



## Summary and analysis of survey responses from participating schools on the 2013 World's Children's Prize Program in Sweden

### Summary:

An evaluation of the implementation and results of the program in Swedish schools is carried out annually. This is done using methods including a comprehensive and high-quality survey of participating schools. The annual teacher survey is an element of the World's Children's Prize monitoring and evaluation system, and therefore forms part of our goals- and results-based management model. Other monitoring and evaluation tools include interviews with children and teachers, ongoing feedback and direct dialogue with teachers, and evaluations of training events.

Approximately 2000 teachers participated in the Swedish World's Children's Prize program in 2013. 273 schools participated in the program evaluation that forms the basis of our quantitative and qualitative reporting. These 273 schools have an average of 280 students per school, varying from 20 students at the smallest school to 1010 at the largest school.

The evaluation of the 2013 program indicates that teachers and students alike continue to have a very positive experience of the program. 98.1% of teachers report that they think the WCP program is 'very good' (74.1%) or 'good' (24%). 95.4% of teachers went on to state that their students evaluated the 2013 program to be 'very good' (61.2%) or 'good' (34.2%).

The survey responses go on to show that the program had a significant effect and influence on the participating children: their knowledge of and commitment to the rights of the child increased, their motivation to support disadvantaged children increased, and their interest in global

issues grew. The responses also show that the program helps build tolerance, understanding and openness to diversity among the students. 95.5% of the teachers respond that they would like to be involved in the program again.

*"The program has opened up discussions around global issues, sustainable development, poverty and creative solutions..."*

– Annelie Wolauz, Fryxellska skolan, Västerås.

*"We teachers believe this is a fantastic program. The magazines are an authentic, vibrant, credible, new and extremely exciting teaching resource. The material covers so many aspects of the curriculum that teachers are required to impart to our students in school. This is a resource that provokes thought and reactions, and that invites adults and children alike to reflect on their own existence. It helps us see our own lives from a different, and very healthy, perspective. The values we seek to communicate come alive very clearly in the WCP program resources. No other teaching resource could do a better job of illustrating these values. Quite simply, it is incredibly rewarding to use your magazine. THANK YOU!"*

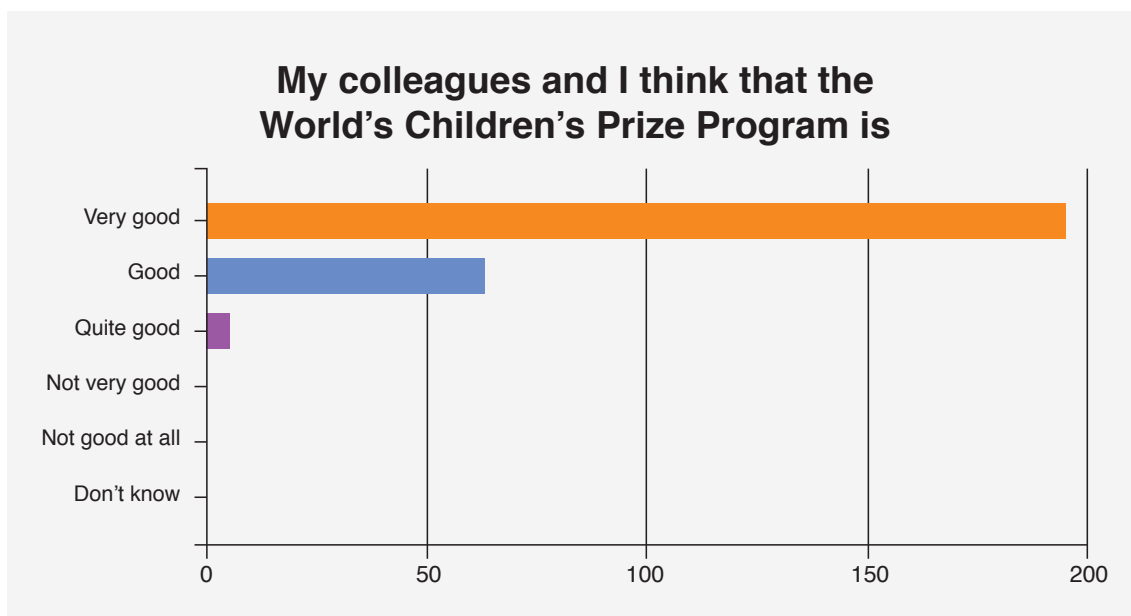
– Ursula Pehart, Vammarskolan, Valdemarsvik.

