BRITISH COUNCIL

Schools Connect

—

MEL Support Learning Report

September 2024

Cover Note for IATI Publication

This evaluation was completed for the Schools Connect Global Programme in September 2024. This programme was a predecessor to the Schools Connect UK programme, which is in its inception phase in February 2025. The original report therefore contained some recommendations no longer relevant to the new Schools Connect UK programme. The report has been updated to remove these sections where feasible.

Subsequent evaluation reports for the Schools Connect UK will be published as they become available.

Schools Connect MEL Support Learning Report

September 2024

Ilya Cereso, Jessica Bruce

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1 Introduction

1.1 Purpose and objectives of the report

The British Council commissioned Ipsos UK to provide monitoring, evaluation and learning (MEL) support to the Schools Connect (SC) programme. This support has included three deep-dives in Iraq, Pakistan and Zimbabwe, aiming to:

▪ Assess the extent to which each selected country has been able to adapt Schools Connect outcomes and apply them effectively in the local context;

▪ Provide an overall assessment of the extent to which SC programme outcomes (especially intermediate and long-term outcomes) have been achieved in the local context;

▪ Provide learnings and recommendations to enhance programme quality and impact.

The findings will be used by the Schools Connect Global Team to enhance the programme going forwards and to inform the design of future iterations of the programme.

This Learning Report synthesises the findings of the three deep-dive assessments, and highlights key learnings that can be used to improve the quality of the programme and maximise impact going forwards. The findings from the individual deep-dive assessments are included in the country-level deep-dive reports.

1.2 Summary of deep dive questions

As set out in the Inception Report, three overarching questions structured the deep-dive assessment, with additional sub-questions providing more detailed lines of enquiry. The overarching questions and key sub-questions are summarised below, with the full list of assessment questions included in Annex 1.

1. To what extent has [country] adapted the Schools Connect outcomes and applied them effectively in the local context?

    − 1.1 What outcomes are included in the intended objectives of schools work in [country].

    − 1.2 How has [country] adapted these to suit the country context?

    − 1.3 Where outcomes have been adapted, to what extent do they retain sufficient fidelity to the programme ToC to allow for cross-country comparisons?

1. To what extent have programme outcomes (especially intermediate and long-term outcomes) been achieved in the local context?

    − 2.1 To what extent has the Schools Connect programme influenced system and school level policies through research and insight?

    − 2.2 To what extent has the Schools Connect programme strengthened systems and institutions through policy engagement and advocacy?

− 2.3.[1] To what extent has the Schools Connect programme supported systems, institutions and individuals to benefit from internationalisation?

− 2.4. To what extent has the Schools Connect programme promoted the improvement of teaching and learning practices and supported students to become more globally aware and competent?

2. What usable learning from implementation so far exists for enhancing programme quality and impact?

− 3.1 How could the [country] team improve research and insight activities and generate stronger outcomes?

− 3.2 How could the [country] team improve policy engagement and advocacy activities and generate stronger outcomes?

− 3.3 How could the [country] team improve partnerships and institutional exchange and generate stronger outcomes?

− 3.4 How could the [country] team improve capacity building and resource generation activities and generate stronger outcomes?

1.3 Methodology

1.3.1 Selection of countries

During the inception phase, the British Council suggested conducting the deep-dives in Pakistan, Zimbabwe and Iraq according to internal priorities and feasibility for data collection.

The selection of these countries covered:

▪ Different geographies, covering the three key regions of Sub-Saharan Africa, South Asia and Middle East and North Africa;

▪ Different levels of investment and activity: there is variation between the three countries, as Pakistan and Zimbabwe have higher levels of investment (£250k per year and £246k per year respectively) and are categorised as high activity and Iraq has a medium level of investment (£60k per year) and is categorised as medium activity.

▪ A range of SC implementation approaches: in Pakistan delivery has involved face-to-face, blended and digital models and has involved the co-creation of school leadership standards; in Zimbabwe they are using a blended approach involving in-person sessions, webinars and a reflection day with school leaders; in Iraq they are using face-to-face training, webinars and school-based implementation.

▪ SC themes: the majority of SC themes are covered between these three countries;

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[1] To note, questions 2.3 and 2.4 were included but not an area of focus of the deep-dives in Pakistan and Zimbabwe, as internationalisation and becoming more globally aware were not priority themes or objectives here.

