadership.

Both teachers and school leaders interviewed during the evaluation reported that, following training, teachers were better able to solve arguments between students and build a more harmonious classroom environment. Communication between school leaders and teachers - and between teachers - have been greatly enhanced, according to school leaders and teachers interviewed, making it easier to manage conflicts. For example, in two schools, school leaders and teachers established regular meetings on conflict resolution and management. The methodologies shared during training have helped teachers to learn how to collaborate and work more effectively in groups. School leaders also reported that teaching performance – and particularly communication skills, inclusion and conflict management had noticeably improved, although, when asked for concrete examples, they were unable to provide any.

There were also improvements in the survey results from school leaders in CCGL's MI data. At baseline, on average school leaders agreed with statements regarding core skills "a lot", with average answers ranging from 7.1. to 7.9 for all statements related to leadership. Average scores increased for all statements in the follow-up survey, as shown in the table below, with a range from 8.1 to 8.5.

Table 6.11: School leader confidence in leadership

	Baseline average score	Follow-up average score
I know about the quality of teaching and learning in the school and understand my role in continuously improving both teaching and learning)	7.1	8.5
I am clear about the school's ambitions and priorities. I discuss these with colleagues so we can plan for the future for the benefit of all our pupils)	7.7	8.5
I am confident I understand the leadership aspects of the programme I am attending and what I need to do to implement change in the school)	7.1	8.7
I am committed to developing leadership across the school so delegate a range of responsibilities and tasks to colleagues)	7.8	8.3
I use evidence to inform our decision making, both in our day-to-day practice and long-term planning)	7.4	8.5
I know the world is changing rapidly and recognise my role is to keep our school up to date with appropriate developments, including digital technology)	7.8	8.9
I improve teaching and learning through influencing staff motivation, commitment and their teaching practice)	**7.9**	**8.3**

Source: CCGL MI data (Baseline: n=59; Endline: n=38)

Inclusion was a major area of focus for the implementation of CCGL in OPT. This was welcomed by local policy stakeholders, who observed that teachers who attended CCGL training were more aware of special education compared to teachers who have not attend these courses and are more likely to engage children with special educational needs in critical thinking and problem-solving tasks. A representative of UNRWA shared that CCGL had inspired many teachers to deepen their knowledge and skills on special education and helped create more supportive school environments. At one school, the school leader had decided to establish a monitoring system to assess academic performance and progress of students with special educational needs, and if they were lagging behind. Thanks to CCGL training, a school leader was able to design assessment tools to support these students.

EQ4: How, and to what extent, do school partnerships contribute to increased understanding of global citizenship and Core Skills, and how to apply it within the classroom, amongst teachers?

Policymakers were positive about the benefits of participating in partnerships, perceiving them to be beneficial to students, teachers, and school leaders due to the opportunities to learn new best practices. UNRWA expressed an appetite for further and enhanced participation in study visits. Policymakers reported as well that partnerships were playing a key role in developing core skills. They allowed teachers to share experiences and challenges related to their job and to find innovative solutions.

> **"The students love everything new, and therefore they find it an opportunity to learn new words while using the means of communication. Also, this opportunity gave them the chance to dig deeper into these communication techniques."**
> Teacher, OPT

> **"I got acquainted with a new environment other than the one I already had."**
> Teacher, OPT

Secondary student focus group findings corroborate teachers' perceptions on the positive impact of partnerships. Secondary school students suggested that they better understood what global citizenship entailed through sharing their heritage, cultural norms, and aspects of everyday life with students from other schools and observing others' schools teaching methods and approach to learning, which in turn motivated them to become more aware of global issues and to participate in solving them, as well as welcome and better understand new teachers' approach in their classrooms. This is corroborated by classroom observations, where students are perceived to deeply understand the topic of global citizenship, participating actively during the discussions related to global issues. The majority of students express their opinions related to rights and global responsibilities.

> **"We played the role of the little teacher. Instead of the teacher stopping to explain, we would go out explaining the lesson, and this gave us the ability to lead."**
> Student, OPT

EQ5: How does the level of engagement a school has with CCGL activities ('dosage') affect outcome achievement?

CCGL's training delivery in OPT has been consistent in terms of the level of engagement with individual schools. On average, two to three teachers in each participating school (99 in total) were trained alongside their respective school leaders. Both teachers and school leaders reported that participating in training allowed them to share their learning with the colleagues who have not participated in CCGL training, impacting positively the schools as a whole. Implementation has been homogeneous, and the same number of teachers has been participating in every training.

> **"We loved education more, the enthusiasm increased in us. We wanted to develop our relations with other students at the global and local levels, and also develop our personalities with the teachers so that our academic achievement would be better."**
> Student, OPT

A distinctive feature of CCGL in OPT is that each participating school has been involved in partnerships. Participating in all the CCGL programme strands allowed both teachers and school leaders to be fully aware of global learning and global citizenship issues and how to bring the topics in the classroom. This had a positive impact on students' motivation and achievements. Students show confidence in applying acquired core skills in the framework of the partnerships and exchange activities.

> **"Through the partnership, we got to know the cultures of the country that we used to talk with, such as Algeria and Egypt. We got to know, for example, how they dress, the way they speak, their culture, we feed a lot of information about them."**
> Student, OPT

> **"It impacted on the student's personality growth, creative thinking and impressive evolvement in using technology."**
> Teacher, OPT

Schools' partnership positive outcomes are corroborated as well by teachers' view collected during schools' survey.

Table 6.12: Teachers' view on partnership activities

	Average score (1-10)
Better preparing my students with the skills and confidence to contribute responsibly to society, locally and globally)	8.3
Better preparing my students to develop positive attitudes towards taking action on sustainable development and social justice)	8.5
Better preparing our students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)	8.3
Have improved our teaching of active global citizenship)	8.1
Equipping our students with transferable skills to live and work in a global economy)	**7.8**

Source: CCGL MI data (sample size:22)

EQ6: How do differences in the local education system and teacher professional development environments interact with the programme's objectives and achievement?

Professional development for teachers and school leaders was not only a key part of CCGL but highly valued as one of the few training opportunities available for teachers in OPT. Policymakers, including donors, highlighted challenges in the region have impacted the education system, leading to difficult decisions at a national level on what needs prioritising in terms of investment – with school and children safety and staff salaries they key priorities. Thus, GCGL's contribution to teacher training was seen as of high importance and value by policymakers. CCGL's contribution to teacher training is therefore seen not only as effective but also as carrying unique value add.

There are fundamental differences between the operating environment in West Bank and Gaza. Security restrictions impact on CCGL's operational ability to deliver programme, inhibiting the programme's potential impact. For instance, selected teachers might not be permitted to travel from Gaza to West Bank to participate in training.

EQ7: How, and to what extent, does policy engagement contribute to increased understanding of the importance and means of applying Core Skills (and global citizenship, where appropriate) and inclusion within the curriculum amongst policymakers?

UNRWA policymakers stated that there was strong alignment between CCGL and UNRWA's education strategy, and that CCGL had made it easier for UNRWA to implement its reforms. As a result of CCGL, and interaction with the Council, UNRWA and MoE have both increased their emphasis on teacher training and improved their own School Based Teacher Development (SBD) programme. CCGL principles are also reflected in the 21st century skills framework drawn by UNRWA and the MoE.

> **"We see CCGL gives us extra opportunities to implement what we already have. It adds value. It puts teachers under more focus. They focus more on ideas. Intense training was very helpful to implement our strategies. CCGL made it easier for UNRWA to implement its reforms. CCGL is aligned but gives us additional opportunities to what we already have in the system. It pushes us to place an emphasis on teachers."**
> Policymaker, OPT

> **"UNRWA and the Ministry of Education have increased their emphasis on teacher training, largely as a result of interaction with the Council and CCGL. The SBDT program had general strategies in the beginning, but after the CCGL experience it was adapted to focus on teachers' more specific needs."**
> Policymaker, OPT

According to the majority of policymakers interviewed, the British Council is bringing to OPT many new ideas on core competencies and how to train effectively school leaders and teachers. Along with these ideas, strategies to implement critical thinking in OPT were enhanced and adapted to the teachers' and school leaders' needs. Policymakers generally agree that thanks to CCGL's strands various innovations have been brought to OPT which might otherwise have been introduced later. Examples include project-based learning, IT-supported learning, and digital education. Another important aspect highlighted by most policymakers is that CCGL activities in the region widened policymakers' understanding of what it

is needed for students to be fully engaged as citizens, both within and outside the school, pushing students to reflect and find their place in society.

> **"CCGL widened our understanding of what is needed for students to be fully engaged both within and especially outside school (extracurriculars are not normally emphasised in OPT). Students are pushed to think about their role in society."**
> Policymaker, OPT

> **"Many of the notions we had developed in the 2011 reform strategy actually became clearer and more implementable once we had experimented with them through CCGL. Principal also became better able to adopt elements of the 2011 strategy."**
> Policymaker, OPT

Awareness on inclusiveness and Mental Well Being, especially after the COVID-19 pandemic, has been promoted through several conferences with the Ministry of Education. Furthermore, OPT core skills trainers and ISA ambassadors have received Mental and Wellbeing training organised by the MENA and Global teams. A follow-up session will take place in May 2022 for implementation purposes at the selected schools' level. These sessions are delivered in webinars.

EQ8: In programme activities where objectives are not being met, what could be done differently to enable success? How should future programming be designed to overcome experienced challenges?

Both teachers in focus group discussions and school leaders during interviews suggested the timing of the programme could be changed from an intensive one-off intervention to an ongoing training, with more follow-up support for teachers trying to implement the recommended approaches.

> **"Perhaps the duration was a bit insufficient for the material, I mean, it needed more days... there were topics that presented in a quick way, for us the information is very valuable, but time was limited and tight to deliver it."**
> Teacher, OPT

> **"The practical side was narrow because it needed more time because we wanted to use the techniques in the training... I expect that the original duration was supposed to be longer so that we can clearly apply this technique in teaching."**
> Teacher, OPT

> **"I mean, the training, as we said, was generally good, but […] I needed more training, how to communicate information, for example to students, these things needed time for us to train on."**
> Teacher, OPT

The following observations were common to policymakers and school leaders:

▪ An appetite for training to be carried out with larger numbers of participants per school;

▪ There was also appetite among both teachers and school leaders for training to be carried out locally wherever possible, to reduce the barriers to teachers participating; and

▪ The three-day length of the initial training (requiring two overnight stays) was seen to be a significant ask (but also a positive experience) by some teachers. Difficulties in reaching training facilities was highlighted as a barrier faced by various teachers participating in focus group discussions. This was particularly relevant for Gaza. Teachers expressed their worry in traveling for long distances and how this situation may prevent more teachers from attending CCGL training in the future.

Some policymakers argued that future programming should include a new focus on building teachers' knowledge in digital learning, including blended learning.

> **"The British Council is amazing in what they do, but it targets only few teachers… British Council teacher training seems to be successful here but should be extended to all Palestinian schools."**
> Policymaker, OPT

Efficiency

EQ9: How well has the programme managed to deliver its programme activities and achieve intended outputs during CCGL with the resources available to the programme?

In spite of the COVID-19 pandemic, which caused an interruption in the program in March-April 2020, thanks to blended and online training delivery CCGL in OPT managed to exceed all the targets established in the Country Plan.

As detailed in the table below, from 2018 to 2022, CCGL in OPT reached 430 schools and provided training to 292 teachers and 139 school leaders.

• Number of teachers trained: 292. This exceeded the original target of 66.

• Number of school leaders trained: 139. This exceeded the original target of 30.

• Number of schools engaged in partnership (both face-to-face and virtual): 51. This exceeds the original target of 7.

Table 6.13: OPT Country Plan Training Targets

Target	Delivery			
	2018-2019	2019-2020	2020-2021	2021-2022
Schools reached	65	157	51	139	83

Teachers trained	66	67	83	67	75
School leaders trained	30	29	35	38	37
Schools involved in partnerships (face-to-face)	4	16	21	none	none
Schools involved in partnership (Virtual)	3	3	1	none	10

Source: CCGL OPT Country Plan and logframe[46]

Still some barriers existed, related to the political situation in country but also to language. According to BC OPT programme manager, on some occasions, during local trainings, course materials were distributed in English, because the Arabic material was not available due to logistic issues. This statement, however, was not backed-up by teachers. Furthermore, trainings in Gaza are particularly complex as the Council's partners are not allowed to enter Gaza without a diplomatic passport. This limits both participation and partnership building.

EQ10: How does the programme ensure synergies between different strands and activities? To what extent are programmes complementary?

In OPT, the strongest synergy among strands of the programme is between Partnerships and ISA awards. Unlike other CCGL countries, schools are selected for involvement in professional development among ISA schools.

EQ11: To what extent is the programme achieving value for money (VfM) in its delivery of activities whilst pursuing programme objectives?

CCGL's annual budget is allocated by the Middle East and North Africa (MENA) BC team and activities are planned around this allocated budget based on lessons learned and previous procurement practice for services and activities. BC OPT staff considered the financial resources and team sufficient to deliver the intended activities.

Available evidence indicates that the CCGL country team manages programme resources with economy, using inputs of appropriate quality at the right price. This is achieved by managing procurement centrally and carefully following standard procurement processes. The country procurements staff manages not only CCGL but procurement for all programmes and follows the standard practice of prioritising registered vendors. A key source of value for money is in the selection of trainers: British Council OPT generally works with core skills trainers that have a history of delivering effective training to participants.

Evidence shows economical use of programme resources. Given the allocated budget of £234,859 over the four fiscal years of implementation 2018-2021, and the additional £27,391 for the 2021/2022 (bringing the total budget allocation from 2018-2022 to £262,250) the programme was able to reach 431

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[46] BC Country Office data as per March 2022. Y3Q3 BC database accounts for a total of 42 F2F partnerships instead of 37, and 3 virtual partnerships instead of 14.

direct beneficiaries (292 teachers and 139 school leaders) and engage 18 policymakers. These figures exceeded their targets of 66, 30 and three respectively, indicating that the British Council team were able to stretch their budget beyond initial expectations, at least in part thanks to a shift to virtual training due to the pandemic. Partnerships in particular benefited from the increased emphasis on online learning, with 14 taking place over the course of the programme's four years versus an initial target of three.

The breakdown of cost per beneficiary of CCGL4 implementation in OPT is as follows:

- Partnerships: £54,050 (21%); Cost per school partnership[47]: £1,059.80

- Teacher training: £77,945 (40%); Cost per teacher trained: £266.94

- School leadership training: £38,888 (15%); Cost per school leader trained: £279.77

- Accreditations (e.g., ISA): £58,797 (22%); Cost per accreditation: £184.32

- Policy level engagement: £14,017 (5%); Cost per policy maker engaged: £778.73

- Other delivery costs: £17,129 (7%)

Costs per teacher and school leader trained are higher than in Kenya, whereas costs per school partnership and policymaker engaged are lower. Non-financial resources, such as teaching materials shared through the SharePoint, support provided by Regional and Global Staff, as well as competence and skills of the team members in OPT was considered adequate by the country Project Manager.

Inclusion is covered in school partnership with UK schools which follow the UN SDG in their activities. A best practice example of a school partnership between Al-Shorooq School for blind children in Bethlehem and its partner Lockerby school in UK has been produced to share learnings from this school. Likewise, in OPT the ISA has followed the UN SDGs to provide quality partnership and activities at school level, working closely with Ministry of Education officials to attract teachers for training from marginalized areas in West Bank and include gender equality. In addition, to guarantee sustainability and further ensure benefits for teachers in contexts too marginalized to benefit directly from the training, the OPT team employed guidelines that align CCGL training with MoE and UNRWA standards.

It is harder to determine whether CCGL has generated value for money in terms of promoting gender empowerment of teachers and school heads. The proportion of teachers trained that are female is 65%[48], compared to a 77% average of female teachers in primary schools and 50% in secondary schools in OPT in 2020.[49] 72% of school leaders trained were female[50], but a there is not OPT-wide figure to compare this against.

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[47] Calculated by dividing the partnership budget by the number of partnerships. Does not include other delivery costs, this applies to all cost calculations.

[48] British Council, CCGL Participation Dataset Y3Q3, 2022

[49] World Bank Databank

[50] British Council, CCGL Participation Dataset Y3Q3, 2022

Relevance

EQ12: To what extent is the programme appropriately addressing local education needs? Is the programme aligned with other programming, including FCDO programming in-country? Are participating schools' representative?

Policymakers agreed that CCGL trainings largely addressed local education needs as identified by UNRWA, who put a great emphasis on 21st century skills and inclusion, by equipping teachers with the skills needed to address inclusion of children with special educational needs and supporting students in becoming global citizens through critical thinking and problem-solving skills. Furthermore, CCGL's training was perceived to fill the gap in training provided at the local and national level by government and non-governmental organizations, placing CCGL interventions as fundamental in the development of the teacher force at country level.

> **"[CCGL Training] is largely addressing local education needs, especially regarding SEND education, inclusion, and teacher professional development."**
> Policymaker, OPT

According to school leaders, teachers in OPT are motivated to enrol in training. According to policymakers, CCGL training represented the best learning opportunity many teachers could hope to have access to:

> **"We have other partners but many of our partners are focusing on psychosocial support, training on counselling issues, focussing on trauma, injured students… We have also training for our students on English language by other providers but it's not like the British Council because [the British Council] have their offices here in Gaza and coordinate very well the trainings, even in the West Bank. The British Council has long experience in Gaza and the MENA area, they know the environment and what to provide. They're not like other partners that do not have the same experience about UNRWA, Palestine conflict, Palestinian culture."**
> Policymaker, OPT

Most of the school leaders interviewed recognised that the most significant CCGL training for teachers in their schools were leadership, critical thinking and problem solving, conflict resolution and inclusive education practices. Moreover, school leaders described feeling more capable to understand the CPD needs of the teachers in their schools and more prepared to support them thanks to the concepts introduced as part of the CCGL trainings.

Focus group discussions with teachers found similar evidence. Teachers were willing to participate in CCGL training because it was either the first time, they had the opportunity to participate in a professional development training, or because they participated in other trainings but felt CCGL training programme was more suitable to their interests and needs. Topics were considered very relevant to the education system as a whole and to their specific professional development needs. Establishing partnerships was considered one of the most relevant aspects of CCGL because, through the experiences exchanged with other teachers in other schools or countries, it allowed them to understand their own needs better and where to focus to acquire new teaching methods and pedagogies. The value

of partnerships was linked to the lack of similar opportunities. Similarly, teachers recognised CCGL as filling a gap in teacher training in OPT regarding problem solving, critical thinking and conflict resolution.

> **"The program created a conscious generation, an understanding generation. And it enhanced the students' understanding and increased their willingness to participate in the global economy. The student became a critical thinker and innovative creator."**
>
> Teacher, OPT

Intermediate Impact

EQ13: Has the programme led to increased and appropriate application of new practices in the classroom on global citizenship?

According to teachers in most of the focus group discussions, practices in the classroom on global citizenship were largely applied after they received training on the topic. School leaders and teachers reported how the training enhanced their interests, and that of their students, to participate in international competitions, building partnerships with other schools and, in general, become more aware of global issues, such as climate change, inequality, human rights and poverty.

Teacher and student focus group evidence points to real-world problems discussed in classroom as a result of the training. School curricula were amended to be more linked to real-life situations. An example provided was the possibility for students to bring and discuss real-world topics during lessons and organise debates and group works on how to solve such issues. Furthermore, students developed projects on human rights, world culture and environmental issues, participating in international competitions and partnering with students from other schools or organizations (for example, organizations that work on sustainability and green economy). During the classroom observations, students appear to be engaged in discussing real-world topics, showing a good understanding of them and willing to actively participating in the discussion. Furthermore, students showed an ability to respond and engage with one another during the discussions and their answers show a good understanding of the reality in which they live.

> **"Putting examples, for example using different personalities, in the English course, about lessons about business or games. We used to mention the names of famous personalities in this field. There will be a discussion because most of us will know these characters and they will be entrenched in our minds. It also makes us love the material and interact with it."**
>
> Student, OPT

According to the majority of policymakers interviewed, school practices changed after teachers received training on global citizenship. Policymakers suggested that the exposure of OPT teachers to a wider repertoire of curricula development and teaching methods had the potential to bring about sustainable positive impact to the teaching and learning adopted within these schools. Schools, teachers, and school leaders, thanks to the training provided by CCGL, were also benefiting communities because students were now equipped to be more fully engaged in society and they could apply their learnings within their communities.

"In the West Bank, school leaders are changing their cultural values and opening to best practices overseas."
Policymaker, OPT

During the interviews on new practices within the classroom, student focus groups reported an enhanced understanding and interests towards being global citizens, taking care of global issues and engaging in collective responsibilities, showing a positive intermediate impact of global citizenship training. For example, lessons on biodiversity and food were organized to sensitise students on healthy food and environment. Photos were taken to document the lesson and share with other schools through partnerships.

EQ14: Has the programme led to increased and appropriate application of new practices in the classroom on critical thinking and problem solving, and global citizenship?

All UNRWA policymakers agreed that UNRWA schools have adopted appropriate practices related to students' core skills development as a result of CCGL training. Joint efforts by UNRWA and CCGL brought a new approach to teaching and learning, focusing more on competences rather than theoretical knowledge. This benefitted not only teachers' professional development, but also students' performance. Students felt more motivated when more engaged during lessons. Core skills practices included group work, debates, project-based lessons and the use of technologies, all approaches to learning that students recognised as fundamental for their development.

According to school leaders, new and appropriate practices on core skills were introduced in classrooms. Problem solving and critical thinking were assessed through tests, and workshops were organised to enhance these skills. Most school leaders reported how activities and lessons became more practical, with discussions, group works and with the implementation of the use of technologies, such as PowerPoint presentations, use of internet, worksheets, and videos. In this regard, teachers, thanks to the training provided, were shifting towards a coaching and facilitation-based teaching styles, abandoning traditional ways of teaching.

"The student is sure through the development of the digital citizen and this student is part of the community, and that technology is a harness for the development of the community. It broadened the students' perceptions in terms of citizenship and its importance in society, and how this student learns in the form we have and how to be a good home within his community. This is one of the advantages of in-depth education."
School leader, OPT

According to most teachers, project-based materials and lessons plans were developed. Student assessments were updated by teachers to assess the core skills acquired by the students. The emphasis on digital literacy was described as playing an important role in ensuring students have access to information and skills outside the school. Teachers reported also that lessons now included games, brainstorming, creative thinking, and PowerPoint presentations to reinforce students' understanding and use of core skills.

According particularly to secondary student focus groups, students were given the opportunity to participate during lessons and be engaged in group activities. They were more able to use technology,

more engaged in sharing their experiences with other schools through partnerships and more equipped to communicate better with other students and with teachers. It is also clear how they had an enhanced understanding of human rights and rights to education, showing how new practices within the classrooms had a positive impact on students. This positive impact on students is highlighted also during the classroom observations. Students appear to be engaged and interested in discussing human rights and to share their opinions in a confident manner.

> **"It is also possible that we were studying only in one way only, that the teacher is the one who explains, and we only listen, but when this method came, there were new activities that could facilitate the student's understanding of the curriculum. For example, when we did an activity about herbs for biology, we took their importance and applied them."**
> Student, OPT

> **"It certainly changed because we only had to teach the information in the well-known way. The student is in front of the teacher and receives the information, but now even the teachers have second ideas of presenting the information and the material and the information reaches the request faster or smoother."**
> Student, OPT

> **"We were used to the method that the teacher only explains, and we only receive information. Also, on the subject of herbs, we were explaining to the rest of the students, and this made the student's personality strong. I was able to appear in front of a group of girls and talk about a certain idea."**
> Student, OPT

EQ15: How, and to what extent, does school leader training lead to wider pedagogical improvements including inclusion, conflict management and teacher performance?

In OPT, 312 school leader were trained, compared to the target of 122 and, over the years 2018 – 2021, the total budget allocation for school leadership training was 16.5% of the total budget, a level only slightly lower than the training budget allocated to teacher training. Participating school leaders received training on inclusion within the leadership skills training.

According to school leaders, training brought many benefits to the school environment. School leaders reported higher motivation and more emphasis on conflict resolution and inclusion of children with special educational needs. This motivation brought on the one hand, higher drive to self-development and ability to work as problem management leaders and, on the other, greater collaboration and communication between them and the teachers.

Two school leaders have created "task forces" and organised workshops with teachers to gather input on issues faced by teachers and students and to solve conflicts together. This led to changes in teaching methods, conflict resolutions and the ability of school leaders to better manage issues faced by the school, such as disagreements between teachers and between teachers and students. Furthermore, school leaders recognised how training on conflict management was beneficial to better understand teachers' professional development needs and to support them in participating in CPD initiatives.

Inclusion practices have been enhanced as well. Trained teachers report the importance of special education and the inclusion of children with special educational needs. In general, school leaders reported how their trainings has brought more inclusive teaching practices. Teachers were supported to have a deeper understanding on what teaching methods could be adopted in ensuring children with special educational needs participation within the classroom, although no specific examples of how this was manifested in practice were provided during interviews and focus group discussions. Therefore, and according to school leaders, teachers' performance has benefited greatly from school leaders training because the school environment has become more friendly, giving teachers more possibilities to focus on their teaching methods and their professional development.

EQ16: Has the programme led to the further embedding of Core Skills and global citizenship in national and regional curriculums?

According to UNRWA policymakers, CCGL in the region supports UNRWA policies, strategies, and curriculum, but also helped understand how to introduce core skills and competence-based learning in the UNRWA curriculum and schools, causing education reforms to be more holistic and comprehensive, reinforced by partnership. Furthermore, the majority of policymakers underlined the importance of CCGL interventions in driving infrastructure changes by introducing internet and ICT in the national curriculum and creating a teacher-driven demand through its training. CCGL widened UNRWA's understanding of the competences that students need to be fully engaged as citizens in society and to understand their role.

The MoE has been developing a national manual on special education based on 2017 special education law. At the Ministry level, policymakers recognised little capacities and low awareness on learning disabilities. A greater focus on more inclusive practices, global citizenship and core skills have recently been introduced in the special education manual and other guidelines. Policymakers interviewed indicated that this was at least in part thanks to awareness raising interventions brought by school leaders and teachers participating in CCGL trainings. UNRWA policymakers reported that the national curriculum and CCGL curriculum shared common strategies. They also reported that CCGL was contributing to create a national group of teachers and school leaders aware of inclusive education and the importance of global citizenship and core skills, which in turn was also influencing national interventions and policy making.

Impact

EQ17: To what extent does the programme contribute to young people becoming better global citizens and building long-term relationships across boundaries?

The programme's intended impacts with regard to global citizenship overseas were a secondary objective. In OPT, these were intended to be achieved through school partnerships and the Global Citizenship core skill training.

According to policymakers, CCGL training was perceived not only to be aligned to national and regional curriculum, but also to filling the gap in school leaders and teachers' professional development. These interventions were perceived to have long-term impacts on pedagogies and teaching methods, with a high level of engagement from schools and communities. Students were perceived, by most policymakers interviewed, to be on the correct path to be fully equipped to engage in society and to have a role in OPT's future.

Multiple school leaders and teachers who participated in focus groups agreed that students' abilities were enhanced towards problem solving, critical thinking and conflict management. Students were

reported to volunteer and fully participate in schools and classroom management, gaining self-confidence on their positive role. Issues related to human rights, poverty and environment were perceived to be owned by students. According to teachers, students were becoming digital citizens.

Teachers were only surveyed on partnerships in a follow-up survey, rather than at baseline, as part of CCGL's MI programme. The partnership survey data show that on average, teachers "strongly agreed" that school partnerships are better preparing students in a number of dimensions, with average scores for most statements ranging from 8.1 to 8.5, as shown in the table below. They also agreed on average "somewhat" to the statement "School partnership activities are equipping our students with transferable skills to live and work in a global economy" (with an average score of 7.8).

Table 6.14: Teacher views on school partnerships

School partnerships are…	Average score
Better preparing my students with the skills and confidence to contribute responsibly to society, locally and globally	8.3
Better preparing my students to develop positive attitudes towards taking action on sustainable development and social justice	8.5
Better preparing our students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)	8.3
Have improved our teaching of active global citizenship	8.1
Equipping our students with transferable skills to live and work in a global economy	**7.8**

Source: CCGL MI data (Follow-up: n=22)

"Students started feeling as if they are citizens of this world, not only in the scale of this country but on a world level. They also exchanged their experiences and culture to students in other schools through networking both internationally and locally. This also led to an impact on the student, granting them to say; I worked, I communicated, I spoke, I saw and began applying what was conducted from other cultures in their homes, schools, streets, libraries and mosques."
School Leader, OPT

"Inside the school, they saw a problem, so they volunteered and said that they wanted to solve it. Through training, they gained an opinion and self-confidence."
School Leader, OPT

According to teachers, through partnerships and participation in national and international projects with other schools abroad, students seem to be building long-term relationships, strengthening their understanding of what does it mean to be global citizens and strengthening emotional connection across boundaries. Both school leaders and teachers agree that partnerships with other schools, in OPT or abroad, allowed students to be more motivated to learn at school and to be better equipped with the fundamental skills to be global citizens.

These findings are supported by quantitative analysis of the student Citizenship survey in OPT which found that the treatment group scored higher than the comparator group, for both primary and secondary school students, and these differences were statistically significant. However, it is important to note that in the absence of a baseline survey, unobserved school characteristics may explain these differences between the treatment and comparator groups.

EQ18: Does the programme contribute, and to what extent, to young people being better equipped for the modern economy?

According to two primary school focus groups, some students recognised the benefit of acquiring core skills competences in order to have success in their future life. This is particularly true regarding scientific subject, such as gaming design, IT and chemistry. Generally, with exception of the two above-mentioned schools, classroom observations do not report specific data on science subjects.

> **"In the future, if I worked in a company, for example, and there was a problem with the computer, if we had not learned about that at school, we would not have found solutions."**
> Primary School Student, OPT

> **"It is possible to get an income from this topic by using my skills that I learned by designing a game, for example, and selling it."**
> Primary School Student, OPT

> **"For example, chemistry experiments, when we put them on and see them in front of us, we will not forget them from what we read."**
> Primary School Student, OPT

MI data from the Global Teacher follow-up survey shows that, on average, teachers strongly agree with the statements "My students respond well to core skills teaching" (8.3 average score on a 1-10 scale), "My students are making progress in their core skills" (8.3), and "My students are confident in their core skills" (8.0).

Table 6.15: Teacher views on student outcomes

	Average score (follow-up)
My students respond well to core skills teaching	8.3

My students are making progress in their core skills	8.3
My students are confident in their core skills	8.0

Source: CCGL MI data (Follow-up: n=107)

Policymakers have supported CCGL's implementation in OPT, especially as it was in alignment with the direction at a national level of the skills to be fostered within schools and which could have the potential of better supporting learners in the workplace.

EQ19: Does the programme contribute to the embedding of global learning, inclusion and Core Skills in the values, ethos and operations of schools?

Embedding Core Skills in schools was a planned impact, however as discussed, CCGL's intended impacts with regard to global citizenship overseas were a secondary objective. In OPT, inclusion was an element of the Core Skills training for school leaders but was not a component of the teacher training.

Thanks to CCGL interventions, teachers have acquired and strengthened their capacities around applying core skills within the classroom and this, as a consequence, have also impacted positively the school as a whole. As well school leaders, who have participated in CCGL training, develop a broader set of skills related to school management, embedding core skills values in school's ethos and operations. On average, two teachers per school have been trained across OPT. In general, there has been a cascade learning within the schools, where CCGL trained teachers have shared their learning with the teachers who have participated in CCGL training. It is important to underline that, in some cases, it is the teacher who have not been trained that ask to the trained teacher for advice, because they are recognised as more competent in innovative teaching methods.

> **"[Teachers who have not being trained] would turn to the mentor who took the training."**
> School Leader, OPT

> **"Teachers who have taken training have a different style than others who have not."**
> School Leader, OPT

In general, changes in schools are becoming embedded through school leader and teachers strengthen abilities. Teachers are now focusing less on frontal lessons and are developing more participative teaching-learning practices, focusing particularly on strengthening students problem-solving skills. A more collaborative approach to learning is being developed as well, along with a shift towards a learner-centred approach to teaching, where students have a greater level of responsibility. Because of this, students now perform better and are more motivated to learn. On the other hand, school leaders strongly believe in the new way of teaching brought by CCGL training and are starting to document this shift in teaching methods in order to deepen this change in every school practice.

> **"In the classrooms, students were positioned in situations to test how they will solve the problem. There has been also workshops to think outside the box, some videos to observe student's point of view towards the problem and documenting the classes."**
> School Leader, OPT

> **"It was noticed that CCGL trained teachers' performance, views of teaching and communication skills has noticeably developed. This was noticed from student's exam results."**
> School Leader, OPT

As part of this change in school practices, teachers and school leaders are now more aware of strategies to effectively support students with disabilities in their learning paths. There is a growing understanding on the necessity of adapting teaching approaches to meet different learners' educational needs.

> **"The school is monitoring students with special educational needs and disabilities through the inclusive educational programme. The school obtains tools that measure the required needs and work necessary to support these students. The school has now a custom-made file for these students, to support them and engage them in activities."**
> School Leader, OPT

Students feel now more motivated to learn and to express themselves. They feel supported and encouraged to participate and are building their confidence in learning and recognize to have a enhance sense of personal responsibilities. Teachers supported this process and students feel empowered. This has been a fundamental shift in the teaching approach that has created a more welcoming and inclusive school environment, where students feel safe to learn.

> **"I liked to show myself to people and get enthusiastic and tell my point and leave an impression on people, and this would make me excited and say my point and be encouraged and motivated to give the topic and give me courage."**
> Student, OPT

> **"We became able to solve problems individually, improve our critical thinking and design carton images."**
> Student, OPT

The schools have instilled in the students a sense of belonging to the global community and to the global society. Cultural differences are now accepted and valued by the students, who are becoming more curious of the outside world, its uniqueness, and differences. Furthermore, they recognize as well that their actions can have a positive impact on global issues. This is due to a cultural shift in the school brought by CCGL interventions. School leaders and teachers now recognize their schools to be part of a global community and their students to be global citizen.

> *"We have become accepting of other cultures and our perceptions have expanded, we know that there are other people who live with us on this planet, and we have accepted them. We got to know their culture and they got to know our culture and thus we were able to realize and accept other people."*
> Student, OPT

> *"We will try and do our best and raise the voice of Palestine to the world."*
> Student, OPT

In OPT, the policy engagement focus on Inclusive education and Mental Well Being is contributing to embed these topics in schools' values and operations. In fact, in 2020/2021, seven core skills trainers and ISA school ambassadors have received an intensive Mental Well Being training. 114 schools in 2020/2021 and other 30 schools in 2021/2022 received guidance and support on this topic by the trained ambassadors and trainers.

With its activities in UNRWA schools located in refugee camps, the programme also targets communities that are socially marginalized.

Findings from the CTPS and citizenship surveys did not find significant evidence of treatment effects from participation in the CCGL programme. The analysis of the CTPS scores for primary and secondary schools shows found no impact of treatment on the participating students. On the contrary the students in the comparator schools outperformed those in the treatment schools in both primary and secondary schools. However, these differences may be the result of unobservable school characteristics between comparator and treatment groups.

For the citizenship survey, questions were grouped by knowledge and skills. There was no evidence of a positive treatment effect related to knowledge for either primary of secondary school students. However, for learning areas related to skills there was a statistically significant positive treatment effect for primary school students, while the treatment effect was also positive for secondary school students it was not found to be statistically significant.

Overall, a comparison between both CTPS and citizenship surveys of treatment and comparator groups has found limited evidence of a positive treatment effect as a result of participation in the CCGL programme.

Case Study - OPT

School context and overview of CCGL in the school

School A is a girls-only public school run by the Ministry of Education and located in a suburban area in the West Bank. School A is well known and respected within the community and has carved out a role convening families and local authorities through shared community activities. Despite overcrowding and a lack of financial resources, School A participated enthusiastically in CCGL activities.

At School A, 19 teachers educate approximately 155 female students from grade 5 to 12. Students are mainly from families working in agriculture and teachers report that they are more invested than average in their daughters' education. Over the four years of CCGL's implementation, 14 out of 19 teachers have

been trained over time in core skills and CTPS. The programme started in the school with just one teacher trained. The school has participated in several collaborative projects with other local schools and has activated one online partnership with a school in Bangladesh.

The school leader is female and has many years of experience first as a teacher and then as a school leader. When asked about the main reasons for participating in CCGL, she shared her desire to develop her students' leadership, responsibility, cooperation, communication, and citizenship skills by having her school participating in an international programme and international network of schools.

> **"The main motive is that I felt that my female students have things to offer to the school. [...] and the teachers have the willingness to present and train, so we are encouraged by the subject, and we have a need for the school because the school is poor. The morale of the school and the reputation of the school in the world. We are an international school."**
>
> Headteacher

> **"How can I ask the student to be cooperative if she doesn't know the meaning of citizenship? Communicating, solving problems, and leading, all these terms mean citizenship. Citizenship is the head of the pyramid, and then the other components come."**
>
> Headteacher

She acknowledges the impact that core skills learning had on her students' future perspectives:

> **"I think that my students could compete for great jobs because of their high grades and academic achievements, and I doubt that their performance would change in a professional setting. [...] If they go abroad, I think they will succeed and get great job opportunities because they have learned the basic and most important skills."**
>
> Headteacher

By taking on a strong instructional leadership role, she is guiding teachers in adapting many of the teaching practices encouraged through CCGL, such as collaborative teaching-learning and groupwork and debate-based lessons.

Teacher outcomes

The key chance seen at School A is a reduction in traditional, lecture-based instruction. Students, teachers, and the school leader consistently described a gradual uptake in new ways of engaging students in activities, collaborative groupwork, and new tools and materials. The result is a noticeable increase in students' participation and critical thinking.

"We are accustomed to the old traditional pattern of memorizing the student and repeating and adding, but now there is something practical and I found that the students love these things and like that I give them the poster, for example, and every student gives his opinion is better than imposing my opinion."
Teacher

Teachers are now taking more of a facilitator role during the teaching-learning processes. They now share each lesson's learning goal with students at the start of every class, before diving into specific activities aiming to reach these goals. Lesson plans are now produced more regularly and are explicitly more focused on mastering skills rather than just memorising concepts.

"Teachers communicate and reach out to their students according to a plan that specifies the activities and all relevant details."
 Headteacher

Teachers also demonstrate awareness of how participating in CCGL has brought invaluable changes in their teaching methods, making them better teachers, and understanding students better.

"[If the school had not taken me into the programme], I expect that I will remain a somewhat traditional method, namely indoctrination, and will not go out to the outside world."
Teacher

"The teacher must remain in constant changing, not only the student, and according to the generation you are teaching."
Teacher

There is also evidence from students that CTPS is now embedded in classroom practices. According to students, more participative practices have been implemented during the lessons, and teachers are expecting the students to participate more.

"We use critical thinking, for example, in Arabic. For example, you are not obligated to agree with the poet with his poem. You must have a second point of view. […] She asks you to talk to this poet or you have another point of view."
Student

"We played the role of the little teacher. Instead of the teacher stopping to explain, we would go out explaining the lesson, and this gave us the ability to lead."
Student

> **"We learned to do simple games, and it was a creative way, and the information was conveyed in a fun way."**
> Student

Global citizenship is now widely understood in the school, thanks to its concrete application in partnerships with other schools. Teachers and students demonstrate strong curiosity and willingness to learn from school visits, both in terms of cultural norms and pedagogical practices.

> **"Citizenship means to understand any student or any other school and to have connecting and interacting with them, and we might visit them, or they might visit us, and maybe ask about some advice."**
> Teacher

Exposure to other cultures has allowed both teachers and students to reflect in a genuinely critical manner on the complexities and the contradictions of globalisation. Students are excited at the opportunity to exchange knowledge and experiences with people from different cultures and heritages. At the same time, their teachers bring a slightly more critical view on globalisation, which helps ensure discussion around these topics is nuanced, profound and meaningful.

> **"For example, they showed that foreign countries have great things, so they started to put forward what they have in school radio and heritage. These people enjoyed the action of Bangladesh, which provided confidence to the students, as they began to believe that we could give them many things, and I originally expected that if the opportunity was given to them by any country, they would be ready to do this thing."**
> Teacher

> **"If I did not take the course, how would I convey the idea to them, how they would work? When [a student] presented the Palestinian dress to Bangladesh, she conveyed the heritage to them and convinced her that there is a world that we must share with them and know about us."**
> Teacher

Participating in partnerships and collaborative projects deepened the attention of students and teachers on global issues and gave them the opportunity to think critically about cultural models and how to relate with them.

> **"In Europe, there was something called slow meals. They return to cooking and eating in the traditional way and using fire and tools that were locally made. This convinces us that the European people, who you are fascinated [by]…they go back to the right thing in order to be healthy. […] there are very wrong things that we take from a second world, so there is a blind application."**
> Teacher

The school leader acknowledged the difference in competences between teachers participating in CCGL training and those who have not. The former is more motivated and have enhanced competencies to apply within the classroom. The latter are becoming curious about CCGL training content and would like to participate in the future.

> **"There is definitely a difference. A teacher who received training has knowledge, knowledge and depth of contemplation, but a teacher who did not receive the training came to look from afar. [...] There are teachers who said we want to see what you are doing and get ready to [be] train[ed]."**
> Headteacher

Throughout its four years in OPT, CCGL has stressed on inclusive education approach, at times overcoming initial hesitancy on behalf of teachers. Adopting inclusive education practices wholesale across the school is not feasible in a short timeframe in a context as challenging as that faced by School A. That said, concrete measures have been taken to empower students with disabilities, who are now participating more actively in classroom activities.

> **"I was sceptical of the inclusive education approach, but now I think of it differently because it involves learning and developing important skills and involvement in activities which all greatly benefit them and improves their personality."**
> Headteacher

> **"I have a student in tenth grade, she has a hearing disability, so we always write on the board."**
> Teacher

The school has opened its door to the outside local community, involving different actors in its activities.

> **"We started in the eleventh grade, then I moved to all the schools in agriculture, health, and others, and then the local community. For example, let the mothers' council do the work for a whole day working in the school. They taught the students how to cook tomatoes and how to plant, and the local council brought trees and taught them how to plant."**
> Teacher

Student outcomes

Students' enthusiasm about the changes introduced by their CCGL-trained teachers provides testament to the programme's efficacy. Students described enhanced motivation and engagement in most classroom activities, largely thanks to a greater emphasis on groupwork.

> **"The teacher gave me a training. We learned how to work the application and design videos. We divide into groups and each group has an idea for a specific application that we are working on."**
> Student

School outcomes

Teamwork and sharing good practices have become usual ways of working among teachers in School A, who are increasingly adopting a community of practice approach.

> **"None of the teachers work alone whether inside or outside the school, we worked as a team, and every teacher shared what she learned with the others."**
> Teacher

> **"Even the teachers, everyone asks me to go, and we will help you, for example, Ms. Manal tells me to go, and I follow you with technology. The science teacher participated in this course and the social teacher for citizenship. For example, my sister, the supervisor, we cobbled her into about citizenship and we enjoyed with her and applied it to students and encouraged them."**
> Teacher

Impact

The school leader strongly believe that the students now have more possibilities of succeeding in universities and in the labour market because they are well equipped with the necessary skills:

> **"I think that my students could compete for great jobs because of their high grades and academic achievements, and I doubt that their performance would change in a professional setting. Those who have completed their higher education have been interviewed by the school for teaching positions, and I was a member of the selection committee for three years. They all proved that they have great chances and were great during the interviews. […] It is very difficult to find a job here in Palestine. If they go abroad, I think they will succeed and get great job opportunities because they have learned the basic and most important skills."**
> Headteacher

The students' enhanced learning skills have led to an increase in students' confidence in their leadership abilities.

> **"The teacher gave us activities to solve at home and get information. We just went back to school. We showed them in PowerPoint or videos or told us imaginary stories about the lesson itself. The teacher gave us external questions and we answered them in the class."**
> Student

Teachers agree that improvements in students' academic achievements are among the positive results of participating in CCGL training.

Students' heightened sense of citizenship extends to their increased investment in their local community and school. A group of students now support the school leader in managing and solving the school's budget problems, suggesting creative ideas on how to invest in and improve their school. Students' increased understanding of the school's budget also helps equip them with the 21st century skills they need in order to become active participants in the modern labour market.

> **"The students have a leading role and a big responsibility in solving the low budget problems."**
> Headteacher

Teachers have developed training for students in PowerPoint programming, linking this to Arabic Language and Islamic Culture instruction. Basic training on such commonly used software has been introduced as early as 6th grade, almost uniquely for a public school in OPT.

> **"Digital culture has become through the training on PowerPoint program and doing computerized program and linking it with learning courses as Arabic Language, Islamic Course. […] We also provided the 6th graders with a course on how to use computers and software. Everyone enjoyed this component and we implemented it in a way that all other components were easy to follow."**
> Headteacher

CCGL training brought a deeper understanding on the relationship between gender and digital security, reinforcing teacher knowledge on how to protect the girls when they use digital devices, empowering them to be more independent.

> **"For example, a teacher started a practical application [on the use of digital devices] when CCGL trainer summoned us to digital and how dangerous it is for girls and the issues that girls are exposed to. This is my knowledge that I applied to students."**
> Teacher

Due to time constraints and classroom overcrowding, the teacher could not teach computer skills to fifth grade students. Instead, she decided to give this responsibility to eleventh grade students. Eleventh graders trained fifth grade students on computer programme creation and computerization.

English language acquisition benefitted from this process. Students improved their English skills because the computer systems were set up in English, allowing students to learn two topics simultaneously. This improvement enabled some of the students to graduate and attend universities abroad.

"In regard to English language teaching section, students are becoming better at it as most of the computer systems were set up in English. [...] As a result of this improvement, some of our female students have graduated and attended universities in Italy and Indonesia, amongst other countries."
Headteacher

There is also evidence of students being engaged as active global citizens with regard to environmental issues. The school garden was rebuilt and now it is taken care of primarily by students, who grow plants seasonally. Students also participate actively in recycling and environmental protection courses, and they even founded a school environmental club. They now communicate scientific experiments through the school radio or in classroom in front of other students.

Lessons learnt

School A implemented several best practices that account for successful delivery of CCGL programme:

- Innovative teaching methods are applied to every subject, fostering group work and peer learning among students: Teachers apply innovative teaching methods through engaging activities, groupwork and debate-based lessons. Students now participate more actively, collaborate and are more independent and responsible for their own learning.
- Taking school out into the community: Since joining CCGL, the school has increasingly been able to positively influence the surrounding community. School A is now engaged in community awareness raising initiatives focusing on education and the role of girls in the society. The strengthened relationship with the community means the school leader has been able to involve parents in the school's decision-making, further cementing trust. The involvement of all these different actors in school activities is reinforcing a sense of mutual belonging between the school and the outside community.
- Adapting to low-tech, affordable, accessible solutions to foster students' participation: Despite having limited access to resources and technologies, students' engagement and motivation have been positively impacted by CCGL interventions, demonstrating how CCGL activities have been successfully adapted to the school's needs.

Appendix 3: Evaluation findings – Kenya

Overview of CCGL in Kenya

Connecting Classrooms, CCGL's forerunner, has been active in Kenya since 2007. The themes of Core Skills, School Management and Policy Dialogue form the CCGL programme's core. A unique feature of the CCGL programme implementation in Kenya is that all schools involved were primary schools, and the teachers trained were all teaching in classrooms from grade 1 to grade 4. All participating schools were gender-mixed and publicly funded. Schools from 21 counties across the country had some level of involvement in CCGL activities. In the year 2019/2020, training took place in the counties of Meru and Kiambu, while in the subsequent school years (2020/2021 and 2021/2022), due to delays caused by the COVID-19 disruption, trainings were held in Muranga county only. The Teacher Service Commission and British Council Kenya agree on county and school selection criteria proposed by the British Council, based on statistical analysis of KPCE scores and other factors such as ease of access and ease of logistical implementation.

Inputs

The programme in Kenya received a total of £449,624 in funding from 2018 to 2022. Programme expenditure by year and by activity is shown in the table below.

Table 6.16: Kenya programme budget

F.Y. budget Strand of activity	2018/2019	2019/2020	2020/2021	2021/2022
Program Delivery (Total)	**£151,500**	**£112,000**	**£81,124**	**£105,000**
Partnerships	£0	£0	£36,424	£1,000
Teacher training	£83,000	£60,000	£25,000	£40,000
Accreditation (ISA)	£0	£0	£0	£0
School leadership training	£28,000	£32,300	£6,700	£15,000
Policy level engagement	£17,000	£15,000	£10,000	£30,000
Other delivery costs	£23,500	£4,700	£3,000	£19,000

Source: British Council data, November 2021

Together, teacher training and school leadership training received 64% of the budget allocated in Kenya, with the majority of this allocated to teacher training (28% of the CPD budget was allocated to school leader training). Sixteen percent of the budget was allocated to policy dialogue, despite the COVID-19 pandemic made communications and meetings more difficult and caused a severe constrain to policy dialogue in other countries such as OPT. Overall, continuous professional development (CPD) and policy engagement account for 80% of CCGL Kenya budget. This strong focus is consistent with the role that the British Council has played throughout the years in supporting the Government and the main education authorities in designing and implementing the Competency-Based Curriculum (CBC) reform[51], the main educational reform in the country, both trough technical support and involvement of CCGL trained teachers in championing the Competency-Based Curriculum in schools and within teacher clusters.