*"[The program brings] greater understanding for others in our world, greater insight into democracy issues, and a better awareness of the world around us. This gives the students a reason to stand up for their rights, inspiring them to fight for equal rights for all, and opening their eyes to the problems that exist in our world."*

– Cathrin Sundberg, Högländskolan, Örnsköldsvik.

## **An analysis of the comments submitted on the surveys shows a number of recurring points on which teachers place particular emphasis in their opinions on the WCP program:**

- The enthusiasm and commitment the students show in their implementation of the program. This makes it ‘easy’ for teachers to encourage their students to be motivated in tackling issues that would otherwise be hard to understand. This enthusiasm generates motivation and greater learning. The teachers state that even ‘difficult’ students get involved in the WCP program in a way that is different from how they engage with their usual lessons.
- The increased interest in global social justice issues that the program sparks in students. The program broadens their horizons and gives them a sense that ‘this is for real’.
- The way in which the program instils empathy in participating children, and the will to do something for children in poor and vulnerable situations. In several cases, teachers explain how after participating in the program, children have gone on to take the initiative to support or raise funds for an international development project.
- How compatible the program is with the parts of the new curriculum that cover the UN Convention on the Rights of the Child, human rights and values. The program acts as a platform that the teachers can use to implement the curriculum. This is very important in terms of our communication strategy, bearing in mind that these days it is extremely difficult to gain access to schools with projects that might be suspected to increase the workload of teachers who are already under a lot of pressure.
- The value of the interactive method of demonstrating democracy, and showing how the democratic process works in practice.
- The way the program increases the students’ openness to diversity and differences. The students become more interested in children from immigrant or refugee backgrounds in their local community. The teachers emphasise the fact that the WCP program combats racism and fear of the ‘other’ in schools, which leads to a greater interest in social issues.
- That the changes the WCP program brings about in students are also sustainable in the longer term – the program ‘broadens the students’ horizons’ and ‘opens their eyes’ and that the children ‘learn for life’.



98.1% of teachers state that they think the WCP program is 'very good' (74.1%) or 'good' (24%).

#### Here are some quotes from teachers who participated in the 2013 WCP program:

*"It's a good way to study the Convention on the Rights of the Child in a concrete way. It deepens the students' understanding of the world around them. It helps them develop empathy. It helps our young people to feel hopeful about the future. They gain heroes to look up to and it encourages them to make the world a better place. The students feel that this is 'for real', not just textbook information. It gives a great basis for discussion. They feel that their voices are important."*