1.3.2 Design

Once the three countries had been finalised, we prepared a detailed plan for each country. We tailored the assessment questions to the country implementation context. The plans also included the methods of data collection including the audience, approaches, and the timeline of activities. The plans were developed in consultation with the respective Country Office and were tailored to the specific context and needs of each country.

1.3.3 Summary of fieldwork conducted

Primary data was collected via in-depth interviews conducted remotely using Microsoft Teams and phone calls between June and August 2024.

These interviews were undertaken with a variety of stakeholders, and the discussions in these sessions were guided by the assessment questions to ensure relevant data was gathered.

The data collection activities within the three countries are summarised below:

- Iraq: eight interviews were conducted with stakeholders including four education policymakers, two British Council Country Office staff members, and two school leaders. Analysis of two programme documents was conducted.

- Pakistan: six interviews were conducted with stakeholders including two education policymakers, one British Council Country Office staff member, and one School Leader. Analysis of school leader, teacher, international activities and policymaker survey findings and six programme documents was also conducted

- Zimbabwe: three staff interviews were conducted, alongside analysis of four programme documents. Analysis of Schools Connect survey findings was not undertaken due to low response rates meaning findings would not be robust and respondents' anonymity could have been compromised.

All interviews took place online.

1.3.4 Analysis

The deep-dive reports primarily drew on qualitative thematic analysis to identify findings and respond to the assessment questions. For the Pakistan deep-dive, quantitative analysis of the survey findings was also conducted, based on an exercise we conducted mapping the survey questions to the assessment questions.

For this Learning Report, we conducted a qualitative exercise to synthesise the findings from across the deep-dives. We used the overarching assessment questions as the basis for our analysis, seeking to highlight shared findings as well as useful country-level findings. We have included findings that we believe to be the most useful for the British Council to improve the quality of the programme and maximise the future impact of Schools Connect. Our analysis aligns with the key programme themes covered by these three countries: Inclusive Schools and Climate Change and Sustainability Education.

1.4   Limitations

In terms of limitations, the findings included in this report are based on mixed methods research, rather than an impact evaluation methodology which would allow for a more robust assessment of outcomes and impacts, as well as testing the programme theory in each country. We have limited findings on the

impact of the programme in the three countries due to the programme only being rolled out in early 2023. Where possible, we have looked at the linkages between outcomes and expected impacts to understand to what extent the British Council is on course to achieve these.

Limited survey data was available for analysis, and it was only possible to conduct survey analysis for the Pakistan deep-dive. Ideally a range of data sources would have been available in each country to allow for effective synthesis and to provide more robust findings.

It should be noted that in Zimbabwe, the Ministry of Education did not provide approval for the deep-dive to take place with policymakers and school stakeholders. This meant Ipsos and the British Council agreed for the assessment to be a reduced deep-dive based on staff interviews and desk review of programme materials.

2 Deep-dive assessment findings

2.1 Adaptation of Schools Connect outcomes and effective application in the local context

This section discusses how SC outcomes from the SC Theory of Change (ToC) designed by Learn More have been adapted in the three countries and to what extent the refined outcomes align with the overarching ToC to allow for cross-country comparisons, drawing upon examples and case studies from the fieldwork.

2.1.1 What are the specific outcomes that have been included in the intended objectives of the Schools Connect work in the deep-dive countries?

There is significant overlap in the outcomes and objectives of the Schools Connect programmes in the three countries.

The outcome strand of 'Enhanced educator capacity development' aims to promote the improvement of teaching and learning practices in the UK and internationally, and support students to become globally aware and competent. This is the **most relevant outcome strand** to implementation in these three countries and was reflected in the programme objectives across the three countries. This indicates that this outcome strand tends to be highly relevant to countries and aligns with local priorities:

- In Iraq, the SC Country Plan prioritised **enhancing the capacity of school leaders and teachers**, specifically focusing on climate change and sustainability education. This was achieved through workshops designed to equip educators with the necessary knowledge and skills to teach these topics effectively. The programme also responded to the objective of **supporting students to become more globally aware and competent** through integrating climate change education into the curriculum and fostering interactions between British and Iraqi schools.

- In Pakistan, the primary focus was developing the **capacity and resources for educators**, aiming to enhance the **knowledge, skills, and confidence of teachers and school leaders** in the area of inclusive education.

