

## Oxfam Management response to the review of *Policy Influence in England: Evaluation of education and youth*

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<b>Date:</b>	<i>21 November 2014</i>	<b>Country/Region/Campaign:</b>	England

### 1. The context and background of the review

As part of Oxfam Great Britain's (OGB) Global Performance Framework (GPF), samples of mature projects are randomly selected each year and their effectiveness rigorously assessed. The 'Youth and Schools' project was selected for review in this way under the policy influence thematic area.

The evaluation assessed the extent to which young people had changed their knowledge, attitudes and practices on issues of global citizenship linked to the effectiveness of targeted programme activities. The case study approach also allowed us to gauge programme effectiveness of the interim outcomes from the stance of education practitioners.

The evaluation was based on testing the following three assumptions:

- Effective partnerships with schools through the programme leads to whole school approaches. Whole school approaches to global citizenship ensure that young people develop values and attitudes to overcoming global poverty and provide education practitioners with the tools for integrating global citizenship education into the curriculum.
- Classroom based activities/resources ensure that teachers are more able to deliver global citizenship learning. Teachers engaging with and using resources have the institutional time and space to use them. Resources produced are useful to teachers.
- The encouragement of youth action in schools through Youth Ambassadors leads to the development of skills for taking action on global poverty amongst young people. The Youth Ambassador Group model is an effective way of skills building and the development of attitudes and values regarding global poverty.

In total five schools were selected as case study schools: three schools that were engaged with Oxfam's global citizenship programme were selected along with two comparator schools, one of which was primary and the other of which was secondary. The secondary school selected was a school that had been initially contacted by Oxfam, but that has subsequently disengaged before full action plans were developed. The primary school was selected independently of any Oxfam activities on the basis of a comparable location and intake.

## 2. Summary main findings and recommendations

<b>Evaluation of Assumptions</b>			
	<b>Indicator 1: The extent to which outcomes have materialised</b>	<b>Indicator 2: Whether there is evidence that the programme contributed to these changes</b>	<b>Indicator 3: The significance of the project's contribution in light of other contributing factors</b>
<p>Assumption 1: Effective partnerships with schools through the programme leads to whole school approaches. Whole school approaches to global citizenship ensure that young people develop values and attitudes to overcoming global poverty and provide education practitioners with the tools for integrating global citizenship education into the curriculum.</p>	<ul style="list-style-type: none"> <li>• Whole school approaches were found to have an impact on young people's knowledge, values and attitudes.</li> <li>• Whole school approaches were found to exist through school ethos and initiatives as well as being driven by Oxfam relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Oxfam presence in schools is assisting in the development of young people's knowledge and understanding of global poverty.</li> <li>• Oxfam's support, particularly their planning processes, makes teachers more capable of delivering global citizenship learning in a structured way.</li> </ul>	<p>Oxfam's whole school approaches indeed provide education practitioners with the tools for integrating global citizenship education into the curriculum and effective partnerships with schools clearly ensure that global citizenship is embedded into the school curriculum. This has occurred successfully in those Lead Schools with which Oxfam works. The comparator school without a whole school approach was clearly less able to deliver any kind of structured global citizenship learning.</p>
<p>Assumption 2: Classroom based activities/resources ensure that teachers are more able to deliver global citizenship learning. Teachers engaging with and using</p>	<ul style="list-style-type: none"> <li>• Oxfam resources were found to be relevant and useful by teaching staff in schools; they particularly help with lesson planning and research.</li> </ul>	<p>There was extensive evidence that teachers find Oxfam's resources useful and assist them in delivering global citizenship learning. Further research would need to be</p>	<p>Resources better enable teachers to deliver global citizenship learning and are useful to teachers. It is difficult to ascertain the direct impact of Oxfam's teacher resources</p>