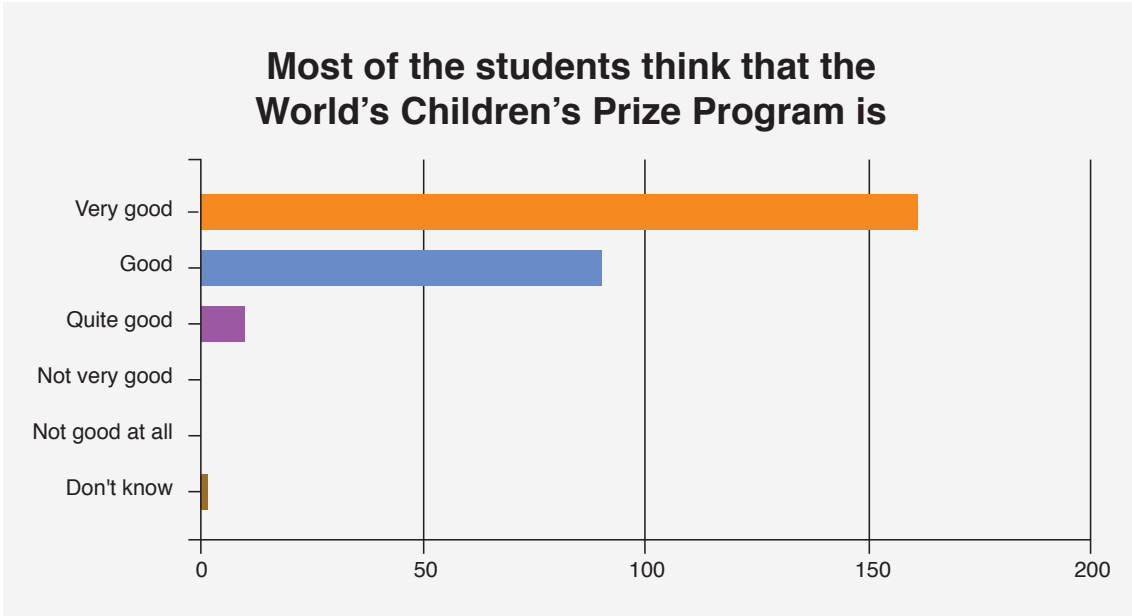
– Lisa Norgren Benedictsson, Kumla skola, Tyresö.

*"The WCP helps to broaden the children's perspectives and make them aware of what goes on in the world. It's a good way to integrate the Convention on the Rights of the Child with reality. A way to combat xenophobia. There is so much in the curriculum that is compatible with the WCP"*

– Margareta Ryding, Frösakullsskolan, Halmstad.

*"Role models and heroes are positive – the students' empathy grows through seeing the nominees' commitment to the world around them. The students learn about the rights of the child, differences and similarities, and democracy."*

– Marie-Louise Vettese, Sigfridsborgs skola, Nacka.



95.4% of teachers stated that the students evaluated the 2013 program to be 'very good' (61.2%) or 'good' (34.2%). The comments boxes on this question indicate that the participating children engaged extremely well with the program.

**Here are a few examples:**

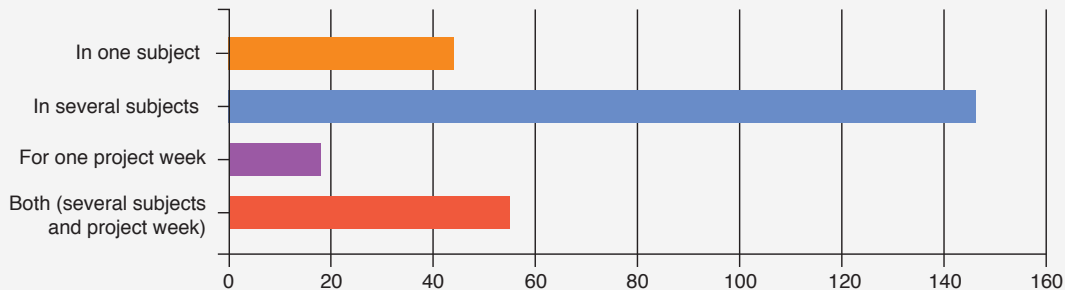
*"The students always get very involved and feel very moved. They develop their capacity for empathy and learn to see themselves and their own lives in a wider context."*  
 – Maria Schelin, Rörstorpskolan, Värnamo.

*"Knowledge of what life is like for children in other cultures, knowledge of how other countries work. Knowledge of child rights. The students love The Globe."*  
 – Barbro Davidsson, Gullingskolan, Spånga.

*"The students think it's great fun to work on the program. They engage well with it and once we get started, it's all they want to work on. They can sit for long periods leafing through the magazines and reading stories. After we finish working on the program, more students choose to work with The Globe on their own in our personal development plan lessons."*  
 – Maria Schelin, Rörstorpskolan, Värnamo.

*"Knowledge of the world around us fosters interest and involvement. They become more aware and want to make a difference for others."*  
 – Marianne Johansson, Uppsävjaskolan, Uppsala.

## Our school studies the World's Children's Prize Program



The survey responses show that a majority of the participating schools implement the WCP program and use the resources in teaching more than one subject (55.5%). 16.7% of schools work with the program in just one subject in school (usually social science subjects). 6.8% of schools have a project week, and 20.9% use the WCP program to do a project week as well as using it in different subjects.