School partnerships account for only 8% of total expenditure, and this was primarily in 2020/2021, with some additional limited spend in 2021/2022. CCGL in Kenya was never accompanied by the International School Award (ISA) programme.

The remaining 11% of the budget was allocated to management costs.

Professional development

Professional development training included an introduction to Core Skills and in-depth teaching on Critical Thinking and Problem-Solving skills for teachers; training also covered applying Core Skills learning in the classroom and Instructional Leadership for School Heads and principals. [52]

The introductory training packages are designed to be delivered over the equivalent of one working day. The in-depth training packages are designed to be delivered over three working days with a period of approximately nine weeks between days one, two and three. At the end of the advanced course (day two), teachers and school leaders are encouraged to submit an Action Plan, detailing how they will implement learnings. In between these face-to-face training events, participants are expected to implement their agreed actions and participate in several "reflect, re-plan, do" meetings.

In March 2020, the COVID-19 pandemic hit Kenya and the country went on nationwide lockdown. Schools were closed till October 2020 (partial reopening) and January 2021 (full reopening). Due to this disruption, trainings held in June-July 2020 October 2021 - March 2022 were all delivered online. Dates and topics of training held within CCGL are detailed in the following table.

Table 6.17: **CCGL Kenya teacher CPD delivery**

Teacher Training		County	Delivery model	No. of teachers trained	No. of schools involved
Course	Date				

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[51] UNESCO International Bureau of Education, Kenya's journey towards the implementation of a competency-based curriculum: strategies, opportunities and challenges. Njeng'ere, D., 2020. Available at https://unesdoc.unesco.org/ark:/48223/pf0000374067

[52] Source: British Council Kenya https://www.britishcouncil.co.ke/programmes/education/connecting-classrooms

Critical Thinking and Problem Solving	Oct 2021 - March 2022	Muranga	Online	250	50
Critical Thinking and Problem Solving	June - July 2020	Kiambu	Online	350	70
Critical Thinking and Problem Solving	20 – 22 Feb 2020	Meru	Online	350	70
Introduction to Core Skills for Teachers	6 Nov 2018	11 Counties[53]	F2F		
Teaching Citizenship, Teaching Communication and Collaboration, Teaching Critical Thinking and Problem Solving, Teaching Creativity and Imagination	7-9 Nov 2018	11 Counties	F2F	231	77

Table 6.18: CCGL Kenya school leader CPD delivery

Head Teacher Training		County	Delivery model	No. of Head Teachers trained	No. of schools involved
Course	**Date**				
Instructional leadership	Oct 2021 - March 2022	Muranga	Online	50	50
Instructional leadership	17-20 Jan 2020	Kiambu	Online	70	70
	26-29 Nov 2019	Meru			
Applying core skills	26-27 Oct 2019	Kiambu	Online	70	70
	12-13 Oct 2019	Meru			
Introducing core skills for leaders, Leading core skills	6 – 9 Nov 2018	11 Counties	F2F	77	77

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[53] *Bungoma, Transnzoia, Busia, Homa Bay, Kakamega, Kisii, Kisumu, Migori, Nyamira, Siaya, Vihiga*

Professional development for teachers and school leaders in Kenya is characterised by a strong synergy with policy engagement. In fact, British Council Kenya is one of the only organisations authorised to deliver teaching training in Kenya, and selected CCGL trained teachers have championed the competency-based approach in more than 100 schools across the country within the broader Competency Based Curriculum (CBC) reform being undertaken by the Ministry of Education in 2010 which is still ongoing.

Trainers delivered training based on the British Council Core Skills and Instructional Leadership training packages. The trainings followed a cascade model, from the Master Trainer to trainers to school leaders and teachers.

Policy engagement

The British Council has been closely working with the Ministry of Education, the Kenya Institute for Curriculum Development (KICD), the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) since 2015, providing technical and capacity support in the designing and implementation of the main national education reforms. It participated actively in the creation of the first national capacity-based curriculum, introducing core skills across all subjects and designing, publishing, and launching the Kenya's first Basic Education Curriculum framework in 32 years. The British Council designed, in collaboration with the Teachers Service Commission, the Teacher Continuous Professional Development (TPD) programme which was used to design Kenya's first teacher accreditation programme that still guides all in-service teacher professional development in the country. The British Council is currently providing technical support to Kenya National Examinations Council in the drafting of Kenya's first Skills Building and Assessment framework[54].

Partnerships

School partnerships operate both one-to-one and within clusters. They typically involve schools that had participated in the Connecting Classrooms predecessor programmes and schools not participating in the CPD components of CCGL. In fact, from 2007 to date, only six schools involved in partnerships have also been involved in trainings, while the other 112 partnership schools were involved only in partnerships.

During CCGL3, the third iteration of the programme in 2015-2018, the strategic decision was made by British Council UK to halt exchange visits. As a result, British Council Kenya did not receive funding for partnerships. This decision was revoked in CCGL 2018-2021. After that, grants and exchange visits were restored, but only a limited number of schools managed to conduct reciprocal visits before the COVID-19 pandemic.

It should be noted that as a result of this, there are limited opportunities for the evaluation to investigate the role of CCGL dosage, and the evaluation has focussed primarily on CPD in Kenya.

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[54] Source: British Council Kenya country office

Effectiveness

EQ1: How, and to what extent, does teacher and school leader training contribute to increased understanding of global citizenship and how to apply it within the classroom?

The CCGL Kenya teacher and school leader trainings had a limited focus on global citizenship, thus there is no unified understanding of what is meant by 'global citizenship' and more work needs to be done with teachers to promote greater understanding. Still, there has been some increased awareness around it.

Generally, there is evidence of increased understanding and awareness of global citizenship as it relates to environmental stewardship. Learners recognised that issues affecting the environment are global in nature but that solutions start with individuals within communities. The pandemic has heightened the understanding amongst learners that we are all connected and that we all have a responsibility to each other to keep safe.

> **"The first time before I learned our lesson, I was like 'I don't want work,' then I would put all over the rubbish in the community. The people come and just collect it. Now after our lesson, I decided that myself I will start cleaning the environment and even my attitude has changed."**
>
> Student, Kenya

Learners have expanded their horizons and adopted a sense of ambition through learning about different cultures and seeing a broader picture of the world beyond their own community.

> **"At that time during the Corona period when we were not going to school, I decided to go to the internet, and I searched how I can do something nice so that you are accepted in the community. So, after that the internet gave me a decision and advised then I did it."**
>
> Student, Kenya

> **"It helps me in my thoughts of being a banker and learning about banking when I grow up and help my community. […] We have been taught about social injustice and now I know that I want to be a Chief Justice when I grow up. […] Through the British Council, I have learned about management of solid waste, so if I see someone disposing of solid waste in the wrong way, I'll show them the right way."**
>
> Students, Kenya

There is a perception that the concept of 'global citizenship' is not applicable (or, perhaps, fully understandable) by younger children and that this is more relevant to older learners. This diminishes the level of buy-in to this concept amongst teachers consulted for the evaluation.

> **"Because I think the way we have taken it and the way we have imparted the knowledge to the learners, it has not reached at that stage to support the global [citizenship] and more. [...] We have mostly based on these small kids, so I think they have not reached to that level of knowing more about the other countries and even the curriculum itself, the way it guided us on what to teach."**

Teacher, Kenya, Rural

EQ2: How, and to what extent, do teacher and school leader training contribute to increased understanding of critical thinking and problem solving and how to apply it within the classroom?

Teachers have benefitted from building their understanding of how to encourage learners to embrace greater independence and autonomy in learning, ensuring that learners are not simply looking towards the teacher for instruction.

Teachers have been implementing ideas around core skills and taking on a greater sense of agency within the classroom with students encouraged, confident, collaborative, and proactive to share their ideas within the classroom. Teachers are embracing a more holistic view of what learning means and what learning should involve (not simply relying on a 'rote learning model'). Teachers are more intentional in how they manage students' learning.

> **"These days even if you ask a question that [the pupils] don't know, even if they give a wrong answer they don't mind. You will also find them challenging one another, a teacher would give them a chance to discuss and then later correct them. We have made changes by making awareness."**

School Leader, Kenya

> **"We learned that we don't have to give the learners everything. [...]. We used to do everything for them before but now as we teach them things and also get answers from themselves. When they do that, they remember more than giving them everything."**

Teacher, Kenya

> **"Instead of spoon feeding the pupils, they were able to think critically [...]. I could see that by providing the materials, the learners themselves became the source of information."**

Teacher, Kenya

The training has supported teachers in developing a range of core skills in learners that are highly relevant to the wider learning agenda in Kenya. Teachers are typically positive about the experience of training and how relevant they felt the training was to their context.

This includes a focus on problem solving, self-sufficiency, taking responsibility and critical thinking. Through the training, teachers have been able to assimilate what they have learnt into their teaching practice, embedding improvements in learning.

Teachers have also developed a better awareness of collaboration skills, both within their own teaching practice and amongst learners. Teachers have been supported to develop stronger classroom management skills through the training which, in turn, supports the wider core skills agenda.

The training has built a greater awareness of how to learn better using digital technology, with teachers able to empower their learners to become more independent as a result. The use of ICT during CCGL training had a cascade effect on teachers' ability to transmit this knowledge to their students. Even if not trained directly on the use of ICT in education, the only exposure to digital content during CCGL training allowed the teachers to be more competent in the matter and to teach students how to access more information.

> **"The exposure to ICT that we had with the programme has helped us to access or get to know how to access the learning materials from our phones and the other ICT equipment that we are supposed to use. It has exposed us further and now we have a large variety of where to get it from."**
> Teacher, Kenya

One teaching technique promoted throughout the training was the increased use of challenging and reflective questioning. By getting learners to think more - and think for themselves - they are encouraged to have a broader understanding of the world around them.

> **"It was perfect. To me the reason as to why I have said the training was perfect they impacted knowledge to me which personally as a teacher and that knowledge has enabled me to cater to those children there in class, because I was taking language activity, all about, it was literacy. They taught us many ways of training these learners, ways of how we can ask them questions, ways of answering them."**
> Teacher, Kenya

CCGL's MI teacher survey data[55] shows improvements in self-perceived knowledge of core skills and in the ability to teach core skills to students between baseline and endline. There is a substantial decrease in the percentage of teachers reporting a lack of knowledge of core skills as well as in those who reported existing knowledge but a lack of experience including core skills in their training. While those reporting that they have planned opportunities for students to participate in core skills activities decreased moderately (from 48% to 41%), those who reported changes in teaching practices – allowing students some degree of autonomy and promoting the ability to evaluate their engagement – increased substantially (from 16% to 55%).

Table 6.19: Teacher knowledge and capabilities in core skills

	Baseline	Endline
I do not know about core skills and how to develop my students' core skills	17%	1%

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[55] Respondent teachers are from 57 CCGL schools taking part in the CPD strand of the programme.

I understand the key principles of core skills, but have not yet included anything in my teaching	19%	3%
I understand the key principles of core skills and have planned opportunities for students to participate in core skills activities	48%	41%
I understand the key principles of core skills and have planned opportunities for students to participate in core skills activities. I allow students some degree of autonomy. I am able to evaluate their engagement and could train other teachers in this area.	16%	55%

Source: CCGL MI data (Baseline: n=1021 Endline: n=151)

Teachers participating in the survey also highlighted improvements in their level of confidence in relation to core skills across the board, as shown in the table below.

Table 6.20: Teacher confidence in core skills

	Baseline average score	Endline average score
My knowledge of core skills	5.4	8.0
My understanding of how to incorporate core skills into my teaching	5.4	8.0
My awareness of pedagogical approaches that support core skills	5.3	7.8
My ability to plan core skills lessons / activities	5.4	7.9
My ability to assess students' progress in their core skills	5.7	8.1

Source: CCGL MI data (Baseline: n=1021 Endline: n=151)

EQ3: How, and to what extent, do teacher and school leader training lead to improved understanding of how to pursue wider pedagogical improvements including inclusion, conflict management and teacher performance amongst school leaders?

In Kenya, no specific training on inclusive pedagogies was delivered to teachers or school leaders. The Instructional Leadership training for school leaders focused on collaborative leadership, learning based on principles, observation and feedback, continuous professional learning and focus on elements that

facilitate student learning outcomes. However, one of the objectives of the school leadership CPD was to develop the capacity and readiness of female teachers to take up school leadership roles and champion gender issues in schools. In fact, in the country the proportion of school leaders trained that are female is 36%[56], compared to 24% nationally[57]. There is no evidence of tackling the gender issue in school as a consistent school leadership strategy.

Teacher and school leader trainings in core skills and instructional leadership have had a positive impact on teachers adopting new and innovative methodologies in classrooms. According to the school leaders consulted, the training has led to a noticeable improvement in supporting teachers to take a more holistic approach to teaching, relying less on lecturing and assuming more of a facilitation role. As a result of the training teachers received, they were able to create a more engaging set of learning experiences and introduce more variation in their practice.

> **"This idea was to make our learners more involved in the learning and the teacher being more involved in the teaching, just making the teacher become the first initiator of the lesson [...]. I follow the way teachers are handling the classes [and] I can see there is an improvement [...]. That knowledge has helped them also to improve the methodologies of teaching and the approaches to the lesson, so that they make their lessons more interesting to the learners and more attractive."**
> School Leader, Kenya

> **"From the four teachers who attended the training, you find that they inspire others. Where there is a problem, they face the teacher the four of them and let the teacher know that we are doing this for the benefit of the learner."**
> School Leader, Kenya

The training also contributed to raising awareness among school leaders of the challenges of programme implementation in school and their role in guaranteeing an enabling environment for teachers and learners:

> **"[During] school leadership programme there was a lot of enthusiasm. The problem is the application when teachers go back to their classrooms. Need to have an environment helping teachers to implement teaching core competences. In the workshop are taught what to do, but how do we put teachers in the actual environment to see how to teach core competences.**
> Policymaker, Kenya

Data from MI supports these findings from qualitative data, showing that school leaders have learned and implemented a wide range of leadership practices aimed at improving school management and teachers' performance.

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[56] British Council, CCGL Participation Dataset Y3Q3, 2022
[57] The Kenyan National Examination Council, Monitoring Learner Achievement at Class 3 Level of Primary School Education in Kenya, 2016

Table 6.21: School leaders' confidence in leadership

	Baseline average score	Follow-up average score (1-10)
I now know more about the quality of teaching and learning in the school and my role in continuously improving both teaching and learning	N/A	7.8
I am now clearer about the school's ambitions and priorities. I discuss these with colleagues so we can plan for the future for the benefit of all our pupils	N/A	7.9
I understand the leadership aspects of the programme I attended, and I am implementing an action plan in school	N/A	8.3
In order to develop leadership across the school I am now delegating a range of responsibilities and tasks to colleagues	N/A	8.4
I now use evidence to inform our decision making, both in our day-to–day practice and long-term planning	N/A	7.9
I now understand which skills students need to succeed in the 21st century and plan to teach these skills within our curriculum	N/A	8.2
The programme has helped me plan how to keep our school up to date within a rapidly changing world	N/A	8.1
To improve teaching and learning I have taken steps to strengthen my influence on staff motivation, commitment and their teaching practice.	N/A	8.3

Source: CCGL MI data (Baseline: not available Endline: n=27)

EQ4: How, and to what extent, do school partnerships contribute to increased understanding of global citizenship and Core Skills, and how to apply it within the classroom, amongst teachers?

Although CCGL's implementation in Kenya is characterised by the international school partnerships strand running almost as a stand-alone component of the programme, schools established local networks and partnerships by themselves, and activities undertaken within these networks contributed to a greater understanding of Core Skills as well as global citizenship issues among the teachers and appear to have fostered the exchange of good practices among teachers and school leaders.

> **"Partnerships were good and very healthy. […] I have gained a lot because when you visit the Head Teacher, you will see what they do in their schools, and you pick what is good and come and implement in your school. We have also formed a WhatsApp group for the four schools, where we analyse the exams [results]."**
> School Leader, Kenya

> **"We have partnerships with [local schools]. We do competitions with them, running, exams, handball, football, hide and seek, jumping rope, dance, folk songs. I have learned to work hard in my studies, to listen to our teachers, to help each other's, to obey the teachers."**
> Student, Kenya

The pandemic has had a significant impact on the viability of this type of school partnerships. Although there is enthusiasm for the possibilities that school partnerships can bring, it has become increasingly challenging to organise and implement partnerships due to the pressures of the pandemic.

> **"We have said that we had to meet to those five schools although COVID-19 came, and it broke everything, but we were able to meet."**
> School Leader, Kenya

Because data collected for the evaluation was from schools participating in CPD only, the level of awareness of international school partnerships amongst interviewed teachers is not high. That said, the concept is welcomed and opportunities to connect with UK/international schools would be appreciated by teachers and school leaders alike.

Among teachers that took part only in school partnership, there is great recognition of the value added of partnership activities for students. On the other hand, the acknowledgement of the value added of partnerships for schools is only partial. This may suggest the need for a broader involvement of schools in all programme strands.

Table 6.22: Teachers' perspectives on partnerships added value for schools

Rate the following statements which best describes what your school as achieved or gained from the partnership:	Average score (1-10)
Develop and share best practice in active global citizenship	7
Compare approaches and incorporate transferable skills into their teaching	7
Embed global learning into specific subject disciplines e.g. English, maths and sciences	7

Increase the quality of teaching and improve teachers' pedagogical skills	7.2
Improve students' engagement through international peer to peer learning	7
Achieve wider impact, in terms of whole school and wider community engagement	7

Source: MI data (baseline: 222)

Table 6.23: **Teachers' perspectives on partnerships added value for students**

School partnerships activities are…	Average score (1-10)
Better preparing my students with the skills and confidence to contribute responsibly to society, locally and globally	8.3
Better preparing my students to develop positive attitudes towards taking action on sustainable development and social justice	8.3
Better preparing our students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)	8.2
Have improved our teaching of active global citizenship	7.8
Equipping our students with transferable skills to live and work in a global economy	8.1

Source: MI data (baseline: 222)

"This partnership program is very important and has transformed our school culture and learning environment."

Teacher, Kenya

"We have experienced great positive impact in our school since the commencement of our partnership in the year 2011. The pupils have asked a common question frequently, 'Why aren't reciprocal visit amongst the pupils?' I'm hopefully that this will increase the level of change."

Teacher, Kenya

EQ5: How does the level of engagement a school has with CCGL activities ('dosage') affect outcome achievement?

CCGL's CPD implementation in Kenya has been quite consistent in terms of the level of engagement with individual schools. On average, three teachers in each participating school were trained alongside their respective school leaders, an approach they agreed helped cascade the training to their colleagues and contribute to capacity building efforts. In 2020, five teachers were trained in most participating schools. In nine out of ten schools where qualitative data collection took place, five teachers were trained.

Teachers are enthusiastic about the changes that the CCGL models have bought and becoming embedded as they can see the difference these changes are making to learners.

> **"Before the training some of teachers were not confident with online learning, even the use of internet and they were actually courageous after the training. I felt they were courageous to speak out what they learnt during the training. So, in other words teachers were courageous, teachers were even able to learn new things and that's why I have said the training was of importance. Cases of indiscipline have gone very low."**
> School Leader, Kenya

The teachers and school leaders who have had direct engagement with the CCGL training have benefitted the most from engagement with the programme. Trained teachers return to school with increased energy and motivation. To broaden the impact of the training, the main approach has been for those who received training to then cascade down that training to other teachers who did not attend. This appears to have had benefits, particularly in terms of building motivation and supporting a positive working culture. That said, teachers consulted agreed that the cascading down of training has had less impact on those second-level teachers than the initial training had on the primary recipients.

Cascade training seems to be occurring in a formalised way. The connection of CCGL to the CBC curriculum and the approach of having multiple teachers trained per school may mean that there is more concerted effort for teacher to cascade down their learning.

> **"In any course that teachers attend, even those who have attended CBC courses, when they come, they have to induct the others so that they are on board, so that the whole school works as a team. Whenever they come back, we would just have a small schooling set so that they can pass the knowledge to the others. At least they create awareness so that whatever they are doing in school during implementation will not be seen to be doing their own things in isolation. It involves all the others."**
> School Leader, Kenya

There is enthusiasm among the teachers receiving the training to share what they have learned with other teachers, both formally and informally. This suggests that the training itself strikes a chord with teachers and gives them practical learnings that they feel confident to pass on to peers and colleagues.

"After the teachers were involved, the four teachers who got trained, they try to pass this information to other teachers, within the school, so that they empower them to use that knowledge, so that the pupils can benefit. […] This has also helped the learners to enjoy more. [Teachers] Immediately they were through with the training and came back to school, I gave them a chance to explain to the teachers the whole afternoon. Each of them took turn to share and they also promised to visit the other teachers in class in a way to find out if they got. So, they would go to observe their lessons and critic, at times it also extended up to the time we are taking meals, you hear them discuss."

School Leader, Kenya

"We had lesson presentation where we involved the teachers, all the teachers to come and see what we are supposed to do and then they could say what went well what went wrong so they could learn from us."

Teacher, Kenya

As highlighted above, the school partnership strand of CCGL runs almost as a stand-alone component of the programme in Kenya, with only six schools participating in both CPD and partnerships. This characteristic of the programme implementation in Kenya means it is hard to draw evidence-based conclusions on how dosage among different strands affected programme implementation and outcomes.

EQ6: How do differences in the local education system and teacher professional development environments interact with the programme's objectives and achievement?

CCGL's implementation in Kenya is characterised by a strong collaboration, synergy and complementarity with the education sector and the governmental agencies in charge of designing and leading the country's education reform. The British Council has played a fundamental role in supporting the Kenyan government and its education authorities in planning, designing and implementing the Competence-Based National Curriculum. This has ensured the programme's objectives to be consistent and efficient in addressing teacher professional development needs.

The alignment of CCGL with the education reform and the positive mutual reinforcement is perceived by teachers. There is awareness of how CCGL training and the introduction of the CBC are improving teachers' skills:

"The good thing with the training it is in connection with the CBC. So now you see that whatever we are taught in the CBC is also in the British Council, the course we attended so now we have a lot of knowledge. We can be able to impact those core competencies to the learners. So even now our learners are able to participate fully in a class not where the teacher was going asking questions people could not answer; now they are participating. You tell them to do something they do it freely."

Teacher, Kenya

"The training they went for in fact is very much related to what we are learning especially in the CBC classes because in the CBC classes they are emphasizing on digital learning and when they went to the training their knowledge of digital learning was enhanced. So, when they came back, they have now impacted the same knowledge."

School Leader, Kenya

EQ7: How, and to what extent, does policy engagement contribute to increased understanding of the importance and means of applying Core Skills (and global citizenship, where appropriate) and inclusion within the curriculum amongst policymakers?

CCGL has successfully managed to align with the policy direction of the Kenyan government (particularly around core skills/competencies). This in turn has enabled CCGL to positively influence thinking in terms of the support and training that teacher need to make the transition to a competency-based curriculum.

In 2008, the Kenyan Ministry of Education released "Vision 2030", a strategic planning strategy for Kenya. The strategy highlights how enhancing education is key to achieving the 2030 country agenda. According to the National Education Sector Strategic Plan, the main component of the education reform is the shift to a CBC.

Since 2015, CCGL has worked closely with the Ministry of Education, the Kenya Institute for Curriculum Development (KICD), the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC), participating in the shaping of the basic education curriculum framework and providing technical assistance for embedding core skills in the curriculum across all subjects and progressing the core skills across the levels of learning, including assessment. CCGL facilitators participated in the writing of the teacher training manual and in the nationwide training of teachers alongside KICD officers and other educational bodies.

In 2017, the Kenya's first Basic Education Curriculum framework in 32 years was designed, published, and launched, with the participation of British Council experts. This framework formed the basis of design and implementation of Kenya's new basic education curriculum. In the same year, CCGL-validated facilitators participated in the training of 3,500 Early Childhood Development (ECD) and lower primary teachers in 470 selected pilot schools in the country, while CCGL Master Trainers participated in the writing of the National Teacher Induction Manual, delivered to 170,000 teachers and 90,000 school leaders in Kenya.

In 2018, the Teacher Continuous Professional Development (TPD) programme was designed in collaboration with the Teachers Service Commission and piloted in 245 schools from 35 Kenyan counties, targeting 700 teachers and school leaders. The TSC used this approach to design Kenya's first teacher accreditation programme (KeTPS) that still guides all in-service teacher professional development in the country. In the same year, 1,100 CCGL trained teachers were identified and selected as champion teachers for the implementation of Kenya's competency-based curriculum, training and mentoring teachers' clusters in their localities in Teaching Core Skills. In 2020, a series of trainings was held with KICD and KNEC on the topic of skills frameworks. Today, the British Council is providing technical support to KNEC in the drafting of Kenya's first Skills Building and Assessment framework, which should be piloted in schools during 2022 and used as framework for the national Grade 3 Competency-Based assessment. This alignment and close collaboration have promoted the progression of the core skills agenda across all aspects of Kenyan education, including assessment.

"CCGL has influenced local policies with its teacher professional development because it sets a clear path on core competences and how to be taught in schools. There was already a political engagement on that and willingness to introduce core competences in curriculum, but the British Council has a fundamental role in make core competences clear and accessible in teacher training."

Policymaker, Kenya

EQ8: In programme activities where objectives are not being met, what could be done differently to enable success? How should future programming be designed to overcome experienced challenges?

CCGL's implementation in Kenya has exceeded the initial targets set in the CCGL4 Country Plan. The initial target was to train 700 school leaders and teachers in 140 schools.

As detailed in the table below, from 2018 to 2022, CCGL in Kenya reached 267 schools and provided training to 1,181 teachers and 267 school leaders:

- Number of teachers trained: 1,181. This exceeded the original target of 680.

- Number of school leaders trained: 277. This exceeded the original target 220.

- Number of policy makers engaged: 64. The exceed the original target of 25.

- Number of schools engaged in partnership: 267. This exceeds the original target 211.

Table 0-1 CCGL Kenya targets

Targets	Delivery				Total
	2018/2019	2019/2020	2020/2021	2021/2022	
Schools reached	140	77	140	-	50	267
Teachers trained		231	700	-	250	1,181
School leaders trained	700	77	140	-	50	267

Source: British Council Kenya data

The outbreak of the COVID-19 pandemic caused a halt on the programme in 2020, and its adaptation to a fully online delivery model. This accounts for the absence of new schools and trainings in 2020/2021, when all schools and teachers from 2019/2020 concluded their participation to the programme.

Further, the COVID-19 outbreak resulted in a shift to online training delivery, and the evidence suggests that generating the same level of engagement and motivation than with face-to-face training is challenging.

This was largely due to network connectivity, access to the digital sign-up and digital devices, but also to data access or access to stable Wi-Fi. Access to internet-enabled digital devices by both individual teachers and schools is improving, but CCGL needs to be mindful of the barriers to digital usage that persist when delivering training online: network, power outages, fragmentation of the learning process. However, participants did note that face-to-face training was preferable to avoid these issues. Any shift towards a digitalised, online model, although necessary in face of events like the COVID-19 pandemic, needs to take account of these kinds of obstacles.

> **"Sometimes we could not connect. There were times when your phone was not working. [...] Sometimes the network was problematic, other times one could take time to connect and yet the session had already started. Also, when you are at home there are a lot of barriers."**
>
> Teacher, Kenya

> **"Sometimes I would say it was not that effective [...] online training was very new to the teachers."**
>
> School Leader, Kenya

> **"The training was good, however during the online class there was a problem of electricity in this area and poor network; sometimes hence we could not follow some of the sessions."**
>
> Teacher, Kenya

> **"Sometimes when you are in the house, other things could come up. [...] the children are there calling you [...] A visitor comes [...] You cannot tell someone 'I am learning'. [...]. Covid19, Connection and time were the biggest challenges."**
>
> Teacher, Kenya

At times there was a gap between the use and suggested use of technology within the classroom and the reality facing teachers and schools on the ground. Different schools enjoy different levels of access to resources (including digital resources) and may operate within different cultural contexts. This in turn can make a difference in how teachers and students experience programme-related activities:

> **"It was quite relevant in day-to-day learning because there was that also ICT integration in the learning, Mathematics, in CRE, everything you can integrate with ICT."**
>
> School Leader, Kenya

"It was tiresome. The methods are too advanced. Because you know that some of the equipment [is unavailable]. For example, in our classrooms there is no electricity. So even if we are told to click something, so that the child can see it or say what it is, we don't even have the gadgets."

Teacher, Kenya

"It is relevant even though some of the materials that are needed may not be available, for example, teaching when you are showing them something on the [projector], sometimes we lack let's say internet, we don't have the data with us and therefore this makes it difficult for us to do it the way we would like to do it."

School Leader, Kenya

Although the programme was successful in achieving its targets, school leaders and teachers mentioned practical challenges to participating in training where individuals have to travel and stay away from home in order to take part in face-to-face training. In this case, the rationale for the training needs to be made very clear and the benefits fully understood by participants; it is also important that training is as close to participants as possible and that logistical issues such as travel reimbursement and accommodation are well-planned to avoid any safety risks to participants.

"It was a challenge because it was during the holiday, and some of those who were involved were those delocalized Head Teachers. Having been away for a whole term and now when you are getting to your home you are being asked to relocate and go for another one week. That was not very welcoming."

School Leader, Kenya

"The other challenge was during the first day. We were told we will be given the accommodation fare that day [but] at the end of the day we were stranded there, we don't know where to go to sleep, we [were] told we will be reimbursed our transport that day and it was not done. So, we had challenges to settle the first day."

Teacher, Kenya

Some teachers participating in the training felt that the schedule for the training was challenging and too much was covered within a short space of time. This can be overwhelming.

"The challenge was the time. The time was very limited. So, when they are teaching us, it goes very fast so you could even float. Because you have heard we have said it could go for one week. So, whatever they covered we are saying they were covering something which could be done more than even a week and they cover it with three days."

Teacher, Kenya

Efficiency

EQ9: How well has the programme managed to deliver its programme activities and achieve intended outputs during CCGL with the resources available to the programme?

As noted above in KEQ8, the programme was successful in achieving its training targets. It appeared to be adequately resourced, and positive conditions have been created for the face-to-face training sessions. Also, in the view of the CCGL Kenya Project manager, the resources provided for the programme delivery are adequate in terms of financial resources, materials available, support from the Global and Regional schools team, and staff. Several cost-efficiency measures have been adopted in the operational model, to ensure cost saving and value for money. In the selected counties, BC Kenya engages the county Teacher Training Institutions, managed by the Teacher Service Commission, getting discounted rates for training and accommodation for teachers who need it.

"They had quality materials because they even had projectors, we would be able to see some pictorials and we could participate. We're forming groups to present then we made lesson plans and then you teach the others … We were accommodated well, fed well, and paid, paid transport well."

Teacher, Kenya

In 2019 the decision was made to limit the programme implementation to no more than two counties per financial year and embedding more of a school-based training programme, which further reduced the transportation and accommodation costs, as well as time needed by teachers to access the courses.

Because of the COVID-19 pandemic, the courses shifted to a fully online delivery model. Although this caused a general reduction of costs, respondents report that COVID-19 changed the context for the programme, meaning a greater reliance on digital technology, more pressures on individuals and more difficulties in their learning process.

"The training of the teachers had challenges because these teachers were trained online, they never had a face-to-face meeting with the trainer and using the new technology there were so many challenges, but all the same teachers sacrificed a lot to be available. You know most of this happened during the COVID time and it was a big challenge."

School Leader, Kenya

Learning materials have been generally made available, but the inability to connect face-to-face and to learn collaboratively meant that the impact of the learning was diminished. Many of the challenges and barriers have been practical and related to issues with technology, pressures on time, balancing training with home life etc. but not directly related to available resources.

"The quality was good though It was tedious because it was conducted from morning to 1 o'clock and we had a lot of homework to do, which we could do overnight, so it was very tedious."

Teacher, Kenya

There were several areas where greater resources would have afforded more support and, potentially, increased impact. Greater financial resources could have provided schools with the ability to better support participants in the training, particularly in relation to meals and travel costs. In addition, little focus was given to participants' assessment and that this could have helped the training to achieve more visibility amongst trainees.

"It was not adequate because they could have given somebody to come and do an assessment on a certain date or they could have told someone to come and assess whatever they had taught. Nobody came to assess. It was effective but it could have been more effective if we held a seminar of the same with the teachers and we have a forum so that they can tell them what they did."

School Leader, Kenya

EQ10: How does the programme ensure synergies between different strands and activities? To what extent are programmes complementary?

Synergies between head teacher training and teacher training have been achieved in Kenya thanks to the high number of teachers trained (five per school in Kiambu and Meru counties) together with their head teachers in each school.

Furthermore, the training provided connects well to other training that teachers have been given, both across previous iterations of Connecting Classrooms and to other programmes that are run at national level or through other international donors. There is a good level of integration among the activities and objectives of CCGL and the British Council and the actions of Kenyan government organisations (TSC, KNEC, KICD). There is a common alignment among the British Council and the relevant government agencies around ensuring that teachers are supported to deliver the new curriculum and to help teachers achieve the required certifications.

This is a common objective shared with the training programmes and professional development experiences provided by the Kenyan government as part of the implementation of the CBC education reforms. In this way, CCGL is complementary to the wider training agenda, and this is achieved through the policy-related activities of CCGL, which are well-linked with the CPD activities.

"CCGL aligns with other trainings teachers receive because when we talk about the values of this program, they align with the current system of education that is the CBC and all the areas that are covered by this program about critical thinking, being creative and imaginative they are in line with what is expected by the new system which is competency-based curriculum."

School Leader, Kenya

"They align because all those programs are based on how teachers can improve their professional work especially the classroom work."

School Leader, Kenya

"There is a consultative process, they feel part of the decision-making process. They work together. The British Council is also good in supporting and ask to the various offices what they need. They feel to be on the same page. They will have a join training with the curriculum department. The British Council contributed to professional development and made teaching much better in motivation."

Policymaker, Kenya

The training is also aligned to other programmes run by international NGOs, including programmes that focus on girls' education.

"We partner with one NGO which is JIELIMISHE girls' education challenge, and the teacher who attend that training, when she comes back, I give her a chance to explain to the other teachers what she was able to learn, and they too have taken those topics. There is also the CBC, and the topic of Critical Thinking is also there."

School Leader, Kenya

"We have other NGOs which have also trained my teachers and when we try to connect the training that we got from CCGL and the one we've gotten from other NGOs they actually align."

School Leader, Kenya

CCGL has also been aligned to government efforts to assist learners who may not be present in school due to COVID-19 and therefore have to learn remotely.

"We have gone for remote learning training just to prepare ourselves in case there is another lockdown in the case of Corona we can be able to handle the learners when they are away from home but if only their parents have the gadget."

Teacher, Kenya

While there is synergy among the programme strands of teacher training, school leaders training, and policy engagement, CPD and partnerships are not linked (as proved by the limited number of schools participating in both strands). While partnerships focus mainly on global learning (global citizenship and SDGs), CPD focusses on core skills, with limited attention to global learning.

EQ11: To what extent is the programme achieving value for money (VfM) in its delivery of activities whilst pursuing programme objectives?

Available evidence indicates that the CCGL team in country manages programme resources with economy, using inputs of appropriate quality at appropriate prices.

The procurement process is centrally managed. The procurement staff does not work for any programme but support all programmes and ensure they programmes remain complaint to the organisations procurement policies and procedures, that are strictly enforced to ensure transparency, fairness and value for money in procurement.

There are several evidence of economical use of programme resources. Given the allocated budget of £449,624 over the four fiscal years of implementation, the programme was able to reach 1,348 direct beneficiaries (1,181 teachers and 267 school leaders) and engage 64 policymakers. (Budget allocated for partnerships in 2020/2021 was nearly untouched because of the severe limitations to travel and global health reasons imposed by the COVID-19 pandemic).

The breakdown of cost per beneficiary of CCGL4 implementation in Kenya is as follows:

- Partnerships: £37,424 (8%). Cost per school partnership[58]: £135

- Teacher training: £208,000 (46%). Cost per teacher trained: £182

- School leadership training: £82,000 (18%). Cost per school leader trained: £296

- Policy level engagement: £72,000 (16%). Cost per policy maker engaged: £1,125

- Other delivery costs: £50,200 (11%)

Non-financial resources, such as teaching materials shared through the SharePoint, support provided by Regional and Global Staff, as well as competence and skills of the six team members in Kenya was considered adequate by the country Project Manager.

Several efficiencies and cost saving measures have been implemented in programme delivery:

In 2019, the decision was made to limit operation to a maximum of 2 counties per financial year. This model streamlined operations, thus guaranteeing greater cost effectiveness and efficiency.

When delivering training required travel and accommodation for teachers, arrangements were made with the county Teacher Training Institutions and managed by the Teacher Service Commission. This allowed the team to obtain discounted rates for training and accommodation for teachers in need.

To reduce costs of travel and accommodation refunds generated by convening teachers in three central locations for training, in 2019 the decision was made to shift to a school-based training model. In addition to reducing costs, this model allowed for greater participation of female teachers, that benefitted for not having to leave their households and care work.

The COVID-19 pandemic imposed a shift to a full online delivery model, which reduced costs but as outlined in KEQ9 had some negative impact on training delivery and quality of participation.

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[58] Calculated by dividing the partnership budget by the number of partnerships. Does not include other delivery costs, this applies to all cost calculations.

Relevance

EQ12: To what extent is the programme appropriately addressing local education needs? Is the programme aligned with other programming, including FCDO programming in-country? Are participating schools' representative?

According to official Kenya MoE data[59], 87% of primary schools are in rural areas, while only 13% are in urban areas. The schools participating in CCGL slightly underrepresent the number of rural primary schools in the country (70% of engaged schools are in rural areas[60]), but account for greater geographical coverage, given that urban schools are heavy concentrated in the Nairobi and Mombasa counties, where primary urban schools are 99% and 64% of total number of primary schools respectively. In the 14 provinces where CCGL4 has been implemented, approximately 90% of schools overall are rural. In Kiambu county, the proximity to the highly urbanised Nairobi County accounts for the proportion of 76% of rural schools approximately[61]. Distribution of schools is representative of the total of Kenyan rural population (72% in 2020[62]). Approximately 44% of primary schools in Kenya are private, while CCGL schools' selection include only a 10% of low-cost private schools.

The proportion of female teachers trained is 64%[63], slightly higher than the country average of female primary school teachers which was 50%[64].The proportion of female school leaders trained is 36%[65], compared to 24% nationally[66].

As previously underlined, the alignment between training, the government education strategy, and the wider support that teachers are receiving in implementing the CBC is clearly recognised and appreciated, and it ensures the relevance of CCGL to Kenya's education needs. There is significant alignment between CCGL and the ongoing implementation of the competency-based curriculum (CBC).

"Core competences are the key for future development. We have many players supporting and training, but the British Council is very aligned with national educational effort. The British Council is responding to Kenya's specific needs. The good thing of the British Council is the capacity to start conversation and round tables. It is never an imposition, but it is a real support. In teacher training the area of improvement to invest for the British Council is to create a critical mass or a pool of teachers that understand deeply core competences. When you get a critical mass of teachers who have internalise core competences and they are able to deliver to classroom, they see what it is needed to change in pedagogy to implement learning of core competences."

Policymaker, Kenya

However, there is sometimes a gap between the content of training (which, in some sense, can be quite aspirational) and the realities facing teachers, and more can be done to ensure the relevance of the

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[59] Kenya Ministry of Education, Basic Education Statistical Booklet 2016

[60] BC staff

[61] World Bank Open Data

[62] World Bank Open Data

[63] British Council, CCGL Participation Dataset Y3Q3, 2022

[64] World Bank Databank, Primary education, teachers (% female) – Kenya (2015) (the latest available year)

[65] British Council, CCGL Participation Dataset Y3Q3, 2022

[66] The Kenyan National Examination Council, Monitoring Learner Achievement at Class 3 Level of Primary School Education in Kenya, 2016

training materials to the Kenyan context. Schools are dealing with problems of hunger and absenteeism: training needs to reflect these realities. As a result, there is a concern that teachers will not be able to fully implement in practice what they are learning during the training.

"In fact, when we talk about problem solving, in our school, we have many problems. So, we wanted to get the idea on how to solve those problems because they exist. You find that in our school. They are absent. There is absenteeism. Yeah, they are absent because of hunger [...]."
Teacher, Kenya

"They were relevant but somehow [...] the methods there were for developed countries."
Teachers, Kenya

Some of the local needs are 'basic' in the sense that schools and teachers are trying to improve literacy amongst learners as they move through the school system. The programme is supporting greater differentiation of learners and, in so doing, empowering teachers to provide specific help to learners who need it. This helps to address the varied abilities of learners in relation to basic skills (numeracy, literacy etc.) enabling teachers to bring struggling learners up to speed more easily.

"Our objective was to ensure that we address the challenges that are affecting our children. You find that all through the system there are some learners who have come all the way even up to class six, seven and eight and they cannot read. So mostly what we did is to identify those non-readers and then engage them in a special programme to be dealt with by those teachers to ensure that at least they don't complete their course without knowing how to read."
School Leader, Kenya

The focus on developing self-reliance amongst learners is welcome, moving away from a more didactic form of teaching into an approach that encourages learners to take more control of their own learning. Schools are different and are reflective of the communities where they operate. There is clear support for the way that training has focused on developing independent learning and had encouraged a new approach to learning that is less reliant on the teachers as the source of knowledge. This more collaborative approach to learning aligns with the shift that teachers want to see in their own practice.

"It is very much relevant because it is dealing with how to improve our learners and make them to be self-reliant."
School Leader, Kenya

"[The students] feel that they are part and parcel of the teaching. You do not go to class every day and teach and go, they now look for... they gather and hunt something then they come and we discus together. They even enjoy the lessons, and they feel that they are part and parcel of the learning.] […]. Also, the teacher and the pupils come together. When there is a problem maybe you have a problem in Mathematics, we can ask […]. So, we come together, the children the parents the teachers we come together and solve some problems."

Teacher, Kenya

Intermediate Impact

EQ13: Has the programme led to increased and appropriate application of new practices in the classroom on global citizenship?

General feedback regarding the implementation/application of CCGL training is positive with teachers and school leaders embracing what they are learning and enthusiastic about taking their learning into the classroom, thereby having a positive impact on learners. There is recognition that despite the perceived quality of the training, there is inevitably a gap between the theory in which the training is rooted and the reality facing classroom teachers. We have to recognise that CCGL sits within a wider context of systemic change across the education landscape in Kenya and that the 'reality' is shifting all the time. This has an impact on the application of any training experience but should not diminish the value that teachers are gaining.

"You see results are continuous because once teachers have been trained and they implement the knowledge they have learnt that one becomes a system in the institution, and it becomes a culture. If it is improving the reading skills and whatever by the end of everything you find that it improves the performance of the institution."

School Leader, Kenya

"Quite a number have done it and the reason I say this is that the pupils are also responding positively to these education affairs. They are doing very well in the class unlike before. I am also doing management around, and I could see the implementation going on and the students taking it positively. Yes, they recognize the value of the training received because as you have seen yourself; you can see that the teachers are motivated. I am not hunting them to come and talk, they are volunteering themselves. So, they are motivated."

School Leader, Kenya

The focus on using digital platforms and technologies to support learning has a positive unintended outcome that is to encourage learners to be more connected to information and resources from around the world, driving a more global view amongst learners, increasing awareness of global citizenship issues, and broadening the horizons of learners in the process.

 "What is actually bringing the global citizens or what is making the children to become global is when they are sharing things in social media because social media is what is making people interact with internet. It is what has brought about this what else can we say. For you through Facebook you got friends from all over the world."

School Leader, Kenya

"It has opened up our boundaries and through the digital device, we can be able to, as we said earlier, to introduce them to curriculum that is used in another coun*tries, which is just like this one and so they feel motivated that even after school, they can go and work somewhere abroad, like even in Britain, since what is learned in Britain is what we are learning.*"**

Teacher, Kenya

However, access to resources - digital or otherwise - could create a lack of alignment between what CCGL is looking to promote as a model of learning and what's actually possible locally. Where digital access is limited - or other resources are not available - it may be difficult to fully embrace what CCGL is proposing for teachers and learners.

"Sometimes they will say there is no money to buy required school material but later on they give it to you, or they look for it and give to you."

Student, Kenya

There is a recognition that this programme is coming from an international development organisation. However, there is an issue of tailoring CCGL materials to the local needs, which may hinder local teachers/schools in their uptake of CCGL training.

"Some of the materials are not applicable to Kenya. It is the facilitators' ability to contextualize the material. The material is global, but it is the approach that helps the contextualization. There is good will from Kenyan government to do the reforms. They own this change. A lot of advocacies are needed from the British Council. Not a lot of pf people know about what the British Council does and what are its offering."

Policymaker, Kenya

Part of being a global citizen is to understand the world from the perspective of someone else. The teacher training has encouraged teachers to embrace empathy as an element of their practice and this supports learners to see the world from different viewpoints.

"I have learnt how to respect different perspectives because just like you see it a child will tell you this is brown the other one will tell you this is black and yet we have to respect the person she has said or what she can see because she can see, maybe her eyes have problems until now you come to show the real thing and the person will understand why it is not black it is blue."

Teacher, Kenya

EQ14: Has the programme led to increased and appropriate application of new practices in the classroom on critical thinking and problem solving and core skills?

The focus on core skills teaching practices has built the confidence of teachers, empowering them to address challenges they see amongst learners and to react positively to the challenges they face in the classroom. These positive changes in teaching practice have also led to a willingness to influence the wider teaching group within the school, building in teaching techniques that support core skills development. Teachers who have gone through the training are better able to adapt and respond to challenges they face in the classroom, requiring less guidance from school managers. Teachers are typically better organised and are more adept at keeping records. Through the example they set, the teachers who have been through the training are setting an example to others, building the skills and confidence of the whole teaching team.

"They are moving from the way they were doing before and they are also influencing these other teachers, yes. They became better teachers anyway. They come, changes bring themselves, you see, when you involve these teachers, you see even the school itself is changing and slowly by slowly you will see there is a change."

School Leader, Kenya

The training has given teachers a greater understanding of how to understand the capacities and levels of different learners and to teach in a way that takes account of learner variability. Teachers now have a greater focus on the individual needs of each learner, including those who are facing particular challenges that may hinder their learning.

"Now we're able to guide the learners. Depending on their needs, those with a problem we guide them and counsel them."

Teacher, Kenya

Trained teachers are more likely to use a variety of teaching aids and resources to bring lessons alive, rather than relying on a more didactic style of teaching.

"[The training] has reminded us to be using teaching aids instead of using lecture methods. […] When you are handling a lesson at your mind you make sure you have covered about three or two core values, and it has been applied to the learners and then you question them to get their understanding. […] There is assessment after every teaching."

Teacher, Kenya

"I can say that the use of materials and the teaching has improved because I believe I was able to use different materials and encouraged learners to learn practically instead of theory only, which we used to use most of the time."

Teacher, Kenya

The training has supported learning management skills amongst classroom teachers, ensuring better record-keeping and planning. The focus on a more open form of learning is reflected through the approach to assessment, which has moved away from multiple-choice into challenging questions that require the learner to find their own language. This promotes literacy and supports a deeper understanding of the subjects being learned. Learners are given more responsibility within the classroom and are encouraged to work collaboratively and independently, rather than relying only on the instruction and guidance of the teacher.

"We are able now to prepare our documents like lesson planner. Like just looking at our program like preparing our notes or homework for the pupils. Marking the work of the pupils, we are doing so as a result of that programme. If [pupils] are involved in looking for the answers, they understand better that when you are just talking throughout. I think they have improved; they just feel they have something that is inside themselves."

Teacher, Kenya

"Unlike before I used to give them individual compositions where they write and give it to me but now, they are sharing, and they are critically thinking. And in mathematics, I used to do all the teaching and the talking but now I have changed my methodology where we discuss and then I show you a few examples and the rest are done with the pupils in front of the class, and they are improving on their mean score."

Teacher, Kenya

The teacher training has a significant impact on the dynamic within the classroom which, in turn, has supported learners to develop greater confidence and to work and learn in a more collaborative way. This is very much in line with a focus on core skills development. Trained teachers have developed more confidence, built their classroom management skills and embraced a broader concept of learning outcomes, one that includes core skills at its heart.

Alongside the sharpened classroom management skills, which is discussed below under KEQ 15, teachers are better able to provide support to individual learners as and when they need it, further promoting the core skills agenda. By embracing a focus on project-based learning, teachers can create a learning environment where core skills can flourish. This includes collaboration and communications skills, problem solving and critical thinking.