<p>resources have the institutional time and space to use them. Resources produced are useful to teachers.</p>	<ul style="list-style-type: none"> <li>• Time pressures are common for teachers and are not impacted by working with Oxfam.</li> </ul>	<p>conducted to ascertain the extent to which resources as a standalone factor may better enable teachers to deliver global citizenship and global learning in general.</p>	<p>due to the fact that teachers often use resources from a number of organisations. It was felt that resources may be more useful as subject and topic specific guides tied directly to the current curriculum.</p>
<p>Assumption 3: The encouragement of youth action in schools through Youth Ambassadors leads to the development of skills for taking action on global poverty amongst young people. The Youth Ambassador Group model is an effective way of skills building and the development of attitudes and values regarding global poverty.</p>	<ul style="list-style-type: none"> <li>• Students involved in Youth Ambassador work had clearly developed skills for taking action on global poverty.</li> <li>• Students also demonstrated skills in critical thinking and the ability to challenge injustice.</li> </ul>	<p>Though limited, there was direct evidence that the Youth Ambassadors model led to the development of skills for taking action on global poverty. The young people party to a Youth Ambassadors group in the one school that had implemented the project were clearly galvanised into taking action; the Youth Ambassadors group had provided them with a platform to find their own creative ways to take action on global poverty.</p>	<p>The encouragement of youth action in schools through Youth Ambassadors undoubtedly leads to the development of skills for taking action on global poverty amongst young people and is a very successful model for engaging young people with global citizenship with limited contact needed from the programme team. Schools should be encouraged to allow student ownership of group activities and topics of interest to ensure the greatest impact. There was, however, insufficient evidence to indicate that this method is the most effective way of skills building, as most schools were not involved with Youth Ambassadors.</p>

### Assumption 1: Whole School Approaches

Whole school approaches were found to have an impact on young people's knowledge, values and attitudes. Changes to students identified through the case studies as a result of whole school approaches include the following:

- Their understanding of global poverty increased.
- They were more likely to initiate relevant projects themselves.
- They undertook greater responsibility.
- They were more likely to internalise what it means to be a global citizen (with a caveat that it is difficult for students to internalise more specific issues when they have never been in similar situations; they find it easier to sympathise than to empathise).

It is clear that whole school activities are contributing to good practice in schools and allowing schools to better incorporate global citizenship in a structured way:

- Oxfam presence in schools is assisting in the development of young people's knowledge and understanding of global poverty.
- Oxfam's support, particularly their planning processes, makes teachers more capable of delivering global citizenship learning in a structured way.

More research with a wider school set needs to be done in order to gauge the net impact of Oxfam resources on classroom activities; in particular, whether their usage directly increases teaching of global citizenship and directly increases the level of knowledge of young people.

### Classroom-based Activity

- **Oxfam resources were found to be relevant and useful** by teaching staff in schools; they particularly help with lesson planning and research.
- **Classroom-based approaches to global learning can be effective even when applied independently of a whole school approach.**
- Teaching staff would prefer to be able to use **elements of the resources to develop their own lesson plans**, rather than using the resources in their entirety.
- **More subject-specific resources would be welcomed by teachers**; this is an area in which Oxfam has already started developing resources, although they are not widely known to teachers. More **topic-based resources** would also be useful for both primary and secondary levels.
- The **greatest impact on young people occurs when students have a personal connection to the topic**; campaign-linked resources are particularly useful for this, as are presentations from individuals who have relevant international experience.

## Youth Ambassadors

It must be noted that there were **severe limitations in the study around this assumption, as the majority of the schools involved did not have Youth Ambassadors**. Further research, particularly as the programme is expanded, would be recommended.

- Students involved in Youth Ambassador work had clearly developed **skills for taking action on global poverty**.
- Students also demonstrated **skills in critical thinking and the ability to challenge injustice**.
- There is considerable **scope to expand** the programme.

## Wider Programme

- The **team has been resilient in the face of the various restructures** and has proved itself to be **adaptive**.
- Oxfam has **credibility linked to a respected brand**.
- The **team has been successful in meeting campaign objectives**, despite continual organisational change and restructures.
- **Online resources are valued highly by teachers**, and reach large numbers of teachers and young people. Videos received a particular mention as being short, well made and presented from the subjects' own point of view.
- The team has established a number of **successful partnerships for developing subject-specific resources**, including with NATE, the Young Lives Foundation, the Geographical Association, Think Global and the Nuffield Foundation.
- Strong links have been established with the ASCL with a view to forging an official partnership.
- The various restructures across the wider department in which the Education and Youth programme is housed in recent years have had a significant effect in many areas: for example, these **restructures have led team members consistently to have to re-evaluate their position and the programme's aims**.
- **Building face to face trust with schools and teachers** was mentioned by the team as an important aspect of its approach, and that tailored/bespoke work was particularly effective - but this **is being challenged by the recent reduction in the team's capacity**.