- In Zimbabwe, the programme has a planned outcome of **effective gender-responsive and inclusive teaching and learning practices** being implemented in target schools, as well as an outcome of **school policies and systems** for identifying and responding to gender inequality being effective. The programme also aims to improve **teaching and learning outcomes**, especially for girls, through gender-sensitive policies and practices. This includes enhancing retention, confidence, and success in school, as well as access to tertiary education and employment opportunities. This links to the sub-result of **young people gaining international knowledge**, skills and experience.

To a lesser extent, the outcome strand of **policy engagement and advocacy** is another key area of focus in the three countries. This strand seeks to strengthen systems and institutions through policy dialogue, advocacy, technical assistance and engagement.

- In Iraq, the programme aimed to engage policymakers in the education sector, seeking to influence policy through **active engagement and advocacy** efforts.

- In Pakistan, while not a primary focus, the programme included activities that provided policymakers with opportunities to engage in **global educational dialogues**.

- In Zimbabwe, although not explicitly mentioned in the ToC, the programme included engagement with the Ministry of Primary and Secondary Education (MoPSE) to gain support for SC activities and promote the British Council's **educational agenda**.

Finally, the outcome strand of **internationalisation of schools** was reflected in Iraq. This strand seeks to support systems and institutions through policy dialogue, advocacy, technical assistance and engagement. By forming partnerships between Iraqi and UK schools, the programme sought to expose both students and educators to **diverse educational practices** and cultures, thereby promoting the internationalisation of schools.

The outcome strand of **research and insight**, which aims to position the British Council as a thought leader on the Schools Connect thematic areas through evidence based research, was not reflected in implementation in the deep-dive countries.

2.1.2 How have the deep-dive countries adapted these outcomes to address the identified gaps?

The three deep-dive countries have unique contexts and face diverse challenges, ranging from the recent challenges of conflict and instability in Iraq; to the complex education landscape in Pakistan where school leadership is inconsistent in quality and gender enrolment gaps remain; to the disparities faced by girls and pupils in rural areas, gender imbalance in school leadership and economic challenges experienced in Zimbabwe.

To address the identified gaps in their respective educational contexts, the Country Offices in the three countries have adapted the outcomes of the Schools Connect (SC) programme. This has either been led by the Country Office, or conducted by external evaluation suppliers, and involved drawing on the overarching SC ToC to design the in-country programme objectives. This adaptation has been carried out in several key ways.

Firstly, the Country Offices in Pakistan and Zimbabwe have adapted the SC outcomes to address **identified gaps in leadership**. In Pakistan, the programme identified that headteachers lack performance evaluations and leadership standards, affecting school leadership quality. Consequently, the programme aims to enhance educational practices and quality through offering continuous professional development for school leaders and teachers, integrating inclusivity training and leveraging technology. In Zimbabwe, the Leading Learning for Gender Equality programme has been tailored to drive gender-responsive and inclusive teaching practices. This includes challenging traditional gender perspectives among school leaders and empowering teachers to implement gender-sensitive pedagogy.

Linking to this, both countries have also sought to adapt their outcomes to **address issues relating to gender equality and inclusion**. In Pakistan, addressing gender disparities is a significant focus. The programme targets girls' education, particularly in rural areas, with 80% of the selected schools being girls' schools. It also incorporates gender-sensitive content into training, aiming to create equitable learning environments and improve female enrolment and completion rates. In Zimbabwe, the programme aims to create environments for girls that encourages attendance and mitigates drop-outs, with a focus on improving girls' academic performance through engaging teaching practices. The programme also particularly targets schools with the highest needs, often in rural areas, to address **resource disparities**.

In Iraq, the SC outcomes have been adapted to address **climate change needs and policy gaps**. Recognising climate change as a significant issue, the programme prioritises increasing awareness and support schools to take action to address climate change challenges. This includes building awareness among policymakers about the relevance of climate change to education. Given the knowledge-based nature of the Iraqi curriculum, the programme also engages policymakers to **influence educational policy** and agendas, aiming to shift towards a more skills-based curriculum. Finally, to address the issue in Iraq that teachers do not always receive training to teach the new curricula, the British Council provides training aligned with the current curriculum, ensuring teachers have the **confidence and skills to teach effectively**.