### Here are some quotes from teachers' survey responses:

*"Swedish, Geography, English, Art, RME and History, depending on the connections to the different candidates' stories and environments.*

– Ann Chihani, Djupedalsskolan, Mölnlycke.

*"Our older students use the English language version of the magazine, which is an ideal resource for language lessons."*

– Charlotte Elf, Smedshagsskolan, Hässelby

*The countries, political and socioeconomic situations, religions, natural resources, etc.*

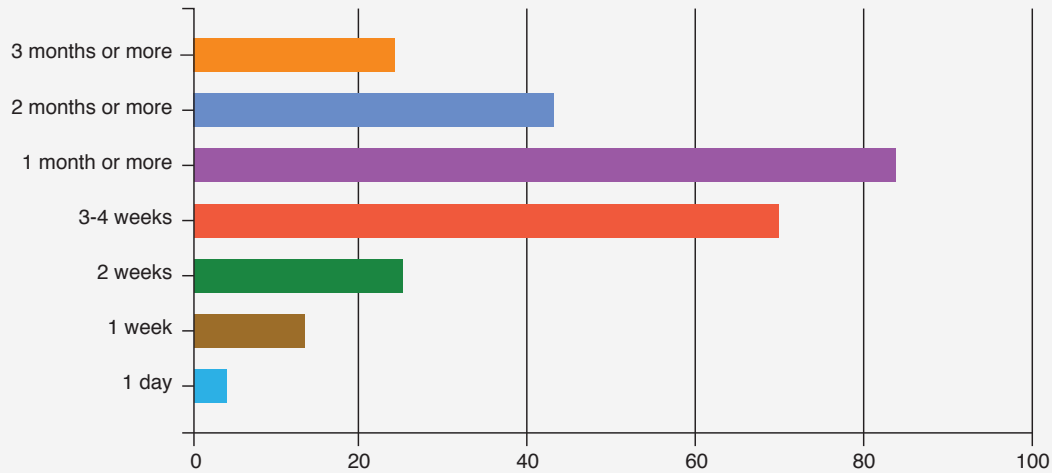
*Why do some countries need help?*

*Compare with how we live in Sweden.*

*The significance of the UN."*

– Anita Rosendal, Vilans skola, Nacka.

### Our school uses the World's Children's Prize Program for

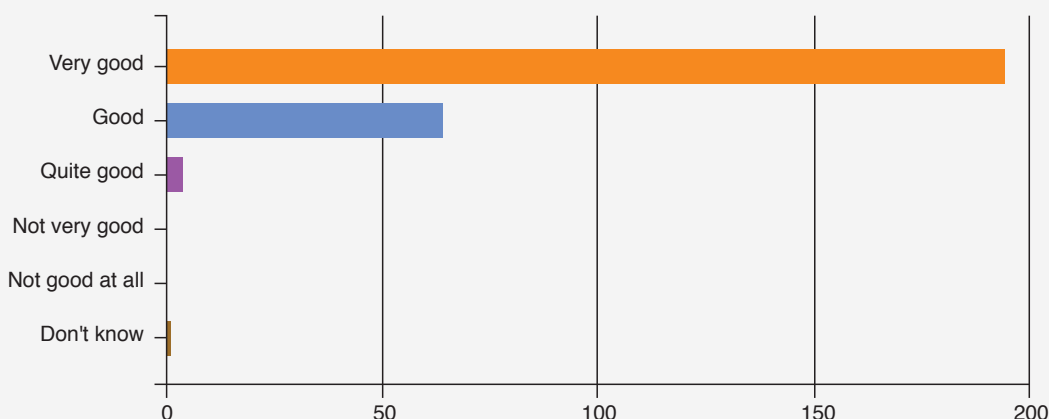


In this year's survey responses we can also observe a trend among the participating schools to spend more time working on the WCP program. There is a consistent change – in 2013 there are fewer schools using the program for one week, two weeks or 3-4 weeks, and more schools using the program for a whole month. 84% of the participating schools use the program for more than three weeks (an increase from 79% in 2012).