"I would say currently our learners are able to interact more than before. [...] They are able to solve their own issues in those small groups."
School Leader, Kenya

"This time I can see they are making groups; they have started project work. They do the project work, and they involve the pupils a lot. [Teachers] are following up with the slow learners. I can see there is a teacher who follows. They share ideas."
School Leader, Kenya

"I would say they understand the topic of critical thinking, they would ask questions, for example in Science and Mathematics, that would lead to Critical thinking and Problem Solving. I have noticed a lot of changes as their parents would say, if you want your child to go to college, take them to DEB Kiranga Day Primary School. When I meet the parents around, they are happy with the kids being here. So, I can say there is a positive impact from this seminar."
School Leader, Kenya

Some skills have become more embedded as a result of the CCGL approach - communication skills are an example of this.

"I think it improved. It improved in a way that we have learnt how to improvise materials. It has helped in communication skills usually when a learner is explaining something, his or her opinion and it is helping them."
Teacher, Kenya

Qualitative data collected during interviews with teachers and school leaders is reflected in quantitative MI Data that shows confidence of teachers in how their students are responding to core skills teaching.

Table 1.1: Teacher views on student outcomes

	Average score (follow-up) (1-10)
My students respond well to core skills teaching	7.5
My students are making progress in their core skills	7.6

My students are confident in their core skills	7.5

Source: CCGL MI data (Sample size: 151)

The focus on questioning techniques - and more broadly on encouraging critical thinking and problem solving - is consistently highlighted as a major positive to emerge from the training activities under CCGL. This significantly supports the alignment with the competency-based curriculum being rolled out across Kenya. The application of new teaching practices can be hindered by the practical hurdles facing teaches on the ground. For instance, finding the time within the context of a lesson to set up project-based collaborative learning experiences that engage critical thinking is challenging.

"There are some subjects which in the syllabus they have that topic like CRE, that is one of them and I also hear where a teacher has taught about Critical thinking. You hear them sharing in the staffroom, where the pupils have a problem or have done well in the area of critical thinking, I hear them appreciating them."
School Leader, Kenya

"I think that one triggers critical thinking and at the same time when it comes to their own classrooms, they have a way of solving their own problems without coming all the times to the office, so definitely that is the application of the skills that are learnt."
School Leader, Kenya

Learners have noticed an increase in the use of digital resources as well as a greater focus on group/collaborative learning. There is more of a dialogue between teacher and learner and a positive atmosphere within the classroom.

"Our teacher teaches us well. They explain something until you understand it. They teach us until we become smarter. If I make a mistake, they explain it to me. They correct me every time. They explain something if we don't understand it. I see us going for P.E. and cooking and in the past, we never used to do this. They never used to download from any link because there was no link but now, they download. In the past there were no group discussions. Now we do them and also if someone does not participate, they are engaged and asked if they have understood."
Student, Kenya

Students have noticed a greater focus on practical, experiential learning (which is in line with the competency-based model). There is a greater reliance now on the use of technology within the classroom, which brings new opportunities for students to engage with the world beyond their immediate environment.

"He [the teacher] teaches us how we can use a phone. He teaches us how we can send messages. Earlier we were not learning what we are being taught currently that is the CBC."

Student, Kenya

"Our teachers use technology, laptop, computers, radio, phone."

Student, Kenya

EQ15: How, and to what extent, does school leader training lead to wider pedagogical improvements including inclusion, conflict management and teacher performance?

In Kenya, 267 school leaders were trained, against a target of 211. The total budget allocation from 2018 to 2022 was £82.000, which represents 18% of the total Kenya budget.

School leadership training has given participants greater confidence to engage with teachers, parents, and learners and to plan and implement improvements in the way the school is run. This includes recognising the constraints that teachers are working under and supporting them to improve.

"Previously the teamwork was not good, so after I joined the instructional leadership training, I was able to make the teamwork like the involvement of the parents, the board of management, sponsors, the government, and all other stakeholders we can work with them."

School Leader, Kenya

Part of the message of CCGL training is to collaborate more effectively in how learning is delivered. This is happening more frequently because of the training - teacher, learner and parent connecting to promote better learning. This supports the embedding of core skills in the curriculum.

"I think it is doing well. Now the teachers have become child centred which was not there as much but now everything seems child centred, so I think it has improved."

Teacher, Kenya

In the area of conflict management, there is noticeable progress in the way that school leaders are able to engage in difficult conversations both within the school and in engaging with the broader community and steer towards some form of positive resolution.

"In an institution like this one there are so many conflicts. Mind you we are dealing with parents who come from different environments and children who have so many challenges. I've gone an extra mile in ensuring that those learners in our school that perform very well, we support them. We are now better placed in dealing with challenges that teachers are facing."

School Leader, Kenya

Feedback from school leaders on the leadership training programme is positive in relation to the impact on leadership style, embracing instructional leadership and being more collaborative in how they run

their school. There is a more positive dynamic with teachers and a greater culture of motivation amongst the teaching staff. Furthermore, school leaders who have been part of the training are embracing their position as a role model and positive example to other teachers within the school. These teachers can then learn from – and be inspired by – their leader.

"As the Head Teacher I feel that it has assisted me, because I'm trying to use the Instructional Leadership, where everyone in the school should be involved in what is happening."

School Leader, Kenya

Teachers have taken note of a more collaborative style of leadership amongst school leaders, with a greater focus on delegation and a recognition of the support that teachers need to thrive.

"Yes, the head teacher, after now the training since we are one of the core competencies, he is trying to practice on the learners especially when he is leading this institution. He is giving the learners chance to speak themselves, to express themselves to him and even to the parents when they are coming to this school even when the parents come and even, we teachers when we have opinions he is there for our opinion, and he is ready to listen."

Teacher, Kenya

Trained school leaders are showing a greater level of responsiveness to their teachers, listening more attentively, and taking on board requests and suggestions. This builds a positive culture within the school and motivates teachers. School leaders are more aware of the individual needs of learners and apply more energy and care to dealing with problems faced by individual learners.

"I think it [the training] has helped a lot in helping the school leader managing conflicts. She [the school leader] is handling cases within the learners better than before."

Teacher, Kenya

The impact of the leadership training on schools and on school leaders is not entirely consistent, partly as the context for those being trained is diverse. Some will find implementation of the training more feasible than others. The training approach would benefit from including more contextualised examples that leaders can relate to.

"It is not a homogeneous context. In the training some teachers find the examples provided very aligned to their context, but some teachers are far from certain type of context. Need to create common characteristics to build experiential examples in training material that touch all the teachers. Need more simulated context and to create concrete context to help them internalise core competences."

Policymaker, Kenya

The impact of the programme is the result of several elements, not only the ability of the teachers to engage with and benefit from the training. The wider learning ecosystem - particularly the parents within that ecosystem - has a profound impact on teaching and learning. Having the resources to engage with parents could help schools to increase impact, especially under COVID-19 constraints.

"Sometimes you find that not all the pupils will do what the teacher has asked them to do, when they are given assignments, not all of them will finish. When they need assistance from their parents there are parents who will not bother. The teachers come back to me and ask what we do this pupil have these challenges and we sit together and seek for ways to help them. If it is support from the parents I insist, like I have an example of a parent who had refused to support a class seven, even when the parent has been called by the class teacher he refused to come. As a Head Teacher I had to look for ways that would make the parent to come to school [...]."
School Leader, Kenya

Although inclusiveness was not specified objective in Kenya country plan, support to curriculum and assessment reforms implied considerations on inclusiveness of both. During the co-design and collaborative session, CCGL country staff has been involved in training sessions on the design of inclusive curriculum and assessment.

Measures have been taken to guarantee improved accessibility to courses to people with disabilities and women by introducing school-based training. Shifting to online delivery model has eliminated barriers concerning mobility but introduced obstacles in terms of accessibility of technological infrastructure. However, initial improvements were made in contents accessibility for people with disability attending courses:

"We have had a visually impaired school leader and a visually impaired policy maker attend our virtual trainings in 2020. To be inclusive, we converted our course PowerPoints to MS Word documents for them – these could be read by their software. Our facilitators also underwent an awareness session where they learnt to read out their PowerPoint presentations, explain any images in the slides, read out all questions, activities, comments etc. Assignments and quizzes were sent to the participants in advance so that they have the links converted to their software."
Implementer, Kenya

Inclusion is also promoted through partnership, where schools take part in awareness sessions to prepare to work with different cultures, and special schools in UK and Kenya are partnered and exchange ideas and resources that help their learners with different abilities.

There is awareness of the new challenges that the virtual delivery model needs to address in order to be fully inclusive: new design should include incorporation of sign language for videos, read aloud sections for people with visual impairments, and courses for teachers and school leaders addressing namely Inclusive and gender pedagogies should be design, together with inclusion toolkits to assess the status of inclusion of the school.

EQ16: Has the programme led to the further embedding of Core Skills and global citizenship in national and regional curriculums?

The impact on policy has been significant. This is partly down to the way that the British Council has approached their interactions with the key governmental stakeholders. They have brought an openness to the dialogue and a willingness to listen and be flexible. Furthermore, CCGL interventions have had a deep impact on national education policies because it has contributed to the design and definition of the national CBC curriculum.

"At the teacher service commission, it has an impact. The British Council contribution is very welcomed. Hard to get the trust from teacher service commission, but The British Council has it because of the good support they are providing. The British Council has strong engagement at the policy level. One of the biggest pluses of this enjoyment is the ability to have round table discussion. The programme is not a prescription, but it is an open dialogue to identify core competences that are suitable with the Kenya context. No imposition. Open conversation and real support. The British Council is very good in not imposing and have fluid agenda."

Policymaker, Kenya

By being aligned to the CBC, CCGL has helped to embed teaching practices and promote the use of learning materials that support the core skills agenda.

"I would say it has led to the improvement of the quality of the content in the curriculum and that of the learning materials, because all along the connecting classrooms program it was coming to prepare, or it was coming actually to enhance and give us more lead on how to implement the CBC curriculum I think that's what I would say."

School Leader, Kenya

Embedding practice and content into the learning approach has been achieved through alignment with government policy and with the work of other donor agencies. The British Council has wisely adopted a highly flexible, adaptable approach to implementation, encouraging the key stakeholders to take CCGL elements and adapt them to the Kenyan context. This has ensured a greater level of embedding, particularly around core skills.

"The British Council opened up their mind on how to implement the core skills and introduced them into the curriculum."

Policymaker, Kenya

"The extent the British Council is influencing the policy level is consistent. The British Council has positive impact on the policy. The approach that the British Council takes on training is very interactive. This influences the people trained and then, consequently, the policies. The British Council made the people in KNEC more open minded and able to strategize and be more action oriented. The British Council emphases not to copy their training, but to pick what it is relevant."

Policymaker, Kenya

The teacher training has supported teachers to implement competency-based assessments. The reported experiences of teachers in adopting these techniques demonstrates how the timing of the CCGL training - as well as the content - has been ideal in enabling teachers to apply what they are learning in a real-world setting.

"I would say assessment CBA it is there in the CBC, curriculum-based assessment we learnt and built so much on it about formative assessment and the other one is summative assessment and today remember we are moving away from the summative assessment to the formative at the formation stages."

School Leader, Kenya

Impact

EQ17: To what extent does the programme contribute to young people becoming better global citizens and building long-term relationships across boundaries?

In Kenya, the programme's aims regarding global citizenship and global learning were intended to be achieved through partnerships, which were more limited in Kenya, with partnerships receiving only 8% of the programme budget. This intended impact was therefore less emphasised in Kenya.

Interviews with teachers and school leaders show a clear focus on developing awareness of others and encouraging a more exploratory approach to learning. This means that CCGL is supporting learners to be more curious about the world and to feel a sense of agency when they look at the challenges they see around them. According to teachers from schools that took part in partnerships, school partnerships activities have a clear impact both on students' knowledge, competence and attitude and their own teaching practices.

Table 1.2: Teachers' view on school partnerships impact on students

School partnerships activities are…	Average score (1-10)
Better preparing my students with the skills and confidence to contribute responsibly to society, locally and globally	8.3
Better preparing my students to develop positive attitudes towards taking action on sustainable development and social justice	8.3

Better preparing our students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)	8.2
Have improved our teaching of active global citizenship	7.8
Equipping our students with transferable skills to live and work in a global economy	8.1

Source: CCGL MI Data (Sample Size=222)

MI data also show that students who participated in school partnerships have a clear perception of how they can be agents of change in their community and country.

Table 1.3: Students' global citizenship awareness[67]

Do you agree with the following statements?	Average Score (1-5)
I think I can make changes in my school	4.3
I think I can make changes in my local area	4.3
I think I can make changes in my country	4.3
I think I can make changes in the world	3.9

Source: CCGL MI data. (Sample size: 26)

Students show awareness of global issues that affect them locally: 100% of the sample in the monitoring information declared they had thought about where their food and clothes come from, 85% that they volunteered or helped people locally to make their lives better and 77% declared to have recycled or reused items or saved water or electricity in the six months preceding the survey.[68] Participation to partnerships also had a positive effect on broadening pupils' horizons and acceptance of diversity among people from different parts of the world.

Table 1.4: **Students' global citizenship awareness**

	Average score (1-5)

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[67] Note: All Students survey MI data was collected in five schools that took part only in partnerships. The sample size is small.
[68]

I like to meet people who come from other parts of the world	4.3
I can learn new things from people who come from other parts of the world	4.2
I treat everyone the same regardless of their background	4.0
I sometimes try to understand people better by thinking about how things look from their point of view	4.1
I know that the way I see the world is just one way of seeing the world – there are many other ways	3.7
Total entries	26

By encouraging a greater use of digital resources, teachers who have been part of the CCGL training are broadening the horizons of learners, creating a greater sense of engagement with the world beyond the communities where they live and learn.

"Students can now open up; they can participate freely and give their views. They can also do things practically when the devices are there. They are able to handle them of course with care. When for example you try to bring the videos connecting them to the outside world, they feel global. When you bring the videos connecting them to outside countries, so they feel they are not that much local.
School Leader, Kenya

"When we talk about internet all the children could be very much interested on what it is, and the world is on your hands and when you tell them that they will take their parent's phone and try to find out. Meaning some learners will get more information than us through the phone their parents have, and we might not have."
School Leader, Kenya

Building core skills promotes the development of a more global mindset. By focusing on communication skills and encouraging learners to empathise and see others in a more positive light, learners build interest in the world around them. Teachers who are trained through CCGL are encouraged to bring a sense of aspiration and ambition to the classroom - to help learners see beyond their immediate environment and to think about the world as a place that they can access and experience.

"If they meet a person from another place, they will be able to communicate to you; they will be able to reason with you. So, you see life will be very easy since they are able to communicate, reason together, they think outside the box. In this life because we need people who are reasoning or thinking more than the environment they are living."

Teacher, Kenya

"When we are talking about the whole world as a global village now, whatever we're learning here in Kenya could be taking place outside the country. With this programme, if going worldwide, much of it is bringing practical learning and acquisition of skills that they will be using to solve their life problems. The knowledge and skills I will acquire here in Kenya, I can use them somewhere and make that country grow where this programme has been introduced and they are ahead of us. They can use the same knowledge to help the learners in this country and the citizens of this country, hence I can say that the programme is trying to bring the whole world together where someone can fit in any country that he or she might decide to go to."

Teacher, Kenya

CCGL is supportive of a wider agenda of cultural awareness and respect for others. This is partly linked to learners developing their own sense of self-esteem and pride. Alongside that, the training encourages teachers to explore difference in a positive way.

"They have learned that they should respect other learners' ideas. When they go outside in the world, they can be able to interact with people from other communities freely without causing problems. They can be able to live comfortably with them. The relationship with others in the classroom is better. Before they used to fight but now, they live comfortably in peace with each other."

Teacher, Kenya

"I think for example in Social Studies there is where we learn about different cultures, and we learn that we have to respect other cultures, so I think this one has made learners to respect other tribes and other communities."

Teacher, Kenya

"I am trying to think about the global citizens. Their self-esteem has risen, where they want to learn more. What is going on in other parts of the country, of the world? Because now their self-esteem is high. [...] They are able to communicate with others. They are also able to respect other cultures."

Teacher, Kenya

CCGL promotes awareness of other cultures, and this is filtering down to individual learners, recognising and embracing difference.

"Our teacher told us that everybody is unique. Muslims believe in Allah, but don't believe in Jesus as the son of God. We call our God 'Ngai', but Muslims call their God 'Allah'. We are different in language and dressing. If I see someone from another religion, like a Muslim, I will understand them because everybody should believe in their own religion."

Student, Kenya

"In the past, people were not living in peace because they were still fighting. People from other countries are good citizens. Live with them in harmony. We exchange things from Kenya to other countries."

Student, Kenya

The focus for CCGL in Kenya has largely been on teacher training and core skills rather than global learning. That said, global learning is part of the Kenya education strategy so more could be done to align CCGL with that strategy.

"Kenya is more focusing to teacher training and skills, not really on global learning. However, there is a great value toward global learning and connecting with other culture and learn together. It is also mentioned in the Kenyan goals on education."

Policymaker, Kenya

EQ18: Does the programme contribute, and to what extent, to young people being better equipped for the modern economy?

The focus on the core skills agenda is very supportive of the future employability of learners. By developing self-sufficiency, problem solving, critical thinking etc. the new education reforms in Kenya - supported by and reflected in CCGL - are helping young people to be better prepared for the world beyond school. The focus that CCGL and the competency-based curriculum has on digital literacy is of great value to learners as they move from education into the labour market. By adopting a competency-based approach, learners are given a greater set of opportunities to find their own talents and skills and to make the most of their abilities. This creates a more avenues for learners to explore (and ensures that it's not only academic learners who are given opportunities).

According to MI data, CCGL has exposed Kenyan students to several activities aimed at developing self-sufficiency, critical thinking, and other relevant skills (teamwork, problem solving) for adequately interpreting and living in the modern economy.

Table 1.5: Students' skills for the modern economy

In your school have you done any of the following?	% Yes
Asked lots of questions or given my ideas in class	96%

Been involved in planning or organising an activity	**88%**
Learned about sources of information, which information to trust and where it might be biased	**65%**
Talked to a person from another part of the world	**42%**
Given a presentation to class	**77%**
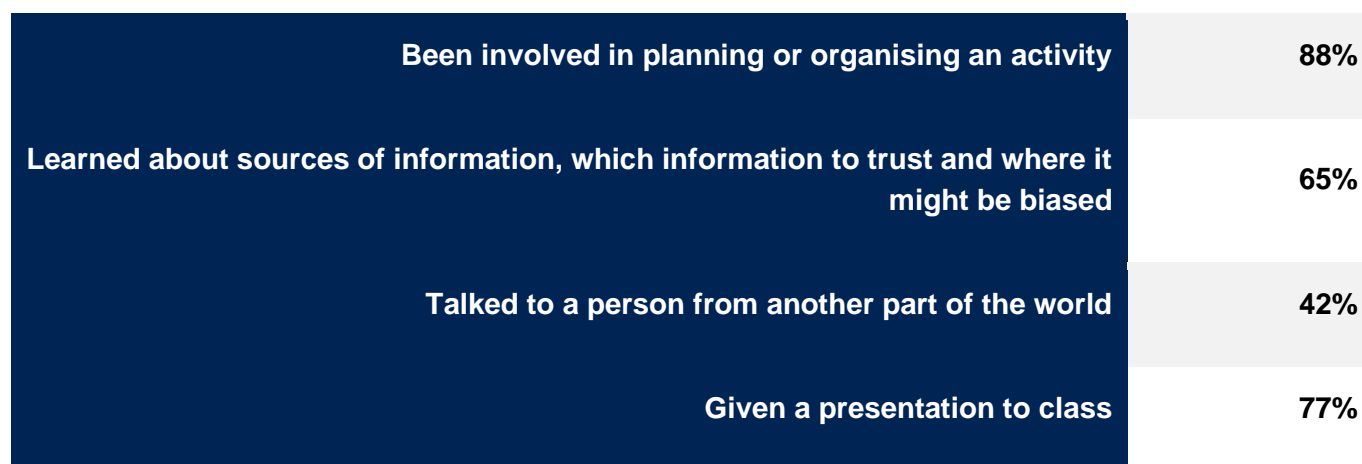
Source: CCGL MI data Sample Size=26

Qualitative information from interviews with teachers and school leaders confirms that CCGL is equipping students with fundamental skills to navigate a modern economy:

"[...] having been trained and going through the system it will help the students to become reliant, to be able to solve their problems and to be able to address their issues critically."
School Leader, Kenya

"It is relevant because the learners now are digital literate, even in the future they will be capable of seeking jobs because they will be qualified on that, so it is important even in their future."
School Leader, Kenya

"Because the challenge now as a country is that we are producing more manpower than employment opportunity but the Critical thinking and Problem solving can be applied in all sectors of life. So, it is an opportunity for people to be employed. The children of tomorrow will be better than those who were not brought through Critical thinking and Problem solving."
School Leader, Kenya

CCGL supports ideas around self-reliance, problem solving and taking opportunities when they are in front of you. The competency-based approach to learning - which CCGL supports - also drives individuals towards greater entrepreneurialism.

"I even have a learner in Grade 5 who was telling us that, here we have a feeding program, they come with the maize and beans, so when the child came and said that 'I've bought those with my own money.' We were like, 'Your own money, where did you get your money?' 'I had a chicken and I sold.' So, the training that they are getting is kind of being self-reliant. One of the things the students are doing is the management of waste materials, you won't believe it, you won't believe that this was made from something that was a waste and if somebody makes many of those and sells them, they can make money".

School Leader, Kenya

There is a close correlation between core skills and competencies, and what is needed for employment and self-employment. These skills will provide learners with a solid foundation that will help them to thrive in the new economy. Building autonomy and self-reliance is a key part of this. A focus on digital literacy will also support employability later in life.

"I would say yes because these children are being taught to be self-reliant. If they can be self-reliant, then there will be companies and employers who will be able to absorb them because they will come out better than the other students."

Teacher, Kenya

By building self-confidence, encouraging creative thinking, and focusing on communication skills, CCGL is supporting learners to be better prepared for the realities of life beyond education.

"The way they are thinking this creativity, this creative thinking and imagination, they are doing it real. It has helped the learners to have self-esteem now, let's respect each other, let's make the learners respect each other's opinion. So, one learner is able to express him or herself independently and knowing that he is right. So now he has that self-confidence and even if he is given another chance, he can be able to express himself or herself because he has that confidence. He knows that yes; I am right and what I am saying is right and others will have to listen to me."

Teacher, Kenya

Learners are starting to understand the value of core skills - like problem solving - to their chances of being successful in their chosen career.

"I have [to learn core skills] because I think when I grow up, I will be a doctor and will treat sick people. I want to say if I am a teacher, I will teach pupils and they will one day be teachers and take up my role of teaching. You can get a good earning job because of solving problems."

Student, Kenya

The qualitative findings that the programme contributed to young people becoming better global citizens was supported by econometric analysis of the critical thinking and problem solving (CTPS) survey that was completed by participating students in Kenya (see Appendix 5 for further details).

The econometric analysis suggests that participation in the CCGL programme had a positive effect on student CTPS attainment in Kenya. While students in the treatment group scored lower on average in the baseline test, their scores on the endline survey exceeded those in the comparison group. These differences were observed to be larger in Part A of the test in comparison to Part B (attitude), suggesting that the effect on student attitude was less significant.

The figures below present the comparison between treatment and comparison groups graphically for both part A and B of the CTPS survey. the observed changed in treatment and control groups are shown in the solid coloured lined (orange for treatment and blue for comparison) while the dotted orange line shows what would have happened to the treatment group in the absence of the intervention (based on observations of the comparison group). As such the treatment effect is seen to be β_3 which is the difference between the observed treatment group and the counter-factual treatment group.

Figure 1.2: Difference-in-difference graph, CTPS, Kenya Part A
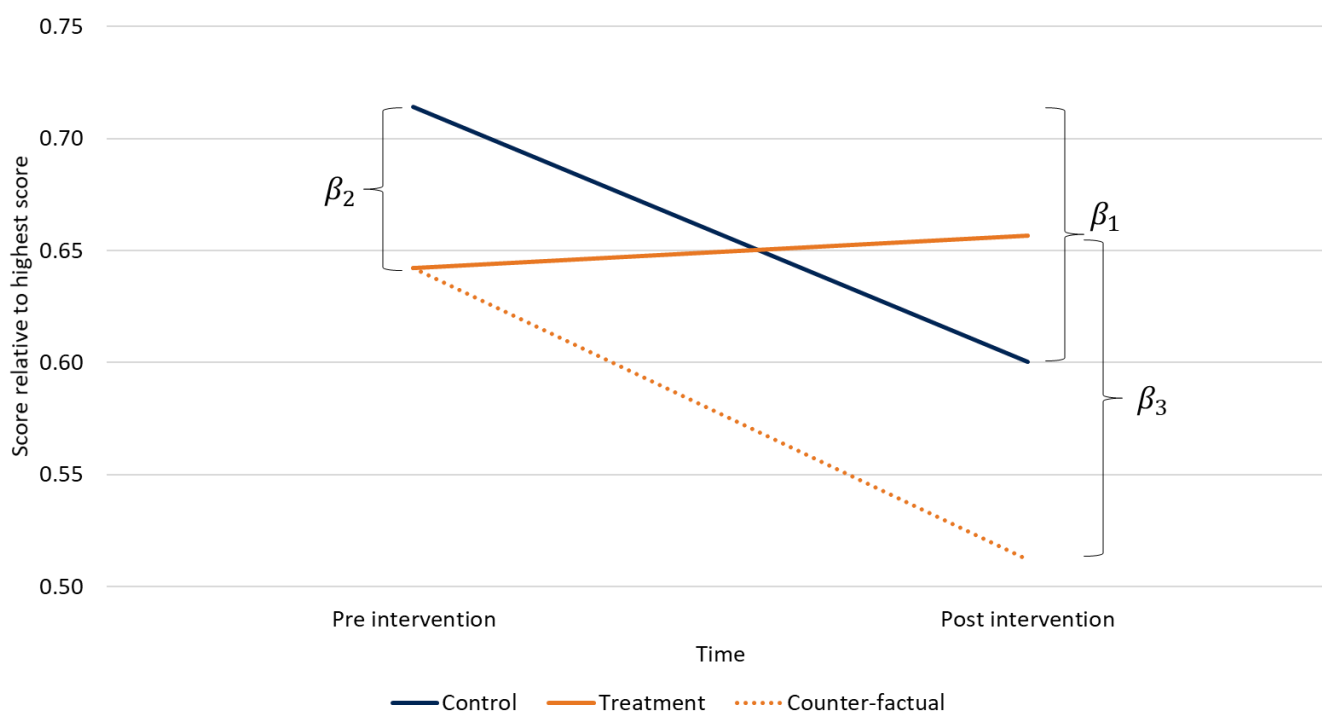
Figure 1.3: Difference-in-difference graph, CTPS, Kenya Part B
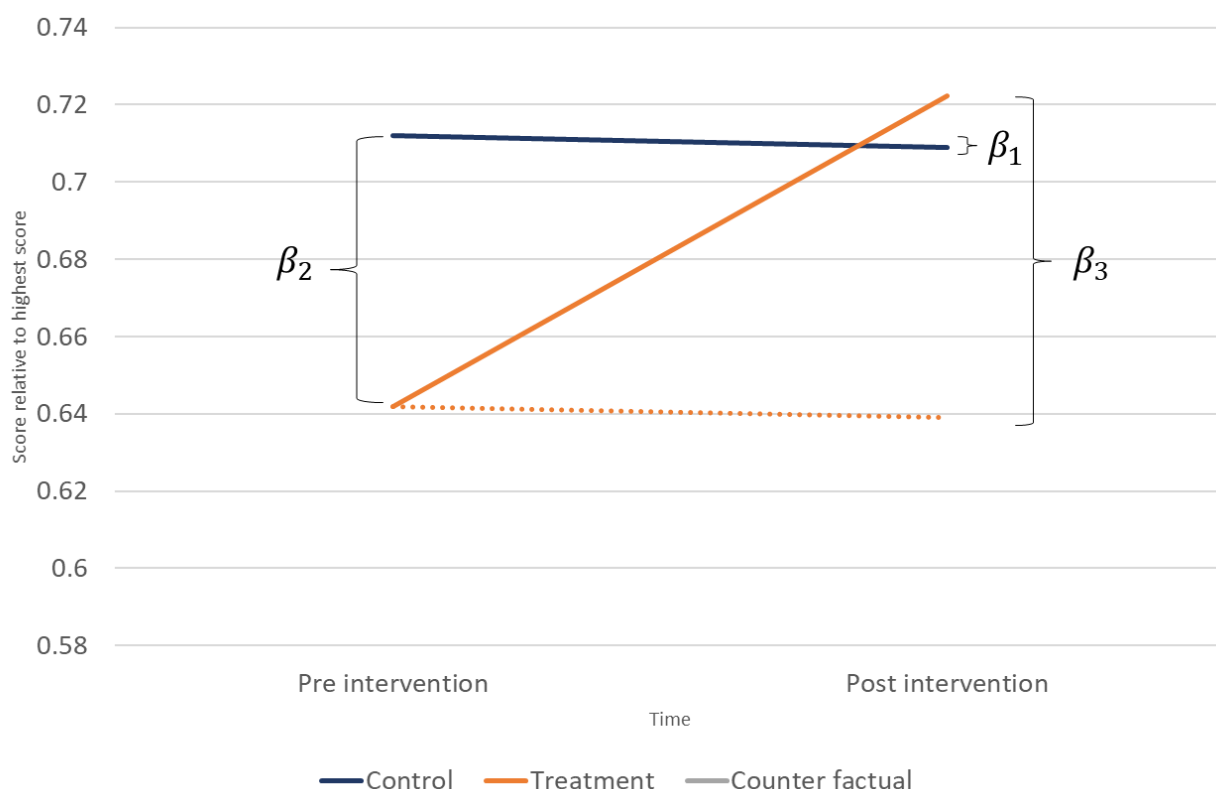
EQ19: Does the programme contribute to the embedding of global learning, inclusion and Core Skills in the values, ethos and operations of schools?

While embedding Core Skills in schools' values, ethos and operations was an expected outcome in Kenya, the aims regarding global learning were limited given they were expected to be delivered through the partnerships (which received limited CCGL funding). Inclusion was not an expected outcome as it was not an element of teacher and school leader training. CCGL has helped to develop a broad set of skills and capacities in the teachers and school leaders trained and, more broadly, in school communities, thanks to the cascade learning and peer-to-peer training that is promoted both by CCGL and the competency-based-curriculum training delivery model. On average, three teachers per school have been trained in 250 schools across the country. Teachers who have been trained share what they have learnt with other teachers within their school, igniting cascade results on culture shifting. Furthermore, in many cases, teachers who have participated in CCGL training became official national trainers on the CBC curriculum implementation, reinforcing the alignment between school culture shift, CCGL interventions and national education goals.

In participating schools, change is becoming embedded, partly in the way that teaching is delivered, partly in the nature of the curriculum and in the ethos that the school has. There is now less focus on support for the most talented learners and greater focus on bringing every child up to standard. As part of this, there is a clear recognition of learner variability and the need to adapt teaching approaches to suit different learners. Part of the change CCGL has supported is in building the confidence of teachers to respond to the challenges they see and to use a broader set of resources (including digital resources) to create a more holistic set of learning experiences.

Part of the cultural change that CCGL has brought about is a much more collaborative approach to learning. Learners are more independent and more likely to support each other, and teachers are also demonstrating a greater level of collaboration. The shift towards a more learner-centred approach to

teaching has reaped rewards for learners and for teachers. This has reduced conflicts in the classroom and created a more positive learning environment where a focus on skills development can flourish. Schools that have been part of CCGL are taking a broader approach to learning that goes beyond academic study and embraces more practical learning as a way of bringing learning alive. By encouraging this, a greater number of learners feel engaged and valued.

"The pupils are able to teach themselves, when you go to class, the pupils know they can teach one another, or learn from one another and we give them that chance. As a school we try our best through what we learned, even having pupils in school all the time, I realized that they are being affected."
School Leader, Kenya

"You see when the teachers have been trained and they have gotten the skills in teaching, and they change their teaching style the learners will benefit. Some of the unnecessary conflicts with the learners will come to an end because they have acquired the skills that are going to bring a different style or different way of teaching. At the same time the teaching becomes learner centred because I remember we learnt so much on learner centred skills or learner centred pedagogical methods then it means that learners have benefited."
School Leader, Kenya

Although changes in teaching practice and shifts in how learners are understood have become embedded, practical issues (with school infrastructure and access to technology) remain a barrier to these approaches becoming fully integrated.

"I think if it is based on this ICT, only that we have taught them, but we have not seen them doing it practically. They have not done it practically but the little they have learnt maybe from our devices because sometimes we share with them these phones. They have started understanding how people are living abroad because sometimes we come even with videos and show them how things are done in our country or in other foreign countries. But we expect if they get these devices of their own, they can learn more. The little they have learnt is just because we as teachers we have phones."
Teacher, Kenya

There has been a positive change in the dynamic between teachers and learners with teachers providing more support and encouragement to learners, building their confidence and increasing their motivation to learn. CCGL encourages learners to think for themselves, rather than follow instructions. This is a fundamental shift in approach that creates a different environment within the school and the classroom.

"Their thinking [students'] has been broadened and can solve their problems in the future without even relying on teachers or parents."
Teacher, Kenya

"Learners can think critically and solve problems on their own. Yes, now they are in a better position than before. It has helped them, and we hope that they can participate in the global economy."
Teacher, Kenya

Learners are recognising that they have a greater level of responsibility for others and that they can play a positive role in their community. This comes from a more collaborative atmosphere in the classroom and from teachers building the self-awareness and others-awareness of learners.

"In critical thinking I have found out about helping people. If I find someone has fallen somewhere and they've hurt themselves, I'll take them to hospital or give them first aid and if someone falls, I will tell them sorry. It will help me in helping those who have problems and also in showing those who are going the wrong way to go in the right way. I can use it to stay in peace and harmony with other people. Staying without disagreements and disputes."
Student, Kenya

Learners are embracing a greater sense of personal responsibility for their actions. They see themselves more as part of a community and part of global society. They recognise that they have agency to impact the world - positively and negatively - and that they need to be more aware of what's happening around them and of how their actions can influence change.

Case study – Kenya

School context and overview of CCGL in the school

School B is a governmental, mixed primary day school located in Kiambu County. It has around 200 students enrolled, of which half are boys and half are girls. The student to teacher ratio in the school is 26:1[69]. School B is characterized for its strong involvement with parents and community.

School B participated in teacher and school leader CPD. During CCGL's implementation, the school leader attended the Instructional Leadership training. The deputy headteacher and four primary teachers were trained in Introduction to Core Skills, Critical thinking and Problem Solving. The teachers attended the first training face to face, and then the trainings were online because of COVID-19.

The teachers appreciated that the trainers were also teachers with good communication skills. The training was described as relevant because it looked at the learner's level and achievement.

Teacher outcomes

The key change seen at School B is the gradual reduction in traditional, textbook-based instruction as preferred teaching practices by teachers. Students, teachers, and the school leader consistently

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[69] https://primaryschool.co.ke/thika/gatundu/ndarugu/nduchi-05393/

described a gradual uptake in new ways of engaging students in collaborative group work. As a result of the program, teachers are now preparing lesson plans, as well as planning and marking homework.

"Most time we learn through group discussions. We make them learn in groups and then after sometimes we exchange the members of the group."
School Leader, Kenya

Teachers have started to implement critical thinking and problem-solving techniques in lessons. A mathematics teacher, for instance, is now including a gap in the questions, where pupils have to work out what the gap number or symbol is. To strengthen vocabulary, the English teacher writes an English word on the board, then students have to look up its meaning word and build their own sentences.

"The learners now… you don't give them everything, you just give them a basic then they go… when you talk about hunting and gathering, they will look for the answer for themselves then they come and answer. They feel that they are part and parcel of the teaching. You do not go to class every day and teach and go, they now look for… they gather and hunt something then they come and we discus together. They even enjoy the lessons, and they feel that they are part and parcel of the learning."
Teacher, Kenya

Teachers are now taking more of a facilitator role during the teaching-learning processes, making less and less use of the traditional frontal lesson method.

"They are now able to read the sentences. They are reading for themselves the questions. Before we used to read, the teacher is the one that used to read and then you read the answers and then the learner will choose. That was a waste of time, these days you can even do paper within 30 minutes they have finished."
Teacher, Kenya

Teachers have been also promoting group work and collaborative work in classroom. This had positive effects not only in teaching and learning practices, but also in the relationship among teachers and students.

"When we learnt this, we were able to make learners be in groups to discuss together. Also, there before there was no student ready to ask a teacher a question. Then we came together because during group time the teacher is there and the kind of fear the students had before faded. The student and the teacher are now answering questions together. I can say that is one of the positive things."
Deputy Headteacher, Kenya

Thanks to the training, teachers were able to integrate ICT into all day-to-day subjects including mathematics and religious education. The headteacher, who has been at School B for four years, observed how teaching methods and student performance has evolved during this time, and concluded that the elements of CCGL teacher training that were most helpful to students' educational development

were communication and collaboration, and problem solving and critical thinking. Peer teaching, group work and discussion were important teaching methods that were included in teacher practices and proved very important to ensure learners can express themselves and enjoy learning from their peers while working in groups.

"This time I can see they are making groups; they have started project work. They do the project work, and they involve the pupils a lot. Then there is a lot of sharing, they share even ideas, yes, they share."

School Leader, Kenya

Student outcomes

Leadership skills of students have improved thanks to the introduction of peer teaching. Peer-teaching is an educational format in which one student teaches one, or more, fellow students. The teachers explained this has helped students build their confidence.

"There was a time we went to another neighbouring school. Our school usually does best, so we decided to visit another school and also there is another school which visited our school, for them to know what we usually do for us to pass. I noted that our school the pupils in our school have that courage, even to stand in front of them. We told them about peer teaching, and they told one of our students to be a teacher there to demonstrate so that they can see what they usually do. Ours have that courage to stand in front of them teaching."

Deputy Headteacher, Kenya

There is a noticeable increase in students' skills of leadership and confidence.

"I think they have improved they just feel they have something that is inside themselves. When they meet with other kids, they can teach them and tell them."

Teacher, Kenya

Students feel more engaged and motivated to participate in the classroom because of the greater emphasis on group work. They described that they had discussion groups of five to six students in English and Social Studies. They have started to participate more now, as before they began learning the Competency-Based Curriculum, they were not participating in group discussions.

Thanks to the increased use of digital tools (such as tablets) promoted by CCGL, students have been learning about their country's geography but also its social and economic issues. The interviews showed that students have been learning about Kenya and issues affecting people in Kenya. The group of students was asked what the biggest issues were affecting people in Kenya today.

"Lack of water and water disconnections, power outages, shortage of food."

Students, Kenya

"People dying because of corona, malaria, and they don't have food and water."

Students, Kenya

The school leader believes that students are equipped to make positive changes in their immediate environment and society at large as a result of the CCGL programme.

"Once the learner has changed, he will influence the other learners and when he goes out, they will look at the good character or activities coming from that learner. That is why I am saying it has helped the learner and the community."

School Leader, Kenya

Students at the primary school have increased involvement with the community. In school students are encouraged to participate in activities that support the local community, strengthening their sense of belonging and responsibility to their local community. Primary school students now help the elderly with fetching firewood and share flour with people in need. The students described farming with the community at school: harvesting maize and tea, planting spinach, helping with weeding the plants, and watering plants.

Students are engaged as active global citizens toward environmental issues. The school garden is taken care of by students, who plant spinach and grow maize. Students are now able to describe which activities impact the environment positively and negatively, and on occasions they now step up to stop harmful habits they see happening in their communities.

Students described what they have seen people do in their community that impacts the environment. They gave two clear examples that they have stopped. The first was dumping garbage on the roads and everywhere. The second was burning plastic, they were able to articulate that this is negative because it emits carbon monoxide.

These activities have led to a heightened sense of citizenship toward their local community and school. As a result of CCGL activities, pupils are able to articulate the role they have in the community.

"When I see a disabled person, I will help them."

Student, Kenya

"When I see a poor person, to give them food or water."

Student, Kenya

"If someone is sick or maybe they have fallen somewhere and got wounded, I will give them first aid."

Student, Kenya

School outcomes

As a result of CCGL, the school leader and deputy headteacher have taken the leadership role in guiding teachers in adapting many of the teaching practices encouraged through CCGL. They have created a collaborative environment for teachers and included parents in their children's learning.

"Because the management has been asking the parents to come to discuss the issues between the pupils them and the children so that the parties happening in the school. We see that a lot with the parents the children and us the teachers. The management has been doing their work."

Teacher, Kenya

The CCGL training has affected the way the school leader manages the school and leads the teachers. The CCGL training has allowed the school to manage conflict in a better way and created a collaborative environment for teachers. This, in turn, has led to positive outcomes that have cascaded to teachers that did not take part in the initial CCGL training.

"Whenever we came out of the training, we were making a meeting, trying to brief the others who were not there. Eventually you find those ones who did not attend they are trying to incorporate."

School Leader, Kenya

"These days, we are working together even the teachers. Like there if there is a certain topic that you cannot be able to teach well you will ask another teacher to help you. We work together thus making us to go far."

Teacher, Kenya

The school leader explained that before CCGL trainings the most perceived idea of the relation between school leader and teachers was one of punishment. They now come freely for small meetings and trust has increased as a result of the training.

"There is a time they never wanted to come to the office. When one is called, they say; what I have I done wrong? nowadays they just come here."

School Leader, Kenya

"Yes, the management has been easier, we organize with, we take it as a team, and everybody owns it. You see when it is owned by everybody, and they are free to criticize anywhere it is not going on well so there is even self-evaluation. If you do this, you ask yourself if you have done it well."

School Leader, Kenya

Better communication among teachers, improved school management and the different attitudes towards peer learning and problem solving has empowered teachers to step up in finding solutions for issues that affect their pupils' wellbeing, even when not directly related to the school environment.

"You know there are some other tribes like the Bukusu the Luhyas, Kisii. The parents are working in the plantations. Tea plantations, they are casually but they are there. When the job is not there, they tend to shift from one place to another. When they go away the learners will have a reason of not being in school, they will disappear. Others are trying to follow them up. If there is a certain class teacher says that a certain boy or girl has not been coming for one day or two. Then everybody gets in, we call one or two pupils we go up to the home and then they say... They see if they stop going to school, they will be fetched form their home."

School Leader, Kenya

"There is also this problem of plantation. They have plantation of trees then they say they don't value educating girls. Education is for boys. There are some who believe that then they say that there are some subjects they believe that they should not be taken by girls."

School Leader, Kenya

Training has empowered the school leader and teachers to identify problems and collectively create a solution to improve pupils' wellbeing and school performance.

"This is very relevant because when you know the problem, because one is to identify the problem. So, in the training they have learnt how to see a problem, then when you see there is a problem then you will be able to start looking for the way to solve it and that is one of the problems. We found one of the problems was lunch, feeding meals here, it was a problem, some children could not get food, and some get when it is cold, so we even talked with the group and found one thing we were to make was to start a lunch program. And in fact, we started a lunch program here now they are eating here from the Pre-Nursery to standard eight."

School Leader, Kenya

Since the start of the lunch program, other students from other schools have joined, thus contributing to increasing school enrolment. After the interruption imposed by COVID-19 pandemic, the initiative was extended to parents, that now pitch in to support the lunch program.

"The community we try to involve them because in fact we cannot stand alone like in a way of trying to make a child friendly school. We introduced lunch program, we had to call the parents and talked with them because they had to chip something to maintain the lunch program. They like it."

School Leader, Kenya

Students feel more engaged and motivated to participate in the classroom because of the greater emphasis on group work. They described they had discussion groups of 5 to 6 in English and Social

Studies. They have started to participate more now, as before they began learning the Competency-Based Curriculum, they were not participating in group discussions.

Thanks to the increased use of digital tools (such as tablets) promoted by CCGL, students have been learning about their country's geography but also its social and economic issues. Students were able to identify lack of water and water disconnections, power shortages, food shortages and COVID-19 pandemic as the most important issues affecting Kenya.

As a component of CCGL training, students were encouraged to take part in activities that could strengthen their sense of responsibility and belonging to their local community. Primary school students now help the elderly with fetching firewood and share flour with people in need. The students described farming with the community at school: harvesting maize and tea, planting spinach, helping with weeding the plants, and watering plants.

These activities have led to a heightened sense of citizenship toward their local community and school. As a result of CCGL activities, pupils are able to articulate the role they have in the community.

"When I see a disabled person, I will help them."
Student, Kenya

"When I see a poor person, to give them food or water."
Student, Kenya

"If someone is sick or maybe they have fallen somewhere and got wounded, I will give them first aid."
Student, Kenya

Impact

Students have developed 21st century skills so that they will be able to participate in the modern labour market. School B had a great improvement in qualification for the Kenya Certificate of Primary Education, and this improvement was attributed by the school leader to CCGL.

"We have started seeing [an impact]. In KCPE, we were the best improved in the County, the whole County, we improved by ... 216 to 260."
School Leader, Kenya

Teachers agree that improvements in students' academic achievements are among the positive results of participating in CCGL training. Student learning has enhanced with practical problem solving. In the example below, students measured tea leaves from local farms. They also went to a shop to understand monetary transactions.

"When they are going to do their homework. When they are at home, we have... like this area we have farms, there is tea leaves. They are sent to go and measure the tea leaves. They will go and measure very well. You send them to the shop, and they buy what you have asked them to buy. So, you see they are thinking, you ask them to do... like here we have a small farm. You will ask them to plant like vegetables like this one. You see the way they are doing they are using their head."
Teacher, Kenya

The school leader and deputy headteacher acknowledge the impact that core skills learning had on the students' future perspectives:

"Because they will not fear even to enter in a certain office. When they pass their exam well, they go to a good secondary school the universities when they have those certificates, they will be able to communicate and also to apply for jobs. When they apply, they are called for an interview they will pass because they have that confidence. They are able to communicate. Language itself will not make them fail the interview. That is why I have that courage."
Deputy Headteacher, Kenya

According to teachers, learning digital skills will greatly help their students in succeeding in universities and in the labour market.

"Values that are instilled when you are teaching like security cooperation, peace, harmony and then how to solve problems, how to use digital learning."
Teacher, Kenya

"Like when Covid started we were able to introduce online learning, whereby we were using the government tablet even the teacher's phones and you can see they are able to follow online. They are trying, even when you give them the tablets you will see they are able to manoeuvre through using the tablet. Simple things like taking photos. They put in detail in the tablet, even games, playing games."
School Leader, Kenya

According to the school leader, better results contributed to an increase in enrolment, an unintended positive effect of the programme.

"Before we had an enrolment of 176. This time they are now approaching 300. If I add the ones in the PP1 and PP2 they are more than 300. I can see it is making them to change and influence others, and that is why they are coming."
School leader, Kenya

Lessons learnt

School B implemented several best practices that accounted for the successful delivery of CCGL programme:

- Innovative teaching methods were applied to all subjects, fostering group work and peer learning among students: Teachers applied innovative teaching methods through groupwork, problem solving, peer teaching and leadership. One of the greatest achievements resulting from participation in the CCGL program was that students began to participate more during lessons. The students' enhanced learning skills have led to an increase in students' confidence in their leadership abilities.

- Collaborative environment for parents and teachers: Since joining CCGL, the school has increasingly involved parents and the community. Parents are welcome to join for lunch where they can speak to teachers about any concerns they have about their child. The school leader has been involving teachers in the school's decision-making processes. The changes in the school management have positively influenced the school with an environment of teamwork and trust.

- Adapting to digital solutions in the implementation of CCGL activities solutions had challenges: In the online training for teachers, the network would sometimes not work in the middle of training because bundles were used. There isn't WIFI at the school, because of the cost. This may want to be considered to increase engagement with CCGL activities.

Appendix 4: Evaluation findings – Nepal

Overview of CCGL in Nepal

Connecting Classrooms, CCGL's forerunner, has been active in Nepal since 2013. During CCGL4, the themes of School Leadership and Core Skills formed the programme's core. The focus of CCGL was to enhance School Leadership practices through the School Leadership CPD offer and through engaging with government policy makers at the three levels of the federal structure (federal, provincial and local). Core and Transferable Skills and International collaboration were sub focus of the Country Plan. Among the core skills on which teachers and school leaders have been trained (see the Professional Development section below), Digital Literacy was promoted with an aim to influence central and local authorities to integrate it in the governmental Teacher Professional Development (TPD)-approved curriculum.

CCGL's priorities in Nepal are guided by the government's School Sector Development Plan (SSDP). The SSDP is a seven-year plan covering the period mid-July 2016 to mid-July 2023 (BS 2073–2080) and is the country's development plan for the education sector in line with Nepal's vision to graduate from the status of a least developed country by the year 2022 and to reach the status of the middle-income country's level by 2030. The SSDP encompasses development objectives for all school sector areas. Along with teachers' professional development, enhancing leadership capacity in schools is a key priority area in the SSDP and mentions that the "head teachers will have an increased focus on instructional leadership including reviewing teacher performance, monitoring teachers' time on task and building teacher capacity"[70]. Inclusion was not an explicit focus of the programme in Nepal.