By adapting their outcomes to address these specific gaps, the SC programmes in Pakistan, Zimbabwe, and Iraq are **better positioned** to meet the **unique challenges** of their educational contexts, ultimately aiming to improve the quality of education and support more inclusive and effective learning environments.

2.1.3 Given the unique adaptations in the deep-dive countries, do the adapted outcomes still retain fidelity to the programme's Theory of Change to allow for cross-country comparisons?

Across the three deep-dives, there is evidence that the adapted outcomes still retain fidelity to the overarching ToC, allowing for cross-country comparisons.

The Country Offices in Iraq, Pakistan and Zimbabwe have emphasised the outcome of **enhancing educator capacity** in their programme design**.** The fact that all countries have chosen this outcome is a key enabler for effective cross-country comparisons. It allows for analysis of how different **themes** can be integrated into activities to enhance educator capacity, as well as analysis of how the outcome can be adapted in **different contexts**. While these in-country adaptations still align with the overarching SC ToC, it may be challenging to compare these three countries to other countries which focus on other outcomes, such as internationalisation of schools.

Another potential concern relates to **sufficient coverage** of other outcomes across the programme. If the majority of British Council offices structure their programmes around enhancing educator capacity, other outcomes and components will not be addressed, meaning it is unlikely that all the sub-results will be achieved across the global programme.

The main sub-result addressed through implementation in the three countries is supporting system reform and development in partner countries, with some focus on the sub-result of young people gaining knowledge, skills and experience. Additional analysis of implementation across the global programme is needed to assess whether the other two sub-results are adequately addressed.

2.2 Achievement of programme outcomes

This section summarises to what extent planned programme outcomes have been achieved across the three countries.

2.2.1 To what extent has the Schools Connect programme influenced system and school level policies in the deep-dive countries?

To note, originally, this deep-dive question was phrased as *To what extent has the Schools Connect programme influenced system and school level policies through research and insight?* However, as highlighted by the British Council Global Team, research and insight is an emerging area for Schools Connect. We found limited evidence of the British Council Country Offices aiming to influence system

and school level policies through research and insight, but there was a lot of useful evidence relating to how other activities have been utilised to influence system and school level policies, discussed below.

Across the three deep-dive countries, the SC programme has significantly influenced school-level policies by **enhancing leadership skills and promoting inclusivity**. The programme has played a crucial role in redefining the role of school leaders. In all three countries, the focus has shifted from administrative responsibilities to a more **comprehensive role** that includes setting the school ethos and supporting both teachers and students. School leaders now understand their central role in improving teaching and learning experiences and fostering an inclusive school environment.

The programme in Zimbabwe and Pakistan has also emphasised inclusive education in schools, addressing the needs of students with special educational needs (SEND) and those from disadvantaged socio-economic backgrounds. This has resulted in more **inclusive school policies and curricula**. Teachers have been trained to develop differentiated lesson plans and adopt diverse teaching methodologies to cater to various student needs, making the classroom environment more accessible and engaging.

 Gender equality has been a central theme in Zimbabwe and Pakistan, with efforts to challenge traditional gender roles and create **gender-sensitive and responsive learning environments**. This has led to increased **participation** of girls in non-traditional subjects and roles, fostering a more equitable learning environment. School leaders have revised their **vision and mission statements** to reflect these inclusive values, promoting a culture of gender equality within schools.

The Schools Connect programme has also influenced **system-level policies** by **engaging policymakers and advocating for educational reforms**. The programme has actively engaged with education departments and ministries to develop and advocate for policies that support inclusive and sustainable education. In Pakistan, the co-creation of leadership standards with education departments aimed to upskill school leaders and promote inclusive education. In Zimbabwe, the programme has informed the Ministry's understanding of effective school leadership and gender training, indicating a broader system-level effect. In Iraq, the integration of climate change education into the curriculum has garnered substantial support from the Ministry of Education, leading to the development and adoption of policies that mandate the inclusion of climate change and sustainability topics.

2.2.2 To what extent has the Schools Connect programme strengthened systems and institutions in the deep-dive countries through policy engagement and advocacy?

As outlined above, policymaker engagement and advocacy has been utilised to influence system level-policies, and strengthen systems and institutions.

The SC programme has supported the development of **leadership standards** and providing **training** to school leaders. This has been particularly evident in Pakistan, where leadership standards were co-created with education departments to formalise the roles and responsibilities of school leaders. The focus on capacity building has **empowered** school leaders to support inclusive education more effectively, thereby strengthening the educational system.