3 months or more:	9.1 %
2 months or more:	16.3 %
1 month or more:	31.9 %
3-4 weeks:	26.6 %
2 weeks:	9.5 %
1 week:	4.9 %
1 day	1.5 %

Schools that use the WCP Program receive The Globe magazine with Teachers' Guide, and have access to the WCP website and video footage.

### We use The Globe and my colleagues and I think The Globe is



98.1% of teachers have stated that they think The Globe magazine is 'very good' (73.8%) or 'good' (24.3%). 1.5% responded 'quite good' and one person responded 'don't know'.

#### Here are some quotes from the comments teachers made regarding The Globe as an educational resource:

*"Fantastic! Gives the students an honest but hopeful insight into what the world is like today for altogether too many children."*

– Annika Rengfelt, Kyrkskolan, Västerlång.

*"This is a fantastic resource that all the students in the class engage well with. I have never, in any year, heard a single pupil sigh or look bored when we are reading and discussing the contents of The Globe magazine."*

– Liv Merete Korshavn, Boo Gårds skola, Saltsjö-Boo.

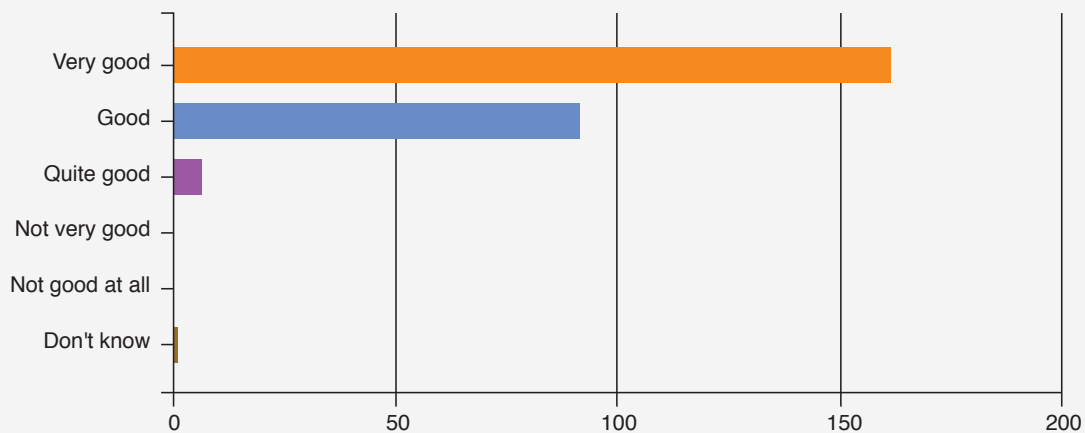
*"It gives real young peoples' perspectives on what it's like to live in other countries, with different traditions, cultures and difficulties."*

– Ulf Karlsson, Hökensås skolan, Tidaholm.

*"As I said, this resource covers a large part of the curriculum in social science subjects, not to mention Swedish, and parts of RME and Geography. The overall goals of the curriculum are relevant too."*

– Lina Andersson, Rinnebäcksskolan, Kävlinge.

## Most of the students think The Globe is



*“The students’ commitment becomes genuine when they get the chance to walk in other children’s shoes. The WCP changes their way of thinking, and being. The WCP teaches children for life – this has been confirmed by encounters I have had with former students who worked on the WCP program several years ago.”*

– Monica Lundberg, Ektorps skola, Nacka.

*“The students talk about this project for a long time afterwards. The concept of children’s rights is strengthened and deepened.”*

– Sofie Möldener, Videdals privatskola AB, Malmö.

*“A great, engaging magazine that works for reading aloud by and for students who struggle to express themselves. It broadens horizons and instils empathy for various disadvantaged groups.”*

– Hasse Karlgren, Vikingaskolan, Handen.

*“Fantastic resource to help us understand the world around us.”*

– Rose-Marie Nordin, Solbergaskolan, Visby.