## **Recommendations:**

### **Whole School Approaches**

- Whole school approaches should continue to focus on **providing schools with a clear framework** for integrating global citizenship into whole school and class-based activities.
- **International partnerships** with schools are highly effective at engaging school management, teachers and pupils in global citizenship and should be a key feature of any engagement with schools.
- Oxfam **speeches** in schools are very effective at raising awareness of global citizenship issues and speaking tours could be introduced as an essential element of Oxfam's offer. Whole school approaches should further focus on **Oxfam presence at schools for awareness-raising activities** and supporting schools in termly and yearly events.
- **Run an annual global citizenship conference for teachers and school management:** Face to face contact with teachers and school management is key to ensuring that an effective whole school approach is taken to global citizenship. The challenge has been how to ensure contact with a larger number of teachers with such a small team. Due to the limited capacity of the Education and Youth Programme team due to its size, it is suggested that the team could run a yearly **global citizenship conference** where teachers and school management are invited to learn about global citizenship, the best way to integrate global citizenship into the existing school curriculum and how best to navigate resources available. There could be useful handouts available at such event, such as resource navigation tools, and a question and answer session. This would allow Oxfam to reach a greater number of teachers in a short amount of time.
- Oxfam could potentially have a greater impact by **focusing less on the Lead Schools approach**, which may be burdensome for some schools, and more on providing a structured framework and guidance for a greater number of schools.

### **Classroom Based Activity**

- Develop subject-specific resources beyond geography, maths and English and **extend to other subjects** and specific topic areas. Teachers could also perhaps be better signposted to subject-specific resources through a resource guidance document sent to a larger number of schools through direct contact or online portals.
- Schools contacted directly as part of the education programme could also be **given a resource navigation tool** in order that teachers can quickly and easily navigate and access resources on Oxfam's website.

### **Youth Ambassadors**

- The youth ambassadors model could **be rolled out in a greater number of schools** with a more distinct focus on providing guidance for schools and young people as well as more opportunities for external links. Schools should be encouraged to allow pupil ownership of group activities. The education and youth team has been developing a model in recent months to ensure that the Youth Ambassadors model is further expanded to a greater number of schools.

- Oxfam should **continue to make use of national and international contacts** in order that pupils can engage with the wider community, national level decision-makers and international schools.

### **Wider Programme**

#### **Oxfam team could provide additional support in helping to signpost teachers to resources.**

Summary flow diagrams of problems and solutions could also help teachers to implement use of resources, as it would save them time in understanding topics and therefore remove some of their preparation time.

From a broader Oxfam management perspective, **the team needs a period of stability in which to recreate its strategy and to focus on programme implementation**, and also to undertake CPD opportunities. We would expect a full strategy document to link back to the theory of change, and to incorporate a comprehensive assessment of programme aims, outcomes and activities.

There is a need for a more sophisticated communications strategy for targeting schools linked directly to the World Shapers strategy. The approach to schools has been piecemeal in the past and has varied according to changing objectives and internal restructures. **This approach should be linked back to the strategy** and should define numbers of schools, which schools are priorities, whether lead schools are the most appropriate use of the team's limited resources, etc.

**A monitoring, evaluation and learning strategy is needed urgently**, along with data collection mechanisms. Capturing data is essential in order to be able to measure future effectiveness.

Online resources appear to be the most important aspect of the Oxfam Education & Youth offer, and the area in which - in the face of limited resources - it is easiest for the team to provide support for schools. The team is unsure of exactly how these resources are being used, and could consider adding a short questionnaire which teachers are required to complete before downloading resources. **A version of the fuller survey used for this research could also be added to the website**, along with an incentive for teachers to complete it.

#### ***Consider producing the following ideas from Schools for Additional Activities/Resources:***

- Access to more topic-based resources at both primary and secondary level (and at the latter level, linking to broader subjects such as Maths or Design & Technology).
- Support for links into the local community and to wider world, including international links.
- Direct communication with subject heads in order to direct them to subject/topic-based resources.
- Greater resource availability targeted at primary schools - especially at Key Stage 1 - and at children with special educational needs.
- More videos made from children's points of view.
- Online games for primary level children.
- Resources which teachers are able to adapt quickly, for example PowerPoints which can be adapted.

- Training or guidance for navigation of Oxfam's website in order to be able to access resources quickly and easily.
- Linking schools together into some kind of global citizenship network at which they can share 'next practice'.