SC has also facilitated **international policy dialogues** and study tours, providing policymakers with opportunities to engage with diverse perspectives globally. This has been a key strategy in Pakistan and Zimbabwe, where policymakers have participated in British Council conferences and study tours. These interactions have informed **policy development and fostered collaboration** with like-minded ministers, contributing to the strengthening of educational institutions.

Endorsements from high-ranking ministry officials have also bolstered the programme's **credibility** and **access** to schools. In Zimbabwe, the programme has been praised by the Minister of Primary and Secondary Education, highlighting its importance in promoting gender equality and improving learning outcomes. This high-level support has been crucial for gaining access to schools and ensuring the programme's successful implementation.

Finally, the SC programme has actively engaged with policymakers to **advocate** for the inclusion of **new educational topics and priorities**. In Iraq, collaboration with policymakers has allowed the Country Office to advocate for the integration of climate change education into the curriculum. The programme has facilitated discussions to ensure that climate change and sustainability topics are prioritised within the educational agenda. This engagement has helped align the programme's objectives with broader policy goals, thereby strengthening the educational system.

2.2.3 To what extent has the Schools Connect programme supported systems, institutions, and individuals in the deep-dive countries to benefit from internationalisation?

There was some evidence of SC supporting systems, institutions and individuals to benefit from internationalisation in Iraq and Pakistan, although this outcome was less of a priority than the others discussed here. In Zimbabwe, internationalisation is not a key theme or area of focus.

The SC programme has provided stakeholders and school staff with opportunities to engage with **diverse perspectives** from around the world. This has been particularly beneficial in Pakistan, where evidence indicates that stakeholders often focus on adhering to government guidelines, limiting their exposure to global educational trends. Engaging with British Council interventions has reportedly broadened their **understanding of the global education landscape**, making them more likely to create resources and training that align with international standards.

In Pakistan, the programme has incorporated expertise from both international and local trainers, with one stakeholder reporting that this has supported the training programmes to benefit from a **global perspective**. This supports the goal of internationalisation by providing participants with a well-rounded view of educational practices.

While international partnerships are not a focus in any of the three countries, there have been a small number of school partnerships in Iraq which have facilitated **knowledge sharing** and supported participating schools to benefit from internationalisation. However, there are challenges associated with international collaboration, with the English partner schools not always having sufficient time for the partnership. Some stakeholders also highlighted the need that the language barrier between students posed a barrier to effective communications, with concerns that focusing on English may limit engagement to a small group of students.

2.2.4 To what extent has the Schools Connect programme promoted the improvement of teaching and learning practices in the deep-dive countries and supported students to become more globally aware and competent?

By providing continuous professional development, shifting to student-centred learning, and integrating global issues into the curriculum, the programme has contributed to creating more **inclusive** and globally **connected** education systems. These efforts should ultimately improve the quality of education and foster a more proactive and globally aware student body. As noted in the limitations, the deep-dives did not include research with students, therefore findings are based on feedback from stakeholders and staff.

Continuous professional development for teachers has been a key component of the SC programme. In Pakistan, well-structured workshops and ongoing communication with trainers have been noted as beneficial. Similarly, in Iraq, the cascade model of training has facilitated the broad dissemination of knowledge, enhancing **teaching practices**. The training has also encouraged a shift from traditional, teacher-centred methods to more engaging, student-centred approaches. This change has been particularly noted in Pakistan, where teaching practices have moved from textbook-based learning to applying real-world concepts, thereby increasing student confidence and understanding.

In Zimbabwe, the promotion of **gender-sensitive pedagogy** has improved teaching practices. Staff reported that teachers have become more assertive, taken on facilitator roles, and encouraged participation from all students, contributing to a more inclusive learning environment.

In terms of supporting students to become more globally aware and competent, the SC programme in Iraq has facilitated **international connections**, exposing students to different educational practices and cultures. This has reportedly broadened students' global perspectives and promoted a more inclusive mindset.

The integration of climate change education into the curriculum has been a significant focus in Iraq. This has not only enhanced students' **understanding of global issues** but also spurred proactive measures and behavioural changes to combat climate change. Students have engaged in activities such as producing educational materials, participating in gardening competitions, and adopting conservation efforts.