In 2019, British Council Nepal and the Centre for Education and Human Resource Development (CEHRD) signed an MoU to jointly implement the CCGL programme in Nepal in 21 districts across seven provinces. The CEHRD identified 21 municipalities, one from each district, for programme implementation. Generally, schools and teachers are selected by the government for participation in the program. The British Council country office aims to maintain a gender balance while selecting the teachers, to select schools from all seven provinces, and to reach a balanced ratio of urban and rural schools. Approximately 65% of the teachers trained are from government schools. Private sector schools are usually engaged through ISA and school partnerships.

It should be noted that during the programme's implementation, a new Project Manager was appointed shortly before the COVID-19 lockdown. This shift in management caused challenges in retrieving information about programme implementation. This explains why in the following sections some disaggregated information is not available or data from Y3Q3 dataset has been preferred over BC Nepal Country Office available information.

Inputs

The programme in Nepal received a total of £967,798.90 in funding between 2018 and 2022. Programme expenditure by year and by activity is broken down in the table below.

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[70] Nepal Government's School Sector Development Plan

Table 1.1: Nepal programme budget

F.Y. budget Strand of activity	2018/2019	2019/2020	2020/2021	2021/2022
Program Delivery (Total)	£110,491.31	£282,241.51	£69,143.20	£505,992.88
Partnerships	£11,313.67	£591.73	£0.00	£55,952.70
Teacher training and School leadership training[71]	£54,751.39	£165,748.93	£43,960.19	£265,874.73
Accreditation (ISA)	£34,564.67	£89,463.00	£1414.22	£124,027.32
Policy level engagement	£9,861.58	£26,437.85	£23,768.79	£60,068.22

Source: BC Nepal Country office, April 2022

Together, teacher training and school leadership training received 55% of the budget allocated in Nepal, with the majority of this allocated to teacher training (20% approximately, according to the estimates of CCGL Nepal Country Office, of the CPD budget was allocated to school leader training). Partnerships and ISA accreditation account for 33% of the CCGL Nepal budget. Twelve per cent of the budget was allocated to policy dialogue, with half of this spent in the programme's final year; this occurred despite the COVID-19 pandemic making communications and meetings more difficult in Nepal compared to, for example, OPT.

Management costs (listed under "other delivery costs") are not accounted for in a separate line of budget, as is the case in other countries' cost summaries, but incorporated in each strand of activity. According to BC Nepal Country Office, management costs (that include transportation costs and accommodation for teachers and school leaders travelling to attend trainings) represent approximately 25% of the budget.

Professional development

As noted above, the focus of CCGL was to enhance School Leadership practices through the School Leadership CPD offer and through policy engagement. Core and Transferable Skills and International collaboration were sub focus of the Country Plan. School leaders and teachers from both public and private schools receive a combination of training modules from British Council's School Leadership and Core Skills training courses. Professional development training included Introduction to Core Skills, Digital Literacy, Creativity and Imagination, and Communication and Collaboration. For school leaders,

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[71] BC Nepal Country Office keeps accounts of CPD for both teachers and school leaders together. However, according to their estimates, approximately 80% of this budget item is devoted to teacher training and 20% to school leaders training.

training also covered Leading Core Skills, Planning Monitoring Evaluation and Reporting (PMER), and Leading and Managing Change.

Trainers were selected by the British Council through public invitation to tender. A MoU was signed with the Kathmandu University School of Education to implement the School Leadership training to head teachers and school leaders, after training trainers from the University. The trainings follow a cascade model, from the Master Trainer to trainers to school heads and teachers. Face-to-face trainings take place in district-based workshops.

Trainers delivered training interventions for teachers and/or school leaders based on the British Council Core Skills and School Leadership training packages. On average, school leaders are trained in all participating schools. Two to four teachers are trained per school. The introductory training packages were designed to be delivered over the equivalent of one working day. The in-depth training packages were designed to be delivered over three working days spread out over a period of approximately nine weeks. At the end of the advanced course (day 2), teachers and school leaders were encouraged to submit an Action Plan, detailing how they will implement learnings. In between these face-to-face training events, participants were expected to deliver their agreed actions and participate in "reflect, re-plan, do" meetings.

The training packages were intended to inform and inspire teachers and school leaders to reflect on and makes changes to their practice, pedagogy and, where appropriate, curriculum. This model of professional learning was intended to follow the principles of good practice, such as: adopting a suitable intensity, including practical elements, providing feedback, peer review, and self-reflection. Trainers were required to support and encourage teachers and school leaders to use a variety of means to collaborate and share experiences with their peers both locally and internationally.

In January 2020, the COVID-19 pandemic hit Nepal and in March the country went on nationwide lockdown. Schools were closed until January 2021. Subsequently, schools were only partially re-opened, depending on each school and school district's regulations. Due to this disruption, the online delivery of courses for both teachers and leaders was increased. Dates and topics of trainings held as part of CCGL are detailed in the following table.

Table 1.2: CCGL Nepal teacher CPD delivery

Teacher Training		School location	Delivery model	No. of teachers trained	No. of schools involved
Course	Date				
Creativity and Imagination	Oct 2021	Nawalparasi	f2f	166	43
Digital Literacy	November 2021	Gandaki	f2f	71	67
	Jan – March 2020	39 districts	f2f	146	52

An introduction to core skills for teachers	May – July 2020		online	110	105
	Sept 2020	2 provinces[72]	f2f	52	14
	Jan - July 2019		online	17	6
	Aug – Sept 2019	12 districts	f2f	269	66
An introduction to core skills for teachers, Creativity and imagination	August 2020	5 provinces[73]	f2f	110	22
	Oct 2020	5 provinces[74]	f2f	166	44
An introduction to core skills for teachers, Communication and Collaboration, Creativity and Imagination	Oct – Dec 2020		online	71	32
Communication and Collaboration/Digital Literacy[75]	May – June 2018	not available	f2f	180	60

Source: Y3Q3 BC database

Table 1.3: CCGL Nepal headteacher CPD delivery

Head Teacher Training		School location	Delivery model	No. of Head Teachers trained	No. of schools involved
Course	Date				
An introduction to core skills for leaders	Nov 2021		online	7	6
		Kathmandu	f2f	13	9
	Oct 2021		online	25	24

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[72] Rauhtahat, Parsa

[73] Surkhet, Mahottari, Rupandehi, Dailekh, Dang

[74] Nawalparasi,

[75] This data was confirmed by BC Nepal Country office but is not reported in Y3Q3 BC database

		Nawalparasi	f2f	14	14
		n/a	online	55	49
	Sept 2020	4 provinces[76]	f2f	33	31
	June – July 2020		online	112	111
	Dec 2019	3 provinces[77]	f2f	50	49
	Sept 2019	Kathmandu	f2f	19	19
Leading Core Skills	Dec 2021	Waling Municipality	online	36	36
PMER[78]	June 2018	not available	f2f	60	60
PMER, Leading and Managing Change[79]	December 2018 and September 2019	4 locations[80]	f2f	69	69

Source: Y3Q3 BC database

Policy engagement

The main objective of the government's School Sector Development Plan (SSDP)[81] was to Develop a National Curriculum Framework for grades 1–12, including core skills such as critical thinking and collaboration while promoting the use of digital and interactive teaching and learning resources and the integration of life-skills, soft skills, and values-based education. CCGL's policy engagement goals in Nepal reflect this focus by aiming to obtain accreditation of its Digital Literacy course as part of the Teachers Professional Development approved curriculum; and developing benchmarks and indicators for School Leaders competences. Initial discussions were held before the pandemic hit the country with the Curriculum Development Centre (CDC) and the CEHRD, with the understanding of future development of a joint task force to work on the improvement of the curriculum and incorporation of Digital Literacy, as well as developing a CPD package for soft/core skills teacher training for grade1-3 teachers. The British Council is one of the partners in supporting National Primary Curriculum reform.

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[76] Province 2, Province 5, Karnali, Rupandehi

[77] Syangja, Doti, Sunsari

[78] Planning, Monitoring, Evaluation and Review. This data, provided by BC Nepal country office, does not appear in Y3Q3 BC database.

[79] This data was confirmed by BC Nepal Country Office but is not accounted for in Y3Q3 BC Database.

[80] Province 1, Seti, Gandaki, Bagmati.

[81] The SSDP is a seven-year plan covering the period mid-July 2016 to mid-July 2023 (BS 2073–2080) and is the country's development plan for the education sector in line with Nepal's vision to graduate from the status of a Least Developed Country (LDC) by the year 2022 and to reach the status of the middle-income country's level by 2030.

The Curriculum Development Centre (CDC) has recently developed the integrated curriculum for grades 1-3. Core and transferable skills have been embedded strongly in the curriculum.

Due to the decentralized organization of the Nepali education system, policy engagement is pursued at local, federal, and regional levels, as well as national. In fact, out of 74 policymakers engaged through CCGL, eight were representative of the national level (MoEST[82], CEHRD, CDC) and engaged with CCGL during round-table policy dialogues. Others were representative of municipal, district, or provincial education authorities and were engaged mostly through education conferences or other means of policy engagement.

Partnerships

During CCGL, 79 schools have been involved in face-to-face partnerships[83], while 153 completed partnerships online[84]. Forty-eight awarded ISA schools are or have been involved in partnerships and have developed relationships with UK schools.

School partnerships operate both one-to-one and within clusters. Even when collaborating through clusters, each school usually has a unique partner school, but they process their applications together and usually travel together.

School partnerships and ISA activities are the only means through which CCGL fosters global learning and awareness of global issues, as well as knowledge on SDGs, among teachers and students in Nepal. Global learning is not otherwise featured in the programme.

Effectiveness

EQ1: How, and to what extent, does teacher and school leader training contribute to increased understanding of global citizenship and how to apply it within the classroom?

Global citizenship was not a focus of teacher training and school leader training in Nepal, where CPD was heavily concentrated on core skills and leadership skills. The main focus of CCGL was to enhance School Leadership practices through the School Leadership Development training offer.

Nonetheless, school leadership training empowered teachers to introduce activities other than traditional lecture-style lessons, and some of these had a global citizenship dimension. Examples include environmental projects and participation in Model UN, which contributed to an enhanced sense of global citizenship and active citizenship by students.

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[82] Ministry of Education, Science and Technology

[83] According to BC Nepal Office. Y3Q3 BC dataset accounts for 72.

[84] Y3Q3 BC dataset. BC Country Office Nepal does not hold this information.

"When students are honestly involved in the projects, they learn long-term skills. For that the teachers should be well trained. The whole purpose of the project activities and learning is to teach the students about protecting our earth, and also teaching the importance of one's role in changing global issues, like environmental issues. After being involved in various projects they have made many things. They have used waste plastic to make products. If we look at those products it will be difficult to think that they were waste plastics."

Teacher, Nepal

"When teacher gives examples of foreign countries [...] It is nice to know that people in different countries are also learning and doing things that we do here."

Student, Nepal

EQ2: How, and to what extent, do teacher and school leader training contribute to increased understanding of Core Skills and how to apply it within the classroom?

Core Skills training has been positively welcomed by both school leaders and teachers. Core skills training was in high demand among teachers, in part because they were aware of its introduction in the national curriculum. The training was welcomed as a much-needed update in teaching methods and practices.

"It has benefitted me a lot. I have improved a lot from core skills. I have been able to teach the as per the curriculum when applying the core skills techniques." Teacher, Nepal

Teachers from both governmental and private schools generally share an enthusiasm for the training received and the positive impact it had on their students:

"After implementing the project activities, we as teachers could see the changes. Similarly, we saw excitement in children with the new approach to learning. "

Teacher, Nepal

"The teachers have given highly positive feedback of the trainings. The three teachers who took the training, have taught the students about it. The children have also used the skills outside of their classrooms. We have also heard positive feedback from the parents. We must continue this learning process."

School Leader, Nepal

Teachers explained that they were able to introduce significant innovations in their teaching practice as a result of the training, including incorporating digital delivery and using more student-focussed techniques.

"The six core skills that were taught in the trainings have been implemented in the classes. In addition, during the pandemic, the teachers have not only become digitally literate, but online classes also became an approach. The teachers have also done more collaboration. The teachers have also done activities after a class which has been emulated by other teachers as well."

School Leader, Nepal

"Before we used to ask the students about the previous topic and if he couldn't answer we would either scold him or give the answer. What I learned is that if I transfer the question to other students then someone may answer the question. So, I learned to revert the problem to the students themselves."

Teacher, Nepal

"I would tell stories to the students and connect them to another subject and after that bring the attention back to my chapter. "

Teacher, Nepal

"We are applying mentorship for leadership training for the children. For example, when I am teaching about circle, I do not give all the answers but give hints. I use creativity and imagination."

Teacher, Nepal

This is consistent also with students' perspectives. They feel that the shift in the teaching techniques applied has positively strengthened their creativity skills.

"We ran through projects from the beginning which was more like self-learning rather than school feeding us. So, we became more confident, and the activities enhanced our creativity."

Student, Nepal

Differences between teaching styles before and after the trainings were noticed both by teachers and school leaders. There were also significant differences among teachers who were trained and applied the new methods, and teachers that were not trained and continued with "old" methods.

"Those having the training do the work in rational and critical ways. Whereas non-trained teachers follow the old methods. That is why we are planning to implement the new teaching methodology from next year."

School Leader, Nepal

"At least the teachers who have been are conceptually clear about project-based teaching-learning. Hence, they are different than non-trained teachers. It is important for the teachers to be updated as well."

School Leader, Nepal

Such trainings proved effective even during the pandemic, especially the Digital Literacy training, which equipped teachers with skills to continue classwork remotely and mitigate the disruption caused by the lockdown.

"We could not participate the students as we wanted due to the lockdown. But we could see one benefit of the digital literacy activities. During the lockdown, the students were able to transition to online classes quite easily. The students could prepare a PowerPoint presentation on the spot. We had already built such environment. However, we are still lagging a behind due to the lockdown."

Teacher, Nepal

Teaching practices promoted throughout the training included the increased use of project-based learning and lesson planning. Project-based learning in particular has both increased students' curiosity and interest levels as well as confidence of teachers, by allowing them to explore both the theoretical and practical dimensions of a topic and covering multiple subjects at the same time.

"The action plan was prepared by focusing on the subjects of the teachers. For instance, I teach vocational subjects. The topic of the project was: 'Awareness of agro resources and skills'. The project could be linked with the educational, business, and technological aspects of the topic. We were involved in the project from the ground level. Hence, the students gained not only theoretical but also practical dimensions of the topic. After doing the project, I realised that this method is very much effective. I became confident."

Teacher, Nepal

CCGL's MI teacher survey data shows improvements in self-perceived knowledge of core skills and in the ability to teach core skills to students between baseline and endline. There is a substantial decrease in the percentage of teachers reporting a lack of knowledge of core skills as well as in those who reported existing knowledge but a lack of experience including core skills in their training. Those reporting that they have planned opportunities for students to participate in core skills activities increased from 23% to 46%, and who reported changes in teaching practices – allowing students some degree of autonomy and promoting the ability to evaluate their engagement – increased substantially (from 7% to 51%).

Table 1.4: Teacher knowledge and capabilities in core skills

	Baseline	Endline
I do not know about core skills and how to develop my students' core skills	46%	2%
I understand the key principles of core skills, but have not yet included anything in my teaching	24%	2%
I understand the key principles of core skills and have planned opportunities for students to participate in core skills activities	23%	46%
I understand the key principles of core skills and have planned opportunities for students to participate in core skills activities. I allow students some degree of autonomy. I am able to evaluate their engagement and could train other teachers in this area.	7%	51%

Source: CCGL MI data (Baseline: n=1366 Endline: n=200)

Teachers participating in the survey also highlighted substantial improvements in their level of confidence in relation to core skills across the board, as shown in the table below.

Table 1.5: Teacher confidence in core skills

	Baseline average score	Endline average score
My knowledge of core skills	3.0	7.4
My understanding of how to incorporate core skills into my teaching	3.1	7.4
My awareness of pedagogical approaches that support core skills	3.2	7.4
My ability to plan core skills lessons / activities	3.4	7.5
My ability to assess students' progress in their core skills	3.4	7.5

Source: CCGL MI data (Baseline: n=1366 Endline: n=200)

This confidence was reflected in the qualitative data.

"5-6 years ago, the concept of core skills were quite new to us. After the trainings we have been able to embed those skills/concepts in our school."

Teacher, Nepal

EQ3: How, and to what extent, do teacher and school leader training lead to improved understanding of how to pursue wider pedagogical improvements including inclusion, conflict management and teacher performance amongst school leaders?

In Nepal, no specific training on inclusive pedagogies was delivered to teachers. A comprehensive record of how many head teachers received some training on inclusive pedagogies as a part of the curriculum is not available[85]. The Leadership training for school leaders focused on Creating Strategic Direction, Leading Teaching and Learning, Managing Resources, Developing and Working with Others and Working in Partnership.

There is evidence of some improved awareness of the different learning abilities of students and the need to implement tailored approaches.

"For inclusion, the school has the value that the teachers should start from the slow learners."

School Leader, Nepal

In some cases, attempts were made to make long-term planning for learning of pupils with special educational needs, although the pandemic hindered the whole process. The effort of the school to plan a learning journey tailored to the special educational needs of one child does represent in any case an example of how CCGL training was able to improve understanding of school leaders of how to pursue pedagogical improvements in this regard.

"The teachers had to apply inclusion or equity-based approach so that each student gets an opportunity to be involved in the activity. However, it has been a bit challenging for us to include the one student who is suffering from ADHD. However, we are giving him one-one-one treatment because that student cannot catch up with other students. Similarly, there are fast learners and slow learners in the class. For this we have: paired and self-esteem learning. There are discussions, presentation under that, and we run continuous assessment. For weak students or slow learning students, we run free remedial classes."

School Leader, Nepal

The training has proven very helpful for head teachers committed to change-making in their school's teaching approach.

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85 Inclusive education module was delivered to Head Teachers of ISA schools and schools at Kawasoti municipality. BC Nepal does not have the records of the year when this training was delivered because the course was coupled with another course and jointly delivered. Eg: a Course on PMER+ Inclusive pedagogy. A database with breakdown in years is not available.

"We took part in the workshop/trainings provided by CCGL. Since we also wanted to transform the educational approach of Nepal, I really liked the approach of CCGL. Although we used to experiment with new ideas in the school before being involved in CCGL, but after being part of CCGL it became very easy for us. As a result, we were able to implement new teaching/learning methods. The trainings made this very easy."

School Leader, Nepal

"I can change the scenario of school. And we can change the system of teaching in school by adopting project-based learning. […] Only if we change our strategy according to the changing environment, the school can survive. Then we can give lifelong education to the children which are the prerequisite of their survival in the real world."

School Leader, Nepal

Teacher and school leader trainings in core skills have had a positive impact on teachers adopting new and innovative methodologies in classrooms. The approach of school leaders towards teachers has changed, becoming more supportive of innovation, and encouraging teachers to assume the role of facilitator. School leaders now interpret their role as supporters and enablers of decision-making and innovative practices in classroom.

"The knowledge we have is vast and scattered. This training divided them into six components. Now we can confine the knowledge that we want to teach to the children regardless of the subjects. So, therefore, I ask the teachers to design the lessons by referring to the 6 core skills. A few days back, students of grade 6 and 7 conducted a spelling bee contest between grade 8 and 9 grades, with guidance from the teachers. With this activity, they utilised/practised the core skills that were taught in the CCGL trainings."

School Leader, Nepal

"For example, during the pandemic, we motivated/taught them about digital learning. Some teachers had never used laptops before, but now they are able to create slides. Currently, the teachers are able to do the task themselves. We only support them when they need help."

School Leader, Nepal

Further, school leaders benefitted from the school leadership training's content on conflict resolution. Many now describe themselves as being more able to cope with conflict situations in a more collaborative way.

" If there are cases of bullying among the children those teachers intervene and try to resolve the issue. Recently we faced such a conflict where the parent made a complaint and we talked with both parties in the same place and resolved the issue. Now the conflict has subsided."

School Leader, Nepal

Data from MI supports these qualitative findings, showing that school leaders have learned and implemented a wide range of leadership practices aimed at improving school management and teachers' performance. At baseline, school leaders stated on average that they had very limited leadership knowledge and skills and understanding of the impact these have on students and schools; at endline, they stated on average that they understand leadership skills and the impact these have on their students and schools. Moreover, they stated this is an important focus of their leadership practice[86].

Table 1.6: School leaders' understanding of leadership skills

	Baseline average score	Follow up average score (1-10)
I understand the benefits of partnership working and have developed links with other headteachers / schools	3.5	5.9
I use and encourage a range of methods to communicate with all staff and pupils	3.6	6.0
In our school we collect evidence to make judgements about quality of teaching and learning	3.5	5.7
I organise and participate in both formal and informal professional development that focuses on improving the quality of teaching in school	3.5	5.5
My leadership enables teachers to work collaboratively to share teaching experiences, skills and resources	3.6	6.1
I have promoted team working across the school and this is a strong feature of how we all work	3.7	6.1

Source: CCGL MI data (Baseline: n=262 Endline: n=52)

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[86] Source: British Council MI data. Baseline 262, average score 2.5; endline 52, average score 6.1

EQ4: How, and to what extent, do school partnerships contribute to increased understanding of global citizenship and Core Skills, and how to apply it within the classroom, amongst teachers?

Seven out of ten schools in the qualitative data collection sample took part in partnerships. Four were private schools, two public, and one run by a cooperative of teachers and community members. All schools participated in one-to-one partnerships with UK schools, one of which was online. One school participated in both cluster and one-to one partnerships. Each partnership involved activities around one to three SDGs[87]. Typically, students were involved in online activities centred around projects, that were directly related to SDGs (such as projects on the environment) or aimed at cultural exchange (projects about local food, or traditions, or family structure). Face-to-face partnerships with reciprocal teacher exchanges also took place. One of the teachers interviewed reported that students took part in an exchange, with UK students visiting their school, before the COVID-19 lockdown.

Thanks to partnerships, CCGL teachers in Nepal were exposed to new teaching methods and became eager to implement them in their classrooms. Project-based learning, practical activities, and the preference for competency-based assessment rather than knowledge-based summative assessments were the most appreciated teaching practices that teachers learned thanks to partnerships.

"We tend to focus too much on exams. I learned that they don't even take exams up to grade 5 in UK. They evaluate the students based on practical activities. We are also trying to adopt such approach."

Teacher, Nepal

Face-to-face partnerships had a particularly beneficial impact on participating teachers.

"We felt they are more advanced than us in the teaching methodology. We learned a lot when they were here for a few days."

Teacher, Nepal

Partnerships fostered a better understanding of core skills and how to implement them in the classroom amongst teachers.

"The teachers became aware about the teaching content, they had to have a better understanding of the topic of the project, and they also learned about different cultures and practices."

School Leader, Nepal

"We saw a drastic change. We saw that the core skills were properly implemented in their (UK school) teaching learning methodology. But we are still in practice phase. Yes, there was an impact on the teachers. We emphasize in activity/project-based teaching. We have found that the students learn quicker in this method."

Teacher, Nepal

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[87] The SDGs covered by partnerships with schools in Nepal were 2, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 17.

Partnerships made teachers more aware of the global dimension of learning and the need to broaden their horizons and their students.

"I have become wiser and accepting and have widened my horizon. Also, I have learned to respect diversity."

Teacher, Nepal

"Before the CCGL program, our examples in the classroom used to be only limited to Nepal. Now we are giving examples from other countries."

Teacher, Nepal

Another benefit of partnerships was that they led to the possibility of introducing devices and other digital aids into lessons.

"It has improved a lot. Before we used only refer to textbooks, but now we search about them on the internet."

Teacher, Nepal

One area in need for improvement is the contribution of partnerships to the understanding of global citizenship. Some teachers and school leaders highlighted the weak impact of partnerships on students' and teachers' understanding of global citizenship. Reasons given for this included lack of training and a perceived inequity in the exchange format, which saw UK students visiting Nepal schools but no reciprocal visit.

"From the perspective of the school, we expected an award and trainings for the teachers. But, perhaps due to the pandemic, this could not happen. If you ask my personal opinion then, I expected that not only the students but also the teachers would learn something new. I hoped that the teachers would also grow professionally."

School Leader, Nepal

"The students from UK have come here but the students from Nepal have not gone to UK for exchange learning. This would also be beneficial. Also, cultural exchange program would also be better."

School Leader, Nepal

"They [UK teachers] only prepared the project and shared their findings. Also, the collaboration didn't touch the subject of global citizenship. Also, the students mostly talked about the good things about their country. They were not involved in discussing the real scenarios of their countries. In a sense the sharing was a bit superficial."

Teacher, Nepal

Despite this concern around global citizenship, qualitative evidence indicates that, overall, partnership activities are adding value to teachers and students by demonstrating best practices for core skills, strengthening project-based-learning, and a stronger emphasis on digital skills.

This positive assessment of partnerships' value add is corroborated by MI data, which find most teachers assigning a high score to questions on the usefulness of this strand.

Table 1.7: **Teachers' perspectives on partnerships added value for students**

School partnerships activities are…	Average score (1-10)
Better preparing my students with the skills and confidence to contribute responsibly to society, locally and globally	8.7
Better preparing my students to develop positive attitudes towards taking action on sustainable development and social justice	8.9
Better preparing our students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)	8.7
Have improved our teaching of active global citizenship	8.7
Equipping our students with transferable skills to live and work in a global economy	8.4

Source: MI data (baseline: not available, endline: 76)

EQ5: How does the level of engagement a school has with CCGL activities ('dosage') affect outcome achievement?

CCGL's CPD implementation in Nepal has varied in terms of the level of engagement across different types of school. On average, four teachers in each participating government school were trained alongside their respective school leaders, an approach they agreed helped cascade the training to their colleagues and contribute to capacity building efforts. This approach ensured synergies as well across teachers' and school leaders' trainings, as it will be further analysed in EQ10. The Nepal Country Plan foresaw that in private schools, typically engaged in the programme through ISA, on average only one teacher and one school leader were supposed to be trained. However, interviews with school leaders and teachers show that this model wasn't always followed: on occasions, more than one teacher was trained in ISA schools and less than four teachers were trained in public schools. Moreover, the training programme for ISA schools was expected to concentrate on one or two core skills trainings, while three core skills training were delivered in government schools. This approach was decided by the British Council Nepal country office in order to focus resources on public schools rather than private ones. However, online training introduced during the pandemic was made available for teachers from both public and private schools and allowed learners to choose e-learning paths of different duration and

content. That made available trainings on all core skills to teachers from both public and private schools[88] [89]. Partnerships were open to both public and private schools; although private schools were typically engaged through ISA, ISA was open to public schools as well.

Better outcomes were due, more than to the number of teachers trained, to the cascade-learning approach that was adopted by both public and private schools. In fact, schools aimed at embedding Core Skills teaching in the whole school learning offering and school leaders explicitly introduced policies to that aim.

"We have a culture here that anyone who goes to attend a training needs to share about the learnings of the training. Therefore, we shared about the training."
School Leader, Nepal

Where participation to trainings was limited and not accompanied by cascade learning, the impact of CCGL was also severely reduced:

"There are various trainings throughout the year, but we don't think there has been any impact of the programme. This is also because we have not taken many trainings of CCGL programme."
Teacher, Nepal

More than dosage, the delivery model (online vs face-to-face) seems to have affected programme outcomes, generating very different learning experiences for learners. The shift to online delivery meant a reduction in the quality of training. This, coupled with the additional demands on teachers imposed by the pandemic, made it difficult to implement CCGL learnings in the classroom. However, teachers who have been trained before the pandemic are reported to be eager to attend more CCGL trainings once school closures are no longer a possibility.

"It was an online training that was for one hour. But due to internet problem it was ended quickly than 1 hour."
Teacher, Nepal

"Due to the lockdown, we were in pressure to complete the course. So, we have not been able to implement the activities. Also, we have started to forget about the learnings."
Teacher, Nepal

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[88] Data from interviews shows inconsistencies with both the Country Plan and the Y3Q3 dataset and presents a more nuanced picture of effective dosage during CCGL4 implementation in country than planned.
[89] All schools from the qualitative sample participated in teacher and school leader training, ISA and partnership, according to school leaders and teachers' interviews. Y3Q3 database is inconsistent with evidence gathered on the field.

"Teachers have also gained more knowledge and are motivated to continue it. Since we couldn't do this for 2 years due to COVID-19 pandemic, we are planning to continue it properly from the next school session."

School Leader, Nepal

The teachers and school leaders who have had direct engagement with the CCGL training have benefitted the most from engagement with the programme. To broaden the impact of the training, the main approach has been for those who received training to then cascade down that training to other teachers who did not attend. This appears to have had benefits in terms of sharing knowledge and teaching methods among non-trained teachers in schools. Schools Leaders appreciate that CCGL trained teachers can apply their competence not only with students, but also with colleagues:

"One difference I have seen is that those teachers are able to teach other teachers. They have also gained more knowledge and are motivated to continue it. Since we couldn't do this for 2 years due to COVID-19 pandemic, we are planning to continue it properly from the next school session."

School Leader, Nepal

"Those teachers who have not been trained will employ the same method of teaching that they have learned during their school or college years. However, trained teachers do better. Therefore, we mix the teachers. What we are seeing is that the teachers teaching high school level do not have adequate teaching skills although they are well versed in the subject matter. "

School Leader, Nepal

EQ6: How do differences in the local education system and teacher professional development environments interact with the programme's objectives and achievement?

The British Council has long collaborated with the Ministry of Education, Science and Technology in the development of core skills curriculum and assessment, and CCGL implementation in Nepal was characterized by the aim of ensuring complementarity with the Government's School Sector Development Plan (SSDP), the Teachers Professional Development curriculum, and the National Curriculum Framework. One of the key British Council's strategies to support the Government's education policies was to develop core skills training, promoting the use of digital and interactive teaching-learning resources (Digital Literacy), and the integration of life skills, soft skills, and values-based education. The CCGL interventions and trainings for school leaders are aligned with the priorities set by the Government and their relevance has helped CCGL achieve success.

"Before, the curriculum was traditional but recently there has been a change in the curriculum. For instance: integrated curriculum which is project based. So, being involved in CCGL has been beneficial for us teachers as the curriculum has also changed. "

Teacher, Nepal

Teachers have access to other trainings, but overall, the CCGL learning offering is perceived as complementary and aligned with curriculum, guidelines and teachers' professional development paths.

"Yes, they are complementary. If any corrections are required, then we correct them as per our findings and guidelines."

School Leader, Nepal

"The trainings were very much helpful for the teachers. However, our teachers also take other trainings. So, this training was a supplement to their learning. I feel that they have become more motivated. "

School Leader, Nepal

On one occasion, the implementation of CCGL activities in the school raised the educational achievements and professional development level to the point that the school was promoted by the government as a model (Namuna) school[90].

"When we became involved in this programme, and implemented the activities, we became a model school in this area. This shows that we have created a platform to explore quality education via the CCGL. There is a drastic change in the quality of education."

Teacher, Nepal

EQ7: How, and to what extent, does policy engagement contribute to increased understanding of the importance and means of applying Core Skills (and global citizenship, where appropriate) and inclusion within the curriculum amongst policymakers?

Efforts to align CCGL with the local policy context and to influence policy were undertaken mainly through Education Conferences and roundtable policy dialogues, mainly at provincial and federal level. Otherwise, interviews with policymakers suggest CCGL had few opportunities to contribute to policymaking due to external constraints such as the COVID-19 pandemic. Nonetheless, policymakers generally appreciate the alignment of CCGL trainings with national curricula and noted the relevance of CCGL's Digital Literacy training, although they advocate for stronger synergy in training implementation.

"There is greater possibility to align with school management and core skills in the system as well. We should devise a different kind of programme for school leaders because programmes are very much fragmented, is very difficult to account for certification."

Policymaker, Nepal

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[90] Model schools are well-resourced and performing schools that provide technical support in terms of professional development and administrative needs to nearby schools.

"Training curricula in Nepal are based on the TCompFramework. Many of the curricula courses developed by CCGL […] can integrate the framework, there is possibility to integrate Core Skills in national curriculum. Digital Literacy has been integrated. There is room for improvement."

Policymaker, Nepal

Policy engagement efforts have supported future sustainability for British Council engagement with the education sector in country after the end of CCGL[91]. However, CCGL did not succeed in being accredited as part of the Teacher Development Curriculum and, in the words of the policymakers interviewed, remained somehow parallel to the official training activities, without gaining this full complementarity with national education policy (as occurred in Kenya).

EQ8: In programme activities where objectives are not being met, what could be done differently to enable success? How should future programming be designed to overcome experienced challenges?

CCGL was partially successful in meeting the initial targets set in the Country Plan. The initial target was to train 450 school leaders and 1,100 teachers in 450 schools. As detailed in the table below, CCGL in Nepal reached 803 schools and provided training to 1,300 teachers and 401 school leaders:

- Number of teachers trained: 1,300. This exceeded the original target of 1,100.

- Number of school leaders trained: 401. This did not meet the original target 450. The underachievement was probably partially due to the pandemic; however, there were difficulties in retrieving qualitative information on programme implementation in the first three years of the project in order to fully understand reasons for non-achievement of the target.

- Number of policymakers engaged: 74. The exceed the original target of 30.

- Number of schools engaged in partnerships: 185. This did not meet the original target 300. The underachievement was probably due to the pandemic, which not only made it impossible to engage in new partnerships but also interrupted newly engaged ones.

Table 1.8: CCGL Nepal targets[92]

	Targets	Delivery				Total
		2018/2019	2019/2020	2020/2021	2021/2022	
Schools reached	450 (330 ISA School and 120 Governmental school)	60	234	81	428	803

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[91] Partnership with Kawasoti Municipality and Waling Municipality. Source: BC Nepal Country office and https://www.britishcouncil.org.np/programmes/education/partnership-waling-municipality; https://www.britishcouncil.org.np/partnership-between-british-council-nepal-and-kawaswoti-municipality

[92] All data are from BC Nepal Country Plan 2018-2021 (revised July 2019) and BC Nepal schools database.

Teachers trained	1,100	180	234	249	637	1,300
School leaders trained	450	60	234	34	73	401
Schools involved in f2f partnerships	300[93]					170
Schools involved in virtual partnerships						15
Schools accredited (ISA)	200[94]					64
Policymakers engaged	30					74

Source: BC Nepal Country Office Data

The outbreak of the COVID-19 pandemic resulted in a shift to online training delivery. Available evidence indicates that, despite the online training being perceived of lower quality and more difficult to implement, the focus on Digital Literacy helped teachers to generate similar levels of engagement and motivation among students. This generated on occasion difficulties for the teachers participating in the courses.

"Due to the lockdown and disturbances on the internet we could not train the teachers properly."
School Leader, Nepal

Learning materials have been made available, but the inability to connect face-to-face and to learn collaboratively meant that the impact of the learning was diminished. Many of the challenges and barriers have been practical and related to issues with technology, pressures on time, balancing training with home life etc. but not directly related to available resources but difficulties arose.

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[93] Disaggregation by F.Y. is not available neither from BC Nepal country office nor Y3Q3 BC Dataset
[94] Disaggregation by F.Y. is not available neither from BC Nepal country office nor Y3Q3 BC Dataset

"The materials were a bit difficult because the training was finished in one day. Other participants were perhaps experienced so, compared to them I had difficulty catching up with the materials. I felt not enough time was given. It would also have been easier if the trainer had given me a topic for the activity. Since I had to choose my own topic, it was a bit difficult for me. Currently, I am applying the activities in lower grades, but it is still difficult to choose topics for higher classes. However, I learned a lot of things."

Teacher, Nepal

"During the pandemic, the teachers have not only become digitally literate, but online classes also became an approach."

School Leader, Nepal

"During the lockdown, the students were able to transition to online classes quite easily. The students could prepare a PowerPoint presentation on the spot. We had already built such environment."

Teacher, Nepal

The main concern shared by teachers and school leaders was that the trainings were too short and the amount of information was too great to be fully understood and assimilated in the available time.

"There is so many information that were taught in one day. Therefore, even though we liked the new learning, they were too much at the end of the day."

Teacher, Nepal

"All topics were covered but the training was finished in a short duration (in one day). It felt like a rush. "

Teacher, Nepal

"The materials were a bit difficult because the training was finished in one day. I felt not enough time was given."

Teacher, Nepal

Another issue raised frequently was the need for follow-up and a training calendar more spread out over the year:

"Leadership skills should be improved over time. Only then there will be a long term impact."

School Leader, Nepal

"I felt that enough time was not given to do the activities. These kinds of trainings should be run more frequently."

Teacher, Nepal

Some shared that the programme was difficult to engage in as it led to teachers missing school:

"This program was launched at the start of the education session, so we went to participate in it. But later it was very difficult for us to cover up the lost classes in the school."

Teacher, Nepal

Some teacher expressed the view that trainings were inadequate for the purpose of cascading learning:

"We took the training in four days, and we had to train other teachers. So, we felt that we were not adequately/fully trained and hence could not train other teachers in the same level. Therefore, my view is that rather than training a few teachers, it would have been better to train all the teachers."

Teacher, Nepal

Efficiency

EQ9: How well has the programme managed to deliver its programme activities and achieve intended outputs during CCGL with the resources available to the programme?

As noted above, the programme did not achieve all its delivery targets. It appeared to be adequately resourced overall.

Positive conditions have been created for the face-to-face training sessions. No teacher nor school leader mentioned difficulties related to accessibility, logistics or accommodation for the trainings, usually held in central locations in each district. Approximately 25% of training costs, as mentioned, was devoted to travel and accommodation of participants.

In the view of the CCGL Nepal Project manager, the resources provided for the programme delivery were adequate in terms of financial resources and materials available. The initial staffing for the programme (1 Head of schools, 1 Schools Project Manager, 1 Project officer and 1 Project Assistant) was adequate, but the departure of the Head of Schools from the British Council caused some management challenges. Due to the pandemic and subsequent changes in British Council staffing, it was not possible to recruit a replacement for this position.

Several cost-efficiency measures have been adopted in the operational model, to ensure cost savings and value for money, such as sharing resource manuals in digital copies rather that hard copies and allowing only for essential travel. To improve the efficiency of the programme over time, measures were undertaken such as quality assurance of consultants, monthly update calls with the trainers or school ambassadors, feedback on project implementation at field level by local municipality members. To help teachers retain knowledge, monthly support clubs and social media support groups have been created.

However, as noted in EQ8, there were concerns raised by teachers and school leaders regarding the course structure and timing, which reduced both the effectiveness and efficiency of training.

"As mentioned, concerns were raised by teachers and school leaders about the amount of information concentrated in the training sessions. As per the feedback of the teachers, the trainers were familiar and friendly as well highly intelligent. They would strictly follow the training modules. But sometimes the teachers felt that the content of the training given for 1-day or 2-day training was too much. The teachers were worried that they would not be able to retain all that information/knowledge. Therefore, the teachers felt that enough time (days) was not allocated for the content."

School Leader, Nepal

EQ10: How does the programme ensure synergies between different strands and activities? To what extent are programmes complementary?

Synergies were ensured through the linkages between ISA, school partnerships, and the core skills CPD for teachers and school leaders.

Schools initially taking part in ISA are required to undertake an initial training on core skills, contributing to synergies in delivery.

"When we went to the BC for the project evaluation of our school for ISA, they gave us 1 day session related to Digital Literacy, Critical Thinking and Connecting classroom."

Teacher, Nepal

"We only took a two-day training in core skills. The trainers taught us how to embed core skills in the projects. Later we sent two teachers from our school for core skills training."

Teacher, Nepal

"I was the International Coordinator for CCGL. I teach English. I took trainings on core skills, with special focus on Digital Literacy. I have also taken training on Global Accreditation. One of my digital literacy projects was selected for impact evaluation by the BC."

Teacher, Nepal

There appears to be also a strong synergy between the ISA and partnership strands. The project-based model of ISA is used also in partnerships, thus creating in schools participating in both a component of "international" activities that fosters the perception of global connections among school leaders, teachers and students:

"I will give you a list. First with a school of US where we did roof top farming. We ran workshop and training by collaborating with four national organizations. This was an excellent project. We received the Best Project award under ISA for this project. Another project with a Japanese school was Musical Gymnastics. With the school of London, we did reciprocal teacher visit as well as sharing traditional Newari food (yomari). With one Indian school, we did a project on household solid waste. With another Indian school we shared about traditional dance and dress. With a school of Pakistan, we did a culture exchange project. We also did a project on ethno-mathematics, where we linked classroom mathematics with mathematics used in Mandala art."

School Leader, Nepal

"We had already moved to project-based teaching methodology. So, when we heard about such activity, we were interested."

Teacher, Nepal

"We made pen pal friends with the students of UK. Before when we were small, we used to think that the education in US or UK would be very much better, but now after the experience, I have learned that the methods are quite similar."

Student, Nepal

Furthermore, the training is complementary with other trainings that teachers have received, both across previous iterations of Connecting Classrooms and through other programmes that are run at national level.

"The trainings were very much helpful for the teachers. However, our teachers also take other trainings. So, this training was a supplement to their learning. I feel that they have become more motivated."

School Leader, Nepal

"Before, the curriculum was traditional but recently there has been a change in the curriculum. For instance: integrated curriculum which is project based. So, being involved in CCGL has been beneficial for us teachers as the curriculum has also changed."

Teacher, Nepal

EQ11: To what extent is the programme achieving value for money (VfM) in its delivery of activities whilst pursuing programme objectives?

The procurement process followed British Council procurement policy, considering value for money as one of the most important factors.

Given the allocated budget of £967.798,90 over the four fiscal years of implementation, the programme was able to reach 1,701 direct beneficiaries (1,300 teachers and 401 school leaders) and engage 74 policymakers. The breakdown of cost per beneficiary of CCGL4 implementation in Nepal is as follows:

- Cost per school partnership[95]: £336.80

- Cost per teacher or leader trained: £311.78[96]

- Cost per policy maker engaged: £1,623.47

Unit costs for partnership and CPD appear moderate; however, given the weaker outcomes of policymaker engagement in Nepal (as discussed in EQ7), this engagement was lower value for money.

Non-financial resources, such as teaching materials shared through the SharePoint, as well as competence and skills of the four team members in Kenya were considered adequate by the country Project Manager.

Efficiencies and cost saving measures such as limiting travels and sharing digital copies of learning material have been implemented in programme delivery.

According to official Nepal MoEST data[97], 82% of schools in Nepal are public (or cooperative, or public trusts), while 18% are private. Private schools are somewhat overrepresented within CCGL with 46% of schools engaged being private. However, the majority of teachers trained (65% according to the Country Plan) are from public schools. Neither World Bank Open Data nor Nepal Ministry of Education hold information on how many rural and urban schools are in the country, but as noted above, the British Council aimed to promote balance between rural and urban schools, although data was not available to confirm this.

The proportion of female teachers trained is 40%[98], which is greater than the country average of female teachers which is 26%[99], and 21% of school leaders trained were female[100]. National data on the proportion of female school leaders overall is unavailable.

Although inclusive education was not an explicit training topic in Nepal, the country office tries to promote balance among rural and urban schools, as well as selecting schools with SEND students to engage in the school partnership strand.

Relevance

EQ12: To what extent is the programme appropriately addressing local education needs? Is the programme aligned with other programming, including FCDO programming in-country? Are participating schools' representative?

Professional development for teachers and school leaders in Nepal focusses on Core Skills and School Leadership development, in line with the priorities set by the Government's School Sector Development

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[95] Calculated by dividing the partnership budget by the number of partnerships. Does not include other delivery costs, this applies to all cost calculations.

[96] According to BC Nepal Country office estimates, approximately £424.268,19 (80%) were devoted to teacher training and £106.067,05 (20%) to school leaders training. If so, the cost per teacher trained would be approx. £326.36 and the cost per school leader trained would amount £264.51.

[97] Nepal Ministry of Education, Science & Technology (Statistics, Policy and Research Section) Education in Figures 2017 (At A Glance) 6

[98] British Council, CCGL Participation Dataset Y3Q3, 2022. Please note that 17% of trained teachers refused

[99] World Bank Databank, Primary education, teachers (% female) – Nepal (2015) (the latest available year)

[100] British Council, CCGL Participation Dataset Y3Q3, 2022

Plan (SSDP), which aims at improving school heads leadership and management skills, enhancing quality of teaching, and introducing core skills across all grades. CCGL's implementation in Nepal was centred on obtaining accreditation of its Core Skills trainings for teachers and leaders by the government's regular training system. In particular, the British Council aimed to certify its Digital Literacy offering as part of Nepal's Professional Development curriculum. CCGL's learning offering was therefore responding to the local education needs identified by the Government.

However, as mentioned in EQ7, the programme faces challenges in integrating successfully with the official training curriculum developed by the Government. Policymakers described the risk that programmes such as CCGL remain somewhat separate to government initiatives, despite best efforts:

"There are many influences of this kind of skills in this curriculum as well, but […] these programs are implemented a bit separately from the national training systems. There is maybe possibility to have some integration, some efforts have been made, for instance TPD courses and there is a presence of CCGL courses as well."
Policymaker, Nepal

"Many of the curricula courses developed by CCGL, many of them fit, but in that case the training can go in the national system, there is possibility to integrate Core Skills in national curriculum. This kind of supplementing, in parallel, this is what is happening. But it is in parallel, it is apart from Government TDevProgramme."
Policymaker, Nepal

According to school leaders, however, CCGL content is very much aligned to the vision and educational needs of schools.

"We hoped to meet the school's mission, goals and objectives. This project is very much aligned with the school's vision. CCGL program worked as a catalyst for us. The program made is very much easier for us to implement the activities and transfer knowledge and skills to the students."
School Leader, Nepal

"While discussing about how we can provide holistic education to the students for their career, we decided that only knowledge is not enough, they also need to develop skills. We also decided that if we can polish their knowledge and skills, then their learning will become more progressive and productive."
School Leader, Nepal

"They were very relevant. After being involved in CCGL, we want the school to be a 21st century global education/school. We have changed our vision slightly. The content of CCGL training is part of our approach."
School Leader, Nepal

With regard to relevance to students' needs, the programme is supporting greater differentiation educational materials and strategies, tailoring them to the specific needs of learners. As a result, teachers feel more empowered to do their job and focus their attention on the learners who need it most.

"The child was diagnosed as having ADHD. His parent is a member of our cooperatives. So when they approached me, I studied his case and found out that the fault was in the child not getting proper care. I found that the child aptitude was better in arts and crafts. That also meant that the child good at visual spatial learning. Then I gave several tasks to the child, leaving the course for some time. Slowly there was an improvement in the child. Even during the class, I asked teachers to not give anything from the course and give appreciation."

School Leader, Nepal

Intermediate Impact

EQ13: Has the programme led to increased and appropriate application of new practices in the classroom on global citizenship?

As noted previously, global citizenship was not an emphasis of the programme in Nepal. Nevertheless, the general feedback regarding the implementation/application of global learning themes in the classroom is positive, with teachers and school leaders embracing what they are learning and taking their learning into the classroom, thereby having a positive impact on learners.

"Due to the project, I learned to link the topic to international dimensions. I realized that by connecting the subject matters to the international level, the students would learn better."

Teacher, Nepal

"The students learned new things with each activity. Firstly, about different cultures throughout the world. Similarly, learning related to projects. Since there was sharing during the activities, there was a lot of meaningful learning for the students as well as the teachers."

Teacher, Nepal

Involvement in partnerships and ISA also contributed to the application of new practices of global citizenship in the classroom.

"When teacher gives examples of foreign countries then we link that with our partnership activities. It is nice to know that people in different countries are also learning and doing things that we do here."

Student, Nepal

"When we [are] sharing ideas, then that will increase our knowledge. Similarly, by visiting other schools, students learn a lot. Similarly, the subjects that Nepalese students learn and the subjects that the UK or Indian students learn are quite similar. In Nepal too we have diversity but there is unity. When speaking of global citizenship unity in diversity is the main factor. So, in that sense the students have become closer to each other."
School Leader, Nepal

Engagement in environmental projects was a preferred way to involve students in community activities that fostered their sense of participation and responsibility towards their local and global community.

"We did collaboration projects with Ekka, an environmental organization. The organization trained our students about household solid waste management. With that knowledge the students ran a five-day campaign in four to five communities. The students made eco-bricks which were made from waste by recycling and reusing them. This is evident that the students are developing global citizenship skills."
Teacher, Nepal

EQ14: Has the programme led to increased and appropriate application of new practices in the classroom on core skills?

The focus on core skills has led to positive innovations in teaching practices, empowering teachers to react positively to the challenges they face in the classroom. One of these innovations is the progressive abandonment of the traditional "top-down" approach to classroom instruction in favour of project work and group work.

"We have become student-centred when teaching. For instance, when I have to teach about a story, I divide the class in groups and give them separate chapters. Then I ask them to read the chapter and prepare four to five questions from the chapter. This was the story can be taught quickly and the students learn better."
Teacher, Nepal

"We have started implementing collaborative approach. We divide the students in groups when teaching and the task are also divided into groups so that the students learn more effectively and increase their creativity and imagination." Teacher, Nepal

The professional development has had a significant impact on classroom dynamics, which in turn has allowed learners to develop greater confidence and to work and learn in a more collaborative way. This is very much in line with a focus on core skills development. Trained teachers describe how the training allowed them grow in confidence, develop their classroom management skills and embrace a broader concept of learning outcomes, one that includes core skills at its heart:

"The students could do the task themselves as well. Before we believed that the students couldn't do anything. We also learned that the lessons/activities can be run as group work. Whereas previously we used to think only at individual level."