**3. Overall do the findings of the review concur with you own expectations or assessment of the project's effectiveness?**

Notwithstanding the acknowledged limitations of the review in terms of data collection, the findings and conclusions are generally consistent with what we knew or believed to be the strengths of the Education and Youth programme and the areas in need of further development. The recommendations also concur largely with the team's current direction of travel (i.e. with supporting whole-school approaches to global citizenship and expanding the youth ambassador programme).

The review has, in our view, made a fair assessment of the challenges that the Education and Youth team has faced in having to frequently re-evaluate its aims and strategies through successive restructures within the department in which it is housed. The review has been timely in that, having just emerged from a major organisational change process which rendered our previous delivery model untenable, the team is now in the process of redeveloping its programme strategy and accompanying communications strategy and monitoring, evaluation and learning systems, and relating these to the emerging, wider strategies of the new UK Policy, Programmes and Campaigns department.

**4. Did the review identify areas that were particularly strong in the project?**

The review found that the Education and Youth team "has been successful in meeting campaign objectives." This suggests that the team has been effective in reconciling educational and campaigning agendas amidst constantly shifting landscapes within both Oxfam and the formal education sector. This bears out the related finding that "the team has been resilient in the face of the various restructures and has proved itself to be adaptive."

The review affirmed the quality, relevance and usefulness of our educational resources for teachers and their role in enabling teachers to educate for global citizenship, even if there is a strong case (which we totally support) for undertaking more research into their net impact. We know that they are used and highly regarded by those who use them, but our knowledge of how they are used and how they impact upon learners' knowledge, understanding, values, attitudes and skills is, to say the least, sketchy, a situation reflected more widely in the global learning sector.

The review agreed with our assessment of the strong contribution of our Youth Ambassadors programme to develop skills for active global citizenship, and the potential to expand this scheme into many more schools. Also worthy of note is the report's recognition of the significant impacts of our whole-school approach to student outcomes in relation to their understanding of global poverty and their response. Implicit in all of this is the endorsement of the importance of our face-to-face support for schools, and explicit within the report was an affirmation of the high quality of this support. However, the review also correctly acknowledged that the team's capacity for such support had been diminished by the most recent organisational restructuring with the removal of two of the team's four regionally-focused posts.

## 5. Did the review identify areas that were particularly weak in the project?

The review highlighted the need for a full strategy for monitoring, evaluation and learning (MEL) which it perceived to be lacking. While individual projects are all monitored and evaluated against KPIs, this is fair assessment when it comes to evaluating effectiveness of specific approaches against our overall intended outcomes and impacts (especially with regard to educational outcomes). This is a highly complex field and knowledge on how best to do this is still in its infancy in the global learning sector at large, but the Education and Youth team is keen to make progress in this area and to establish suitable mechanisms for collecting meaningful evaluation data. It should be noted that the Education and Youth team had commenced developing a comprehensive approach to this challenge in July 2013 when the team had reached the point of needing specialist support and was also looking forward to the contribution that this effectiveness review could make to informing a full MEL strategy (particularly with regard to the impact of education resources). However, the team was frustrated in its ambitions in this area as the organisational change process announced in August 2013 threatened to upend the team's planning at the time and also led to an eight month hiatus in departmental support for MEL until the appointment of a departmental Performance Effectiveness Advisor in April 2014. The team is now in a position to move forward again on this and is fully committed to doing so. One of the anticipated benefits of the World Shapers programme as it becomes established is the opportunity it affords for more in-depth MEL around impacts of the Education and Youth programme's work upon students.

More specifically, the review highlighted the team's lack of personal data on individual website users which was judged to be an impediment to effective MEL (the team makes full use of website analytics but cannot relate that to any specific data about the identity of users). This is something the team could resolve easily if it was able to use webforms that write organisational data to Oxfam's CRM database. Unfortunately, the Education and Youth team has been persistently frustrated in its attempts to get this issue resolved by the relevant teams within Oxfam over the past two years. We have been continually told that the issue will be addressed but we have received no firm commitments as to when. The team is currently exploring alternative solutions involving teachers signing up as individual supporter contacts – this has some advantages but is likely to limit the amount of useful data we can gather around their professional interests and role.