4 Conclusions and recommendations

4.1 Conclusions

The SC programme has **successfully adapted its outcomes** to address **specific educational challenges** in the deep-dive countries. Despite the varied contexts, there is a consistent focus on **enhancing educator capacity development**, which aligns with local priorities and the overarching ToC. This outcome has been adapted to address gaps in leadership, gender disparities, and inclusion needs in Pakistan and Zimbabwe, and to focus on climate change education and policy engagement in Iraq. The adapted outcomes retain **fidelity to the programme's ToC**, allowing for cross-country comparisons, although there is a risk that if other countries are also focusing predominantly on enhancing educator capacity, it may limit the achievement of other outcomes and sub-results across the global programme.

SC has made notable progress in achieving its intended outcomes across the deep-dive countries. Firstly, the SC programme has influenced system and school-level policies through focusing capacity building and policymaker engagement.

- **Leadership and inclusivity:** The SC programme has played a pivotal role in redefining the role of school leaders, shifting their focus from administrative tasks to setting the school's ethos and supporting both teachers and students. This has led to more inclusive school policies and curricula, particularly addressing the needs of students with SEND and those from disadvantaged socio-economic backgrounds. The programme has encouraged a shift from traditional, teacher-centred methods to more engaging, student-centred approaches, thereby increasing student confidence and understanding. The promotion of gender-sensitive pedagogy has improved teaching practices, with teachers adopting diverse methodologies to cater to various student needs, making the classroom environment more accessible and engaging.

- **Policy engagement and advocacy:** The SC programme has actively engaged with education departments and ministries to develop and advocate for policies that support inclusive and sustainable education. The development of leadership standards and the formalization of roles and responsibilities have empowered school leaders to support inclusive education more effectively. Collaboration with policymakers has led to the integration of new educational topics and priorities, such as climate change education, into the curriculum. This engagement has helped align the programme's objectives with broader policy goals, thereby strengthening the educational system.

The SC programme has strengthened educational systems and institutions through various policy engagement and advocacy activities.

- **Capacity building and leadership standards:** The development of leadership standards and training for school leaders have provided a clear framework for school leadership, enhancing the overall quality of education and empowering leaders to support inclusive education effectively. Endorsements from high-ranking ministry officials have bolstered the programme's credibility, facilitating access to schools and ensuring successful implementation.

- **International policy dialogues and study tours:** The programme has facilitated international policy dialogues and study tours, providing policymakers with opportunities to engage with diverse perspectives globally. These interactions have informed policy development and fostered

collaboration with like-minded ministers, contributing to the strengthening of educational institutions.

While internationalisation was not a primary focus in all countries, the SC programme has provided stakeholders and school staff with opportunities to engage with global perspectives.

- **Exposure to global perspectives:** The programme has broadened the understanding of the global education landscape among stakeholders and school staff, encouraging the creation of resources and training that align with international standards. This has facilitated knowledge sharing and promoted a more inclusive mindset.

- **Challenges and barriers:** Language barriers and connectivity issues have been identified as potential obstacles to effective international collaboration. These challenges need to be addressed to maximise the benefits of international partnerships and exchanges.

The SC programme has promoted the improvement of teaching and learning practices through continuous professional development and the integration of global issues into the curriculum.

- **Professional development and student-centred learning:** Continuous professional development for teachers has been a key component of the programme. The training has facilitated a shift from traditional, teacher-centred methods to more engaging, student-centred approaches, enhancing teaching practices and increasing student confidence and understanding.

- **Supporting students to become globally aware and competent:** The integration of global issues into the curriculum, such as climate change education, has enhanced students' understanding of global challenges. This has spurred proactive measures and behavioural changes among students, fostering a more globally aware and competent student body.

The Schools Connect programme has demonstrated its potential to drive significant improvements in educational practices and policies in diverse contexts. By implementing the key learnings and recommendations from the deep-dive assessments, the programme can enhance its impact, support more inclusive and effective education systems, and ultimately contribute to the global goal of improving educational outcomes for all students. Continued adaptation, robust MEL activities, and strategic stakeholder engagement will be crucial to the programme's ongoing success and scalability.

Annex 1 Deep-dive assessment questions

The table below summarises the deep-dive assessment questions.