Teacher, Nepal

"Whenever there is any doubt, or if the students have not understood something clearly, then the teachers now, take us to the computer room and make us do some research on that subject. This helps us clear our doubts."

Student, Nepal

"When we take their views then there are numerous ideas. Before, we used to give the question as well as the answer, which was not engaging for the students. But now they have started participating in the classroom discussions."

School Leader, Nepal

Teachers describe how some skills have become more embedded as a result of CCGL's approach, creativity, and digital literacy in particular.

The focus on questioning techniques and collaborative approaches, and the shift from formative assessment to skills assessment, are consistently highlighted as the most important changes made to classroom instruction thanks to CCGL training activities.

Learners have noticed an increase in the use of digital resources as well as a greater focus on group/collaborative learning. There is more of a dialogue between teacher and learners and a positive atmosphere within the classroom:

"Now in class they do activities to encourage us, for example in math class, when we are learning about profit and loss, the teachers divide the class in two groups and one group is the seller and the other group is the buyer and they even keep few products to sell as example."

Student, Nepal

"Teamwork, we were taught that if we work together with coordination and cooperation, then everything will be done efficiently and faster."

Student, Nepal

"Depending on the subject, we have discussions on various topics. We take part in the discussion and share our opinions. We also do group work."

Student, Nepal

"We ran through projects from the beginning which was more like self-learning rather than school feeding us. So, we became more confident and the activities enhanced our creativity. For digital literacy we were given computer courses. This was really helpful during the lockdown periods when we had to use online applications."

Student, Nepal

EQ15: How, and to what extent, does school leader training lead to wider pedagogical improvements including inclusion, conflict management and teacher performance?

In Nepal, 401 school leaders were trained, more than CCGL's target of 450. The total budget allocation from 2018 to 2022 was approximately £106,067.05 to school leaders training, which represents 11% of the total Nepal budget. The Leadership training for school leaders focused on Creating Strategic Direction, Leading Teaching and Learning, Managing Resources, Developing and Working with Others and Working in Partnership.

School leadership training has given participants greater confidence to engage with teachers, parents, and learners and to plan and implement improvements in the way the school is run. School leaders described feeling better able to provide guidance and support to teachers implementing new practices in their classrooms.

"It has become easier for me to direct the teachers on how the classes can be designed/run, whether that is from the curriculum or out of the curriculum. It has also improved the quality of the teachers."

School Leader, Nepal

"In the area of conflict management, there have been noticeable improvements in the way that school leaders are able to engage in difficult conversations both within the school and in engaging with the broader community, often steering conflicts towards resolution."

School Leader, Nepal

"When there are conflicts between students, we asked to resolve the issue themselves first, and come to us for mediation only if that is not enough. We ask the conflicting parties not to point finger at others and complain but acknowledge their actions and suggest an action that would mitigate the conflict. We try to resolve conflicts in a democratic manner. And we have suggested this to the teachers as well."

School Leader, Nepal

"[Trained teachers] have the capacity to [manage]such conflicting situations. The economic level of our parents is lower middle class. They believe that after sending their children to the school, they do not have any more responsibilities. It is as if the school has something that can set the children in a certain direction. The trained teachers used to convince the parents about their roles as well."

School Leader, Nepal

Feedback from school leaders on the leadership training programme is positive in relation to the impact on leadership style, embracing instructional leadership, and becoming more collaborative in how they run their schools:

"In general, our school culture is such that teachers are limited to their educational expertise but lack behind in leadership. Therefore, leadership education is very important. After taking part in the leadership development training in Godawari, I learned a lot of things. Things like how to motivate teachers, how to lead a team, how to monitor/observe students, how to build trust with the parents, etc."

School Leader, Nepal

School leaders were also motivated to collaborate with colleagues to share ideas and improve their leadership skills.

"All the information that they were trying to teach were very useful for me. I think all the participating Head Teachers were happy in gaining new knowledge through various activities. We did collaboration with schools from different schools. I also developed a forum then. We also have an online group where we share our ideas."

School Leader, Nepal

As explored further in EQ19, school leaders training led also to noticeable improvements in school management and embedding of Core Skills into school operations.

Promoting Inclusion was not an explicit objective of the Nepal country plan. Nonetheless, a training on inclusion was delivered as a part of the Leadership training to some school leaders, but records and curricula are not available. Moreover, participant schools are encouraged to abide by British Council policies on inclusion. Evidence on the impact of these inclusion trainings is thin. In most cases, teachers and school leaders do not show a deep understanding of the issue and how to manage it in classrooms and schools.

EQ16: Has the programme led to the further embedding of Core Skills and global citizenship in national and regional curriculums?

CCGL's learning offering was shaped by the national education plans and curricula, providing training in core skills and school leadership, areas of improvement prioritised by the government's SSDP. This promises to deliver results following the challenges of the COVID-19 pandemic. This is mostly due to the Council's close collaboration with the coalition of local and national level education system stakeholders implementing the government's SSDP, which focuses greatly on school head leadership and management skills, enhancing quality of teaching and introducing core skills – all CCGL-aligned themes.

CCGL has also endeavoured to shape curricula, although progress here has not been as extensive as expected. The Curriculum Development Centre (CDC) and the CEHRD have agreed to form a task force with the Council to work on the improvement of the curriculum and incorporation of Digital Literacy, as well as developing a CPD package for soft/core skills teacher training for grade 1-3 teachers. However, the pandemic has slowed these plans down. The Council is an active partner in the National Primary Curriculum reform, contributing elements of Core Skills to the agenda.

Overall, policymakers expressed hope that collaboration on these fronts can strengthen in future, emphasizing the importance of focusing on sustainable long-term transformation through school leadership training over short-term teacher training initiatives.

"There is greater possibility to align with school management and core skills in the system as well. Curricula issue we should devise a different kind of programme for school leaders because programmes are very much fragmented is very difficult to account for certification."
Policymaker, Nepal

These contributions to both national and regional curricula are mostly centred around Core Skills. Integrating Global Citizenship has not been an explicit focus of policy efforts to the same extent. However, naturally, it has been a running theme in the CPD and partnerships strands.

A key challenge moving forward is the need to further contextualize CPD materials and the language used in materials:

"We have to learn from each other, and this can be have to be very careful about cultural sensitivity. You cannot implement the same kind of innovation everywhere."
Policymaker, Nepal

"Yes. (CCGL should make effort to adapt more culturally?) It could be also easier to implement and to support."
Policymaker, Nepal

Nonetheless, school leaders are aware of the increasing role of Global Learning, both top-down through the reforms supported by the Council and bottom-up through training with schools. They shared examples of linkages between the global learning agenda and local institutions and practices, citing the increased alignment between the local International Student Quality Centre and CCGL's CPD strand:

"I am involved in International Student Quality Centre. Our students and teachers were also involved in their training. The CCGL training is in line that training. Both trainings complemented each other."
School leader, Nepal

Impact

EQ17: To what extent does the programme contribute to young people becoming better global citizens and building long-term relationships across boundaries?

Teachers and school leaders consistently express partnerships and ISA greatly contributed to instil a sense of global citizenship among their students, as well as helping them build relationships across countries. CCGL is supporting learners to be more curious about the world and to feel a sense of agency when they look at the challenges around them. According to teachers and school leaders, school partnerships activities have a clear impact on students' knowledge, competence, and attitudes.

"The activity has made the students more active. They have built international relations and friends. This has benefitted the students a lot to move ahead. The students like to be involved in such activity rather than just studies, and when students are interested in something they are eager to learn which benefit them in the long run."

School Leader, Nepal

"The students learned new things with each activity. Firstly, about different cultures throughout the world. Similarly, learning related to projects. Since there was sharing during the activities, there was a lot of meaningful learning for the students as well as the teachers."

School Leader, Nepal

"The students do not [normally] get opportunity to interact with foreign students. So, due to the collaboration, I think the students developed a sense of other countries and their cultures. They found similarities with those countries as well. Their vision has been broadened."

Teacher, Nepal

MI data is consistent with qualitative findings showing teachers' appreciation of the impact of school partnership activities on their students.

Table 1.9: Teachers' view on school partnerships impact on students

School partnerships activities are…	Average score (1-10)
Better preparing my students with the skills and confidence to contribute responsibly to society, locally and globally	8.7
Better preparing my students to develop positive attitudes towards taking action on sustainable development and social justice	8.9

Better preparing our students with knowledge and understanding of key international development issues and Sustainable Development Goals (SDGs)	8.7
Have improved our teaching of active global citizenship	8.7
Equipping our students with transferable skills to live and work in a global economy	8.4

Source: CCGL MI Data (Sample Size=76)

Students show enthusiasm about meeting people from other other cultures and establishing relations with their peers through exchange activities about cultural heritage and habits. Discovering similarities across cultures and boundaries enhanced their sense of global citizenship and belonging to a global community.

"After interacting with people in different countries through all these projects and programs, I found out that the people out there are also just like us, they are also learning new things just like us, I found them to be very friendly just like us."
Student, Nepal

"While doing the Yomori project, we got to learn about the students in the United Kingdom, their food and culture and similarly, we shared our knowledge about the Newari culture and the lifestyle of a Nepali student in Nepal."
Student, Nepal

Students feel empowered as agents of change in their local communities because they understand how global and local issues are interconnected.

"After the solid waste management program, I became more aware of our surroundings, whenever is see people throw garbage on streets or whenever I see waste in our surroundings and community, I go pick it up and put it in a rubbish bin. I feel I have a role in the community to keep it clean."
Student, Nepal

"If I don't throw waste wherever I like then I am making a positive impact. If anybody sees what I am doing, then it will make an impact in them, they will us follow me and that ways it carries on to others, eventually in some ways I am making this impact in the country and one day on other people who lives across the world."
Student, Nepal

Students become actively involved in their local communities thanks to the newly acquired awareness of their ability to lead change, fostered by participation in CCGL partnership and ISA activities.

"I am involved in child club, where we do activism against open sale of cigarettes and alcohol."

"I am also involved in a child club. We collect money during Tihar[101] and spend that money to help others. I am involved in this club from this year."

"I am also involved in a child club. Last time we took part in a rally that was related to children rights to education."

"I have started going to the Boys club in our community to help in community work, and I have initiated to open more clubs like these in the community."

Students, Nepal

Students show awareness of global issues that affect people across the world, mentioning global warming and terrorism as the most concerning ones. Students also state that they learned about these issues at school. There is also awareness of global issues affecting them locally, such as poverty, illiteracy, unemployment, girls trafficking. Moreover, 89% of the sample in the monitoring information declared they had thought about where their food and clothes come from, and to have recycled or reused items or saved water or electricity in the six months preceding the survey.[102]

"I realized that to bring a change we have to start with ourselves."

Student, Nepal

EQ18: Does the programme contribute, and to what extent, to young people being better equipped for the modern economy?

Qualitative data collected during interviews with teachers and school leaders is reflected in quantitative MI Data which demonstrate strong confidence on teachers' part in how their students are responding to core skills classroom instruction.

Table 1.10: Teacher views on student outcomes

	Average score (follow-up) (1-10)
My students respond well to core skills teaching	7.4
My students are making progress in their core skills	7.4
My students are confident in their core skills	7.0

Source: CCGL MI data (Sample size:200)

In the context of Nepal, which attempting a rapid transition to a skills-based economy, this aspect of CCGL is key. The core skills agenda has been interpreted by many of the school heads as being directly linked to the employability of their learners. Problem solving, critical thinking and digital skills are introduced with an eye towards teaching workplace skills. By adopting a competency-based approach,

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[101] Five-days Hindu festival celebrated in Nepal in October
[102] Source: BC MI data. Note: the sample size is small (9).

learners are given a greater set of opportunities to find their own talents and skills and to make the most of their abilities.

According to MI data, CCGL has Nepali students to several activities aimed at developing self-sufficiency, critical thinking, and other relevant skills (teamwork, problem solving) for adequately interpreting and living in the modern economy.

Table 1.11: Students' skills for the modern economy[103]

In your school have you done any of the following?	% Yes
Asked lots of questions or given my ideas in class	67%
Been involved in planning or organising an activity	100%
Learned about sources of information, which information to trust and where it might be biased	33%
Talked to a person from another part of the world	78%
Given a presentation to class	100%

Source: CCGL MI data Sample Size=9

Qualitative information from interviews with teachers and school leaders in particular confirms that CCGL is equipping students with fundamental skills to navigate a modern economy. School leaders seem to be driving this emphasis from the top-down:

"Due to the activities the students were able to understand about practical aspects, including trade/business. We asked the students to sell foods in exhibitions."
School leader, Nepal

"We also raised the question: What would happen to the students' career after completing grade 10 exams? So for this we implemented internship programs for the students during the gap period of SEE and admission to 11th grade. Similarly, we give 2-week training to those students on email attachments, documentation, writing formal letters/emails, and so on."
School leader, Nepal

Teachers are keen to teach these skills and see project-based-learning and other methods introduced to them through CPD as a tool to improve employability, often is surprisingly pragmatic ways:

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[103] Note: sample size is small (9)

"Leadership skills developed in the students because we allowed them to lead the projects."

Teacher, Nepal

"Yes, the activities enhance the students' knowledge about economic aspects because the made the products as well sell sold them, and also kept financial records."

Teacher, Nepal

When prompted on this topic, teachers often reported on activities apparently geared more toward strengthening global learning. This suggests that teachers often see the skills required for global citizenship as also being beneficial to employability:

"Before, the students would leave the litter after eating their lunches. So, during action research on Leadership in grade 7 I proposed this to the students. The students themselves prepared an action plan. It took a week for them to make a plan. After that they divided themselves and prepared a roster. After that we didn't have that problem."

Teacher, Nepal

Some students shared this perception, and others seemed mostly focused on global citizenship issues, demonstrating an aptitude for changemaking that bodes well for employability:

"By being involved in the environmental campaign we learned about why we need to take care of the environment... Those skills will help us go to better college, and eventually find new opportunities for us."

Student, Nepal

"COVID-19 pandemic has come due to human activities. We need to grow plants as well. We must be vocal about these things and share it with others. In one way or another we have shared our skills to others."

Student, Nepal

Students demonstrated a clear understanding of *how* these skills enhance their ability to participate in the modern economy, emphasizing conversation skills, confidence, and leadership:

"In the future, when we will all have a career, these skills we have learnt will help a lot. First of all, these programs have built up our confidence a lot. Now I can have a good conversation, and I can put my opinion with communication skills. And we can analyse their point of view as well. When a person is creative then he will have a lot of ideas, they can keep up creating ideas even if one doesn't work."

Student, Nepal

"Yes, it will definitely help me in my job later when I apply for any job."
Student, Nepal

"In my case, my confidence has become strong, hence I can speak for myself. Before I used to be introvert and not talk to anyone, but this project has built my confidence and leadership skills."
Student, Nepal

This is supported by evidence from the digital literacy survey in Nepal that was given to a sample of students in CCGL schools as well as to a sample of schools that had yet to enter the programme which acted as a compactor group. Analysis of the survey found evidence of a positive treatment effect of participating in the CCGL programme with students in CCGL schools performing better on the survey than those in the comparator group. The evidence of a treatment effect was especially strong in primary schools with the performance on the test more similar for students in the CCGL and comparator secondary schools. The sub-domains where the greatest effect size was found was in self-efficacy which reflects the students self-assessed ability to access and collect information digitally and self-esteem where students compare their knowledge of technology to that of their parents and peers.

EQ19: Does the programme contribute to the embedding of global learning, inclusion and Core Skills in the values, ethos and operations of schools?

Embedding both global learning and core skills in schools' values, ethos and operations were expected outcomes in Nepal. Inclusion was not an expected outcome as it was not a consistent element of teacher and school leader training.

CCGL embedded core skills primarily by equipping school leaders with a broad set of skills and capacities thanks to its training modules. The embedding of global learning in schools was more limited, largely because it was only really key for the partnerships strand, and never central to professional development. Global learning mostly emerged through students interacting with peers abroad. However, there is some evidence of trickling up to instruction and school leadership. Some schools are now more proactive in maintaining their international character through consistent collaboration with other schools and governmental institutions as well.

"One norm of the ISA is that we must support and share our knowledge to another school... During the first pandemic, I did run a seminar on 21st century global education where the teachers from our international partner schools as well as national colleagues also participated. The Chief Guest was the Minister of Education with other guests from KU and other academic institutions. Through the virtual seminar, we were able to learn how schools in other countries were running the classes."
School Leader, Nepal

School leader interviews also indicate how the leadership skills gained from CCGL have allowed them to positively impact their school communities. School leaders have been proactively implementing changes in school management and operations, regarding mostly hiring and training procedures and school policies.

"We are trying to come up with behaviour policy. We want to create behaviour policy among the students. And same with the teachers and parents. I think this will deal with conflict management."

School Leader, Nepal

"We made academic policy after being involved in CCGL program which had three components: curriculum, pedagogy and assessment, and they are interlinked."

School Leader, Nepal

A key change in mindset has been the introduction of lesson planning. School leaders see this an opportunity to instate a culture shift among teachers and an incentive to coalesce around shared approaches to instruction, curriculum, and assessment. Though some interviews highlighted that lesson planning is still a foreign concept in many contexts, but school leaders are clear as to its usefulness:

"The teachers mention that the lesson plan works as a roadmap, but sometimes things do not go in the class as expected. However, they also mention that without the plan, they would not be able to manage the class as effectively."

School Leader, Nepal

Overall, school leaders increasingly see lesson planning as a tool for influencing classroom instruction, ensuring school-wide alignment around core skills:

"I ask the teachers to design the lessons by referring to the 6 core skills. A few days back, students of grade 6 and 7 conducted a spelling bee contest between grade 8 and 9 grades, with guidance from the teachers. With this activity, they utilized/practiced the core skills that were taught in the CCGL trainings."

School Leader, Nepal

"We have divided the year in four terms. The teachers need to prepare a term module 3 months, where they prepare their lesson plans that need to be approved from the academic department. We also review if there has been an improvement in the students' knowledge/development."

School Leader, Nepal

These peer learning effects were a common factor in the embedding of both core skills and global learning, with participating school leaders ensuring training learnings were shared among non-participating teachers.

"Whoever takes trainings outside of the school should share the new knowledge through presentation to others in the school. The new teacher do not have the training hence cannot run the classes as effectively even though they may be an expert in their subject matter. To resolve this, the new teacher has to go through 2-week orientation training which is mandatory."

School Leader, Nepal

Indirectly, the programme also seems to also be prompting a cultural shift in management practices. School leaders have changed the way they plan school activities, involving other parties in decision-making and adopting a more collaborative process.

"When preparing the school plan, we include all the stakeholders, and take their advice and feedback. Also, we lay out clearly the work division of all the schoolteachers and staff. We are also focused on right communication so that there is regular two-way communication between the leader and the other staff/teachers

School Leader, Nepal*"*

"Before being involved in the training, I used to think that I should give the lesson plan to the teachers, but now I have learned that the teachers should prepare the plans and come up with activities that suit their classrooms because they know the students better than me."

School Leader, Nepal

Also, sometimes, the teachers come up with ideas. We make decision based on the need and timeframe."

School Leader, Nepal

Case study – Nepal

School context and overview of CCGL in the school

School C is run by a cooperative of teachers and community members. It is a mixed gender, primary and secondary school located in one of the largest cities in Nepal. Most of the students are lower middle-income and live in the school area, within a 10-minutes walking distance. It has around 40 teachers and 300 students; the student to teacher ratio is 7:1.

The school is run by a highly motivated headteacher, and it is notable for its strong focus on student leadership as a driver for quality education.

The school participated in CC3 in 2015-2018, and in CCGL since 2018, benefiting from both Core Skills and Global Learning components through CPD and partnerships. Although the headteacher did not participate in CCGL trainings, she motivated her teachers to attend trainings, recognising the high value of CCGL activities in strengthening teachers' capacity to learn innovative teaching techniques.

The school formed a partnership with one London school. Four teachers were trained during CCGL on Digital Literacy and Communication and Collaboration. Most staff had already benefitted from previous Connecting Classrooms predecessor programmes' trainings either directly or through cascade training from their colleagues.

Both the headteacher and teachers described CCGL activities in depth and with enthusiasm, emphasising their alignment with the school's mission, goals, and objectives.

Teacher outcomes

Following previous iterations of the Connecting Classrooms programme, the school leader noticed that teachers who attended British Council trainings were better able to implement new methodologies in the classroom than colleagues who had completed regular in-service training. This led the schoolteacher to further invest in the programme, leading to an ISA award and enthusiastic participation in CCGL's trainings:

"There are two types of teachers in our school. The first one is pre-service teachers who have attained a degree from college or university, and the second are in-service teachers who ask for training to solve real/practical challenges. Based on my experiences, the teachers who only have degrees are not able to implement their ideas in a proper manner, perhaps because they focused too much on the certificates. The teachers who have received in-service trainings, are able to improve their teaching skills. There is a huge difference in the children's learning."

School Leader, Nepal

By focussing on collaborative learning, project-based learning, and open discussion led by students, teachers were changing the tone and culture of their classrooms, contributing to better learning outcomes. Group discussions became an integral part of the lessons, shifting the traditional role of teachers towards a more facilitation-based one.

"After being involved with CCGL programme, more group discussions were conducted in the class where the teachers played the role of facilitators. All the activities were closely monitored, and appropriate feedback were given. Hence, the teachers had to apply inclusion or equity-based approach so that each student gets an opportunity to be involved in the activity."

School Leader, Nepal

"Before we didn't do collaborative activities like group discussions or group works in the class, but we were already doing projects in our school. So, now we are also applying the collaborative approach in our classrooms."

Teacher, Nepal

"Before we used to teach in traditional methods. After being involved in this program, we started using project-based teaching methods, which was also loved by the students. We are still following the same teaching methods."

Teacher, Nepal

Thanks to the training, teachers are now prioritising core skills and collaboration within the classroom. This has fostered a classroom culture of collaboration and communication, where

students are invited to openly share and discuss their ideas. Teachers now listen and value students' contributions to the conversation.

"We have now started asking the students about any topic and collecting them and using their answers when teaching about the topic. We are now prioritizing core skills in our teaching."

Teacher, Nepal

"We have started implementing collaborative approach. We divide the students in groups when teaching and the task are also divided into groups so that the students learn more effectively and increase their creativity and imagination." Teacher, Nepal

This culture now permeates the school itself, leading to smoother relationships between colleagues. Teachers have set up a monitoring system to give each other feedback on their teaching and classroom reaction to their new teaching style.

The CCGL programme allowed teachers to build more effective lesson plans and manage classrooms more effectively. Despite potential difficulties, the headteacher reported how teachers now feel more confident and able to plan a lesson according to learning objectives. Lesson plans have also become a vehicle to ensure inclusion and equity considerations are always part of classroom instruction.

"The teachers mention that the lesson plan works as a roadmap, but sometimes things do not go in the class as expected. However, they also mention that without the plan, they would not be able to manage the class as effectively."

School leader, Nepal

Student outcomes

Students' digital skills have visibly improved thanks to CCGL interventions. Students now work with MS Office applications such as PowerPoint and have developed their skills in email writing. Teachers motivate students to acquire knowledge also in Word and Excel and incorporate these tools in teaching practice. The school had the possibility to distribute notepads to the students, and the access to computer labs have allowed them to increase their digital skills.

"Digital literacy itself was introduced by the CCGL to us. There has been a gradual improvement of digital literacy among the teachers and students. Our students are able to prepare nice PPTs. We also have English typing from grade 4, where they become familiar with MS Word. From grade 6, the students become familiar with MS Excel, where they also prepare charts. We have also given internet access to all the students. We also have advised the students to use google search for any question they have."

School Leader, Nepal

This enhanced digital literacy increases student readiness and self-motivation. Teachers and the headteacher have noticed improvements in student academic outcomes as a result of greater self-direction in their learning journeys.

"Whenever there is any doubt, or if the students have not understood some things clearly, then the teachers now, take us to the computer room and make us do some research on that subject. This helps us clear our doubts."
Student, Nepal

"Some of us do not have computers and internet at home, so the teachers take us to the computer lab and give us projects to make a presentation in the Power Point."
Student, Nepal

"We do research in Google in the computer lab and the teachers give us examples of how teachers in other countries also use google in schools to do research."
Student, Nepal

Thanks to CCGL training, teachers are now focusing on students' leadership skills. Students are motivated to bring what they have been learning beyond the classroom. As a result, parents are starting to understand the benefit of this approach, seeing their children being highly engaged and motivated rather than passive recipients of knowledge.

"Before, the children were asked to rote the topics, but now they are allowed to think out of the box and do the assignments themselves. They are now being taught to go beyond the classrooms and learn also from the outside world. The parents have also begun to understand that their children are learning something new and are being engaged."
School leader, Nepal

Students are now able to discuss and express their ideas in groups both locally and globally. Thanks to the school partnership, they are able to test and strengthen their newfound critical thinking and discussion skills with peers in other countries and add new dimensions to their understanding of the world.

"Students are able to discuss in groups and express their ideas. Digital literacy is a main part of 21st century global education. The students learn about ICT. Global citizenship teaches the students about the issues pertaining to the world and about building brotherhood among the people across the globe."
Teacher, Nepal

"After being involved in international collaboration, the students developed a sense of global citizen, and became aware about people of other countries. [...] Overall, the students were able to learn that people all across the world are the same. The students have learned about culture and food habits of other countries."

Teacher, Nepal

"There is an increase/improvement in leadership skills among the children. Now they can stand in front of the mass and speak. For me also, I have also developed similar skills as well as communication skills."

Teacher, Nepal

Participation in partnership and ISA-related field visits has empowered students in their communication skills. They are given the possibility to listen to and talk with students across the globe.

"Before we didn't have field visits, there wasn't many extra curriculums in the class but now since the school has gone into the ISA program, there has been many such field visits. With that our skills on mass communications have improved very much."

Student, Nepal

"We were only concentrating on books earlier. Now we have other opportunities, and we have field visits and get opportunities to learn more. We get to collaborate with other schools and international schools, we get to meet new people, yes there has been new changes."

Student, Nepal

"I believe if we have such partnerships with other schools, it will help us in working together as a team, it will develop our teamwork skills. When we work together and work practically then we learn a lot from each other."

Student, Nepal

Students are exposed to contemporary global issues that are now integral parts of the classroom activities. Teachers are now developing lesson on rooftop farming, waste management and small-scale economy. As a result, students describe feeling more responsible for their surroundings and believe they can be an example in their communities and have a positive impact in the world. These have brought an increased involvement with the community, strengthening their sense of belonging.

"Solid waste management was taught to us in the classroom, and we went to communities and taught the communities what we learnt."

Student, Nepal

"The teachers did help us a lot in the rooftop farming and solid waste management projects. They taught us to plant and grow vegetables in the rooftop farming project by showing us methods on the internet too."

Student, Nepal

"Now in class they do activities to encourage us, for example in math class, when we are learning about profit and loss, the teachers divide the class in two groups and one group is the seller and the other group is the buyer, and they even keep few products to sell as example."

Student, Nepal

"I became more aware of our surroundings, whenever is see people throw garbage on streets or whenever I see waste in our surroundings and community, I go pick it up and put it in a rubbish bin. I feel I have a role in the community to keep it clean."

Student, Nepal

"I got to learn how I could use the reusable waste that is in the house, because with creative thinking, we can use the reusable waste and produce something useful. We made stool and cushion with reusable plastic waste."

Student, Nepal

School outcomes

Thanks to CCGL, the school has changed various aspects of its management, such as teacher recruitment. The school has also instated a shared teaching vision centred on core skills that each staff member is trained on. This has led to a stronger shared vision among teachers and a clear roadmap to achieve learning objectives for both themselves and their students.

"We follow 4 approaches when recruiting new teachers: collaborative learning, critical thinking, contextualizing with real world and project-based learning. The teachers must abide by these approaches when taking classes. We provide 1- or 2-week training to the new teachers depending on the size of the participants." School leader, Nepal

Thanks to CCGL, the headteacher has developed a school policy on teacher training. It involves cascade training through dedicated workshops for cascade learning and weekly meetings where teachers share learnings from the week's classwork. Furthermore, teachers are now encouraged to pursue their professional development with greater independence.

"One of the policies of our school is that any teacher who attends such training must share (via workshop) about the content to other teachers. We ran many trainings and workshops. The CCGL training/programme complements the other trainings."

School leader, Nepal

"We have teachers' meeting each Friday, where we discuss about activities done throughout the week. This is also the time when the teachers who have taken training must share their learning through a presentation."
School leader, Nepal

"We encourage the teachers to update themselves. We run workshops regularly for the teachers. We also send our teachers to seminars and conferences."
School leader, Nepal

Thanks to CCGL, the school has realigned its vision in pursuit of global learning and 21st century skills. CCGL training contents have become integral part of the school's approach and integrated in the school's 10-year plan.

"Our school has a policy of preparing a 10-year plan. […] Before we used to think of applying 'constructivist theory and student-centred approach. But after being involved in CCGL, we want the school to be a 21st century global education/school. We have changed our vision slightly. The content of CCGL training is part of our approach. Currently we are running the 21st century global school."
School leader, Nepal

CCGL training has positively affected the development of more efficient academic policies. The headteacher has been empowered to monitor and evaluate the implementation of new learning and teaching techniques within the classrooms.

"CCGL worked as a catalyst […] to implement new teaching methods. I develop[ed] a separate curriculum, which I called as term modules. […] All the teachers had to prepare their own term modules, which should be student-centred and based on 21st century global education. There are four components: 1. Collaborative approach, 2. Project-based student-centred, 3. Contextual learning and 4. Critical thinking. […] The teachers take classes based on the micro-plans of the term modules."
School leader, Nepal

The classroom setup has been enhanced to efficiently include and implement CCGL content within the lessons.

"The classroom setup is not well suited to the new activities. The class duration is 40 minutes per class. When we include the activities in the class, time is not enough. That is why we mixed two periods into one period. Hence, now we have 70 minutes for one period."
School leader, Nepal

According to the school leader, after participating in CCGL activities, the school become a Model School with a strong social responsibility in the community.

"When we became involved in this program, and implemented the activities, we became a model school in this area. This shows that we have created a platform to explore quality education via the CCGL. There is a drastic change in the quality of education."

School leader, Nepal

"We work in a two-way basis with the community. The school also has a social responsibility towards the local communities. One of our goals is to upgrade the quality of education in the community. The community sends their children to our school, and we try to give better education to their children. So, there is a mutual relationship. [...] We have done various programmes like household solid waste management, cleaning campaigns, environmental program, cultural programs, etc. Our students were able to generate awareness among the local community through these programs and activities."

School leader, Nepal

Impact

According to the school leader, students are developing the skills needed to participate actively in the modern economy; 21st century skills, especially critical thinking, and communication and collaboration are those most emphasised in learning.

"Communication and collaboration skills of the students have increased a lot. [...] The students are required to collaborate with each other and interact with the community. [...] They are also experiencing international dimensions. There has been an improvement in their critical thinking [...]. [...] The students are developing their leadership skills and [...] are becoming more confident with the ICT. [Through these activities], we have been integrating the core skills in their learning."

School leader, Nepal

"I think they learned a lot and enhanced their leadership skills.[...] Our students are being involved in leadership activities in their college. Our alumni students [...] are progressive. One of our students is pursuing a law degree [...]. They do not hesitate in taking initiatives. Another student was [...] volunteering in the local ward office during the pandemic. They will definitely utilise their learning in their future."

School leader, Nepal

Some of the ways in which students have been exposed to digital education were unforeseen, yet equally key to developing the skills needed to thrive in the modern society. During the lockdown, a Learning Management System was set up in the school, allowing both teachers and students to apply and strengthening the digital competencies acquired during CCGL trainings.

"During the lockdowns, we started Learning Management System, which was not used in Nepal until then. We used the model cloud […] This system allowed the teachers to take classes using their mobile phones. We also introduced software like geo zebra (mathematics), hot potato (quiz), fractal geometry, SPSS (for teachers), etc. So, we have always been open about introducing new technologies for better learning."

School leader, Nepal

Teachers agree the students will be well prepared for the future, thanks to the skills they have acquired during CCGL training. This view is shared by students as well.

"I think they will be prepared for the future because they are learning through practical activities."

Teacher, Nepal

"In the future, when we will all have a career, these skills we have learnt will help a lot. First of all, these programs have built up our confidence a lot. Now I can have a good conversation, and I can put my opinion with communication skills. And we can analyse their point of view as well. When a person is creative then he will have a lot of ideas, they can keep up creating ideas even if one doesn't work."

Student, Nepal

"Yes, it will definitely help me in my job later when I apply for any job."

Student, Nepal

"It will help us when we meet new people. In another 10 years I want to become a doctor, these skills will help me become a doctor. I can learn from people and implement more skills."

Student, Nepal

Lessons learnt

School C successfully implemented and strengthened its school practices thanks to the support that CCGL interventions provided.

- This success is strongly linked to two main enabling factors. On the one hand, a highly motivated school leader has integrated CCGL interventions at every school level. In addition, easy access to digital technologies has enabled effective implementation of CCGL in the classroom.

- Teachers have implemented collaborative learning and group work. Project-based lessons, student-centred approach and lessons plan are now guiding teachers in effectively supporting students' learning. As a result, students are empowered, motivated and have strengthened their leadership skills.

- CCGL has positively affected school management at all levels, strengthening operational practices and influencing its culture towards global education and 21st century skills.

- Participating in CCGL programme, the headteacher was able to implement school policies and increase the efficiency of school processes, especially regarding internal teacher training and teacher selection processes.

Appendix 5: Evaluation findings – Appendix 5: Econometric Approach

Overseas student survey

A quantitative student survey which was developed specifically for this evaluation, was carried out in classrooms active in CCGL (treated) schools and yet-to-be-involved (comparator) schools in Kenya, OPT and Nepal.

The survey features multiple-choice questions, focusing on the Core Skills delivered in the chosen country and a series of agree/disagree statements to test students' attitudes. The appropriateness of the survey for probing each of the individual Core Skills delivered in the teacher training was considered alongside the design of the other data collection tools to determine which would be most suitable for collecting data on student learning in each of these skills.

Therefore, in Kenya, the survey asked students questions probing their Critical Thinking and Problem Solving. In Nepal, the survey asked students questions that probe their Digital Literacy and knowledge of key topics. In OPT, the survey asked students questions probing their Critical Thinking and Problem Solving as well as their understanding from Teaching Citizenship-related learning.

Results at baseline and endline-stage have been used for a quasi-experimental counterfactual[104] analysis, using matched samples of treated and comparator schools in each of the three selected overseas countries. This supports the qualitative evaluation of the programme's ability to transmit knowledge and attitudes, particularly around Core Skills, to students.

Key elements of the methodology for establishing the counterfactual are described below.

Pipeline approach

A pipeline approach is a means through which an effective counterfactual for an intervention can be formed. This uses the timing cycles of a programme, with cohorts completing the programme in later cycles as comparators for cohorts that completed the programme in earlier cycles/years (the treatment cohort). In the case of the CCGL evaluation, we compared the Core Skills capabilities of students in classrooms of teachers who joined the programme at least one year prior to testing against the Core Skills capabilities of students whose teachers have signed up but had not yet participated in the CCGL programme.

A key benefit of this approach, particularly in the context of CCGL and the three selected overseas countries, is that it allows for the application of a student survey tool only in schools that have or are about to take part in the CCGL programme, without need for the cooperation of non-participating schools, with which CCGL has no current relationship.

Another key benefit of this approach is that it responds to the consideration of potential selection bias that tends to be inherent in studies featuring treatment and control or comparator groups. A common challenge of such studies is producing two groups with no systematic differences. It is extremely difficult to manufacture such a scenario. In the case of the proposed pipeline approach for the CCGL evaluation,

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[104] Counter-factual analysis attempts to measure the treatment effect in comparison to what would have happened in the absence of treatment.

since both treatment and comparison groups have already been selected to participate in CCGL, using the same selection criteria, this potential selection bias can be assumed to be negligible.

Under our approach, the treatment cohort contained schools that joined the programme in 2018 or 2019 (treated as the baseline year); these schools undertook CCGL training in 2020. These schools have been statistically matched to the comparator cohort – schools about to join the programme in 2020 and who were expected to undertake training in 2021 and 2022. The matching was based on observable characteristics of both schools in 2018, as this allowed for a comparison of how schools have developed over the same time period, with and without involvement in CCGL. This is explained in 'statistical matching on observable characteristics', below.

Retrospective endline with a proxy baseline

The treatment group used in the evaluation had already been treated (they began participating in CCGL in 2018-2019), and no survey was carried out with treated and untreated schools at baseline. We therefore needed to construct an evaluation of impact with an endline-only survey and gather other data to construct our baseline. Such an approach has been used frequently, such as by Mitchell et al. (2018) to evaluate the impact of the Millennium Villages Project.[105]

A limitation of an endline-only approach, compared to a traditional quasi-experimental design with a baseline and endline is that, even if schools are matched on their *observable* characteristics (variables that can be observed and directly measured) in 2018, there may still be important unobservable differences (hard to see and hard to measure characteristics) present in schools at baseline which can influence the skill outcomes of pupils that have taken part in CCGL.

For example, better-managed schools may have been more likely to apply to join CCGL in its earlier stages. Standard quasi-experimental approaches would deal with this issue by subtracting the school's baseline performance on the survey score from its endline performance so that each school's impact is quantified in terms of the difference from their baseline score at endline. We therefore improved on the Millennium Village Project evaluation's 'endline only' approach by building in robust proxy controls for unobserved differences at baseline into the approach.

In addition, it is reasonable to assume that any unobservable features of schools that would influence student learning outcomes from teachers delivering CCGL skills at baseline will also affect educational attainment more broadly at baseline. Where possible, we therefore made use of existing standardised assessment data (i.e. national or regional level school tests) from treated, and yet-to-be treated schools in 2018, and then used each school's 2018 or 2019 score on these tests to estimate a proxy baseline. Such data was available in Kenya and Nepal but not in OPT.

This proxy baseline score allowed us to conduct a DiD (Difference-in-Difference) analysis in Kenya as it was not possible to obtain exam data in OPT and Nepal. This use of a proxy baseline is an approach advocated by academic evaluators for situations where programme impact needs to be measured, but where it is only possible to conduct primary data collection at endline (where a baseline has not or cannot be conducted).[106]

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[105] Mitchell, Shira et al. (2018) 'The Millennium Villages Project: a retrospective, observational, endline evaluation' <u>The Lancet Global Health</u>, Volume 6, Issue 5, pp500 - 513. DOI:https://doi.org/10.1016/S2214-109X(18)30065-2

[106]Elizabeth Mathew & Joanne Sprague (2010) Impact Evaluation and Public Sector Programs in India: What Can We Do Right Now?, India Review, 9:2, 230-265, DOI: 10.1080/14736489.2010.483400.

While the above approaches would not provide as stringent a control for unobserved differences at baseline as could be achieved via a baseline survey, they will provide a very good approximation of this control. Most importantly, the above approaches will guard against the possibility of a widespread and substantial unobserved difference between the treatment and comparator groups biasing the eventual impact estimates.

In OPT standardised assessment data was not available with which to create a proxy baseline while in Nepal assessment data was not available for schools in the control group. DiD was therefore not possible in OPT and Nepal, and instead, endline survey data was compared between the treatment and comparison groups using observable school characteristics as controls.

Sampling approach

Statistical matching on observable characteristics

Following the approach described above, treated schools were matched with yet-to-be-treated schools using coarsened exact matching (CEM). CEM is a statistical method which matches treatment schools to non-treatment schools that are similar in terms of various observable characteristics[107]. These characteristics include:

- School size;

- Secondary vs primary;

- Public vs low-fee paying private schools;

- Demographic composition of the community (e.g. ethnic, linguistic and religious groups);

- Rural vs urban; and

- The labour market situation in the school's local area (e.g. unemployment rates, average wage, etc.).

Under the approach, we surveyed both sets of schools in their endline state in 2021/2022; 2018/2019 schools have been subject to the intervention for at least two years, and 2021 schools are a similar comparator group who did not have the intervention in 2018 (or 2019). As mentioned above, this means that CEM matching on observable characteristics must be done according to how the schools looked in the year that the treated group joined CCGL, as the observable characteristics of treatment schools may have changed as a result of their involvement in the programme. Contamination effects are controlled for by ensuring that treatment and comparator schools are matched based on what both groups of schools looked like in the year that the treated group was at baseline.[108]

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[107] CEM is preferred over the similar technique propensity score matching (PSM) as CEM allows for the improvement of balance on one matching variable without the risk of increasing imbalance on another. See Blackwell et al (2009) 'CEM: Coarsened exact matching in Stata', The Stata Journal, 9, Number 4, pp. 524–546
[108] Under the approach set out in the first draft Inception Report (Difference-in-Difference), before matching takes place, any non-treated schools located within a 10-mile radius of an already treated school would be removed from the frame of non-treated schools. This step was included to mitigate against the possibility that contamination effects from neighbouring programme schools would bias the baseline measures in the comparator schools. This precaution is not practical to implement under the revised (pipeline) approach, as CCGL are schools located in similar locations year-to-year in the three countries.

Sampling of students within schools

Sampling of students in the matched schools was made according to guidelines provided to schools by the evaluation team.

Difference-in-difference approach

DiD is a quasi-experimental technique that utilises panel or repeated cross-section[109] data to estimate the causal effect of an intervention provided an appropriate counterfactual is selected. The approach will compare the change in the outcomes of interest for the participant group with that of the control group with larger/smaller changes evidence of the interventions causal effect. Using a counterfactual produced through the use of CEM allows for a reasonable degree of certainty that schools in the participant and control groups are similar; however, it is difficult to fully test the parallel trend assumption.[110]

Data description

Critical thinking and Problem Solving (CTPS)

The student survey in Kenya and OPT specifically focuses on Critical Thinking and Problem Solving (CTPS). The survey is included in Annex 2.

The test is split into two parts: A and B. Part A consists of 15 multiple choice questions, constructed on the basis of the specifications laid out in the below table. The survey for primary school students only contains questions one to ten, while the survey for secondary school questions contains an additional five questions. In Kenya the survey was only administered to primary school students while in OPT both secondary and primary students participated.

Table 6.24: CTPS survey, primary school students, Part A – learning objectives

Question number	Learning Objective[111]
1	This is an introductory question, which is deliberately easy to encourage pupils.
2	Examine different levels of identity and their implications for managing relationships with others.
3	Identify governance structures, decision- making processes and dimensions of citizenship.
4	Differentiate between fact/ opinion, reality/fiction and different viewpoints/ perspectives.
5	Compare and contrast shared and different social, cultural and legal norms.

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[109] Panel data encompasses data that holds records of variables that pertain multiple reference points in time e.g. before intervention or after intervention. In this case, the repeated measures taken at baseline and follow-up will enable a panel to be created.

[110] This assumption of DiD requires that the differences between the participant and control groups in the absence of the programme are constant over time.

[111] The learning objectives included in 'Global Citizenship Education: Topics and Learning Objectives' the pedagogical guidance on Global Citizenship Education produced by UNESCO to help Member States integrate Global Citizenship Education in their education systems, formal and non-formal.

6	Cultivate good relationships with diverse individuals and groups.
7	Discuss how our choices and actions affect other people and the planet and adopt responsible behavior.
8	Identify opportunities for engagement and initiate action.
9	Recognize the importance and benefits of civic engagement.
10	Investigate the reasons behind major common global concerns and their impact at national and local levels.
11	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues.
12	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses.
13	Discuss how global governance structures interact with national and local structures and explore global citizenship.
14	Identify opportunities for engagement and initiate action.
15	Develop and apply skills for active engagement and take action to promote common good.

Part B consists of a very short questionnaire which assesses the fundamental intellectual traits for Critical Thinking. The section consists of 7 statements and asks students to rate whether they agree or disagree with them, creating a self-reported attitudinal measure. Questions eight to ten are only included in the survey administered to secondary school students.

Table 6.25: CTPS survey, Part B

		Disagree	Neither disagree nor agree	Agree
1	When I face a difficult problem, I try to find out as much information about it as possible	☐	☐	☐
2	I believe that there are always two sides in a story	☐	☐	☐
3	I treat others how I want to be treated	☐	☐	☐
4	When I have to take a decision, I try to weigh fairly the good and bad sides of it	☐	☐	☐
5	When I face a problem, I always take the right decision	☐	☐	☐

6	I like expressing my own opinion, even if everybody else disagrees with me	☐	☐	☐
7	When I read something, I try to think whether I should believe it or not	☐	☐	☐
8	If somebody presents evidence that I am wrong, I am ready to change my mind	☐	☐	☐
9	I prefer to think through problems on my own, rather than just accept the views of others	☐	☐	☐
10	When I do my homework, I do not like having to think too hard.	☐	☐	☐

For the purpose of the analysis, Part A and Part B are considered separate and are not summarised together for overall analysis.

Citizenship Survey

The blueprint for the Citizenship pupil survey is based on the "Appendix A: Course grid plan" of the document "Connecting Classrooms: Teaching citizenship, Participant resources", as released by the British Council.

The survey also assesses some of the key impacts/outcomes (those closer to the Citizenship course grid) as described in the "Annex 3: Measurement of key outcomes and programme processes" section of the CCGL Inception Report. More specifically, the survey assesses the following impacts/outcomes:

- Pupils are engaged global citizens as a result of school partnerships and Global Learning.

- Pupils are equipped with the skills needed to participate in the global economy as a result of Core Skills education.

- Pupils are aware of local and global challenges as a result of their increased knowledge of and familiarity with the SDGs and issues of sustainability (Outcome type: knowledge, attitude)

Some of the items of the survey come from the 2016 International Civic and Citizenship Education Study (ICCS) study.[112] Some other items of the survey come from the past assessment CCGL assessment survey.

All the items can be classified in three groups: (a) the first group represents the "Knowledge and Understanding" items, (b) the second group represents the "Skills" items, and (c) the third group represents three related sub-dimensions: self-esteem, self-efficacy, and motivation. The three sub-domains are not explicitly mentioned in the course grid, but they form a fundamental component of the learning process and outcome. The items on Motivation represent the internal motivation construct and are inspired by the Academic Motivation Scale[113].

Each of the items is linked in the blueprint with one of the learning areas of the course grid. However, as several learning areas are often closely related, it is difficult to distinguish between them. Thus, one

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[112] see Schulz et al., 2016.
[113] Vallerand et al., 1992

could potentially be linked to more than one learning area. For example, "To what extent do you agree or disagree with the following statements about you? (A: I am good at presenting my ideas in writing, pictures or speaking)" may be linked to the "Communication" learning area but is also part of the "Self-esteem" construct.

The items of the survey are also characterised as "Outcome" or "Outcome/Implementation". An item is characterised as "Outcome" if it measures the knowledge, attitude or skill but does not explicitly refer to the role of school. On the other hand, the items which are characterised as "Outcome/Implementation" assess outcome, but make explicit references to how the school has delivered the learning opportunity e.g. "At school, have you ever done any of those activities?".

Some of the items were slightly modified, in order to be improved. For example, the options of question "How much do you think you know about these things?" were shortened because they were misleading. For example, the last option was "I think I know quite a lot about this and am happy to talk to other people about it" but this is a double-question where the pupils need to think how much they know, and whether they would like to talk about that topic to somebody else.

The table below cross-references the survey questions with the area of learning and whether it corresponds to programme outcomes or implementation.

The citizenship survey for primary school students contains eight questions, while the citizenship survey for secondary school students contains an additional two questions. In addition, the format of the survey responses was expanded in the secondary schools survey to add in 'strongly agree' and 'strongly disagree' options.

Table 6.26: Citizenship survey, survey questions cross-referenced with area of learning and outcome or implementations

Area of learning	Outcome or implementation	Questions
	Knowledge and Understanding	
Rights, responsibilities and rules (choices, right and wrong, needs and wants, rules)	Outcome	Q1. How much do you agree or disagree with the following statements? (A, B)
Social justice (awareness of rich and poor)	Outcome	Q1. How much do you agree or disagree with the following statements? (C)
Diversity, identities and perspectives (similarities, differences, cultural traditions, different places, girls equal to boys)	Outcome / Self-esteem	Q7. How much do you think you know about these things? (A)

Prejudice, discrimination and bullying (PHSE and Citizenship) (how behaviour affects others, bullying and how to get help)	Outcome	Q3. Do you agree or disagree with the following statements? (A, B, C)
Democracy, political systems and power (express views)	Outcome / Implementation	Q4. At school, have you ever done any of those activities? (A, B)
	Outcome / Implementation	Q5. At school, have you ever discussed the following topics? (A, B)
Economic systems (sources and uses of money)	Outcome / Implementation	Q5. At school, have you ever discussed the following topics? (D)
Conflict and peace (conflict not always bad, choices about how to respond to conflict)	Outcome	Q4. How much do you agree or disagree with the following statements? (A, B)
The media (choices are made in selecting and presenting information)	Outcome / Implementation	Q5. At school, have you ever discussed the following topics? (F)
	Implementation	Q3. Do you agree or disagree with the following statements? (D)
Interdependence and globalisation (links between living things, between places and how our actions affect others)	Outcome / Implementation	Q5. At school, have you ever discussed the following topics? (E)
	Outcome / Implementation	Q7. How much do you think you know about these things? (C)
	Outcome	Q8. Could the following things affect people's lives in other parts of the world?