The review also identified a need for 'a more sophisticated communications strategy for targeting schools linked directly to the World Shapers strategy', recognising that 'the approach to schools has been piecemeal in the past and has varied according to changing objectives and internal restructures.' This is a point that is well-made and well-received. The quality of the team's communications is generally high, as is the quality of the 'products' it has developed, but the team recognises that there is a challenge to be addressed in developing a communications strategy that enables the team to deepen schools' engagement from the point of initial contact and to make tough choices over which audiences and projects to prioritise. This relates closely to the review's point that the team needs time and a period of stability in which to recreate and embed its programme strategy. Unsurprisingly, therefore, the team has not always found it easy to translate its sophisticated strategic analysis into coherent, long-term detailed strategic planning. As the review acknowledges, the frequency with which the team has had to re-evaluate its position and aims in recent years, due to internal as well as external factors, has impacted upon its confidence in making confident, long-term decisions on strategy. The Head of Education and Youth recognises

that the team has been caught trying to serve at least two masters – the needs of teachers and the (multiple and differing) needs within Oxfam. Both need to be held together and the team has become adept at reconciling the two in creative and fruitful ways (as this review demonstrated). However, both masters stand on continually and rapidly shifting sands, with the unprecedented pace of change in formal education policy since 2010 and four strategic change processes affecting the department that houses the education and youth team between 2008 and 2014. The Head of Education and Youth also recognises that this has encouraged a tendency to ‘hedge bets’ when it comes to strategy which has also played into the team’s ambitious tendencies and desire to broaden and deepen schools engagement with global citizenship across the board. Having come into post in February 2013, and facing a major restructuring exercise within his first six months, the Head of Education and Youth was reluctant to rush into hasty strategic decisions but now that the dust appears to be settling both internally and externally, he feels in a much stronger position to lead the team in developing a more sharply defined, ‘hard-headed’ programme strategy which in turn will inform a more focused and consistent communications strategy. That said, these strategies still need to strike the appropriate balance between detail on the one hand and the need to remain flexible and responsive to change and new opportunities on the other. Moreover, it requires the period of internal stability called for by this review to allow the Education and Youth team to develop strategy with confidence and a long-term view. The organisation’s commitment to a consistent long-term focus on inequality and climate change over the long-term bodes well for enabling this to happen.

## 6. Summary of review quality assessment

The quality of the review is mixed, but weaknesses are due mainly to the lack of data that could be obtained within a very tight time schedule. In fairness to the reviewers, even with limited data, they succeeded in getting ‘underneath the bonnet’ and finding their way around quite a complex programme, and highlighting strengths, weaknesses and pertinent issues. It is difficult to see how, within the constraints of the review and the available data, they could have done much more. However, those constraints did impact upon the quality of the research and, by extension, the findings. It felt very rushed, condensed into a seven week period which coincided with school holidays and the early summer term when schools and teachers tend to focus more on exam preparation. Given that we first received notice of this review in May 2013, this seemed unfortunate, although we acknowledge that the organisational change processes of late 2013 had much to do with the delay in the commissioning of the review team.

## 7. Main Oxfam follow-up actions

By April 2015, the Education and Youth team will:

- Develop the Education and Youth programme strategy for 2015-18
- Develop a communications strategy, linked to the overall Education and Youth programme strategy for 2015-18
- Develop a marketing and communications strategy for promoting our Youth Ambassador scheme to schools throughout England.
- Identify additional partnerships that could support the expansion of the Youth Ambassadors programme to more schools.
- Add optional questionnaire to Oxfam Education website for teachers downloading resources
- Develop a Community Ambassadors project plan in partnership with Trading Division
- Determine the desirability of producing a resource guidance document and / or a resource navigation tool, and if this is judged to be worthwhile, develop a project plan for its completion and dissemination
- Investigate the case for and against running annual global citizenship conferences for teachers and school management and make a decision accordingly
- Consider the case for and against, and the practicalities of, requiring teachers to either complete a questionnaire or submit personal data for future communication purposes prior to downloading resources

On an ongoing basis it will:

- Continue with existing plans to promote and develop the World Shapers programme to schools, using the whole-school World Shapers framework as a focus for integrating global citizenship into whole school and class-based activities
- Continue producing subject specific resources subject to team capacity
- Increase (subject to available budget) video resources featuring young people from 2015 onwards
- Ensure that the Education and Youth Team resources planning group reviews the case for producing more topic-based resources for primary and secondary resources while continuing the work it has already done to assess opportunities for developing a wider range of subject specific resources, in the light of the 2015-18 programme strategy

## 8. Any conclusions/recommendations Oxfam does not agree with or will not act upon

### **Recommendation 2: International partnerships with schools are highly effective at engaging school management, teachers and pupils in global citizenship and should be a key feature of any engagement with schools.**