Table 4.1: Deep-dive assessment questions

Overarching research questions	Sub-questions	
1. To what extent has [country] adapted the Schools Connect outcomes and applied them effectively in the local context?	1.1 What outcomes are included in the intended objectives of schools work in [country]. 1.2 How has [country] adapted these to suit the country context? 1.3 Where outcomes have been adapted, to what extent do they retain sufficient fidelity to the programme ToC to allow for cross-country comparisons?	
2. To what extent have programme outcomes (especially intermediate and long-term outcomes) been achieved in the local context?	2.1 To what extent has the Schools Connect programme influenced system and school level policies through research and insight?	2.1.1 What research and insight activities have been carried out in [country] through the Schools Connect programme? 2.1.2 To what extent have research and insight activities supported the effective distribution and uptake of research products? 2.1.3 To what extent have the recommendations of research and insight activities been reflected in system and school level policies? 2.1.4 To what extent have research and insight activities increased quality engagement with policymakers? 2.1.5 To what extent have research and insight activities improved understanding of internationalisation of schools among school leaders and teachers? 2.1.6 To what extent have research and insight activities improved awareness and support from policy makers for the programmes priority themes?

		2.1.7 To what extent have research and insight activities improved school leaders and teachers' knowledge, skills and confidence in one or more of the programme's priority areas?
		2.1.8 To what extent have research and insight activities increased perceptions of the British Council as a thought leader and partner of choice [in country]?
		2.1.9 To what extent have research and insight activities led to young people gaining international knowledge, skills and experience through policymaker engagement and advocacy activities?
		2.1.10 Have there been any unintended outcomes arising from the research and insight activities?
		2.1.11 How has the [country] context influenced these outcomes?
	2. To what extent has the Schools Connect programme strengthened systems and institutions through policy engagement and advocacy?	2.2.1 To what extent has the Schools Connect programme in [country] successfully engaged policymakers? What policymakers has it engaged? Are any key policymakers/groups being missed?
		2.2.2 How has the Schools Connect programme in [country] engaged policymakers?
		2.2.3 To what extent has the Schools Connect programme in [country] improved awareness among policymakers of the programme priority themes?
		2.2.4 To what extent has the Schools Connect programme in [country] led to policymakers promoting Schools Connect activities and the British Council educational agenda?
		2.2.5 To what extent has the Schools Connect programme in [country] led to improved understanding of internationalisation of schools among school leaders and teachers through policymaker engagement and advocacy activities?
		2.2.6 To what extent has the Schools Connect programme in [country] led to schools introducing elements of international experience and awareness through policymaker engagement and advocacy activities?

		2.2.7 To what extent has the Schools Connect programme in [country] led to young people gaining international knowledge, skills and experience through policymaker engagement and advocacy activities?
		2.2.8 To what extent have policymaker engagement and advocacy activities increased perceptions of the British Council as a thought leader and partner of choice [in country]?
		2.2.9 Have there been any unintended outcomes arising from the policy engagement and advocacy activities?
		2.2.10 How has the [country] context influenced these outcomes?
	2.3. To what extent has the Schools Connect programme supported systems, institutions and individuals to benefit from internationalisation?	2.3.1 To what extent is increasing internationalisation a relevant outcome in [country]?
		2.3.2 To what extent has the Schools Connect programme in [country] led to increased uptake of partnerships, ISA and other international connection activities?
		2.3.3 To what extent has the Schools Connect programme in [country] improved understanding of the internationalisation of schools among school leaders and teachers across the relevant thematic areas through partnerships and institutional exchange?
		2.3.4 To what extent has the Schools Connect programme in [country] led to schools introducing elements of international experience and awareness across the relevant thematic areas through partnerships and institutional exchange?
		2.3.5 To what extent has the Schools Connect programme in [country] led to young people gaining international knowledge, skills and experience across the relevant thematic areas through partnerships and institutional exchange?
		2.3.6 Where the Schools Connect programme in [country] has increased uptake of partnerships, ISA and other international connection activities, to what extent has this led to improved knowledge, skills and confidence amongst school leaders and teachers in one or more of the programme's priority areas?