	Outcome	Q7. How much do you think you know about these things? (B)
Sustainable development (looking after environment, needs met by natural resources, resources finite)	Outcome/Implementation	Q6. At school, have you ever done any of those activities? (C)
	Outcome	Q8. Could the following things affect people's lives in other parts of the world? (B, C)

Skills		
Enquiry information management and reflection (ask questions including about visual images, look at different viewpoints)		Q5. At school, have you ever discussed the following topics? (F)
Communication (share opinions, hold attention, take part in discussions and debates)	Implementation	Q2. To what extent do you agree or disagree with the following statements about you? (A)
	Outcome / Implementation	Q8. When discussing political or social issues (e.g. about rich and poor people, about the government and the laws) in the class, how often do the following things happen? (B)
	Outcome	
Empathy (relate to needs of others locally and across the world)	Outcome	Q10. How important are the following behaviours for being a good adult citizen? (A)
Problem solving and handling conflict (share, take turns)	Outcome/Implementation	Q5. At school, have you ever discussed the following topics? (C)

Survey limitations

Psychological dimensions such as CTPS are notoriously difficult to assess, especially with closed questions (i.e., multiple-choice questions). Psychometric instruments aiming to measure CTPS typically use open-ended questions or short answer questions (e.g., see the Halpern Critical Thinking Assessment). However, for practical reasons, we have used multiple-choice questions. For this reason, we have complemented this instrument with a classroom activity where the pupils are asked to provide their own responses to problems. Therefore, it is important to bear in mind that our the CTPS

instruments provide indicative – rather than definitive - measures of pupils' CTPS (Part A). In order to have a clearer picture of the effects of the project on the CTPS abilities and attitudes of the pupils, we strongly recommend to jointly consider (a) the results of this instrument (Part A) with (b) the results of Part B (attitudes) and (c) the results of the pertinent classroom activity (both quantitative and qualitative data).

Digital literacy

The blueprint for the Digital Literacy (DL) survey is based on information collected from the training materials provided by the British Council. Unfortunately, although there are several competing definitions in the provided material about what DL is and what DL is not, there is no curriculum provided. Thus, the training material was used to generate a course grid for the CCGL project.

To create the survey, several external sources were used. The Computer Attitudes Questionnaire (CAQ) by Knezekand and Christensen (1995, 1997) was used as a source for a number of items assessing motivation and satisfaction with the technology. The questionnaire of the EU Kids Online project (Smahel et al., 2020) was also used as a source (one item was used from this questionnaire). Other items were taken from the International Computer and Information Literacy Study 2018 (ICIL 2018). Many of the items, however, are original and were deliberately created from scratch for this questionnaire.

Recent literature suggests that access to digital devices in Nepal is generally limited and schools often have issues with power supply and internet availability (Karna, 2018; Tehreem et al., 2020). The information provided by the two interviews with trainers also suggests that there is very limited availability, access and usage of digital equipment by the students in the school ("…teachers are generally not attempting to use DL to teach/encourage DL skills in students, but rather to use DL to enhance their own teaching"; Interview 1). Thus, it was decided to avoid asking questions about whether the students themselves use the equipment in the class and instead focus on whether and how the teachers use the equipment to enhance teaching. This could potentially reduce the face validity of the survey, because schools with a lot of technological use may consider some of the questions to be naïve (see a relevant discussion later).

Table 6.27: Digital literacy survey, survey questions cross-referenced with area of sub-domain

Sub-domain	Items
Exposure to technology at school	Q1. In the class, how often does any of the following happen during a lesson?
Use of technology at school	Q2. Have <u>you</u> ever done any of the following? Q9. How often do <u>you</u> use a computer for the following activities?
Risks and Opportunities	Q3. At school, have you ever discussed about any of the following? Q6. How much do you agree or disagree with the following statements? Q10. At school, have you learned about the importance of the following topics?
Social Context	Q4. With your friends, have you ever discussed about any of the following?
Motivation	Q7. How much do you agree or disagree with the following statements?

| Self-efficacy (Self-reported skills) | Q8. How much do you agree or disagree with the following statements? |
| Self-esteem | Q5. How much do you agree or disagree with the following statements? |

Econometric Analysis - Kenya

CTPS - Primary

Comparison of treatment and comparator group (student level)

A total of 2,733 students completed the CTPS survey in Kenya during November and December 2021.

A comparison of the student groups selected in treatment and comparator groups according to gender and age is presented in the tables below. The first table shows a slightly higher proportion of students completing the survey were girls than boys and that this difference was more present in the treatment than control group.

Table 6.28: Gender comparison of students (treatment, comparator)

	Comparator	Treatment	Overall sample
Boy	50%	46%	48%
Girl	50%	54%	52%
Total	**1,343**	**1,390**	**2,733**

The average age of students[114,115] in the sample is 13. The average of students in the treatment group is a year higher than those in the comparison group (13.7 and 12.7 respectively). The likely reason is that delays to the school year as a result of school closures during the COVID-19 pandemic meant that students that took part in the CCGL activities were surveyed in the school year following their participation in the CCGL programme.

Table 6.29: Comparison of student age group (treatment and comparator)

	Comparator	Treatment	Overall sample
10 and below	4%	2%	3%
11 and 12	50%	18%	34%
13 and 14	34%	48%	41%
14 and above	13%	31%	22%
Average	12.7	13.7	13.2
Total	**1,325**	**1,374**	**2,699**

Exam data

Following the approach outlined above, in the absence of a baseline survey, Primary School Leavers Exam data was used to provide proxy baseline data. Exam data was provided at the school level (average exam score for school leavers) in 2018 and was provided by the British Council Kenya office. The exam is taken by all students in Kenya and is comprised of five parts: Maths, English, Kiswahili,

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[114] Average age is calculated using the month and year of birth of students. Age is calculated as of December 2021 which is when fieldwork completed in Kenya. As exact date of birth is not provided, students were assumed to be born on the 1st of the respective month.

[115] There are 218 missing values for student data of birth as such age cannot be calculated for these students.

Social Studies and Religious Education (Christian/Islamic/Hindu) and Science. Each part of the test has a max score of 100, meaning the exam score is out of a total of 500.

Summary statistics for exam data is provided in the table below.

Table 6.30: Exam data summary statistics, Kenya

Treatment status	Data entries	Mean score	High score	Low score	Standard deviation
Comparator	46	244	342	188	30
Treatment	49	220	294	135	32
Overall	**96**	**231**	**342**	**135**	**33**

Comparative analysis – part A

Item comparison

The first step in the analysis is to compare responses to individual questions ('items') between treatment and comparator group. The table below presents the comparison between the average score for each question between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the treatment group on average performed better on each question in the survey. The most significant difference (0.09) was on question a6 which is designed to test the ability to '***Cultivate good relationships with diverse individuals and groups'***. The question with the second largest difference in means was a3 which had the learning objective of '***Identify governance structures, decision-making processes and dimensions of citizenship',** followed in turn by a5 (learning objective '***Compare and contrast shared and different social, cultural and legal norms***').**

Columns 5 and 6 present the results of a t-test which was performed to determine whether these differences in means are statistically significant. This tests the hypothesis that differences in means between two groups are solely the result of random variation in the data, this is referred to as the 'null hypothesis' (H_0). Column 6 presents the p-value for the hypothesis test that the mean score for the treatment group is greater than the mean score for the comparator group. The p-value is the probability that the higher means observed in the treatment group versus the comparison group are the result of random variation in scores and not differences in characteristics between the two groups. A p-value of less than 0.05 is generally used to indicate strong evidence to reject the null hypothesis and conclude that differences between the mean values between treatment and comparator are statistically significant. This value indicates that **the chance that the observed differences in means between the two groups could only be the result of random variation in the data in 1 in 20 or 5%.**

The only two items for which the difference in mean value are not found to be significant when compared to a p-value of 0.05 are a1 (an introductory question) and a8 which has the learning objective to identify

opportunities for engagement and initiate action and is the question with the lowest overall mean score amongst both treatment and comparator group (0.44 and 0.42 respectively).

Table 6.31: Item comparison, Part A

Question number (1)	Learning Objective (2)	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[116] (5)	Pr(T < t) (6)
a1	This is an introductory question, which is deliberately easy to encourage pupils.	0.94	0.92	0.01	1.49	0.07
a2	Examine different levels of identity and their implications for managing relationships with others.	0.69	0.63	0.06	3.16	0.00
a3	Identify governance structures, decision- making processes and dimensions of citizenship.	0.54	0.47	0.07	3.82	0.00
a4	Differentiate between fact/ opinion, reality/fiction and different viewpoints/ perspectives.	0.60	0.56	0.04	2.28	0.01
a5	Compare and contrast shared and different social, cultural and legal norms.	0.66	0.59	0.07	3.71	0.00
a6	Cultivate good relationships with diverse individuals and groups.	0.76	0.66	0.09	5.65	0.00
a7	Discuss how our choices and actions affect other people and the planet and adopt responsible behavior.	0.63	0.59	0.04	2.37	0.01
a8	Identify opportunities for engagement and initiate action.	0.44	0.42	0.01	0.69	0.25
a9	Recognize the importance and benefits of civic engagement.	0.81	0.75	0.06	4.05	0.00
a10	Investigate the reasons behind major common global concerns and their impact at national and local levels.	0.76	0.63	0.14	-8.14	0.00

Comparison between treatment and comparator end line overall test scores, part A

A basic comparison between the overall scores for Part A generated by summing the scores for each question in this section of the CTPS survey scores shows that **students in treatment schools obtain an average of 6.8 out of 10 in comparison to an average score or 6.2 of schools in the comparator group**. A t-test, (see table below) demonstrates that this difference in means is significant at the 5% significance level.

Table 6.32: Two sample t test with equal variances, comparator and treatment summed scores, Kenya

Group	Observations	Average score (mean)	Standard Error	Standard Deviation	95% confidence interval
Comparator	1,481	6.23	0.07	2.58	6.09 – 6.36

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[116] t – This is the student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

Treatment	1,436	6.82	0.06	2.42	6.70 – 6.95
Combined	2,917	6.52	0.05	2.52	6.43 – 6.61
Difference = mean (comparator) – mean (treatment)		-0.60	0.09		-0.78 – -0.42

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 0.000

Item response theory

While simply summing the scores across questions on the test provides a simple way to access the underlying traits of students, psychometric tests often use item response theory (IRT) to more precisely score psychometric tests and can also be used to assess the effectiveness of the survey that is used to assess the unobserved characteristic that it is designed to measure.[117]

IRT provides a model for explaining the relationship between a latent trait (i.e., the unobserved characteristic/attribute that we are interested in measuring, in this case CTPS ability) and an observed outcome (in this case the performance on the CTPS survey).

IRT operates under the following assumptions:

1. Monotonicity – The assumption indicates that as the trait level is increasing, the probability of a correct response also increases.

2. Unidimensionality – The model assumes that there is one dominant latent trait being measured and that this trait is the driving force for the responses observed for each item in the measure.

3. Local Independence – Responses given to the separate items in a test are mutually independent given a certain level of ability.

4. Invariance – We are allowed to estimate the item parameters from any position on the item response curve. Accordingly, we can estimate the parameters of an item from any group of subjects who have answered the item.

If the assumptions hold, the differences in observing correct responses between respondents will be due to variation in their latent trait (CTPS).

The IRT model can be used to derive a measure of ability (Theta) to each respondent based on the overall survey responses. Summary statistics for this variable are shown in the table below.

Table 6.33: Summary statistics, Theta

Variable	Obs	Mean	Std. Dev.	Min	Max
Theta	2,917	0.00	0.86	-2.21	1.32

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[117] Item response theory (IRT) was first proposed in the field of psychometrics for the purpose of ability assessment. It is widely used in education to calibrate and evaluate items in tests, questionnaires, and other instruments and to score subjects on their abilities, attitudes, or other latent traits. During the last several decades, educational assessment has used more and more IRT-based techniques to develop tests. Today, all major educational tests, such as the Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE), are developed by using item response theory, because the methodology can significantly improve measurement accuracy and reliability while providing potentially significant reductions in assessment time and effort, especially via computerized adaptive testing. (SAS Institute, 2014)

Based on this ability measure, an IRT model can be used to calculate the probability of a correct response to a given question based on the respondent's underlying ability and the difficulty parameter of the question (item). The probability can be illustrated on an item characteristic curve which shows the probability of correct answer at different levels of ability. The figure below presents the item response curve for Part A of the CTPS test. The graph shows how the probability of answering correctly to each question increases as CTPS ability (Theta) increases.

Figure 6.9: Item response curve for Part A
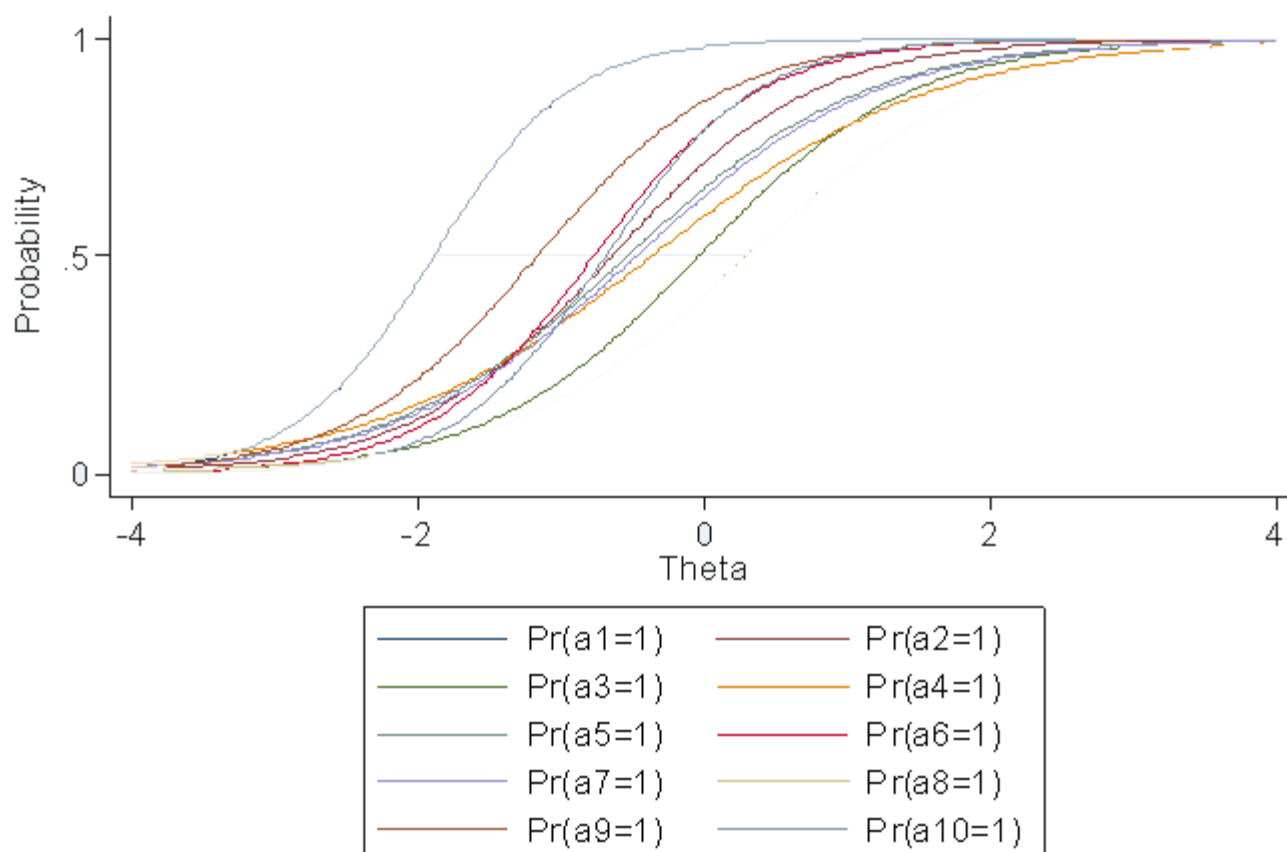
Through this model, a difficulty coefficient for each question can be generated. The difficulty coefficients for each question are shown in the table below. As expected, a1 (an introductory question) has the lowest difficulty coefficient, while a8 which less than half of the sample answered correctly has the highest difficulty coefficient.

Table 6.34: Difficulty coefficients, Part A

	Coef.	Std. Err.	z	P>z	95% Conf. (lower)	95% Conf. (upper)
a1	-1.89	0.08	-22.92	0.00	-2.06	-1.73
a2	-0.65	0.04	-15.29	0.00	-0.73	-0.57
a3	-0.04	0.04	-1.09	0.27	-0.11	0.03
a4	-0.37	0.05	-7.89	0.00	-0.47	-0.28

a5	-0.54	0.05	-12.04	0.00	-0.63	-0.45
a6	-0.78	0.04	-19.08	0.00	-0.86	-0.70
a7	-0.48	0.04	-10.88	0.00	-0.57	-0.39
a8	0.30	0.04	7.11	0.00	0.22	0.38
a9	-1.17	0.06	-21.02	0.00	-1.28	-1.06
a10	-0.69	0.04	-18.7	0.00	-0.76	-0.62

Adding an additional parameter to the model (to make it a two-parameter model) allows the slopes of the item response curves to differ by question (item) (i.e., allowing the rate at which the probability of answering the question correctly increases as ability increases to differ by question). This allows us to gain useful information about the questions (items) in the survey and which item tells us the most about the underlying student ability. This value is known as the discrimination parameter. A high discrimination parameter value suggests an item that has a high ability to differentiate students. In practice, a high discrimination parameter value means that the probability of a correct response increases more rapidly as the ability (latent trait) increases.

The table below presents the discrimination coefficients for each of the questions in the CTPS survey. From the table we can see that questions a1, a10, and a6 are the questions with the highest discriminating power; in other words, these are the questions that are likely to see the biggest increase in probability of a correct answer as ability increases.

Table 6.35: Discrimination coefficients

	Coef.	Std. Err.	z	P>z	[95% Conf.	
a1	2.11	0.17	12.21	0.00	1.77	2.45
a2	1.42	0.08	17.43	0.00	1.26	1.58
a3	1.35	0.08	17.73	0.00	1.20	1.50
a4	1.02	0.06	16.15	0.00	0.89	1.14
a5	1.20	0.07	17.02	0.00	1.06	1.34
a6	1.73	0.10	17.32	0.00	1.54	1.93
a7	1.20	0.07	16.98	0.00	1.06	1.33
a8	1.20	0.07	17.2	0.00	1.06	1.34
a9	1.53	0.09	16.33	0.00	1.34	1.71
a10	1.92	0.11	17.23	0.00	1.70	2.13

Difference-in-difference analysis

As outlined above, difference-in-difference analysis is conducted using exam scores in 2018 as a baseline and CTPS survey scores in 2021 as an endline. Exam results are obtained at the school level, and the CTPS survey is carried out at the student level and then used to generate a variable of underlying student ability in CTPS (Theta).

In order to make these comparable, school averages of Theta are taken and compared to the highest school average value of Theta, this gives each school a value of Theta between 0 and 1 which is relative to the highest overall Theta school average. Similarly, exam score data (which is already averaged across the school) is compared to the highest average exam score achieved to provide a comparable value between 0 and 1.

This allows us to set up a long-form panel, with two entries per school, one at baseline and endline as can be seen in the illustrative table below.

Table 6.36: Illustrative long-form panel

School ID	Year	Treatment dummy	Dependent variables (measure of student ability)
1	2018	0	x_1
1	2021	0	x_2
2	2018	1	x_3
2	2021	1	x_4

These two measures of attainment (exam data and theta) are the dependent variables in the difference-in-difference equation which is specified as:

$$Y_i = \alpha_i + \beta_1[year] + \beta_2[treatment] + \beta_3[year * treatment] + \varepsilon_i$$

Where:

- α 'the constant' is the baseline average, i.e., the average exam score.

- β_1 is the coefficient on the time, this is the time trend between 2018 and 2021 for the comparator group.

- β_2 is the treatment coefficient, this is the difference between the two groups pre-intervention.

- β_3 is the coefficient of interest, this is the treatment effect between 2018 and 2021.

The identification of the treatment effect is based on the intertemporal variation between the groups, i.e.: changes in the dependent variable over time, that are specific to the treatment groups, or in other words, changes in the outcome variable, that happen only for the treatment groups, not for the comparison groups, from the time that the treatment starts.

A model with clustered errors is used to control for factors that are not identically and independently distributed within schools and therefore for account for this likely degree of interdependence that exist among observations in the same cluster school.[118]

The result of the difference-in-difference regression is shown in the regression output below.

Figure 6.10: Difference-in-difference regression output, Part A

```
Linear regression                          Number of obs    =        186
                                           F(3, 92)         =      11.05
                                           Prob > F         =     0.0000
                                           R-squared        =     0.0945
                                           Root MSE         =     .12635

                               (Std. Err. adjusted for 93 clusters in school)
```

depvar	Coef.	Robust Std. Err.	t	P>|t|	[95% Conf. Interval]	
year 2021	-.1146667	.0226599	-5.06	0.000	-.1596712	-.0696621
1.treatment	-.0719445	.0188535	-3.82	0.000	-.1093892	-.0344997
year#treatment 2021 1	.1284167	.0316805	4.05	0.000	.0654964	.191337
_cons	.7144444	.0128756	55.49	0.000	.6888724	.7400165

The constant (α) or 0.71 indicates that school test scores were overall 71% of the highest school average score. The negative value on the coefficient on time 'year' indicates that the average performance on the survey (as measured by Theta) in comparison with the highest school average value of Theta was lower than the corresponding figure for exam data. This value does not provide any useful information as the differences are likely to be the result of differences in the two tests used to establish the baseline and endline figure. The negative value of the treatment coefficient indicates that the exam average in the comparator group was on average higher than in the treatment group (as shown above). **The variable of interest is the interaction term between the time variables and the treatment variable which indicates the treatment effect between 2018 and 2021, which shows a positive and statistically significant effect.**

This can be explained more intuitively using the table below. As stated, the difference-in-difference estimator is the difference between two differences; the difference between the comparator group dependent variable between 2018 and 2021 which can be seen in the first row of the table to fall from 0.71 to 0.60 and the difference in the dependent variable of the treatment group between 2018 and 2021

---

[118] Standard errors (SE) of the regression measure the precision of the estimation, i.e. how close your predicted values of Y are to the real values. When we run a normal regression analysis, we assume that observations are i.i.d (identically and independently distributed), when this is the case (for example when you are analysing a sample from the general population) SE are used to calculate the t and then p-values. When there are observations that are clustered by groups such as schools in this case, observations are very likely not i.i.d within each school so we need to account for this fact otherwise the standard errors will not be precise and will yield inaccurate t and p-values. Using clustered standard errors will simply account for this likely degree of interdependence that exist among observations in the same cluster school.

which can be seen in the second row to have increased from 0.64 to 0.66. The difference between these two values (0.13) is the estimated difference between these two differences.

Table 6.37: Table of differences, Part A

	2018	2021	Difference (2018-2021)
Comparator	0.71	0.60	-0.11
Treatment	0.64	0.66	0.02
Difference-in-difference			**0.13**

The difference in difference effect is illustrated graphically on the figure below, with β_3 the difference-in-difference effect which is the difference between the observed scores of the treatment group and the counter factual, i.e., what they would have been in the absence of treatment.

Figure 6.11: Difference-in-difference graph, Part A
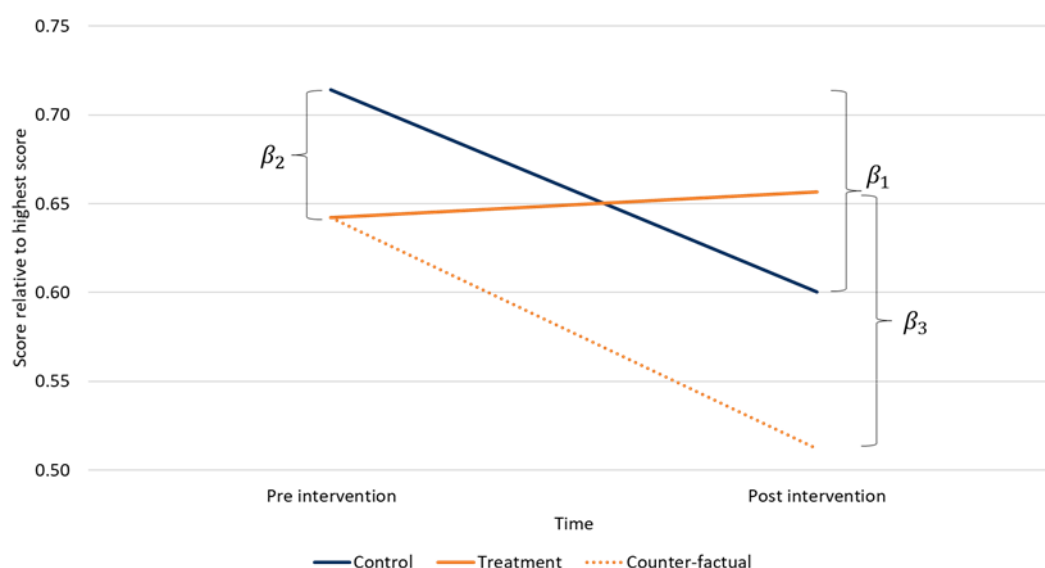
Robustness checks

Alternative explanations

One observed difference in observed student characteristic could explain the superior performance of students in the target group. As students in treatment schools are on average one year older than those in comparator schools, you would expect them to perform better in the CTPS survey. However, these differences between treatment and comparator schools should be accounted for in the model specification with clustered errors.

In order to test the robustness of the difference-in-difference specification, average age was added as an explanatory variable. The results of this estimation are shown in the figure below. The coefficient on age is positive and statistically significant suggesting that a higher age is associated with a higher value of theta, while the coefficient on the interaction term of interest is not impacted which suggests that **the original model specification has successfully accounted for differences in average age between schools**.

Figure 6.12: Difference-in-difference regression output accounting for age differences, Part A

```
Linear regression                          Number of obs   =        186
                                           F(4, 92)        =       8.87
                                           Prob > F        =     0.0000
                                           R-squared       =     0.1356
                                           Root MSE        =     .12379

                            (Std. Err. adjusted for 93 clusters in school)
─────────────────────────────────────────────────────────────────────────
                          Robust
        depvar      Coef.   Std. Err.      t    P>|t|    [95% Conf. Interval]
─────────────────────────────────────────────────────────────────────────
          year
          2021   -.1146667   .0227224   -5.05   0.000   -.1597954   -.069538

     1.treatment -.0947132   .0213511   -4.44   0.000   -.1371183  -.0523082

  year#treatment
        2021 1    .1284167   .0317679    4.04   0.000    .0653228   .1915105

 averageclassage   .0235201   .0090898    2.59   0.011    .005467    .0415733
          _cons    .4123417   .1184736    3.48   0.001    .1770428   .6476405
─────────────────────────────────────────────────────────────────────────
```

Comparative analysis – part B

Scoring

Part B is an attitudinal scale, so the total score is indicative of the attitudes of the students. Each of the 'steps' of the scale is assigned one score: 'Disagree'=0, 'Neither agree nor disagree'=1 and 'Agree'=2.

Item Comparison

As in Part A, the first step in the analysis of Part B is to compare responses to individual questions ('items') between treatment and comparator group. The table below presents the comparison between the average score for each question between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant (as described in more depth for Part A). Column 4 which presents the difference in means between treatment and comparator groups for each question shows that the treatment group on average performed better on each question in the survey other than B5, while the average scores for B4 are almost identical. In comparison with Part A, the scores are more similar between treatment and comparator with only question B1, B4, B6, and B7 observing differences between the two groups that are statistically significant at the 5% level (see column 6). Question B5 was the only item where students in the comparison group received a higher average score, and this difference was statistically significant.[119]

Table 6.38: Item comparison, Part B

Question number (1)	Statement (2)	Mean treatment score (3)	Mean Control	Difference (4)	t statistic[120] (5)	Pr(T < t) (6)

---

[119] The p value for Pr(T>t)=0.00

[120] t – This is the student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

		score (3)				
1	When I face a difficult problem, I try to find out as much information about it as possible	1.71	1.69	0.15	0.62	0.02
2	I believe that there are always two sides in a story	1.13	1.13	0.00	0.05	0.48
3	I treat others how I want to be treated	1.58	1.54	0.03	1.13	0.13
4	When I have to take a decision, I try to I try to weigh fairly the good and bad sides of it	1.46	1.35	0.10	3.48	0.00
5	When I face a problem, I always take the right decision	1.45	1.54	-0.09	-2.95	1.00
6	I like expressing my own opinion, even if everybody else disagrees with me	1.52	1.45	0.06	2.23	0.01
7	When I read something, I try to think whether I should believe it or not	1.55	1.49	0.54	1.99	0.02

Comparison between treatment and comparator end line overall test scores, part B

A basic comparison between the overall scores for Part B generated by summing the scores for each question in this section of the CTPS survey scores shows that students in treatment schools obtain an average of 10.11 out of 14 in comparison to an average score or 9.99 of schools in the treatment group. However, a t-test, (see table below) demonstrates that this difference in means is not significant at the 5% significance level, as it has a p-value of 0.12.

Table 6.39: Two sample t test with equal variances

Group	Observations	Average score (mean)	Standard Error	Standard Deviation	95% confidence interval
Comparator	1,481	9.99	0.07	2.81	9.85 – 10.14
Treatment	1,436	10.11	0.07	2.77	9.97 – 10.25
Combined	2,917	10.05	0.05	2.79	9.95 – 10.15
Difference = mean (comparator) – mean (treatment)		-1.12	0.10		-0.32 – 0.083

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 0.12

Difference-in-difference analysis

As in Part A, difference-in-difference analysis is conducted using exam scores in 2018 as a baseline and CTPS survey scores in 2021 as an endline. Unlike in Part A, item response theory is not used to generate an underlying measure of ability (Theta) this is because Part B is presented as a non-binary scale and as such item response theory cannot be used. Therefore, the answers to each component to part B are summed to generate the overall score for Part B which is used for the endline dependent variable. As in Part 1 to generate a variable that is comparable at baseline and endline stage, both exam

data and survey data is compared to the highest observed value to create a variable between 0 and 1 for each.

These two measures of attainment (exam data and score for Part B of the CTPS survey) are the dependent variables in the difference-in-difference equation which is specified as:

$$Y_i = \alpha_i + \beta_1[year] + \beta_2[treatment] + \beta_3[year * treatment] + \varepsilon_i$$

Where:

- α 'the constant' is the baseline average, i.e., the average exam score.

- β_1 is the coefficient on the time, this is the time trend between 2018 and 2021 for the comparator group.

- β_2 is the treatment coefficient, this is the difference between the two groups pre-intervention.

- β_3 is the coefficient of interest, this is the treatment effect between 2018 and 2021.

The result of the difference-in-difference regression is shown in the regression output below.

Figure 6.13: Difference-in-difference regression output, Part B

```
Linear regression                           Number of obs   =         186
                                            F(3, 93)        =       11.48
                                            Prob > F        =      0.0000
                                            R-squared       =      0.1158
                                            Root MSE        =      .08901
```

(Std. Err. adjusted for 94 clusters in school)

depvar	Coef.	Robust Std. Err.	t	P>|t|	[95% Conf. Interval]	
year						
2021	-.0030435	.0158649	-0.19	0.848	-.034548	.028461
1.treatment	-.0696739	.0188007	-3.71	0.000	-.1070084	-.0323394
year#treatment						
2021 1	.0827174	.0211636	3.91	0.000	.0406907	.1247441
_cons	.7121739	.012799	55.64	0.000	.6867576	.7375902

As was the case for part A, the negative value on the coefficient on time 'year' indicates that the average performance on the survey in comparison with the highest school average was lower than the corresponding figure for exam data. This is value does not provide any useful information as the differences are likely to be the result of differences in the two tests used to establish the baseline and endline figure. The negative value of the treatment coefficient indicates that the exam average in the

comparator group was on average higher than in the treatment group (as shown in **Error! Reference source not found.**). The variable of interest is the interaction term between the time variables and the treatment variable which indicates the treatment effect between 2018 and 2021. **The positive coefficient on the interaction term indicates that the treatment is associated with an improved performance in attainment. The p-value of below 0.05 indicates that this effect is statistically significant.**

This can be explained more intuitively using the table below. As previously stated, the difference-in-difference estimator is the difference between two differences; the difference between the comparator group dependent variable between 2018 and 2021 which can be seen in the first row of the table to remain constant at 0.71 and the difference in the dependent variable of the treatment group between 2018 and 2021 which can be seen in the second row to have increased from 0.64 to 0.72. The difference between these two values (0.08) is the estimated difference between these two differences.

Table 6.40: Table of differences, Part B

	2018	2021	Difference (2018-2021)
Comparator	0.71	0.71	0.00
Treatment	0.64	0.72	0.08
Difference-in-difference			**0.08**

The DiD effect is illustrated graphically on the figure below, with β₃ the difference-in-difference effect which is the difference between the observed scores of the treatment group and the counter factual i.e. what they would have been in the absence of treatment.

Figure 6.14: Difference-in-difference graph, Part B
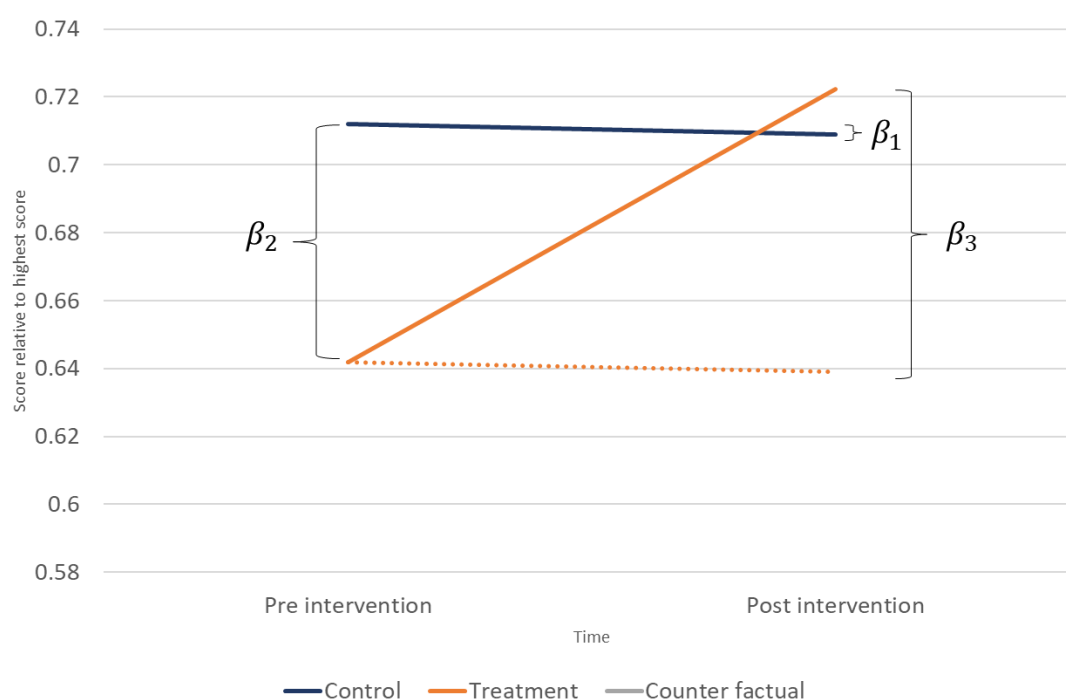
Limitations

The analysis is affected by the following limitations:

- Lack of true baseline which has meant that a proxy baseline was used. As described in the section on the use of the retrospective endline with a proxy baseline, it was not possible to implement a baseline survey of schools and as such exam data is used as a proxy. While exam data will provide a good measure of student attainment, it is not specific to the CTPS so has limitations as a proxy baseline. In addition, the exam data may not correspond to the same student group that took the survey. If we assume that exam data within a school will vary by student group, this again would create limitations on the use of the proxy baseline data. It is recommended for future programming that a baseline assessment of student skills is undertaken to support performance evaluation.

- Lack of baseline data at student level. Exam data was provided at the school level and not at student level (the level the survey was performed at); this meant that the analysis was done at school rather than student level meaning that the variation at the student level within schools is lost. Tracking student performance at the individual level over time would, however, be costly and complex. The approach adopted is more pragmatic and cost-effective for the purposes of evaluating a programme like CCGL.

- Lack of explanatory power of the econometric model (small r-squared value). In both model for Part A and Part B there is a small r-squared value. R-squared is a statistical measure that represents the proportion of the variance for a dependent variable that's explained by an independent variable or variables in a regression model. A small r-squared value implies that there are other independent variables that are resulting in difference in attainment that are not captured in our model. Future studies could collect student and school-level data, but again, this would be more costly and complex.

Conclusions

The DiD analysis suggests that the **treatment had a positive effect on student CTPS attainment in Kenya. While students in the treatment group scored lower on average in the baseline test their scores on the endline survey exceeded those in the comparison group.** These differences were observed to be larger in Part A of the test in comparison to Part B, suggesting that the effect on student attitude was less significant. When analysing these results, it is important to acknowledge the limitations in both the baseline and endline tests and considering the results alongside the qualitative analysis undertaken.

Econometric Analysis OPT

Participants in OPT took part in one of two surveys: the CTPS survey and the Citizenship survey and as such the sample was split according to which survey was completed. Analysis is also split between primary and secondary school participants.

Exam data was unavailable for schools in OPT and as such the comparison between treatment and comparator groups is made at the endline only stage.

CTPS Primary school students

Comparison of comparator and treatment schools

A total of 173 primary school students completed the CTPS survey in OPT (87 in treatment schools and 86 in comparator schools). These students came from 6 schools, 3 in the treatment group and 3 in the control group. In the absence of a baseline survey, it is important to assess how effective the school matching process was for participating schools; if the matching process was effective and schools in the treatment and comparison group can be judged to be identical then observed differences in the schools can be judged to be the result of the school's participation in the CCGL programme (in so far as there are no unobserved changes in the matching criteria between the time when the matching was undertaken and the survey was implemented). This assumes that the matching criteria was comprehensive and there are no unobserved school characteristics that have the potential to drive differences between the treatment and comparison groups.

The tables below compare the treatment and comparison groups, that took part in the CTPS primary school survey, according to the matching criteria. There are notable differences between the comparison and treatment schools:

- comparison schools are on average larger than treatment schools, with an average of 586 students compared to 444
- local unemployment rates for comparison schools are higher, 18.5% compared to 15.5% for schools in the treatment group
- one comparison school is located in a camp, while all treatment schools are located in urban areas.

These differences, as well as unobserved school characteristics may explain the differences in the outcome variables between comparison and treatment schools.

Table 6.41: Comparison of comparator and treatment schools – school size (number of students)

	Comparator group	Treatment group
Average school size (number of students)	444	586

Table 6.42: Comparison of comparator and treatment schools – local unemployment rate

	Comparator group	Treatment group
Average local unemployment rate (2015-2019)	18.5	15.5

Table 6.43: Comparison of comparator and treatment schools – rural/urban/camp

	Comparator group	Treatment group
Urban	67%	100%
Rural	0	0
Camp	33%	0

Comparative analysis – CTPS Part A

The first step in the analysis is to compare responses to individual questions ('items') between treatment and comparator group. The table below presents the comparison between the average score for each question in Part A between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the comparator group on average performed better on seven of the ten questions in the survey** (in red in column 4)**,** with three of these differences in mean statistically significant (indicated in bold in column 7)**.** Of the three questions with a higher average performance amongst the treatment group, non are statistically significant (column 6).

Table 6.44: Item comparison, Part A, OPT, primary

Question number (1)	Learning Objective (2)	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[121] (5)	Pr(T < t) (6)	Pr(t < T) (7)
a1	This is an introductory question, which is deliberately easy to encourage pupils.	0.82	0.94	-0.13	2.57	0.99	**0.01**
a2	Examine different levels of identity and their implications for managing relationships with others.	0.62	0.63	-0.01	0.10	0.54	0.46

---

[121] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

a3	Identify governance structures, decision- making processes and dimensions of citizenship.	0.86	0.79	0.07	-1.27	0.10	0.90
a4	Differentiate between fact/ opinion, reality/fiction and different viewpoints/ perspectives.	0.68	0.74	-0.06	0.89	0.81	0.19
a5	Compare and contrast shared and different social, cultural, and legal norms.	0.70	0.62	0.07	-1.02	0.15	0.85
a6	Cultivate good relationships with diverse individuals and groups.	0.29	0.50	-0.21	2.92	1.00	**0.00**
a7	Discuss how our choices and actions affect other people and the planet and adopt responsible behavior.	0.48	0.71	-0.23	3.10	1.00	**0.00**
a8	Identify opportunities for engagement and initiate action.	0.45	0.49	-0.04	0.53	0.70	0.30
a9	Recognize the importance and benefits of civic engagement.	0.87	0.83	0.05	-0.88	0.19	0.81
a10	Investigate the reasons behind major common global concerns and their impact at national and local levels.	0.66	0.71	-0.05	0.76	0.78	0.22

A basic comparison between the overall scores for CTPS Part A generated by summing the scores for each question in this section of the CTPS survey scores shows that **students in treatment schools obtain an average of 6.4 out of 10 in comparison to an average score or 6.9 of schools in the comparator group**. A t-test, (see table below) demonstrates that this difference in means is significant at the 5% significance level (p-value = 0.05).

Table 6.45: CTPS Part A, Two sample t test with equal variances, comparator and treatment summed scores, OPT, primary

	Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval	
Comparator	86	6.94	0.26	2.38	6.43	7.45
Treatment	87	6.40	0.21	1.93	5.99	6.81
combined	173	6.67	0.17	2.18	6.34	7.00
Difference = mean (comparator) – mean (treatment)		0.54	0.33		-0.11	1.19

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 0.95
H_a: Difference<0; P(t>t) = 0.05

Comparative analysis – CTPS Part B

The table below presents the comparison between the average score for each question in Part B between treatment and comparator group and the results of a t-test. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the comparator group on average performed better on four of the seven questions in the survey** (shown in red in column 4)**,** with two of these differences in mean significantly significant (indicated in bold in column 7)**.** Of the three questions with a higher average performance amongst the treatment group, non are statistically significant (column 6).

Table 6.46: Item comparison, Part B, OPT, primary

Question number (1)	Question (2)	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[122] (5)	Pr(T < t) (6)	Pr(t < T) (7)
1	When I face a difficult problem, I try to find out as much information about it as possible	1.54	1.64	-0.10	-0.91	0.82	0.18
2	I believe that there are always two sides in a story	1.29	1.56	-0.27	-2.32	0.99	**0.01**
3	I treat others how I want to be treated	1.70	1.81	-0.11	-1.19	0.88	0.12
4	When I have to take a decision, I try to I try to weigh fairly the good and bad sides of it	1.56	1.53	0.02	0.23	0.41	0.59
5	When I face a problem, I always take the right decision	1.61	1.60	0.01	0.11	0.46	0.54
6	I like expressing my own opinion, even if everybody else disagrees with me	1.63	1.63	0.01	0.05	0.47	0.52
7	When I read something, I try to think whether I should believe it or not	1.21	1.42	-0.20	1.85	0.97	**0.03**

A basic comparison between the overall scores for CTPS Part B generated by summing the scores for each question in this section of the CTPS survey scores shows that **students in treatment schools obtain an average of 11.11 out of 14 in comparison to an average score or 9.89 of schools in the comparator group**. A t-test, (see table below) demonstrates that this difference in means is significant at the 5% significance level (p-value = 0.00).

Table 6.47: CTPS Part B, Two sample t test with equal variances, comparator and treatment summed scores, OPT, primary

Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval

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[122] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

Comparator	86	11.11	0.31	2.18	10.51	11.72
Treatment	87	9.89	0.30	2.81	9.28	10.48
Combined	173	10.5	0.22	2.9	10.06	10.93
Difference = mean (comparator) – mean (treatment)		1.23	0.4		0.39	2.01

H$_o$: Difference = 0
H$_a$: Difference<0; P(T<t) = 1.00
H$_a$: Difference<0; P(t>t) = 0.00

CTPS Secondary school students

A total of 431 secondary school students completed the CTPS survey in OPT (318 in treatment schools and 118 in the comparator schools). These students came from 16 schools, 12 in the treatment group and 4 in the comparator group. As described above for the primary school group, in the absence of a baseline survey, it is important to assess how effective the school matching process was for participating schools.

The tables below compare the treatment and comparison groups according to the matching criteria.

- comparison schools and treatment schools are of similar size in terms of number of students enrolled, 439 and 444 respectively
- unemployment rates for comparison schools and treatment schools are similar, 16.7 compared to 16.2 for schools in the treatment group
- three of the four comparator schools are located in urban areas with the remaining school located in a camp, similarly all but one of the treatment group schools are located in urban areas with the remaining one in a rural area.

Table 6.48: Comparison of comparison and treatment schools – school size (number of students)

	Comparator group	Treatment group
Average school size (number of students)	439	444

Table 6.49: Comparison of comparison and treatment schools – local unemployment rate

	Comparator group	Treatment group
Average local unemployment rate (2015-2019)	16.7	16.2

**Table 6.50: Comparison of comparison and treatment schools –
      rural/urban/camp**

	Comparator group	Treatment group
Urban	75%	92%
Rural	0%	8%
Camp	25%	0%

Comparative analysis – CTPS Part A

The first step in the analysis is to compare responses to individual questions ('items') between treatment and comparator group. The table below presents the comparison between the average score for each question between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the comparator group on average performed better on 11 of the 14 questions[123] in the survey** (shown in red)**,** with six of these differences in mean significantly significant (indicated in bold in column 7)**.** Of the three questions with a higher average performance amongst the treatment group only one was statistically significant (column 6).

Table 6.51: Item comparison, Part A, OPT, secondary

Question number (1)	Learning Objective (2)	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[124] (5)	Pr(T < t) (6)	Pr(t < T) (7)
a1	This is an introductory question, which is deliberately easy to encourage pupils.	0.90	0.95	-0.5	-1.68	0.95	**0.05**
a2	Examine different levels of identity and their implications for managing relationships with others.	0.53	0.72	-0.19	-3.67	1.00	**0.00**
a3	Identify governance structures, decision- making processes and dimensions of citizenship.	0.81	0.86	-0.04	-1.01	0.84	**0.16**
a4	Differentiate between fact/ opinion, reality/fiction and different viewpoints/ perspectives.						

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[123] Question 4 was omitted for secondary school students.

[124] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

a5	Compare and contrast shared and different social, cultural, and legal norms.	0.68	0.65	0.03	0.55	0.29	0.71
a6	Cultivate good relationships with diverse individuals and groups.	0.39	0.43	-0.04	-0.80	0.79	0.21
a7	Discuss how our choices and actions affect other people and the planet and adopt responsible behavior.	0.75	0.87	-0.12	-2.70	1.00	**0.00**
a8	Identify opportunities for engagement and initiate action.	0.61	0.50	0.11	2.01	**0.02**	0.89
a9	Recognize the importance and benefits of civic engagement.	0.73	0.72	0.02	0.27	0.36	0.64
a10	Investigate the reasons behind major common global concerns and their impact at national and local levels.	0.80	0.86	-0.06	-1.29	0.90	0.10
a11	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues.	0.67	0.80	-0.12	-2.35	0.99	**0.01**
a12	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses.	0.84	0.90	-0.06	-1.70	0.95	**0.05**
a13	Discuss how global governance structures interact with national and local structures and explore global citizenship.	0.44	0.71	-0.26	-5.10	1.00	**0.00**
a14	Identify opportunities for engagement and initiate action.	0.59	0.66	-0.07	-1.33	0.91	0.09
a15	Develop and apply skills for active engagement and take action to promote common good.	0.78	0.85	-0.06	-1.45	0.93	0.07

When scores are summed[125] the overall means between the two groups can be compared using a t-test, as presented in the table below. The comparator group has a higher overall mean of 10.77 (out of 14) in comparison to the treatment group mean of 9.29. This difference is statistically significant at the 5% significance level (p-value = 1).

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[125] There are a total of 14 questions giving a max score of 14.