We share the reviewers' judgement that international school partnerships are effective in engaging school management and teachers. However, Oxfam does not have the infrastructure at a country programme level (let alone relationships with schools in our programme countries seeking a UK partner school programme work involving schools) to make this feasible. Furthermore, genuine international partnerships come with high transaction costs and even if we were to have the infrastructure and relevant links to schools to facilitate these, they would constitute a huge drain on country programme staff whose priorities quite properly lie elsewhere. In any case, effectiveness for engagement purposes is not the same as effectiveness for learning purposes, and the review team may not have been aware that there is considerable research that demonstrates that the link between international school partnerships and high quality global learning and global citizenship outcomes is far from straightforward (see, for example, the Development Education Research Centre's 2014 Research Paper, 'School Linking and Global Learning – Teachers' Reflections). Hence, through our resources and World Shapers programme, we will continue to support schools where possible to maximise the educational value of the international school partnerships that they have developed through alternative channels, while continuing to explore the possibilities of forging closer links to Oxfam's very limited education programme work in the Global South. We will also continue to make available our existing teachers' guide on building successful school partnerships.

### **Recommendation 3: Oxfam speeches in schools are very effective at raising awareness of global citizenship issues and speaking tours could be introduced as an essential element of Oxfam's offer.**

The important point to take away from this is that schools value face-to-face in-school support and the expertise that Oxfam offers on global citizenship issues. At one level we *will* act upon this recommendation in as much that we will continue to provide informative and inspirational presentations to staff and students where these help to further the aims of World Shaper schools, and we are also developing an Oxfam speaker scheme to enable us to meet the demands from schools and other community organisations for basic presentations about Oxfam and the issues on which it works. However, outside of the World Shapers framework, we do not have the staff capacity to visit schools across the country to talk to students at the level we think is being envisaged here. Furthermore, it is questionable as to how effective such speeches can be in isolation from a broader programme of engagement and support. Moreover, it is our view is that, in the majority of cases, it is a more strategic and sustainable use of resources to be equipping teachers to raise awareness of global citizenship issues themselves. In any case, the potential of a speaking tour to inspire further engagement also has to be balanced with a concern for ensuring that a focus on 'expert speakers' does not undermine our core belief that global citizenship education should, by necessity, be a very 'hands-on' participatory learning experience for young people.

**Recommendation 6: Develop subject-specific resources beyond geography, maths and English and extend to other subjects and specific topic areas. Teachers could also perhaps be better signposted to subject-specific resources through a resource guidance document sent to a larger number of schools through direct contact or online portals.**

This is not so much a disagreement but a very cautious welcome. We agree with the spirit of this recommendation, and we have been developing more subject-specific resources in association with relevant subject associations over the past 18 months. However, while we will always be open to suitable opportunities across the entire subject range, we do need to prioritise and it is difficult to see from this review the rationale for prioritising, say, Design and Technology or Art at the possible expense of Geography, Maths and English, or more assembly plans for use by school leaders. We do intend, however, to explore further the idea of produce clearer guidance for teachers that signposts our subject specific resources.

**Recommendation 15: Consider producing the following ideas from Schools for Additional Activities/Resources:**

Far from saying we will not be acting on any of these ideas, we express an interest in developing many of these further and some already feature in our programme in a limited way. Many may seem highly desirable to schools and to Oxfam but many also require significant financial or human resources and therein lies the rub. There are also other significant organisational constraints that militate against the development of some of these ideas. The notes below explain our position for each idea suggested.

- **Access to more topic-based resources at both primary and secondary level (and at the latter level, linking to broader subjects such as Maths or Design & Technology).** Decisions on this will be guided by programme strategy and capacity considerations. However, we have already broadened our appeal this year with resources specifically for English, Maths, and Music and we are also exploring the potential for collaborating with the National Association of Teachers of Religious Education (NATRE) to adapt some of our existing content for RE teachers.
- **Support for links into the local community and to wider world, including international links.** For reasons explained above, our support for international links is limited to providing ideas and guidance on projects that can maximise high quality global learning, rather than supporting the development of partnerships between schools at an operational level. Our World Shapers programme provides structured support for extending schools' links into the local community.
- **Direct communication with subject heads in order to direct them to subject/topic-based resources.** This has long been a high priority for the Education and Youth team but to gather our own data (i.e. sign-ups) on subject heads requires web-forms that can write organisational contexts to Oxfam's CRM database (Ascent). The Education and Youth team has been requesting action on this for the last two years but we have yet to receive a date for when this issue will be resolved. In the meantime, where appropriate and possible, we can pay for mailing houses to send relevant Oxfam communications to their database of subject heads, but this costs £1500 or more each time. In the meantime, the best we can do is continue building links with subject associations so that we can at least communicate with more subject heads indirectly.
- **Greater resource availability targeted at primary schools - especially at Key Stage 1 - and at**