*“The children learn a lot through The Globe magazine and the project, on subjects like democracy and democratic rights, and they were also able to implement their own democratic election.”*

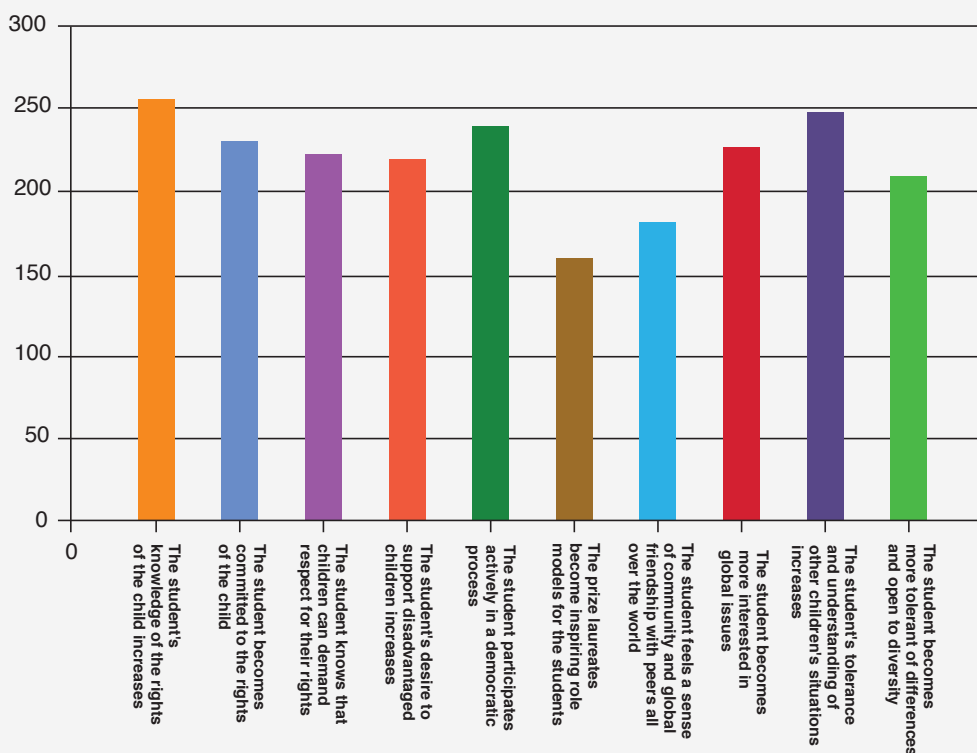
– Annika Nilsson, Svenska skolan i Moskva Moskva.

*“Promotes the Convention on the Rights of the Child. Helps students compare their own situations with others’. Builds empathy. All the beautiful pictures also appeal to less confident readers.”*

– Magnus Andersson, Vittra Kronhusparken, Göteborg.



## Which of the following statements apply to the WCP Program: (it's important to tick all statements that you think apply)



### On changes in the students and the effects of the program:

The student's knowledge of the rights of the child increases	97,00%
The student becomes committed to the rights of the child	87,50%
The student knows that children can demand respect for their rights	84,40%
The student's desire to support disadvantaged children increases	83,70%
The student participates actively in a democratic process	90,90%
The prize laureates become inspiring role models for the students	60,80%
The student feels a sense of community and global friendship with peers all over the world	68,80%
The student becomes more interested in global issues	86,30%
The student's tolerance and understanding of other children's situations increases	94,30%
The student becomes more tolerant of differences and open to diversity	79,50%

We can observe ongoing positive results from the program, with teachers reporting a visible transformation in their students, a clear effect of the implementation of the program. The figures are roughly on the same level as the previous year, 2012, with minor differences of a few percent up or down. However, we see a clear growth in 'the

student's desire to support disadvantaged children increases'. The figure for 2012 was 79% and this has grown to 83.7% in 2013. Similarly we see that 87.5% of teachers respond that 'the student becomes committed to the rights of the child', an increase on last year's figure of 84%.