Table 6.52: sample t test with equal variances, comparator and treatment summed scores, OPT, primary

	Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval	
Comparator	118	10.48	0.27	2.88	9.96	11.00
Treatment	313	9.55	0.15	2.63	9.25	9.84
combined	431	9.80	0.13	2.73	9.54	10.06
Difference = mean (comparator) – mean (treatment)		0.94	0.29		0.36	1.51

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 1
H_a: Difference<0; P(t>t) = 0

Comparative analysis – Part B

The table below presents the comparison between the average score for each question in Part B between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the comparator group on average performed better on nine of the ten questions in the survey** (shown in red in column 4)**,** with five of these differences in mean significantly significant (indicated in bold in column 7)**.**

Table 6.53: CTPS Part B, Two sample t-test, comparator and treatment summed scores, OPT, Secondary

Question number (1)	Question (2)	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[126] (5)	Pr(T < t) (6)	Pr(t < T) (7)
1	When I face a difficult problem, I try to find out as much information about it as possible	1.77	1.91	-0.13	-2.48	0.99	**0.01**
2	I believe that there are always two sides in a story	1.50	1.68	-0.19	-2.58	0.99	**0.01**
3	I treat others how I want to be treated	1.70	1.81	-0.11	-1.70	0.96	**0.04**
4	When I have to take a decision, I try to I try to weigh fairly the good and bad sides of it	1.68	1.86	-0.18	-2.85	1.00	**0.00**
5	When I face a problem, I always take the right decision	1.22	1.09	0.14	1.70	**0.05**	0.95
6	I like expressing my own opinion, even if everybody else disagrees with me	1.67	1.74	-0.06	-0.90	0.81	0.19

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[126] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

7	When I read something, I try to think whether I should believe it or not	1.44	1.56	-0.12	--1.48	0..93	0.07
8	If somebody presents evidence that I am wrong, I am ready to change my mind	1.15	1.21	-0.06	-0.61	0.73	0.27
9	I prefer to think through problems on my own, rather than just accept the views of others	0.86	0.91	-0.05	-0.57	0.72	0.28
10	When I do my homework, I do not like having to think too hard.	1.31	1.50	-0.20	-1.97	0.98	**0.02**

A basic comparison between the overall scores for CTPS Part B generated by summing the scores for each of the ten questions in this section of the CTPS survey scores shows that **students in treatment schools obtain an average of 14.28 out of 20 in comparison to an average score or 15.25 of schools in the comparator group**. A t-test, (see table below) demonstrates that this difference in means is significant at the 5% significance level (p-value = 0.00).

Table 6.54: CTPS Part B, t-test, comparator and treatment summed scores, OPT, primary

	Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval	
Comparator	116	15.25	0.25	2.69	14.75	15.74
Treatment	308	14.28	0.16	2.87	13.96	14.60
combined	424	14.54	0.13	2.85	14.27	14.82
Difference = mean (comparator) – mean (treatment)		-0.97	0.31		-1.17	-0.37

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 1
H_a: Difference<0; P(t>t) = 0

Citizenship primary

A total of 452 students took part in the primary school citizenship survey, 148 from five schools in the treatment group and 304 from 10 schools the comparator group.

Comparison of comparator and treatment schools

The tables below compare the treatment and comparison groups according to the matching criteria:

▪ schools in the comparison group are on average larger than those in the treatment group in terms of numbers of students

- local unemployment rates for schools in the comparison group are on average lower than those for schools in the treatment group
- all schools in the treatment group are located in urban areas, while seven or the ten schools in the comparator group are located in urban areas with three in rural areas.

Table 6.55: Comparison of comparison and treatment schools – school size (number of students), Citizenship Primary, OPT

	Comparator group	Treatment group
Average school size (number of students)	463	393

Table 6.56: Comparison of comparison and treatment schools – local unemployment rate, Citizenship Primary, OPT

	Comparator group	Treatment group
Average local unemployment rate (2015-2019)	17.2	18.4

Table 6.57: Comparison of comparison and treatment schools – rural/urban/camp, Citizenship Primary, OPT

	Comparator group	Treatment group
Urban	70%	100%
Rural	30%	0%
Camp	0%	0%

Comparative analysis

The Citizenship survey tests both **knowledge** and **skills**. Within each of knowledge and skills there are **areas of learning** which are tested by specific questions of groups of questions.

The table below presents the comparison of the average score for each area of learning related to knowledge between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the treatment group on average performed better on six of the nine areas of learning** (column 4). However only one of

these differences in means was statistically significant (indicated in bold in column 6). Of the three areas of learning with a higher average performance amongst the treatment group, one is statistically significant (column 7).

Table 6.58: Citizenship, t-test comparison of means by areas of learning for knowledge, Primary, OPT

Area of learning	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[127] (5)	Pr(T < t) (6)	Pr(t < T) (7)
Rights, responsibilities, and rules	1.11	1.31	-0.19	-3.21	1.00	0.00
Social justice	1.61	1.47	0.14	1.89	**0.03**	0.97
Diversity, identities, and perspectives	1.19	1.29	-0.09	-1.48	0.93	0.07
Prejudice, discrimination and bullying (PHSE and Citizenship)	1.62	1.56	0.07	1.42	0.08	0.92
Democracy, political systems and power	1.33	1.41	-0.08	-1.91	0.97	**0.03**
Economic systems	1.45	1.12	0.33	3.82	0.00	1.00
Conflict and peace	1.52	1.48	0.04	0.74	0.23	0.77
Interdependence and globalisation	1.49	1.45	0.04	1.03	0.15	0.85
Sustainable development	1.22	1.19	0.02	0.78	0.22	0.78

A comparison between the average scores for all areas of learning related to knowledge Part A shows that **students in treatment schools obtain an average score of 1.39 out of 10 in comparison to an average score or 1.37 of schools in the comparator group**. A t-test, (see table below) demonstrates that this difference in means is not significant at the 5% significance level (p-value = 0.14).

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[127] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

Table 6.59: Citizenship, Knowledge, t-test, comparator and treatment overall average scores, OPT, primary

	Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval	
Comparator	304	1.37	0.01	0.21	1.35	1.39
Treatment	148	1.39	0.02	0.21	1.36	1.42
combined	452	1.38	0.01	0.21	1.36	1.40
Difference = mean (treatment) – mean (comparator)		0.02	0.21		-0.03	0.06

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 0.14
H_a: Difference<0; P(t>t) = 0.86

The table below presents the comparison of the average score for each area of learning related to skills, between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the treatment group on average performed better on all three of the areas of learning related to skills** (column 4). However only one of these differences in means was statistically significant (indicated in bold in column 6)**.**

Table 6.60: Citizenship, t-test comparison of means by areas of learning for skills, Primary, OPT

Area of learning	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[128] (5)	Pr(T < t) (6)	Pr(t < T) (7)
Communication	1.84	1.77	0.07	1.35	0.09	0.91
Problem solving and handling conflict	1.40	1.18	0.22	2.27	**0.00**	1.00
Participation	1.55	1.49	0.06	1.40	0.08	0.92

A comparison between the average scores for all areas of learning related to skills shows that **students in treatment schools obtain an average score of 1.59 out of 10 in comparison to an average score or 1.48 of schools in the comparator group**. A t-test, (see table below) demonstrates that this difference in means is not significant at the 5% significance level (p-value = 0.01).

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[128] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

Table 6.61: Citizenship, skills, t-test, comparator and treatment overall average scores, OPT, primary

	Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval	
Comparator	304	1.48	0.02	0.39	1.43	1.52
Treatment	148	1.59	0.03	0.40	1.53	1.67
combined	452	1.52	0.02	0.40	1.48	1.55
Difference = mean (comparator) – mean (treatment)		0.12	0.04		0.04	0.20

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 0.01
H_a: Difference<0; P(t>t) = 0.99

Citizenship – Secondary

A total of 480 students took part in the secondary school citizenship survey, 243 from the comparison group and 237 from the treatment group.

Comparison of comparator and treatment schools

The tables below compare the treatment and comparison groups according to the matching criteria:

▪ schools in the comparison group are on average larger than those in the treatment group in terms of numbers of students
▪ local unemployment rates for schools in the comparison group are on average higher than those for schools in the treatment group
▪ all schools in the treatment group are located in urban areas, while seven or the eight schools in the comparator group are located in urban areas with one located in a camp.

Table 6.62: Comparison of comparison and treatment schools – school size (number of students), Citizenship Secondary, OPT

	Comparator group	Treatment group
Average school size (number of students)	524	301

Table 6.63: Comparison of comparison and treatment schools – local unemployment rate, Citizenship Secondary, OPT

	Comparator group	Treatment group

Average local unemployment rate (2015-2019)	18.5	17.5

Table 6.64: Comparison of comparison and treatment schools – rural/urban/camp, Citizenship Secondary, OPT

	Comparator group	Treatment group
Urban	88%	100%
Rural	0%	0%
Camp	12%	0%

Comparative analysis

The table below presents the comparison of the average score for each area of learning related to knowledge between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the comparator group on average performed better on six of the eleven areas of learning** (column 4). However only two of these differences in means was statistically significant (indicated in bold in column 7)**.** Of the three areas of learning with a higher average performance amongst the treatment group, one is statistically significant (column 6).

Table 6.65: Citizenship, t-test comparison of means by areas of learning for knowledge, Secondary, OPT

Area of learning	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[129] (5)	Pr(T < t) (6)	Pr(t < T) (7)
Rights, responsibilities and rules	3.64	3.70	-0.06	-0.74	0.77	0.23
Social justice	4.14	4.32	-0.18	-1.90	0.97	**0.03**
Diversity, identities and perspectives	3.58	3.62	-0.04	-0.45	0.67	0.33

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[129] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

Prejudice, discrimination and bullying (PHSE and Citizenship)	4.10	4.15	-0.05	-0.78	0.78	0.22
Democracy, political systems and power	4.38	4.40	0.03	-0.25	0.60	0.40
Economic systems	4.04	3.51	0.54	2.76	0.00	1.00
Conflict and peace	3.64	3.87	-0.23	-2.59	1.00	**0.00**
The media	4.07	4.11	-0.04	-0.25	0.60	0.40
Interdependence and globalisation	4.09	4.04	0.05	0.73	0.23	0.77
Sustainable development	4.26	4.09	0.17	2.04	**0.02**	0.98

A comparison between the average scores for all areas of learning related to knowledge Part A shows that **students in both treatment schools and comparator schools obtained an average score of 3.99**.

Table 6.66: Citizenship, Knowledge, t-test, comparator and treatment overall average scores, OPT, secondary

	Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval	
Comparator	243	3.99	0.03	0.47	3.93	4.04
Treatment	237	3.99	0.03	0.47	3.93	4.05
combined	480	3.99	0.02	0.47	3.94	4.03
Difference = mean (comparator) – mean (treatment)		0.00	0.04		-0.09	0.08

H_o: Difference = 0
H_a: Difference<0; P(T<t) = 0.49
H_a: Difference<0; P(t>t) = 0.51

The table below presents the comparison of the average score for each area of learning related to skills, between treatment and comparator group and the results of a t-test which indicates whether the differences in mean scores are statistically significant. Column 4, which presents the difference in means between treatment and comparator groups for each question, shows that **the treatment group on average performed better on five of the seven areas of learning related to skills** (column 4).

However only one of these differences in means was statistically significant (indicated in bold in column 6)**.**

Table 6.67: Citizenship, t-test comparison of means by areas of learning for skills, Secondary, OPT

Area of learning	Mean treatment score (3)	Mean Control score (3)	Difference (4)	t statistic[130] (5)	Pr(T < t) (6)	Pr(t < T) (7)
Enquiry information management and reflection	4.07	4.11	-0.04	-0.25	0.60	0.40
Communication	3.87	3.85	0.02	0.31	0.38	0.62
Empathy	4.77	4.72	0.06	0.90	0.18	0.82
Problem solving and handling conflict	4.04	3.71	0.33	1.75	**0.04**	0.96
Drawing conclusions and making decisions	3.37	3.55	-0.19	-1.97	0.98	**0.02**
Participation	4.35	4.25	0.11	1.21	0.11	0.89
Responsible action	4.17	4.01	0.10	0.85	0.20	0.80

A comparison between the average scores for all areas of learning related to skills shows that **students in treatment schools obtain an average score of 4.09 out of 5 in comparison to an average score or 4.04 of schools in the comparator group**. A t-test, (see table below) demonstrates that this difference in means is not significant at the 5% significance level (p-value = 0.20).

Table 6.68: Citizenship, skills, t-test, comparator and treatment overall average scores, secondary, OPT

	Obs	Mean	Std. Err.	Std. Dev.	[95% Confidence. interval	
Comparator	243	4.04	0.04	0.61	3.96	4.12
Treatment	237	4.09	0.04	0.57	4.01	4.16
combined	480	4.06	0.03	0.59	4.01	4.12
Difference = mean (comparator) – mean (treatment)		0.04	0.05		-0.07	0.16

H_0: Difference = 0

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[130] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

H$_a$: Difference<0; P(T<t) = 0.20
H$_a$: Difference<0; P(t>t) = 0.80

Conclusions

The analysis of the CTPS scores for primary and secondary schools shows found no impact of treatment on the participating students. On the contrary the students in the comparator schools outperformed those in the treatment schools in both primary and secondary schools. However, these differences may be the result of unobservable school characteristics between comparator and treatment groups.

For the citizenship survey, questions were grouped by knowledge and skills. There was no evidence of a positive treatment effect related to knowledge for either primary of secondary school students. However, for skills there was a statistically significant positive treatment effect for primary school students, while the treatment effect was also positive for secondary school students it was not found to be statistically significant.

Overall, a comparison between both CTPS and citizenship surveys of treatment and comparator groups has found limited evidence of a positive treatment effect as a result of participation in the CCGL programme. These conclusions must take into consideration the limitations listed below and it is recommended to assess the analysis presented here alongside qualitative findings.

Several factors could explain the lack of evidence for a positive treatment effect of the CCGL for students in OPT which are outlined below. Which of these effects is dominant (if any) would require further investigation beyond the scope of the evaluation.

- **Other donor programmes operating in OPT**. If other donor programmes are more prevalent in non-CCGL schools and these interventions have outcomes related to CTPS and citizenship, then this could explain why students in comparison schools performed well in these surveys in comparison to students in the treatment group.

- **Treatment schools have been more exposed to conflict**. As the conflict in OPT is not evenly distributed across the country it is possible that treatment schools were more heavily impacted by the conflict than schools in the comparator group.

- **Curriculum change.** MOE and UNRWA are embedding CTPS and citizenship in the curriculum but the "How" question is still unknown. So potentially the different ways this has been implemented could contribute to the results through there is no obvious way that this should differ systematically by treatment / comparison groups.

Limitations

- Lack of a baseline survey or proxy baseline: the absence of a baseline or proxy baseline means that no comparison across time can be made. This limits the ability to make causal conclusions around differences in comparator and treatment groups as they may have been the result of unobservable school differences.

- Lack of observable school level characteristics (controls): there is a lack of control variables that can be used to take account of differences between schools which may also explain the differences in survey results between the treatment and comparator schools.

- Splitting of the sample by survey type and age group: while the overall sample was matched according to observable school characteristics the sample was broken into sub-samples according

to survey type and age group (primary/secondary) as such the strength of the matching at each of these levels will be reduced as well as the size of the sample at each level. This increases the risk that differences in survey results between the treatment and comparator schools are the result of differences between comparator and treatment schools.

Econometric Analysis – Nepal

Digital literacy – Primary

A total of 1,336 primary school students took part in the digital literacy survey from a total of 53 schools. Of these schools, 33 are in the control group and 20 in the comparison group.

Comparison of treatment and comparator schools

The tables below compare the treatment and comparison groups according to the matching criteria:

- The majority of schools in the sample are located in rural areas (35 of the 53 schools). The proportion of schools in rural and urban areas is fairly even across comparison and treatment schools, with roughly two-thirds of schools located in rural areas in both treatment and comparison groups.
- The average ward size for primary schools in the sample is just over 1,000 and is higher for schools in the treatment group than for schools in the comparison group (1,091 and 945, respectively).

Table 6.69: Overview of comparison and treatment schools – rural/urban, Digital Literacy, Primary, Nepal

	Comparison group	Treatment group	Grand Total
Rural	67%	65%	35
Urban	33%	35%	18
Grand Total	33	20	53

Table 6.70: Overview of comparison and treatment schools – average ward size, Digital Literacy, Primary, Nepal

	Comparison group	Treatment group	Overall
Average of Total Students per ward	945	1,091	1,001

Comparative analysis

The digital literacy survey tests the following sub-domains:

- **Exposure to technology at school**: use of different types of technology in the classroom.

- **Use of technology at school**: use of different types of technology outside the classroom.

- **Risks and opportunities**: awareness of the risks and opportunities associated with use of the internet.

- **Social Context**: whether topics such as the internet are discussed with friends.

- ▪ **Motivation**: whether digital literacy is seen as an important tool in education and future employment.

- ▪ **Self-efficacy (Self-reported skills)**: self-assessed ability to access and collect information digitally.

- ▪ **Self-esteem**: comparison of knowledge of technology with that of their classmates and parents.

The table below presents an average score for each sub-domain. Scores for each sub-domain are presented as a percentage of the maximum score available for each sub-domain. Overall, **students in the treatment group scored higher on each sub-domain in comparison to students in the comparator group** (see columns one and two). The differences in average scores between treatment and comparator schools was statistically significant at the 5% level in all sub-domains other than *risks and opportunities* and *motivation* (see column 6 for the p-value from the comparison of means hypothesis test).

Of the areas tested in the survey, the difference between the scores of the treatment and comparator schools was largest in the areas of *social context* and *self-efficacy (self-reported skills)*.

Table 6.71: Digital literacy, t-test comparison of means by areas of learning for knowledge, Primary, Nepal

Area of learning (1)	Mean treatment score (%) (2)	Mean comparator score (%) (3)	Difference (%) (4)	t statistic[131] (5)	Pr(T < t) (6)	Pr(t < T) (7)
Exposure to technology at school	36.6	31.4	5.1	4.1	0.00	1.00
Use of technology at school	40.7	30.8	9.9	8.4	0.00	1.00
Risks and opportunities	41.8	40.5	1.3	1.2	0.10	0.90
Social context	34.1	20.2	14.0	11.8	0.00	1.00
Motivation	78.0	76.7	1.3	0.8	0.21	0.89
Self-efficacy (self-reported skills)	64.7	43.6	21.1	14.1	0.00	1.00
Self-esteem	54.8	47.3	7.5	4.4	0.00	1.00

The results are presented in the table below.

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[131] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.

Table 6.72: Comparison of average scores for digital literacy of treatment and comparator group by area of learning, primary school students
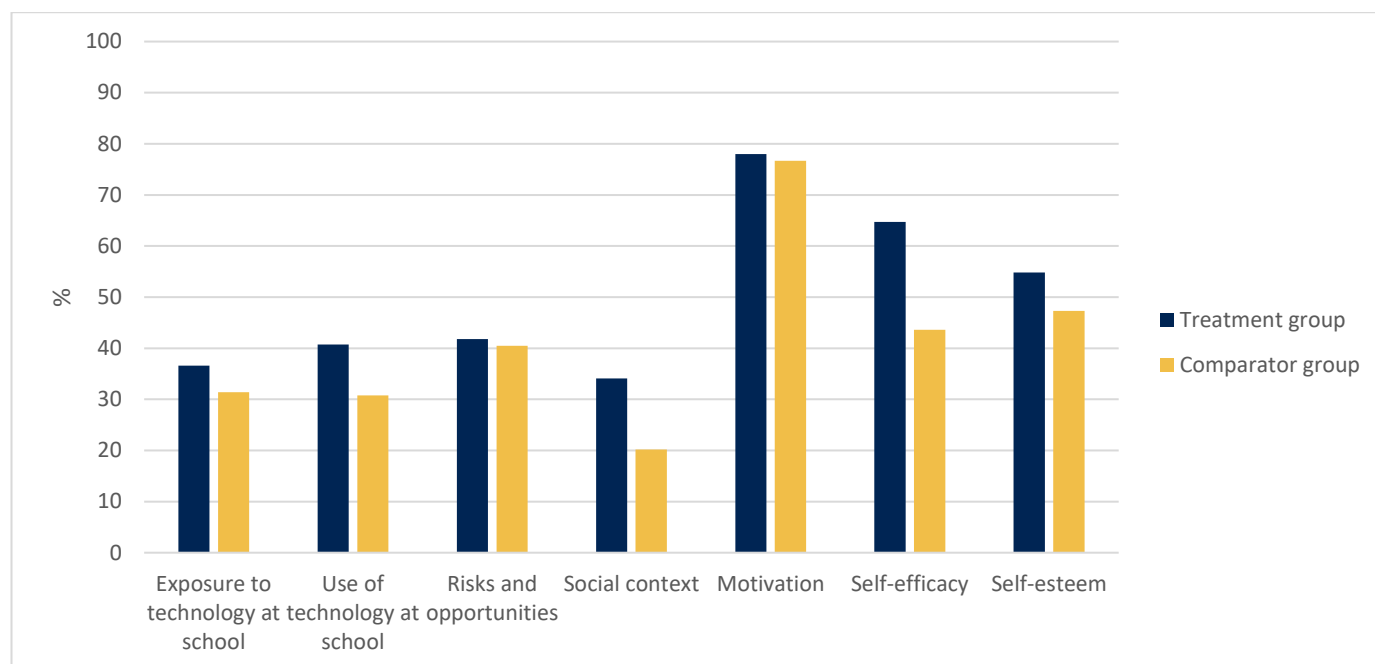
Digital literacy – Secondary

A total of 780 secondary school students took part in the digital literacy survey from a total of 26 schools, 15 in the treatment group and 11 in the comparator group.

Comparison of treatment and comparator schools

The tables below compare the treatment and comparison groups according to the matching criteria:

- The majority of schools in the sample are located in rural areas (20 of the 26 schools); 86% of schools in the treatment group are located in rural areas compared to 67% of schools in the comparison group.

- The average ward size for secondary schools in the sample is just over 900 and is higher for schools in the comparison group than for schools in the treatment group (1,029 and 851).

Table 6.73: Overview of comparison and treatment schools – rural/urban, Digital Literacy, Secondary, Nepal

	Comparison	Treatment	Grand Total
Rural	67%	86%	20
Urban	33%	14%	6
Grand Total	12	14	26

Table 6.74: Overview of comparison and treatment schools – average ward size, Digital Literacy, Primary, Nepal

	Comparison group	Treatment group	Overall

| Average of Total Students per ward | 1,029 | 851 | 926 |

Comparative analysis

The digital literacy survey completed by secondary students tests the same areas of sub-domains as the survey administered to primary school students. In comparison to primary school, **the scores of secondary school students in the treatment and comparator groups were more similar.** The scores of students in the comparator group were on average slightly higher than those in the treatment group in the sub-domains of *exposure to technology at school*, *use of technology at school* and *social context*; however, none of these differences was significant at the 5% level (see column 7). The **scores of students in the treatment group were on average higher than those in the comparator group in the areas of *risks and opportunities, motivation, self-efficacy (self-reported skills), and self-esteem.*** With the exception of the area of *risks and opportunities* all of these differences in mean were found to be significant at the 5% level (see column 6).

Table 6.75: Digital literacy, t-test comparison of means by areas of learning for knowledge, Secondary, Nepal

Area of learning (1)	Mean treatment score (%) (2)	Mean Control score (%) (3)	Difference (%) (4)	t statistic[132] (5)	Pr(T < t) (6)	Pr(t < T) (7)
Exposure to technology at school	38.0	38.5	-0.5	-0.3	0.61	0.39
Use of technology at school	47.8	48.2	-0.4	-0.3	0.61	0.39
Risks and opportunities	41.7	40.8	0.9	0.9	0.19	0.81
Social Context	37.7	39.9	-2.2	-1.3	0.91	0.08
Motivation	67.4	62.8	3.5	1.9	0.03	0.97
Self-efficacy (self-reported skills)	78.3	75.4	2.9	1.8	0.03	0.97
Self-esteem	67.1	63.7	3.5	1.8	0.03	0.97

The results are presented in the table below.

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[132] t – This is the Student t-statistic. It is the ratio of the difference between the overall mean and the given number to the standard error of the mean.
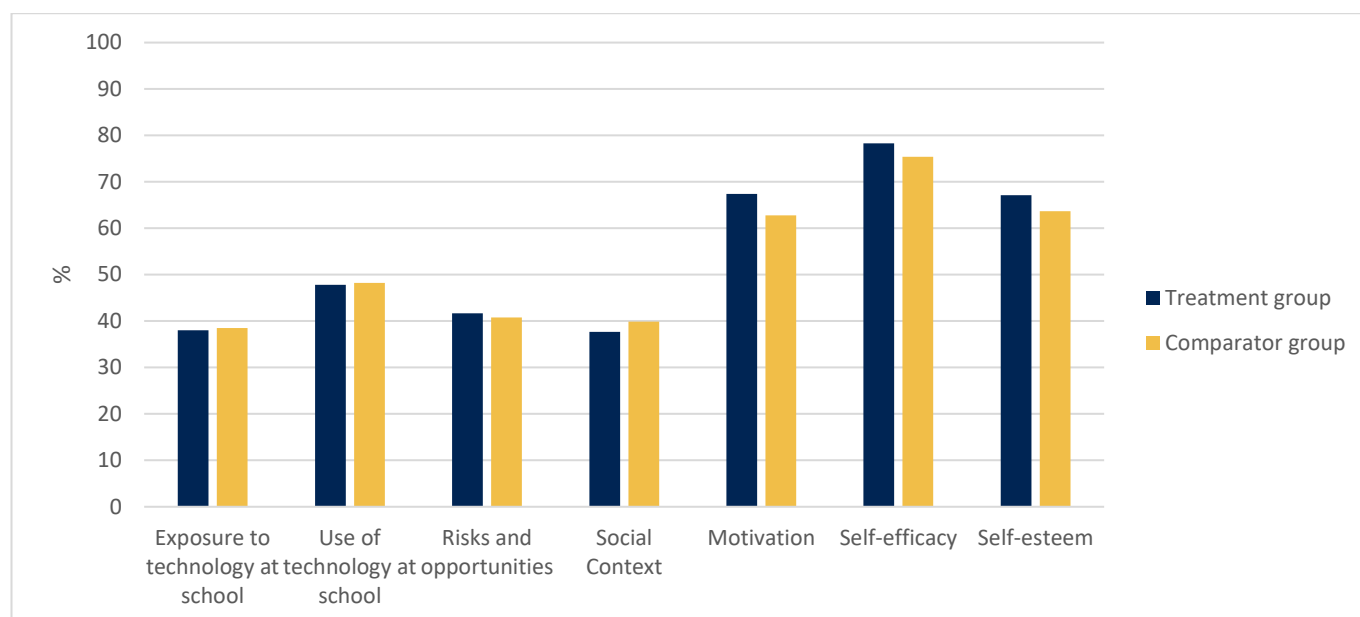
Conclusions

There was strong **evidence of a treatment effect for primary school students completing the digital literacy survey**, with students in the treatment group consistently scoring higher than students in the comparator group. The **evidence of a treatment effect from secondary schools was more mixed** with statistically significant differences between the treatment and comparator groups found only in three of the seven sub-domains. In each of these cases the treatment group scored on average higher than the comparator group.

Looking across both groups the sub-domains where the treatment effect was found to be strongest is in **self-efficacy (self-reported skills)** and **self-esteem**.

Limitations

▪ Lack of a baseline survey or proxy baseline: The absence of a baseline or proxy baseline means that no comparison across time can be made. This limits the ability to make causal conclusions around differences in comparator and treatment groups as they may have been the result of unobservable school differences. Exam data was identified for some schools in the sample which could have been used as a proxy baseline. However, exam data was not available for schools in the comparator group and as such it was not possible to use the proxy line to conduct a more robust comparison between the treatment and comparator groups, such as the difference-in-difference approach used for the survey in Kenya.

▪ Lack of observable school level characteristics (controls): There is a lack of control variables that can be used to take account of differences between schools which may also explain the differences in survey results between the treatment and comparator schools. The matching approach mitigates against this limitation but would benefit from a greater number of observable school characteristics.

Appendix 6 – Detailed Value for Money findings for the UK

Table 6.76: VFM assessment UK

Criteria	Indicator	Evidence
Economy - The CCGL team manages programme resources economically, using inputs of appropriate quality at the right price	Evidence of good procurement practices leading to savings, value-added services and/or minimisation of cost increases	▪ The procurement processes placed a significant weighting on cost. Throughout the programme there were 'check-and-challenge' processes in place to ensure that costs were minimised during programme delivery which was important in ensuring that cost minimisation opportunities were taken advantage of in the context of the reduced overall programme budget.
	Evidence of economical use of programme resources	▪ At the start of the programme the British Council set up a call-down roster of suppliers. As such the main procurement and due diligence processes where already set-up in the creation of the roster. Utilising this roster allowed the programme to respond quickly to changing circumstances and needs. ▪ There was effective use of a global network of trainers which allowed the programme to minimise travel costs in comparison to having trainers based in the UK. This proved particularly important during the COVID-19 pandemic when international travel was restricted and helped to programme to respond flexibly to the changing country context that resulted from the pandemic. ▪ The global network on trainers was produced on a call-down model through which they are engaged based on activities delivered. This model meant that there was no requirement to pay fixed fees during the pandemic when delivery was interrupted.

▪ The movement of training resources online created additional value for the programme which can be utilised in future iterations of the programme.

▪ The programme intended to implement an innovate monitoring approach using digital tools, however after the first 12 months of this approach it was concluded that this wasn't viable to deliver. As a result, the British Council local teams took on additional responsibility for data collection and much of the initial work that had gone into putting the structures in place to delivery to digital monitoring approach did not deliver value.

▪ Number of school partnerships: 3,871.[134] This meets the revised target of 3,870.

▪ Number of teachers trained: 25,667.[135] This exceeded the target of 18,500.

Achievement of target outputs[133]

Efficiency - The CCGL team manages programme resources economically, using inputs of appropriate quality at the right price

▪ Number of schools accredited: 1,585.[136] This is below the target of 2,150.

▪ Number of policy makers engaged: 94.[137] This exceeds the target of 70.

Spend between activity areas is in line with intended split over the life of the programme

▪ In order to accommodate the reduced budget spending on school partnerships was reduced. This was made possible by a reduction in grant payments to schools to take part in reciprocal visits as part of the partnership. In the cases where grants had already been paid the British Council was able to successfully recuperate this funding.

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[133] Original targets are included but it important to note that due to the COVID-19 pandemic there is a degree of flexibility around these targets at country level.

[134] British Council, CCGL Participation Dataset Y3Q3, 2022

[135] Ibid

[136] Ibid

[137] Ibid

		▪ Split of overall budget by activities: – School partnerships & grants: £1,063,048 (10% of total budget). Cost per partnership: £275.[138] – Teacher training: £3737,256 (34%). Cost per teacher training: £146. – Policy dialogue: £165,862 (2% of budget). Cost per policy maker engaged: £1,762
	Evidence of steps taken to improve efficiency over time	▪ Many of the steps taken to mitigate against the COVID-19 pandemic such as pivoting towards online delivery also resulted in efficiency gains in delivery. ▪
Equity	- Proportion of schools with significant low-income student populations - Proportion of teachers trained who are women compared to national averages - Ratio of girls to boys in participating schools compared to national averages	▪ 18% of students in schools engaged in the CCGL programme in the England[139] qualified for free school meals in comparison to 20% for all schools in England.[140] ▪ Of teachers trained that reported their gender, 72% were female, this compares similarly with the 70% of teachers across the UK that are female.[141] ▪ The ratio of girls to boy in school engaged in the CCGL programme was very close to 1:1, (0.98).

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[138] Calculated by dividing the partnership budget by the number of partnerships. Does not include other delivery costs, this applies to all cost calculations.

[139] Data unavailable for Northern Ireland, Scotland and Wales

[140] https://explore-education-statistics.service.gov.uk/find-statistics/free-school-meals-autumn-term/2020-21-autumn-term

[141] https://www.besa.org.uk/key-uk-education-statistics/#:~:text=There%20are%20530%2C172%20teachers%20working,%2C%20and%2069.5%25%20are%20female.

<table>
<tr><td rowspan="2">Evidence that inclusion aspects are mainstreamed in programme design and delivery</td><td>

▪ In comparison the delivery in the overseas countries, delivery of the CCGL in the UK contains less of a focus on inclusion.

▪ Programme implementors specifically targeted schools that have been identified as being in low-income areas however they reported that they often faced barriers in engaging these schools due to their primary focus being on delivering the core curriculum.[142]

▪ Grants are available through the school partnership strand of the programme to support inclusion of schools.

</td></tr>
<tr><td>Evidence of outcomes related to inclusion</td></tr>
</table>

Evidence that inclusion aspects are mainstreamed in programme design and delivery	▪ In comparison the delivery in the overseas countries, delivery of the CCGL in the UK contains less of a focus on inclusion. ▪ Programme implementors specifically targeted schools that have been identified as being in low-income areas however they reported that they often faced barriers in engaging these schools due to their primary focus being on delivering the core curriculum.[142] ▪ Grants are available through the school partnership strand of the programme to support inclusion of schools.
Evidence of outcomes related to inclusion	▪ See EQ3 and EQ19.

Table 2: VfM Assessment Kenya

Criteria	Indicator	Evidence
Economy - The CCGL team manages programme resources economically,	Evidence of good procurement practices leading to savings, value-added services and/or minimisation of cost increases	▪ Procurement processes were centrally managed. Strict policies are in place to ensure transparency, fairness and value for money in procurement.

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[142] Programme Implementor, ID9

using inputs of appropriate quality at the right price	Evidence of economical use of programme resources	▪ A total budget of £450k was allocated to CCGL in Kenya. (2018-2022) ▪ The annual budget is allocated by the Sub-Saharan Africa (SSA) team and activities are planned around this allocated budget. ▪ British Council staff in Kenya considered the budget to be sufficient. ▪ Materials on the CCGL SharePoint (such as course materials and reporting templates) are used wherever possible to create economy of material use. ▪ The support provided by the global and regional schools teams is considered an important and responsive resource in providing support and advice when challenges arise. ▪ The SSA regional schools team comprises 6 members of staff. Their level and mix of skills were considered appropriate for the delivery of the CCGL programme. ▪ In the selected counties, the programme engages the county Teacher Training Institution which are managed by the Teacher Service Commission. This enables us to get discounted rates for training and accommodation for teachers who need it. ▪ The programme works with an approved events organisation who are able to manage contracts and payments on our behalf, with options of flexibility in payment terms beyond what we are able to achieve within British Council policies.
Efficiency - The CCGL team manages programme resources economically, using inputs of appropriate quality at the right price	Achievement of target outputs[143]	▪ Number of teachers trained: 1,142. This exceeded the original target of 680. ▪ Number of school leaders trained: 277. This exceeded the original target 220. ▪ Number of policy makers engaged: 64. The exceed the original target of 25

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[143] Original targets are included but it important to note that due to the COVID-19 pandemic there is a degree of flexibility around these targets at country level.

	Spend between activity areas is in line with intended split over the life of the programme	▪ Split of overall budget by activities: − Partnerships: 8% − Teacher training: 46% − School leadership training: 18% − Policy level engagement: 16% ▪ There were significant cost savings in delivering the teacher training as a result of moving the training online because of the COVID-19 pandemic which created cost reductions in travel and accommodation.
	Evidence of steps taken to improve efficiency over time	▪ In CCGL 2015 – 2018, the programme trained teachers across 35 counties. This model was largely driven by our policy engagement work with the Kenya Institute of Curriculum Development (KICD) where UK experts were working closely with KICD to shape Kenya's first Competency Based Curriculum Framework. The focus was on integration of Core Skills into the curriculum. CCGL courses were contextualised to support this process and piloted across the country to give a wide context of how teachers will teach core skills in a competency-based curriculum. There were limited resources in terms of staff and finances, the programme would convene teachers to 3 central locations for training. The programme incurred costs in accommodation and transport refunds to teachers. In CCGL 2019 – 2021, the team revised this model and training offer, to working in one county at a time, and embedding more of a school-based training programme, which reduced the movement costs, need for accommodation, and teachers time to access the courses.

Effectiveness - The CCGL programme creates more value than the resources it consumes (sufficient – and sufficiently valuable – outcomes are achieved to justify the investment)	Evidence of outcomes and impacts achieved (ToC)	▪
Equity	- Proportion of urban/rural schools - Proportion of teachers and school leaders trained who are women compared to national averages - Ratio of girls to boys in participating schools compared to national averages (from interviews with school leaders)	▪ The proportion of teachers trained that are female is 64%[144] this is slightly higher than the country average of female primary school teachers which was 50%.[145] ▪ 70% of schools engaged are in rural areas[146]. Grant funding is available to improve school connectivity to facilitate collaborative activities with partner schools. ▪ The proportion of school leaders trained that are female is 36%[147], compared to 24% nationally.[148]
	Evidence that inclusion aspects are mainstreamed in programme design and delivery	▪ **Partnership**: All schools that are successfully awarded grants are taken through awareness sessions to enable them to become ready to work in partnership with a school from different contexts. They also access online courses e.g., intercultural awareness, child protection. Special schools in Kenya are partnered with special schools in the UK, where they exchange ideas and resources that help their learners with different abilities

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[144] British Council, CCGL Participation Dataset Y3Q3, 2022
[145] World Bank Databank, Primary education, teachers (% female) – Kenya (2015) (the latest available year)
[146] BC staff
[147] British Council, CCGL Participation Dataset Y3Q3, 2022
[148] The Kenyan National Examination Council, Monitoring Learner Achievement at Class 3 Level of Primary School Education in Kenya, 2016

		▪ **Policy maker engagement**: policy engagement has been focused on supporting curriculum reforms and assessment reforms in Kenya. Within this, the inclusiveness of curriculum and of assessment is considered. E.g., the programme ran sessions on how to design inclusive curriculum and inclusive assessment. ▪ **CPD offer**: Specific courses for teachers and school leader are included on Inclusive and gender pedagogies. An inclusion tool kit to assess the status of inclusion in an education system is provided to schools. ▪ **Training delivery**: Specific considerations were included in the teacher trainer design to allow greater access to women and people with disabilities such as reducing movement, introducing school-based training, and working with flexible times ▪ **CCGL materials**: Over the course of the programme greater consideration was given for visually impaired participants in the design of the PowerPoint presentation. For instance, facilitators underwent awareness sessions to increase their competencies in delivery trainings to those with visual impairments and materials were sent to the participants in advance so that they could be converted into the visual aid software being used. The virtual courses being designed for the new schools are taking steps to make them accessible to those with special needs such as including sign languages for videos, reading aloud sections to describe images or abstracts etc, ▪ **SEN School engagement:** Special needs schools are included in the school selection per county.

	Evidence of outcomes related to inclusion	

Annex 1 – Details of evaluation approach

Outcome measurement

The table below highlights the individual outcomes and impacts this evaluation set out to assess and measure. It was the result of an assessment by the evaluation team of the British Council's existing tools for tracking and monitoring the programme. These tools were assessed to see where they can be used to measure proposed outcomes and impacts and where this evaluation could fill in knowledge gaps through its own tools of assessment.

Table 6.77: Outcome measurement

Outcome/Impact	Existing Tool	Specific Indicator / Question set	Quantitative or Qualitative?	Tool in Evaluation	Quantitative or Qualitative?
Impacts					
Students are engaged global citizens as a result of school partnerships and Global Learning.	**Student survey**	9. Do you agree or disagree with the following statements? (sense of agency) 10. Have you done any of these things in the past six months? (active citizenship))	Quantitative	Overseas Student survey	Quantitative
	Global Learning: Course Assignment Summaries		Qualitative	Teacher Focus Group Discussions	Qualitative
	Leading Core Skills / Leadership Training; Course Assignment Summaries		Qualitative	Student Focus Group Discussions	Qualitative
	Partnership survey	Various questions within Q.9	Quantitative	Case Studies	Qualitative
	BC Case Studies		Qualitative		
Students are equipped with the skills needed to participate in the global economy as a result of Core Skills education.	**Core Skills: Course Assignment Summaries**		Qualitative	Overseas Student survey	Quantitative
	Leading Core Skills / Leadership Training; Course Assignment Summaries		Qualitative		
				Classroom Observation	Qualitative

	BRITISH COUNCIL Case Studies		Qualitative	Student Focus Group Discussions	Qualitative
	Student survey	6. In your school have you done any of the following? (skills) 7. To what extent do you agree or disagree with the following statements about you (skills)	Quantitative	Teacher Focus Group Discussions	Qualitative
	Teacher survey (baseline and follow-up)	15/14. How are your students responding to Core Skills teaching and activities?	Quantitative	Case Studies	Qualitative
	Partnership survey	9e. School partnership activities are equipping our students with transferable skills to live and work in a global economy.	Quantitative		
	BC Case Studies		Qualitative		
Schools are more inclusive environments, inside and outside the classroom as a result of improved school leadership and policymakers' commitment to the objectives behind Core Skills and Global Learning education.	**Leading Core Skills / Leadership Training; Course Assignment Summaries**			Overseas Student survey	Quantitative
	School leader survey **BC Case Studies**	*Unknown as not yet provided to evaluation team*		Classroom Observation	Qualitative
				Student Focus Group Discussions	Qualitative
				Teacher Focus Group Discussions	Qualitative
				Case Studies	Qualitative

Long-term outcomes

Students

Students are aware of local and global challenges as a result of their increased knowledge of and familiarity with the SDGs and issues of sustainability. (Outcome type: knowledge, attitude)	**Student survey**	Can the things you do affect people's lives in other parts of the world? (interdependence, awareness of importance of local action – also links to global citizenship course) 3. How much do you think you know about these things? (knowledge and awareness of global issues) 4. The Sustainable Development Goals (SDGs) have been agreed by countries around the world. How much do you know about them? (knowledge and awareness of SDGs) 8. Do you agree or disagree with the following statements) (perception questions of attitude, related to Global Learning) 5. Do you agree or disagree with these statements? (attitudes to local and global)		Overseas Student survey	Quantitative
	BC Case Studies		Qualitative	Classroom Observation	Qualitative
	Global Learning Training: Course Assignment Summaries		Qualitative	Student Focus Group Discussions	Qualitative
				Teacher Focus Group Discussions	Qualitative
				Case Studies	Qualitative

Students have enhanced Global Learning and have the confidence and motivation to apply their skills and learnings (K)	**Student survey**	1. Where do you find out about people living in other parts of the world? 5. Do you agree or disagree with these statements? (perception questions of personal knowledge and attitude, related to Global Learning) 6. In your school have you done any of the following? (experience questions on apply global learning) 8. Do you agree or disagree with the following statements) (perception questions of attitude, related to Global Learning) 9. Do you agree or disagree with the following statements? (perception questions on sense of agency) 10. Have you done any of these things in the past six months? (experience questions on active citizenship)	Quantitative	Overseas Student survey	Quantitative
	BC Case Studies		Qualitative	Classroom Observation	Qualitative
	Global Learning Training: Course Assignment Summaries		Qualitative	Student Focus Group Discussions	Qualitative
				Teacher Focus Group Discussions	Qualitative
				Case Studies	Qualitative
Students have increased Core Skills as a result of teachers incorporating Core Skills training into their lessons. (Outcome type: knowledge, skill)	**Student survey**	7. To what extent do you agree or disagree with the following statements about you?	Quantitative	Overseas Student survey	Quantitative

	Core Skills Training: Course Assignment Summaries		Qualitative	Classroom Observation	Qualitative
	BC Case Studies		Qualitative	Student Focus Group Discussions	Qualitative
				Teacher Focus Group Discussions	Qualitative
				Case Studies	Qualitative

Teachers					
Teachers improve their teaching practice **(Outcome type: behaviour)**	**Teacher survey (baseline and follow up)**	12. Please rate the following statements which best describes your teaching 11. What kinds of skills-based activities do you include in your global learning / learning for sustainability activities with pupils?	Quantitative	Classroom Observation	Qualitative
	Core Skills Training: Course Assignment Summaries		Qualitative	Student Focus Group Discussions	Qualitative
	BC Case Studies		Qualitative	Teacher Focus Group Discussions	Qualitative
	Non-UK Teacher survey (baseline and follow up)	14. (certain sub-questions) Please rate the following statements about the Core Skills training 16 How do you feel about incorporating the following areas into your teaching practice? (questions on various Core Skills applications within the classroom) 18. What has been your greatest success in implementing the Core Skills training? 19. What has been the	Quantitative	Case Studies	Qualitative

	greatest challenge in implementing the Core Skills training? 20. If you have any further comments about the British Council Core Skills training or any suggestions for improvement, please use the space below.	
Core skill course survey (end of course)	10. How confident do you feel about the following in relation to Core Skills? (teacher confidence)	Quantitative
Partnership survey	7 - various sub questions, particularly 7c (Core Skills) and 7e (general pedagogical skills) 9e. School partnership activities are equipping our students with transferable skills to live and work in a global economy.	Quantitative
Global Learning Training: Course Assignment Summaries		Qualitative
Partnership survey	7 - various sub questions 9d. School partnership activities has improved our teaching of active global citizenship.	Quantitative
UK teacher survey (baseline and follow up)	9. How often do you incorporate global learning into your teaching? 12. Which of the following statements do you think best describes you and your teaching: (e.g., I understand the key principles of active global citizenship and have planned opportunities for pupils to participate in active global citizenship activities or take action on real world issues across the curriculum.)	Quantitative

Teachers pass on knowledge and skill gains to other teachers in the school	**UK Teacher survey**	6. In terms of global learning, which of the following statements best describes your school? 12. Please rate the following statements which best describes your teaching ('I understand the key principles of active global citizenship…...and could train other teachers in this area') 10. How do you feel about incorporating the following areas into your teaching practice? ('I have included this in my teaching…. I could train other teachers in this area')	Teacher Focus Group Discussions	Qualitative
	Non-UK Teacher survey (baseline and follow up)	12. Please rate the following statements which best describes your teaching ('I understand the key principles of Core Skills…...and could train other teachers in this area') 16. How do you feel about incorporating the following areas into your teaching practice? ('I have included this in my teaching…. I could train other teachers in this area')	Interviews with School Leaders	Qualitative
	Case Studies		Case studies	Qualitative
School Leaders				
School leaders support teachers to improve their teaching practices as a result of an increase in school leaders' leadership skills. **(Outcome type: behaviour)**	**BC Case Studies**	Qualitative	Interviews with school leaders	Qualitative

School leader survey (baseline and follow up)	13. Please put an 'X' in the box which best describes you and/or your school now you have completed training. (e.g., ' I understand the key leadership knowledge and skills and the impact these have on students and schools. This is now an important focus of my own leadership practice. I can support my judgement with a few examples from my regular leadership practice') 14. After your experience on the programme, to what extent have you incorporated the following leadership practices into your own leadership at school? Various sub-questions 15. In relation to my leadership, the most important thing I gained from the programme is (open-text question) 16. As a result of the programme, I am now implementing changes in my school which are having the following impact on staff / pupils (open text question)	Quantitative	Teacher Focus Group Discussions	Qualitative
Leading Core Skills / Leadership Training: Course Assignment Summaries		Qualitative	Case Studies	Qualitative
School leader *course* survey (baseline and follow up)	*Not yet provided to evaluation team*	Qualitative		

Further schools adopt new practices of leadership, Core Skills, and Global Learning as a result of the networks built by school leaders. **(Outcome type: behaviour, knowledge, skill)**	**Leading Core Skills / Leadership Training: Course Assignment Summaries**		Qualitative	Interviews with policymakers	Qualitative
	BC Case Studies		Qualitative	Interviews with school leaders	Qualitative

Policymakers

Embedding of Core Skills and/or Global Learning in the national education system (B)	**BC in-country staff knowledge**		Qualitative	Interviews with policymakers	Qualitative
	BC in-country staff records		Qualitative	Interviews with BC staff in-country	Qualitative
Policymakers act to make the country's education system more inclusive (B)	**BC in-country staff knowledge**		Qualitative	Interviews with policymakers	Qualitative
	BC in-country staff records		Qualitative	Interviews with BC staff in-country	Qualitative
Policymakers support implementation of CCGL in-country (B)	**BC in-country staff knowledge**		Qualitative	Interviews with policymakers	Qualitative
	BC in-country staff records		Qualitative	Interviews with BC staff in-country	Qualitative

Short/Medium-term outcomes

Student

Students have increased knowledge and awareness of global issues	**Student survey**	2. Could the following things affect people's lives in other parts of the world? (sustainability actions) 3. How much do you think you know about these things? (global learning issues) 4. The Sustainable Development Goals (SDGs) have been agreed by countries around the world. Do you think these statements about the SDGs are true or false?	Quantitative	Classroom Observation	Qualitative

	BC Case Studies		Qualitative	Student Focus Group Discussions	Qualitative
	Global Learning Training: Course Assignment Summaries		Qualitative	Case Studies	Qualitative

Teachers					
Teachers improve knowledge and confidence in teaching core and transferable skills	**BC Case Studies**		Qualitative	Teacher focus group discussions	Qualitative
	Core Skills Training: Course Assignment Summaries		Qualitative	Interviews with school leaders	Qualitative
	Core skill course survey (baseline and end of course)	10. For each of the following statements, please indicate whether you think it is true or false. If you don't know or are not sure, please indicate 'not sure'. (quiz)	Quantitative	Classroom observations	Qualitative
	Non-UK Teacher survey (baseline and follow up)	14. (sub-questions) Please rate the following statements about the Core Skills training 15 How confident do you feel about the following in relation to Core Skills? (teacher confidence)	Quantitative		
	School leader survey (baseline and follow up)	15/12 f. I understand which skills students need to succeed in the 21st century and these skills are taught within our curriculum	Quantitative		
Teachers improve knowledge and confidence in teaching global learning and development education (K)	**UK teacher survey (baseline and follow up)**	7. Various sub questions 8. How confident do you feel about the following in relation to global learning? (teacher confidence) 10. (all sub-questions) How do you feel about incorporating the following areas into your teaching practice? (knowledge and confidence in practice)	Quantitative	Teacher focus group discussions	Qualitative

	Global learning course survey (baseline and end of course)	10. For each of the following statements, please indicate whether you think it is true or false. If you don't know or are not sure, please indicate 'not sure'. (quiz) **Summative questions for global learning course survey to be developed once course materials are made available	Quantitative	Interviews with school leaders	Qualitative
	Global Learning Training: Course Assignment Summaries		Qualitative	Classroom observation	Qualitative
	BC Case Studies		Qualitative		
Teachers are better equipped to handle conflict resolution and manage complex situations	**BC Case Studies**		Qualitative	Teacher focus group discussions	Qualitative
				Interviews with school leaders	Qualitative
				Classroom observation	Qualitative
Teachers' demand for CPD is increased	**BC in-country staff knowledge**		Qualitative	Interviews with BC staff in-country	Qualitative
	BC in-country staff records		Qualitative	Teacher focus group discussions	Qualitative
				Interviews with school leaders	Qualitative
School Leaders					
School leaders improve knowledge of teaching core and transferable skills and global learning and development education (K)	**Applying Core Skills course survey**	All questions		Interviews with school leaders	Qualitative
	Leading Core Skills course survey	All questions		Teacher focus group discussions	Qualitative
	Leadership survey	*No specific questions on Core Skills or global learning understanding*			

School leaders' leadership skills increase	**BC Case Studies**		Qualitative	Interviews with school leaders	Qualitative
	Leadership survey (baseline and follow up)	12. Please indicate which of the following statements best describes your current leadership knowledge and skills following your attendance at the British Council programme. 14a 'a) I now know more about the quality of teaching and learning in the school and my role in continuously improving both teaching and learning' - score	Quantitative	Teacher focus group discussions	Qualitative
	Leading Core Skills / Leadership Training: Course Assignment Summaries		Qualitative		
	School leader *course* survey (baseline and follow up)	*Not yet provided to evaluation team*	Quantitative		
School leaders are enabled to build networks and community of practices	**School leader survey (baseline and follow up)**	15. Please indicate which of the following statements best describes your current leadership knowledge and skills in relation to the British Council programme you are attending. 'I also encourage senior and middle leaders to develop similar practice '	Quantitative	Interviews with school leaders	Qualitative
	Leading Core Skills / Leadership Training: Course Assignment Summaries		Qualitative	Teacher focus group discussions	Qualitative
	BC Case Studies		Qualitative		
Policymakers					

Increase in importance of Core Skills and global Learning in minds of policymakers	**Policy engagement event form**	5e. This event has enhanced my understanding of why skills development and active global citizenship is important for young people	Quantitative	Interviews with policymakers	Qualitative
	BC in-country staff knowledge		Qualitative	Interviews with BC staff	Qualitative
Policymakers understand how to improve leadership, Core Skills, and Global Learning in their country	**Policy engagement event form**	5c. I have acquired new knowledge and/or skills from taking part in this event. 5d. This event has enhanced my understanding of best practice in the field 5f. This event will help me to address my priorities	Quantitative	Interviews with policymakers	Qualitative
	BC in-country staff knowledge		Qualitative	Interviews with BC staff	Qualitative
Policymakers understand the importance of inclusivity in education (A)	**BC in-country staff knowledge**			Interviews with policymakers	Qualitative
				Interviews with BC staff	Qualitative

Evaluation approach for the UK

In the UK, the evaluation approach focused on qualitative data collection from participating schools as well as interviews with policymakers and implementors to the CCGL programme.