**children with special educational needs.** There are powerful educational arguments for supporting work on values and attitudes at Key Stage 1, and we are currently scoping a new resource for this age group but future development of this area this needs to be balanced against where we can make most impact with our resources. Likewise, there are strong arguments for increasing our provision for children with special educational needs and we have already made a conscious effort to increase our provision in this area, with an SEN version of our Water Week resources already online and SEN versions of our Stories from Haiti and Everyone Counts resources at an advanced stage in the pipeline (thanks to the generous pro-bono support of an SEN specialist). However, future expansion of our SEN provision has to be balanced against capacity considerations and the knowledge that teachers are already adept at adapting our resources to some extent.

- **More videos made from children's points of view.** This sounds like it should be easy but is surprisingly difficult in practical terms, especially when capturing the views of children in the Global South, and also presents significant (although not insurmountable) challenges in terms of compliance with Oxfam's child protection policy. They can also be very expensive to produce and to do this on any scale would require more project funding. However, we too see such videos as a highly desirable component for future resources and will, where possible and appropriate, build this into resource development plans and applications for funding from external sources.
- **Online games for primary level children:** These are very expensive to develop and would require significant additional project funding, either from within Oxfam or from external funders. As and when we identify an opportunity to develop an online game that further's Oxfam's aims and is attractive to funders then we will actively pursue this idea.
- **Resources which teachers are able to adapt quickly, for example PowerPoints which can be adapted.** All of our PowerPoints are written and formatted so that they can be easily adapted. We agree that there are times when we could just produce the basic materials (e.g. photosets/case studies) for teachers to use and adapt without full lesson plans, and we plan to do this more in the future.
- **Training or guidance for navigation of Oxfam's website in order to be able to access resources quickly and easily.** We judge that is unlikely that training on how to navigate an external website will be widely taken up by teachers, and we are a little puzzled as to what more we can do to make the Oxfam Education website's search function easier to use. Nevertheless, we will explore how we can make this even more user-friendly and whether a short guide will help and will develop subject specific guides listing relevant resources.
- **Linking schools together into some kind of global citizenship network at which they can share 'best practice':** This has always been an aspiration of the Education and Youth team, and is integral to the World Shapers concept which links schools together at a local level. It would be wonderful to build such links at national and international levels. However, in practice, establishing large new communities of practice is notoriously difficult, and our experience has been that it is more effective to go to where teachers are already congregating (online or offline) around their priority interests rather than expect any more than a few committed enthusiasts to join and sustain a vibrant network framed around an Oxfam agenda.

**9. What learning from the review will you apply to relevant or new projects in the future? How can the regional centre/Oxford support these plans?**

The review has affirmed the importance of subject specific educational resources and this will continue to inform all decisions taken on the development of our resources. However, the review has also highlighted how difficult it is to evaluate the impact of our resources in the absence of suitable mechanisms to collect user data and we will, as a matter of course and urgency, investigate ways of improving our capacity to collect this data. Depending on the nature of the data required, however, this may require more urgent cooperation and support from relevant teams within Oxfam House in addressing the outstanding issue of having webforms that work for organisational contacts.

Given our very limited capacity and budget, we would particularly value additional support from the Programme Strategy & Impact Team in undertaking an in-depth study into the impact of our resources which could then be used to inform our ongoing MEL in this area.

**10. Additional reflections**

It is important to note that whilst this review has made some general conclusions and recommendations at a programme-wide level, it did not set out to be a comprehensive overview of the programme's work. Many areas of the team's work – from the way in which we further our aims through the DFID-funded Global Learning Programme to our development of active global citizenship projects for schools - have been untouched by this review as they were not prioritised within the original terms of reference. The review has tested three assumptions which relate to key areas of its impact that the team wished to learn more about, and in so doing has generated many useful insights that have wider application. We are grateful to the review team and the Programme Strategy and Impact Team for their support in developing our learning throughout this process.