## Here are some of the teachers' comments in relation to the changes in their students and the effect of the program on the students:

*"[The program] clarifies in a very effective way what life is like for children throughout the world, and why we need things like the UN Convention on the Rights of the Child, why organisations like the Red Cross and Medecins Sans Frontieres are important and why everyone who is able should get involved."*

– Annika Hansson, Krokslättsskolan, Mölndal

*"All students get very involved and want to find out more about the nominees. They also want to read about the children who have been helped. Some of them find it a bit scary, and sometimes alarming when they realise that these stories are true. They develop a need to do something concrete. Some of my students took the initiative to raise funds for the children's home in Zambia that our school supports. They came back after one weekend with around SEK 1000 that they had raised. Doing something themselves, and not just reading about what others do, made them feel good about themselves."*

– Ingegärd Karlsson, Klinteskolan, Klintehamn

*"Knowledge of the rights of the child. Knowledge of what life is like for children in different parts of the world, which can bring a greater realisation of the need for all of us to seek to make the world a better place. Awareness of why many people flee their homelands and hopefully greater acceptance of, and interest in, refugees in Sweden. However, I must add that we are a small rural school where there are unfortunately no students from other countries at all."*

– Maria Emanuelsson, Lingshedsskolan, Lingshed

*"[The program] gives a current perspective on various sustainability issues around the world. The program activates the students and brings hope. They get the chance to see how other people make a difference, and that they too can influence things and do good. The students grow with the task and become proud of their work and of broadening their horizons, bringing them closer to a global perspective."*

– Ann Chihani, Djupedalsskolan, Mölnlycke

*"For us, it's a good way to work on understanding others, and the equal value and rights of all people. This is a way to show how one small person can make a difference."*

– Ann-Marie Kristensson, Furulidsskolan, Vallda

*"The penny drops for many students when they realise how bad life can be in other countries around the world. They realise why it's important to fight for children's rights."*

– Cathrin Sundberg, Högländsskolan, Örnköldsvik

*"Empathy, understanding, identification. We are a multicultural school where approximately 97% of students have a language other than Swedish as their mother tongue."*

– Petra Olin, Bäcksölen, Linköping

*"Commitment to students in other countries and their situations. Solidarity with others."*

– Kristina Persson, Levene skola, Stora Levene

*Insight into living conditions in different parts of the world and for different groups of people.”*

– Jan Olsson, Vikaskolan, Falun

*”A large part of the curriculum in social studies in years 4-6 is covered by the WCP program. The overall goals of the curriculum also fit in. What’s more, I’ve never met a student who hasn’t engaged well with the subjects discussed.”*

– Lina Andersson, Rinnebacksskolan, Kävlinge

*”Builds knowledge of what the world is like. That there are people who do good things that create a way out of dark situations. Development of democracy. Opening up conversations and discussions around what life is like for us and for others, and how we view ourselves.”*

– Lotta Ljunggren, Tavelbacksskolan, Östersund

*”Broadens the children’s horizons and increases their understanding and knowledge of the world around us. Leads to commitment and interest in societal issues.”*

– Mona Fredriksson, Åbyskolan, Kalmar

*”The students gain an honest insight into what life is like for children today! The children often become deeply interested in what life is like for children in other countries, and one of the effects of this has been our class deciding to sponsor a child in Bangladesh.”*

– Annika Rengfelt, Kyrkskolan, Västerlång

*”The program has opened up discussions around global issues, sustainable development, poverty and creative solutions. Organising the Global Vote, the Children’s Press Conference and the visit from Kimmie Weeks has also led to collaboration between several classes, which is positive! We also gained some media coverage for our Children’s Press Conference.”*

– Anneli Wolauz, Fryxellska skolan, Västerås

*”It is important to share information and to discuss the Convention on the Rights of the Child, seeing it from a global perspective. This is for real, and the incredibly powerful stories capture everyone’s interest, even the students who are not usually motivated to learn.”*

– Marie Holmberg, Lunds Montessori grundskola, Lund

*”This is a major and central part of our work on values in Year 6. We spend a lot of time talking about the Convention on the Rights of the Child and children’s rights and opportunities all over the world.”*

– Erica Lundkvist, Björkvallsskolan, Björklinge