Approach to working with schools

Evaluation activities in schools

The evaluation activities initially proposed in each school participating in the evaluation comprised of in-person delivery of one school leader interview, one focus group with teachers, two focus groups with students, and one classroom observation. As a result of the COVID-19 pandemic and the associated challenges in conducting research in schools, several changes were made to the approach to conducting research activities in schools. All research was conducted virtually. A strategy was adopted to first conduct the school leader interview and teacher focus groups virtually, with an aim of later conducting the student and classroom activities in person. Ultimately, the COVID-19 situation and the burden of conducting the research in-person on schools did not permit in-person delivery of any activities, so focus groups with students were also conducted virtually. Further, classroom observations were removed from the planned evaluation activities and the number of focus groups with students was reduced to one per school, to reduce the burden on schools and the overall evaluation budget.

Sampling

The evaluation team initially identified a sample of 40 schools, with a back-up sample of an additional 40 schools to participate in the evaluation. These schools were selected according to sampling criteria developed based on the following characteristics:

- **Programme variables:** if the school is a Partnership or CPD school, and activity type of participating school;

- **Location variables:** city and region of participating school;

- **School feature variables:** type of participating school (primary, secondary or combined), Ofsted rating of participating school, and total number of pupils in participating school; and

- **Inclusion variables:** gender of participating school (boys, girls or mixed), percentage of pupils requiring Special Education Needs support, and percentage of pupils in receipt of Free School Meals.

As a result of the challenges in recruiting schools (described below) to meet the initial target of 40 schools and due to the requirements to reduce the evaluation budget as a whole to accommodate the extended evaluation timeframe, the target was reduced to 30 schools, all schools that participated in CCGL were invited to participate in the evaluation, and sampling criteria were abandoned.

Table 6.78: UK school achieved sample

	In-depth interviews with school leaders	Focus group discussions with teachers	Focus group discussions with students	Follow-up Case studies
Number completed	26	33	27	3

Target	30	30	30	4 - 8

A limitation of the sampling approach ultimately adopted is that it is likely to have attracted schools who had a high level of engagement or interest in the CCGL programme. This impacts the robustness of findings, as the sample cannot be assumed to be representative of participating schools in the UK and as such these schools may have experienced different outcomes and have different perceptions of the CCGL programme in comparison to a representative sample. However, the risk to the evaluation of failing to meet the target number of schools was considered to be more significant and as such the trade-off associated with this approach was considered to be worthwhile. Further, this limitation to the robustness of the data is offset by the advantages of being able to explore best practice in CCGL programme delivery in these high-engagement schools. The school's level of engagement with the programme was explored in the analysis in order to understand drivers of engagement and the extent to which engagement levels contributed to observed outcomes.

The table below breaks down the sample by country and participation in the CCGL programme. Schools that took part in at least two evaluation activities (school leader interview, teacher focus group, student focus group) are included in the table which includes a total of 33 schools. The majority of schools in the sample were from England (19), followed by Scotland (9) and Northern Ireland (4), only one school from Wales participated in at least two activities. Over half of the schools that participated in at least two evaluation activities had taken part in both CPD training and partnerships, 12 took part in just partnerships and only four took part in just CPD. It is worth noting that schools that took part in just partnerships also participated in training specifically related to the partnership, but this is not classified as CPD for the purpose of the evaluation.

Table 6.79: Breakdown of sample by country and participation in the CCGL programme

	Both	Just partnership	Just CPD	Total
England	8	9	2	19
Northern Ireland	1	2	1	4
Scotland	7	1	1	9
Wales	1	0	0	1
Grand Total	17	12	4	33

Recruitment approach

The approach to UK school recruitment changed throughout the evaluation to adapt to the challenges that arose as a result of the COVID-19 pandemic:

▪ Recruitment initially commenced in December 2020, with invitation emails sent to the schools in the sample that had been selected based on the criteria above. The invitation email outlined the purpose of the evaluation and the details of the research activities that would be undertaken in participating schools, as well as a cover letter addressed to the school leader with further information and contact points. At this stage, as a result of the restrictions on face-to-face research

due to the pandemic, it was proposed that schools would first participate in the activities that could be completed online, namely the in-depth interview with the school leader and focus group discussion with teachers, with face-to-face activities (the focus group with students and classroom observations) being completed at a later date when restrictions were eased; these activities were not deemed to be suitable for work involving students due to practical challenges and safeguarding concerns. A follow-up email was sent to schools that had not responded. This email was sent when schools returned after the Christmas break, 19 January 2021. Subsequently, the British Council's UK team telephoned non-responsive schools. Schools that declined to take part were removed from the sample and replaced with a school from the back-up sample on a continuous basis. The replacement school was selected to be similar to the original sampled school in terms of the characteristics on the sampling criteria.

- Schools specifically highlighted the heavy workload that they are currently under as a result of the COVID-19 pandemic as a reason to not participate in the evaluation. Response rates to the initial and follow-up recruitment email were low, and in addition, the British Council team which engaged in follow-up telephone calls with unresponsive schools experienced challenges in getting through to the relevant teachers. This was despite significant effort by the British Council, including utilising its ambassadors and UK schools' team. For schools that did respond, recruiting the teachers for the focus group discussions proved to be more successful than engaging with school leaders, who were often unresponsive. This is likely due to the additional workload of school headteachers and their relative distance from the programme in comparison to participating teachers.

- In May 2021, as a result of consistently low response rates, recruitment was opened up to the entire back-up sample.

- Fieldwork was put on hold at the close of the summer term in 2021.

- In September 2021, the sampling strategy was revised to significantly expand the number of schools in the sample. A sample of 300 schools was selected based on the initial sampling criteria. As well as this, an additional sample of 26 high-engagement schools was provided by the British Council's UK team, as high engagement with CCGL was believed to increase their likelihood of participation. The school recruitment materials were revised to incorporate the lessons learnt from early stages of recruitment, emphasising the importance of the evaluation and how it would be used, what schools would get out of participating, the confidentiality of the results, and the fact that the evaluation is not an assessment of the schools themselves.

- By the end of 2021 recruitment remained low, as such at the start of the new school term in January 2022 the recruitment strategy opened up to all UK schools and introduced a £250 incentive for schools taking part in the evaluation. This strategy was successful in increases the recruitment rate.

For the schools that did respond, the evaluation team followed-up to arrange the dates for the initial activities to be conducted online and provided any further information as required.

Research tools

The research tools for each of these activities can be found in Annex 2.

Webinar

On the completion of the evaluation, two webinars were conducted by Ipsos UK with participating UK schools to share findings lessons learned from the fieldwork activities and allow schools the opportunity to feedback on these findings as well as network with other schools on the programme and share their experiences.

Approach to qualitative interviews with policymakers and implementors

In addition to research in schools the evaluation activities in the UK also included interviews with policymakers and CCGL programme implementors (i.e., delivery staff) which took place independently of research in schools. The purpose of these interviews was to provide a better understanding of programme design and delivery and interaction with national policy.

Interviews with CCGL programme implementors were all undertaken virtually. Interviews lasted roughly one hour and covered the following topics:

- ▪ The national context, its interaction with the CCGL programme and the CCGL programme's relevance nationally;

- ▪ The outcomes achieved by the CCGL programme; and

- ▪ The CCGL programme's efforts to influence policymakers on Global Learning and Inclusion.

Due to changes in policymakers engaged with the programme and their familiarity with the programme, the policymaker interview in England was replaced by an academic who had been highly engaged in programme design and who had a strong knowledge of the English education policy context. Nonetheless, recruitment of policymakers was challenging due to interviewee availability and personnel changes which meant that policymakers who had been involved in CCGL were no longer available.

Table 6.80: Achieved sample of implementor and policymaker interviews

	Implementor interviews	Policymaker interviews
Target number	12	4
Number completed	12	2

UK Monitoring Information (MI) analysis

This included analysis of the Student Assessment Tool (SAT), teacher survey, school leader survey, policy maker survey, and partnership survey.

Evaluation approach for Overseas Countries

In the overseas countries, the evaluation approach focused on qualitative data collection from participating schools as well as interviews with policymakers. The research also included a quantitative survey with students.

Approach to working with schools

The evaluation activities in each school in the qualitative sample comprised of:

- 1x School leader interview, to be conducted in school.

- 1x Focus groups with teachers, to be conducted in school.

- 1x Focus groups with students, to be conducted in school.

- 2x Classroom observations, to be conducted in school.

The evaluation activities in each school in the quantitative sample comprised of:

- A quantitative survey tool implemented in classrooms active in CCGL (treated) schools and yet-to-be-involved (comparator) schools.

Overview of research tools

Student assessment surveys

Survey development

All the questionnaires used in the evaluation were developed using an iterative process. The initial versions of the questionnaires were developed using existing literature and existing, evaluated, and validated instruments.

Questionnaires for these surveys were initially piloted with a small number of pupils in Europe.

The British Council and Project Trainers were involved in providing feedback on the translated questionnaires to ensure they were relevant to the country context and comprehensible for the target population. Furthermore, the questions were optimized for pupils of the two target age groups.

The following process was used for the translation:

- The questionnaire was translated by Ipsos' translations team;
- Both the translated and the original (English) versions of the questionnaire were given to a Project Trainer for feedback. The aim is three-fold: (1) to confirm that the translation has not altered the meaning of the questions, (2) to confirm that the correct terminology has been used and (3) to provide an opinion on whether the translated questionnaire has adequate face validity ("Does the questionnaire seem to assess the project fairly?");
- Sharing of the translated questionnaire with a few teachers who have participated in the programme to check whether the children will understand the language and the technical terms; and
- Use the feedback to edit the translated questionnaire.

Classroom Observations

A classroom observation guide was developed for primary and for secondary school aged pupils on the relevant core skill. It provided instructions for researchers on a short classroom exercise and details on how to complete the observation form. During each observation, the researcher was introduced by a classroom teacher and briefly explained the aim of the activity, avoiding details that could increase pupil anxiety. The students then engaged with the task and the researcher completed the observation instrument while the students worked on the task. The observation was divided into phases, requiring the researcher to observe how the students behave before the writing activity, during the writing activity, and

during the focus group discussion. Before the writing exercise, the researcher assessed students' interest and comprehension of the task. During the writing activity, the researcher assessed students' engagement, confidence and independence in carrying out the tasks. During the focus group discussion, the researcher assessed students' engagement, confidence and participation.

Focus groups and depth interviews

Topic guides were developed for the policymaker interviews, school leader depth interviews and focus groups with teachers and students. The topic guides aimed to explore programme implementation and the wider contextual factors that have contributed to the achievement or non-achievement of results.

Topic guides for school leaders, teachers and students were designed to be reviewed by the researchers carrying out fieldwork and updated according to the schools' background information. This information included the nature of the delivery of CCGL in that school, as well as key information such as the gender split of students and class sizes. The topic guides were also tailored to the local, regional and national context.

Quantitative sampling approach

To create the counterfactual required for this impact assessment, **coarsened exact matching (CEM)** was used to select a group of comparator schools that was statistically equivalent to the group of treated schools that participated in the student assessment. CEM is a statistical method that matches treatment schools to non-treatment schools that are similar in terms of various observable characteristics;[149]

The variables that were used to generate statistically equivalent groups of treated vs non-treated schools were:

- School size (enrolment)[150]

- School type (secondary vs primary) [151]

- Local unemployment rates[152]

- Rural vs urban location[153]

In each country, comparator schools were drawn from pipeline or "yet-to-be-treated" schools who were lined up to participate in the CCGL programme but who had not completed teacher training activities at the time that the student assessment was administered in the school. This had the practical advantage of ensuring that comparator schools selected would be willing to participate in the student assessment.

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[149] CEM is preferred over the similar technique propensity score matching (PSM) as CEM allows for the improvement of balance on one matching variable without the risk of increasing imbalance on another. See Blackwell et al (2009) "CEM: Coarsened exact matching in Stata", The Stata Journal, 9, Number 4, pp. 524–546

[150] In Nepal, enrolment figures for individual schools were not available. Instead, schools were assigned a proxy estimate for size which was based on the average enrolment size for schools in the municipality in 2017 (obtained from the MOE). This municipality level average school size, was then adjusted according to the population size of the lowest geographic location (ward) where the school was located.

[151] Matching on this variable was only necessary for countries where both primary and secondary schools participated in the CCGL programme.

[152] These were obtained from the most recent census or labour force survey data available in OPT and Kenya. For Nepal, unemployment rates at the local area (ward) level were unavailable. The alternative measure used to capture the socio-economic situation of the local area where the school is located is the number of people in the ward who are employed in the formal economy. This measure comes from The National Economic Census of Nepal, 2018. It is the number of people in the ward who are employed by private sector employers and (registered) employers in agriculture, forestry and fishery economic activities. This measure was expressed in per capita terms as the number of formal employees per member of the ward's population (to make this measure comparable across wards).

However, a limitation of this approach was that it restricted the universe of potential comparator schools that could be matched with treatment schools via CEM. Consequently, matched sample sizes were as big as could be achieved via CEM, given that both the number of treatment and comparators used in the matching process was limited.

To optimise the statistical power of the sample while working within the constraints of a limited number of matched schools, the sample design in each country aimed to achieve a relatively large cluster size (30) per school.

Evaluation approach for OPT

Ipsos Jordan led on school recruitment in OPT. The teams sent out an invitation email to the schools in the sample, outlining the purpose of the evaluation and the details of the research activities that would be undertaken in participating schools, as well as a cover letter addressed to the school leader with further information and contact points. Where teachers' phone numbers were included in the sample, teams followed up with calls to encourage a response and answer any questions. Follow-up emails were also sent to schools that did not respond. For the schools that did respond, the teams followed-up to arrange the dates for the initial activities to be conducted online and provided any further information as required.

Schools that declined to take part were removed from the sample and replaced with a school from the back-up sample on a continuous basis. The replacement school was selected to be similar to the original sampled school in terms of the characteristics on the sampling criteria.

Overview of research tools

Student assessment surveys

The focus of student assessment surveys in OPT was on Critical Thinking and Problem Solving (CTPS) and on Citizenship core skills for both primary and secondary school aged students.

- The CTPS survey instrument consists of a very short questionnaire which assesses the fundamental intellectual traits for Critical Thinking. In effect, PART B is a self-reported attitudinal measure whereas PART A is a proxy measure of CTPS ability.

- The blueprint for the Citizenship pupil survey is based on the "Appendix A: Course grid plan" of the document "Connecting Classrooms: Teaching citizenship, Participant resources", as released by the British Council. The survey also assesses some of the key impacts/outcomes (those closer to the Citizenship course grid) as described in the "Annex 2: Measurement of key outcomes and programme processes" section of the CCGL Inception Report. Some of the items of the survey come from the 2016 International Civic and Citizenship Education Study (ICCS) study (see Schulz et al., 2016). These items are indicated with the note (Code: ICCS2016_X) where X is the number of the item in the original survey. Some other items of the survey come from the past assessment CCGL assessment survey. These are indicated with the note (Code: CCGL_srvX) where X is the number of the item in the original survey. Some other items are new and have been created especially for this assessment survey. These are indicated with the note (Code: N). All the items can be classified in three groups: (a) the first group represents the "Knowledge and Understanding" items, (b) the second group represents the "Skills" items, and (c) the third group represents three related sub-dimensions: self-esteem, self-efficacy and motivation. The items on Motivation

represent the internal motivation construct and are inspired by the Academic Motivation Scale (Vallerand et al., 1992).

The questionnaire poses some methodological limitations. Psychological dimensions such as Critical Thinking and Problem Solving (CTPS) are notoriously difficult to assess, especially with closed questions (i.e., multiple-choice questions) such as those employed in this questionnaire for practical reasons. Indeed, psychometric instruments aiming to measure CTPS typically employ open-ended questions or short answer questions (e.g., see the Halpern Critical Thinking Assessment). For this reason, we complemented this instrument with an extensive classroom activity where the pupils were asked to provide their own responses to problems.

Student assessment pilot

Ipsos UK (supported by Ipsos Jordan and Alpha International) piloted the four surveys in four schools (see the table below for more details). The pilot took place in April 2021.

Table 6.81: Pilot schools

School reference	Town/ city	School status	School gender	School level	Survey type	Survey level
School 1	Beit Hanoun,	UNWRA Gaza	Boys only	Secondary (ages 11-18)	Citizenship	Secondary
School 2	Beit Hanoun,	UNWRA Gaza	Mixed	Primary (ages 5-11)	CTPS	Primary
School 3	Gaza	UNWRA Gaza	Girls only	Secondary (ages 11-18)	CTPS	Secondary
School 4	Khan Younis, Southern	UNWRA Gaza	Mixed	Primary (ages 5-11)	Citizenship	Primary

Source: Ipsos UK

Analysis

The purpose of the analysis of the pilot data was two-fold.

The first aim was to investigate the distribution of the data by question. A skewed distribution of responses can indicate that a question might be inappropriate for the specific target population (students) for various reasons, e.g., due to content or translation. The distribution of responses was investigated by visual means (e.g., bar plots) and by tables of frequencies. Questions with skewed distribution of responses have been flagged for further investigation and have been amended as explained below.

The second aim was to investigate the structure of the surveys. This was done by using various correlation indices, cross-tabulations as well as data-demanding indices, such as Cronbach's alpha[154]. The structure of the surveys was investigated by cross-tabulations (between pairs or triplets of questions). This provided useful results in the case of categorical data. In the case of ordinal/interval data (e.g., Likert scales), Pearson/Spearman and polychoric correlations were used as appropriate. The correlations between groups of questions were also visualized with correlograms using the DataExplorer package in the R platform[155].

In the cases of groups of questions which should be (theoretically) correlated, Cronbach's alpha indices were computed. Other useful statistics such as item-total correlations and distractor analysis[156]. Some questions have been flagged for further investigation and have been amended as explained below.

Because of the small sample size of this pilot sample, it was decided to use simple statistics and indices. Factor analysis and other techniques were explored but we deemed too unstable for small datasets.

The findings of the analysis of the pilot data were informative to the degree that the pilot schools/respondents resemble those of the overall target population.

As a result, a limited number of changes were made to the Student Assessment Surveys for use in OPT.

Student assessment sample

In OPT, the student assessment survey sample size was limited by the fact that it was not possible to conduct the assessment in any schools located in Gaza due to the security situation in the region during the fieldwork period. It was also limited due to some schools being unable to participate. These limitations are discussed at the end of this section. Two groups of 28 statically equivalent treatment and comparator schools were selected using coarsened exact matching (CEM)[157]. The target average cluster size was 30 pupils per school. This means that the final sample will be sufficient to identify a difference in proportions of 17% between the treatment and comparison groups on a binary outcome measure (the presence of any improvement in a learning outcome since baseline) at 80% statistical power and a significance level of 5%. This sample power calculation takes into account the anticipated loss of sample power introduced by pupils within schools being similar to each other in terms of demographic and behavioural characteristics that may influence their SST scores (the intra-class correlation).[158]

Table 6.82: OPT Student Assessment sample

	Treatment schools	Comparator schools
Total number of schools	28	28

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[154] Bonett, D. G., & Wright, T. A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of organizational behavior*, *36*(1), 3-15.

[155] Boxuan, C. (2020). DataExplorer: Automate Data Exploration and Treatment. R package version 0.8.2. https://CRAN.R-project.org/package=DataExplorer

[156] Willse, J. T. (2018). CTT: Classical Test Theory Functions. R package version 2.3.3. https://CRAN.R-project.org/package=CTT

[157] See Annex 3 for a more detailed explanation of the sampling approach.

158. For OPT, the estimated size of the ICC that was used in the power calculations comes from Zopluoglu, C. (2012). A Cross-National Comparison of Intra-Class Correlation Coefficient in Educational Achievement Outcomes. Journal of Measurement and Evaluation in Education and Psychology, 3 (1)

Target number of assessments per school	30	30
Total number of assessments per group	840	840
Total number of male-only schools	9	5
Total number of female-only schools	14	16
Total number of mixed schools	5	7[159]
Total number of primary schools	14	15
Total number of secondary schools	6	10
Total number of schools with primary and secondary students	8	3

Source: Ipsos UK

The treatment group had 16 schools which had received CTPS training for teachers. Some of the teacher training was undertaken in April 2019 and some in November 2020. The treatment group also had 12 schools that received citizenship training in April 2019.

Qualitative research sample

Initially, the evaluation team selected eight schools in the West Bank and two schools in Gaza for qualitative research. The disproportionate split was due to the significant access challenges for Gaza and greater lead time required to secure authorisation for travel. There were also greater risks to fieldwork completion in Gaza as authorisation from Israeli authorities can be withdrawn at short notice.

Schools were also selected to represent a range across the following criteria:

- Ministry of Education and Higher Education school;

- UNRWA West Bank school;

- UNRWA Gaza school;

- Primary school;

- Secondary school;

- Teacher training (Introduction to Core Skills for Teachers; Teaching Citizenship; Critical Thinking and Problem Solving);

- ISA school; and

- School partnership involvement.

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[159] Based on assumption that one school is a mixed school; this is not clear from the name

As mentioned, escalations in the Israeli-Palestinian conflict in Gaza in May 2021 and the COVID-19 situation resulted in schools in delays to fieldwork and the cancellation of fieldwork in schools in Gaza.

The table below shows the number of schools included in the final qualitative sample per sampling characteristic. A total of 10 schools were sampled.

Table 6.83: OPT qualitative sample overview

School selection criteria	Boys only	Girls only	Primary	Secondary	Intro to Core Skills	Teaching Citizenship	CTPS	ISA	School partnership
Final sample	4	6	7	3	4	4	2	5	1

Source: Ipsos

Challenges and lessons learnt

Key challenges experienced in fieldwork delivery and related lessons learnt include:

- Several schools declined to take part in the fieldwork, for example citing a lack of staff time to support with this or concerns around approval processes. While Ipsos reassured schools of the relatively low time commitment and the approval for the research from the Ministry of Education and Higher Education and UNRWA, some schools still refused to participate. A key lesson learnt here is ensuring that schools participating in the CCGL programme are aware of the potential evaluation requirements and the commitments involved. Sharing physical copies of the approvals with schools would also save time and encourage participation (but would add to recruitment costs).

- Some schools did not want to participate as the teachers who had participated in the training had left the school. Ipsos were also reluctant to include these schools as this would mean not completing a teacher interview and could also mean another teacher would be less engaged in supporting the evaluation activities. This is an important challenge to take into account when planning future fieldwork and also highlights a potential risk to the sustainability of the CCGL programme's results.

- School closures arising from the COVID-19 pandemic and security issues in the Gaza Strip caused a delay to fieldwork in the West Bank and stopped fieldwork taking place in the Gaza Strip. This was an anticipated challenge but highlights the need for contingency time in the work plan.

- Schools being unwilling or unable to participate in addition to the removal of fieldwork in Gaza meant the quantitative sampling had to be rerun and the treatment and comparator schools re-matched. This resulted in some schools being removed from the updated sample, despite fieldwork having been completed in these schools.

- In the analysis stage, there were delays in the quality assurance checks, indicating that more time is needed in this phase, particularly where fieldwork is subcontracted to a third party.

Limitations to the OPT data analysis

Data analysis faced the following limitations:

- Due to the length of the topic guides, it was difficult for data collectors to always obtain answers that deep dived into a specific issue. Also, it may have been difficult for interviewees to distinguish among levels of output, outcome and impact, thus leading to repetitions in answers.

- It was not possible to include the quantitative analysis (survey data) because government exams data in OPT are missing and quantitative fieldwork is not yet completed. However, qualitative and quantitative data will be triangulated once the econometric analysis is ready.

- MI student survey has been administered to only two students. Results have been discarded for the time being as deemed not significant to identify trends in students' responses.

- A summary of findings from MI teacher surveys are included. Difference in size of baseline and follow-up up groups, and the impossibility to identify answers from the sub-group of teachers participating in both baseline and follow-up survey, makes it impossible to analyse changes at the individual level.

Evaluation approach for Kenya

Ipsos Kenya led on school recruitment in Kenya. The teams sent out an invitation email to the schools in the sample, outlining the purpose of the evaluation and the details of the research activities that would be undertaken in participating schools, as well as a cover letter addressed to the school leader with further information and contact points. Where teachers' phone numbers were included in the sample, teams followed up with calls to encourage a response and answer any questions. Follow-up emails were also sent to schools that did not respond. For the schools that did respond, the teams followed-up to arrange the dates for the initial activities to be conducted online and provided any further information as required.

Schools that declined to take part were removed from the sample and replaced with a school from the back-up sample on a continuous basis. The replacement school was selected to be similar to the original sampled school in terms of the characteristics on the sampling criteria.

Overview of research tools

Student assessment surveys

The focus of student assessment surveys in Kenya was on Critical Thinking and Problem Solving (CTPS) for both primary school aged students.

- The CTPS survey instrument consists of a very short questionnaire which assesses the fundamental intellectual traits for Critical Thinking. In effect, PART B is a self-reported attitudinal measure whereas PART A is a proxy measure of CTPS ability.

- The blueprint for the Citizenship pupil survey is based on the "Appendix A: Course grid plan" of the document "Connecting Classrooms: Teaching citizenship, Participant resources", as released by the British Council. The survey also assesses some of the key impacts/outcomes (those closer to the Citizenship course grid) as described in the "Annex 2: Measurement of key outcomes and programme processes" section of the CCGL Inception Report. Some of the items of the survey come from the 2016 International Civic and Citizenship Education Study (ICCS) study (see Schulz et al., 2016). These items are indicated with the note (Code: ICCS2016_X) where X is the number

of the item in the original survey. Some other items of the survey come from the past assessment CCGL assessment survey. These are indicated with the note (Code: CCGL_srvX) where X is the number of the item in the original survey. Some other items are new and have been created especially for this assessment survey. These are indicated with the note (Code: N). All the items can be classified in three groups: (a) the first group represents the "Knowledge and Understanding" items, (b) the second group represents the "Skills" items, and (c) the third group represents three related sub-dimensions: self-esteem, self-efficacy and motivation. The items on Motivation represent the internal motivation construct and are inspired by the Academic Motivation Scale (Vallerand et al., 1992).

The questionnaire poses some methodological limitations. Psychological dimensions such as Critical Thinking and Problem Solving (CTPS) are notoriously difficult to assess, especially with closed questions (i.e., multiple-choice questions) such as those employed in this questionnaire for practical reasons. Indeed, psychometric instruments aiming to measure CTPS typically employ open-ended questions or short answer questions (e.g., see the Halpern Critical Thinking Assessment). For this reason, we complemented this instrument with an extensive classroom activity where the pupils were asked to provide their own responses to problems.

Student assessment pilot

Ipsos piloted the survey in one school (see the table below for more details). The pilot took place in September 2021.

Table 6.84: Pilot school

School reference	Town/ city	Region	School status	School gender
School 1	Kikuyu	Kiambu	Government/ state	Mixed

Source: Ipsos

Analysis

The purpose of the analysis of the pilot data was two-fold.

The first aim was to investigate the distribution of the data by question. A skewed distribution of responses can indicate that a question might be inappropriate for the specific target population (students) for various reasons, e.g., due to content or translation. The distribution of responses was investigated by visual means (e.g., bar plots) and by tables of frequencies. Questions with skewed distribution of responses have been flagged for further investigation and have been amended as explained below.

The second aim was to investigate the structure of the surveys. This was done by using various correlation indices, cross-tabulations as well as data-demanding indices, such as Cronbach's alpha[160]. The structure of the surveys was investigated by cross-tabulations (between pairs or triplets of questions). This provided useful results in the case of categorical data. In the case of ordinal/interval

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[160] Bonett, D. G., & Wright, T. A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of organizational behavior*, *36*(1), 3-15.

data (e.g., Likert scales), Pearson/Spearman and polychoric correlations were used as appropriate. The correlations between groups of questions were also visualized with correlograms using the DataExplorer package in the R platform[161].

In the cases of groups of questions which should be (theoretically) correlated, Cronbach's alpha indices were computed. Other useful statistics such as item-total correlations and distractor analysis[162]. Some questions have been flagged for further investigation and have been amended as explained below.

Because of the small sample size of this pilot sample, it was decided to use simple statistics and indices. Factor analysis and other techniques were explored but we deemed too unstable for small datasets. The analysis conducted is indicative given the small sample

The findings of the analysis of the pilot data are informative to the degree that the pilot schools/respondents resemble those of the overall target population.

Ipsos Kenya also spoke to the school leader who implemented the pilot, to gather feedback on the pilot processes and understand the pupils' experience.

Changes to the survey

As a result, the following changes have been made to the Student Assessment Survey for use in Kenya.

<u>Critical Thinking and Problem Solving (CTPS) for primary students</u>

- Date of birth: Changed the question so pupils are asked for their age, and their DOB if they know this. The school leader fed back that amongst the lower primary pupils, only a few could recall their DOB.

- Part B, Question 1: changed wording from "When I face a difficult problem, I try to find out as much information about it as possible" to "When I face a difficult problem, I try **very hard** to find out as much information about it as possible". This slight language change is intended to make the question slightly less obvious, as all the pupils in the pilot selected the 'desirable' option.

- Instructions: added this instruction to the guidance "Please do not give pupils more than 45 minutes to complete the instruments, even if they haven't been able to answer all the questions." This was in response to the pilot school taking longer to answer the questions which could affect the robustness of the results, as well as placing an unnecessary time burden on teachers and pupils. Ipsos Kenya will also make this clear in their communications with schools.

- Instructions: edited the instruction as follows: "Each pupil complete the questionnaire without copying from other pupils." to "Each pupil **will work independently and** complete the questionnaire without copying from other pupils. **Please space pupils apart if needed.**" This is in response to some of the students in the pilot reading the questions aloud to aid comprehension. While we understand that young children are sometimes reliant on reading aloud, spacing children apart will reduce the chance of pupils listening to others to aid their own understanding.

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[161] Boxuan, C. (2020). DataExplorer: Automate Data Exploration and Treatment. R package version 0.8.2. https://CRAN.R-project.org/package=DataExplorer

[162] Willse, J. T. (2018). CTT: Classical Test Theory Functions. R package version 2.3.3. https://CRAN.R-project.org/package=CTT

▪ Formatting: increased font size and line spacing to make the questionnaire more engaging for primary school students.

Student assessment sample

In Kenya, the schools selected to be in the treatment group were in Meru and Kiambu, where the training initially focused. Muranga was selected for the comparison schools, before the training programme was implemented there. Two groups of 49 statically equivalent treatment and comparator schools were selected using coarsened exact matching (CEM)[163]. The target average cluster size was 30 pupils per school. The numbers shown in the table above were achieved. This means that the final sample is sufficient to identify a difference in proportions of 13% between the treatment and comparison groups on a binary outcome measure (the presence of any improvement in a learning outcome since baseline) at 80% statistical power and a significance level of 5%. This sample power calculation takes into account the anticipated loss of sample power introduced by pupils within schools being similar to each other in terms of demographic and behavioural characteristics that may influence their SST scores (the intra-class correlation).[164]

Table 6.85: Kenya Student Assessment sample

	Treatment schools	Comparator schools
Total number of schools	48	49
Target number of assessments per school	30	30
Total number of assessments per group	1,436	1,481

Source: Ipsos UK

Qualitative research sample

The evaluation team sampled the schools to select five schools in Kiambu and five schools in Meru for qualitative research.

Schools were also selected to represent a range across the following criteria:

▪ Urban

▪ Rural

▪ Teacher training (Introduction to Core Skills for Teachers; Critical Thinking and Problem Solving; Creativity and Imagination); and

▪ School partnership involvement.

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[163] See Annex 3 for a more detailed explanation of the sampling approach.

164. For Kenya, the estimated size of the ICC that was used in the power calculations comes from Davey, C., Aiken, A. M., Hayes, R. J., & Hargreaves, J. R. (2015). Re-analysis of health and educational impacts of a school-based deworming programme in western Kenya: a statistical replication of a cluster quasi-randomized stepped-wedge trial. International journal of epidemiology, 44(5), 1581–1592. https://doi.org/10.1093/ije/dyv128

The table below shows the number of schools included in the final qualitative sample per sampling characteristic. A total of 10 schools were sampled.

Table 6.86: Kenya qualitative sample overview

School selection criteria	Urban	Rural	Intro to Core Skills	CTPS	Creativity and Imagination	School partnership
Final sample	4	6	10	10	1	0

Source: Ipsos

Challenges and lessons learnt

Key challenges experienced in fieldwork delivery and related lessons learnt include:

- The COVID-19 pandemic caused extensive school closures in Kenya. They were closed between the start of the pandemic in March 2020 until January 2021, with brief openings in October 2020 for exams. This window was too short to conduct the fieldwork. At this stage, the Evaluation Team initiated processes to prepare for fieldwork, however further delays to starting the quantitative and qualitative fieldwork arose from:

  - School holidays affecting much of March – May and various half term holidays through the year.

  - Delays arose through attempts to secure Ministry of Education approval for the fieldwork. During the quantitative fieldwork, two schools also insisted on seeing approval from sub county offices which required additional time.

  - Unexpected changes in staffing in Ipsos Kenya meant a short delay was needed to brief the new project manager.

Limitations to the Kenya data analysis

Data analysis faced the following limitations:

- A limited number of schools in Kenya participated in a partnership through CCGL, making it challenging to evaluate this aspect of the programme. In the qualitative sample frame, only three schools in Kiambu and Meru had participated in a partnership. In order to meet the wider sampling criteria, only one of these schools could be selected. Unfortunately, once fieldwork was complete it was apparent that the data on the school had been entered incorrectly in the database and they had not participated in a partnership. As part of the Kenya analysis process, programme data on partnerships was analysed; however, this only included five schools participating in the partnerships. The analysis instead draws on qualitative data about the partnerships from implementer and policymaker interviews.

- Although the schools in the sample were all primary schools, the data entry revealed that some students were of secondary school age. This is likely due to late enrolment; most of the schools in the sample were in rural areas where agricultural activities affect school attendance, leading to

students repeating years. This is caveated in the quantitative analysis, and it is expected that the questionnaires were still of the appropriate level for these older students.

▪ The monitoring information from the school leader survey in Kenya had a low response rate, a baseline was unavailable and the endline number of participants was only 27. For the student monitoring information, the sample size was only 26. The analysis of this monitoring information should be treated with caution due to the low base sizes and has been synthesised with the other research to provide more robust findings.

Evaluation approach for Nepal

Ipsos India led on school recruitment in Nepal, supported by a consultant in Nepal. The teams sent out an invitation email to the schools in the sample, outlining the purpose of the evaluation and the details of the research activities that would be undertaken in participating schools, as well as a cover letter addressed to the school leader with further information and contact points. Where teachers' phone numbers were included in the sample, teams followed up with calls to encourage a response and answer any questions. Follow-up emails were also sent to schools that did not respond. For the schools that did respond, the teams followed-up to arrange the dates for the initial activities to be conducted online and provided any further information as required.

Overview of research tools

Student assessment surveys

The focus of student assessment surveys in Nepal was on Digital Literacy for both primary and secondary school aged students.

The blueprint for the Digital Literacy (DL) survey was based on information collected from training materials provided by the British Council. Although there were several competing definitions in the provided material about what DL is and what DL is not, there was no curriculum provided. Thus, the training material was used to generate a course grid for the CCGL project.

To create the survey, several external sources were used. The Computer Attitudes Questionnaire (CAQ) by Knezekand and Christensen (1995, 1997) was used as a source for a number of items assessing motivation and satisfaction with the technology. The questionnaire of the EU Kids Online project (Smahel et al., 2020) was also used as a source (one item was used from this questionnaire). Other items were taken from the International Computer and Information Literacy Study 2018 (ICIL 2018). Many of the items, however, are original and were deliberately created from scratch for this questionnaire.

Recent literature suggests that access to digital devices in Nepal is generally limited and schools often have issues with power supply and internet availability (Karna, 2018; Tehreem et al., 2020). The information provided by the two interviews with trainers also suggested that there is very limited availability, access and usage of digital equipment by the students in the school ("…teachers are generally not attempting to use DL to teach/encourage DL skills in students, but rather to use DL to enhance their own teaching"; Interview 1). Thus, it was decided to avoid asking questions about whether the students themselves use the equipment in the class and instead focus on whether and how the teachers use the equipment to enhance teaching. This was envisaged to help reduce the face validity of

the survey, because schools with a lot of technological use may consider some of the questions to be naïve.

Student assessment pilot

Ipsos conducted the pilot with two schools (see Table 1 for more details).

Table 6.87: Pilot schools

School name	Town/ city	School status	School gender	School level	Survey level
City Montessori School	Kathmandu	Private / independent	Mixed	Primary	Primary
Annapurna Vidya Sadan	Kathmandu	Private / independent	Mixed	Secondary	Secondary

Analysis

The purpose of the analysis of the pilot data was two-fold.

The first aim was to investigate the distribution of the data by question. A skewed distribution of responses can indicate that a question might be inappropriate for the specific target population (students) for various reasons, e.g. due to content or translation. The distribution of responses was investigated by visual means (e.g. bar plots) and by tables of frequencies. Questions with skewed distribution of responses have been flagged for further investigation and have been amended as explained below.

The second aim was to investigate the structure of the surveys. This was done by using various correlation indices, cross-tabulations as well as data-demanding indices, such as Cronbach's alpha[165]. The structure of the surveys was investigated by cross-tabulations (between pairs or triplets of questions). This provided useful results in the case of categorical data. In the case of ordinal/interval data (e.g. Likert scales), Pearson/Spearman and polychoric correlations were used as appropriate. The correlations between groups of questions were also visualized with correlograms using the DataExplorer package in the R platform[166].

In the cases of groups of questions which should be (theoretically) correlated, Cronbach's alpha indices were computed. Other useful statistics such as item-total correlations and distractor analysis[167]. Some questions have been flagged for further investigation and have been amended as explained below.

Because of the small sample size of this pilot sample, it was decided to use simple statistics and indices. Factor analysis and other techniques were explored but we deemed too unstable for small datasets. The analysis conducted is indicative given the small sample. The findings of the analysis of the pilot data are informative to the degree that the pilot schools/respondents resemble those of the overall target population.

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[165] Bonett, D. G., & Wright, T. A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of organizational behavior*, *36*(1), 3-15.

[166] Boxuan, C. (2020). DataExplorer: Automate Data Exploration and Treatment. R package version 0.8.2. https://CRAN.R-project.org/package=DataExplorer

[167] Willse, J. T. (2018). CTT: Classical Test Theory Functions. R package version 2.3.3. https://CRAN.R-project.org/package=CTT

Ipsos India also spoke to Impact Innovation who implemented the pilot, to gather feedback on the pilot processes and understand the pupils' experience.

Changes

As a result, the following changes were made to the Student Assessment Survey for use in Nepal.

<u>Digital Literacy for primary students</u>

- Date of birth: Some students struggled to recall their dates of birth. The question was changed so pupils were asked for their age, and their DOB if they knew this.

- Q3d: removed as this option had little variance and was not perceived as a locally/age relevant activity.

- The students struggled with understanding the response option 'neither agree nor disagree' from Question 5 onwards. An instruction was added to the manual asking teachers to explain this in the introduction.

- Questions 5a and 5b were reportedly difficult to understand. Q5a was reworded to 'I know a lot about technology'. Q5b was kept but a note was added to the manual so teachers were aware they may need to support students to understand the question.

- Question 6 was also reportedly difficult to understand, and teachers had to simplify the language for them. The questions were reworded:

  - Q6a 'Using the internet is safe'

  - Q6b 'Posting pictures of myself online is safe' (the analysis also suggested that students did not understand the question as they mainly selected 'Agree' or 'Neither agree nor disagree', so 'of myself' was added).

  - Q6c 'Buying things online is safe'

  - Q6d 'It is safe to share our name or home address online'

  - Q6e 'It is safe to post text online'

- Q7: by summing the responses of students at Q7, the analysis showed less variance at this question. It was therefore useful to add a question where some students disagree and some agree. A new Q7b was added "I will need to use computers daily when I have a job".

<u>Digital Literacy for primary students</u>

- Date of birth: in line with our suggestions for the primary survey, the question was changed so pupils were asked for their age, and their DOB if they knew this.

- Q3d: removed as this option had little variance and was not perceived as a locally/age relevant activity.

- Q5a: in line with suggestions for the primary survey, this was amended to 'I know a lot about technology'.

- Question 6: in line with our suggestions for the primary survey, the following questions were reworded:

  - Q6a 'Using the internet is safe'

  - Q6b 'Posting pictures of myself online is safe' (the analysis also suggested that students did not understand the question as they mainly selected 'Agree' or 'Neither agree nor disagree', so 'of myself' was added).

  - Q6c 'Buying things online is safe'

  - Q6d 'It is safe to share our name or home address online'

  - Q6e 'It is safe to post text online'

- Q7: in line with our suggestions for the primary survey, a new Q7b was added "I will need to use computers daily when I have a job".

Overall approach changes

- The following changes were proposed based on feedback from Impact Innovation Nepal:

  - A section to be added for the teacher to read out when introducing the surveys which explained the types of questions in the survey to help the students respond.

  - A short video to help teachers understand the processes was produced.

  - Reformatting of the manuals as an infographic that is easier for teachers to understand and more engaging. Some simplification of language in the manuals was also suggested.

Student assessment sample

In Nepal, two groups of 59 statically equivalent treatment and comparator schools were selected using coarsened exact matching (CEM). With a target average cluster size of 30 pupils per school who will sit the student assessment, the final sample will be sufficient to identify a difference in proportions of 12.3% between the treatment and comparison groups on a binary outcome measure (the presence of any improvement in a learning outcome since baseline) at 80% statistical power and a significance level of 5%. This sample power calculation takes into account the anticipated loss of sample power introduced by pupils within schools being similar to each other in terms of demographic and behavioural characteristics that may influence their SST scores (the intra-class correlation).[168] The table below provides further details of the Nepal sample.

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[168] For Nepal, as no previous quasi-experimental impact evaluations using educational outcomes exist, we have adopted the conservative assumption that the size of the ICC here will be closer to Kenya than to Palestine, and therefore will require a sample as large as the sample Kenya. This is based on the GDP per capita of Nepal being far closer to Kenya than Palestine (see https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?name_desc=false) and Nepal having a near identical degree of ethnic and linguistic

Table 6.88: Nepal Student Assessment sample

	Treatment schools	Comparator schools
Total number of schools	35	44
Target number of assessments per school[169]	30	30
Total number of assessments per group[170]	1,024	1,092

Source: Ipsos UK

The majority of teachers in the treatment schools undertook teacher training in Digital literacy between Jan and May 2020. In six of the treatment schools, teacher training was undertaken at an earlier stage: four schools undertook Digital Literacy teacher training in October-November 2018, and two schools undertook Digital Literacy teacher training in August and November 2019.

Qualitative research sample

The evaluation team sampled the schools to select eight schools in Kathmandu and two schools in Nawalparasi for qualitative research.

Schools were also selected to represent a range across the following criteria:

- Teacher training (Introduction to Core Skills for Teachers; Digital Literacy; Communication and Collaboration; Creativity and Imagination);

- School partnership involvement;

- ISA; and

- School level (primary and combined; secondary).

The table below shows the number of schools included in the final qualitative sample per sampling characteristic. A total of 10 schools were sampled.

Table 6.89: Nepal qualitative sample overview

School selection criteria	Intro to Core Skills	Communication and Collaboration	Digital literacy	Creativity & Imagination	School partnership	ISA	Primary / combined	Secondary
Final sample	7	3	6	6	4	3	6	4

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diversity (see Drazanova, Lenka, 2019, 'Historical Index of Ethnic Fractionalization Dataset (HIEF)', https://doi.org/10.7910/DVN/4JQRCL, Harvard Dataverse, V1, UNF:6:z4J/b/PKbUpNdIoeEFPvaw== [fileUNF])

[169] Figures to be confirmed once data entry has been received for the remaining three schools
[170] Ibid

Source: Ipsos

Challenges and lessons learnt

Key challenges experienced in fieldwork delivery and related lessons learnt include:

▪ The COVID-19 pandemic caused extensive school closures in Nepal. They were closed between the start of the pandemic in March 2020 until January 2021, with some gradual openings from September 2020 in rural areas with no COVID-19 cases. However, due to a surge of cases in March 2021, schools closed again in April 2021. A limited number of schools started to reopen in September 2021. In October 2021, the Evaluation Team initiated processes to prepare for fieldwork, however further delays to the quantitative and qualitative fieldwork arose from:

  − Further COVID-19 closures in January and February 2022;

  − Missing or incorrect contact details for some schools;

  − Some qualitative schools wanted to get permission from local directorates to allow researchers into their school;

  − Reluctance of some schools to participate in the fieldwork due to high workloads catching up on missed lessons and preparing for exams; and

  − Landslides, elections and transport restrictions delayed some quantitative questionnaires being returned to Impact Innovation.

Limitations to the Nepal data analysis

Data analysis faced the following limitations:

▪ In the achieved sample, there was an imbalance between comparator treatment schools: 44 comparator schools and 35 treatment schools.[171] As the matching was done at the whole sample level, the fact that some schools have dropped out reduces the strength of the matching, however the effect is not large and comparison of observable variables between control and treatment groups was conducted to ensure that there were not obvious differences. Furthermore, as schools were selected using the pipeline approach, they have similar characteristics adding a further layer of robustness to the matching.

▪ The monitoring information from the student, teacher and school leader surveys in Nepal had low response rates. The analysis of this monitoring information should be treated with caution due to the low base sizes and has been synthesised with the other research to provide more robust findings.

▪ There were some barriers to achieving the intended qualitative sample:

  − There were fewer schools in Nawalparasi than Kathmandu; due to several schools refusing to participate or being unsuitable, this resulted in a skewed urban/rural sample split.

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[171] Figures to be confirmed once data entry has been received for the remaining three schools

− There were more private schools than public schools in Nawalparasi and Kathmandu; due to several schools refusing to participate or being unsuitable, this resulted in a skewed split.

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