		2.3.7 Where the Schools Connect programme in [country] has increased uptake of partnerships, ISA and other international connection activities, to what extent has this led to school leaders and teachers developing practices that promote improved teaching and learning in schools and support students to become globally aware and competent? 2.3.7 Have there been any unintended outcomes arising from partnerships and institutional exchange? 2.3.8 How has the [country] context influenced these outcomes?
	2.4. To what extent has the Schools Connect programme promoted the improvement of teaching and learning practices and supported students to become more globally aware and competent?	2.4.1 What capacity building and resource generation activities across the relevant thematic areas have been carried out in [country] through the Schools Connect programme? 2.4.2 To what extent has the Schools Connect programme in [country] increased the capacity of educators across the relevant thematic areas? To what extent has this supported students to become more globally aware and competent? 2.4.3 To what extent has the Schools Connect programme in [country] increased the availability of quality resources for educators? To what extent has this supported students to become more globally aware and competent across the relevant thematic areas? 2.4.4 Where the Schools Connect programme in [country] has increased the capacity of educators and availability of quality resources, to what extent has it increased the knowledge, skills and confidence of school leaders and teachers in one or more of the programme's priority areas? 2.4.5 Where the Schools Connect programme in [country] has increased the capacity of educators and availability of quality resources, to what extent has it enabled school leaders and teachers to develop practices that promote improved teaching and learning in schools and support students to become globally aware and competent? 2.4.6 Where the Schools Connect programme in [country] has increased the capacity of educators and availability of quality resources, to what extent has it improved understanding of the internationalisation of schools among school leaders and teachers?

		2.4.7 Where the Schools Connect programme in [country] has increased the capacity of educators and availability of quality resources, to what extent has it allowed schools to introduce elements of international experience and awareness?
		2.4.8 Where the Schools Connect programme in [country] has increased the capacity of educators and availability of quality resources, to what extent has it led to school children gaining international knowledge, skills and experience?
		2.4.9 Where the Schools Connect programme in [country] has increased the capacity of educators and availability of quality resources, to what extent has it led to the British Council being recognised as an international thought leader on the Schools Connect thematic areas and seen as a partner of choice by key stakeholders?
		2.4.10 Have there been any unintended outcomes arising from capacity building and resource generation activities?
		2.4.11 How has the [country] context influenced these outcomes?
3. What usable learning from implementation so far exists for enhancing programme quality and impact?	3.1 How could the [country] team improve research and insight activities and generate stronger outcomes? 3.2 How could the [country] team improve policy engagement and advocacy activities and generate stronger outcomes? 3.3 How could the [country] team improve partnerships and institutional exchange and generate stronger outcomes? 3.4 How could the [country] team improve capacity building and resource generation activities and generate stronger outcomes?	

Our standards and accreditations

Ipsos' standards and accreditations provide our clients with the peace of mind that they can always depend on us to deliver reliable, sustainable findings. Our focus on quality and continuous improvement means we have embedded a "right first time" approach throughout our organisation.

ISO 20252

This is the international specific standard for market, opinion and social research, including insights and data analytics. Ipsos UK was the first company in the world to gain this accreditation.

Market Research Society (MRS) Company Partnership

By being an MRS Company Partner, Ipsos UK endorse and support the core MRS brand values of professionalism, research excellence and business effectiveness, and commit to comply with the MRS Code of Conduct throughout the organisation & we were the first company to sign our organisation up to the requirements & self-regulation of the MRS Code; more than 350 companies have followed our lead.

ISO 9001

International general company standard with a focus on continual improvement through quality management systems. In 1994 we became one of the early adopters of the ISO 9001 business standard.

ISO 27001

International standard for information security designed to ensure the selection of adequate and proportionate security controls. Ipsos UK was the first research company in the UK to be awarded this in August 2008.

The UK General Data Protection Regulation (UK GDPR) and the UK Data Protection Act 2018 (DPA)

Ipsos UK is required to comply with the UK General Data Protection Regulation (GDPR) and the UK Data Protection Act (DPA). These cover the processing of personal data and the protection of privacy.

HMG Cyber Essentials

Cyber Essentials defines a set of controls which, when properly implemented, provide organisations with basic protection from the most prevalent forms of threat coming from the internet. This is a government-backed, key deliverable of the UK's National Cyber Security Programme. Ipsos UK was assessed and validated for certification in 2016.

Fair Data

Ipsos UK is signed up as a "Fair Data" company by agreeing to adhere to twelve core principles. The principles support and complement other standards such as ISOs, and the requirements of data protection legislation. .

For more information

About Ipsos Public Affairs

Ipsos Public Affairs works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. Combined with our methods and communications expertise, this helps ensure that our research makes a difference for decision makers and communities.

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