



1. PROGRAM EFFECTIVENESS AND SUSTAINABILITY

The global citizenship student evaluation was conducted to assess the extent to which the program had a meaningful and lasting impact on student global citizenship. The evaluation is based on Morais and Ogden's three-dimensional Global Citizenship Scale and the Most Significant Change technique.



Students answered the same 30 questions as a measure of global citizenship:

- Prior to departing for Fiji
- On the final day of the Program

Students also shared the most significant change for them as a result of the Program upon its conclusion.

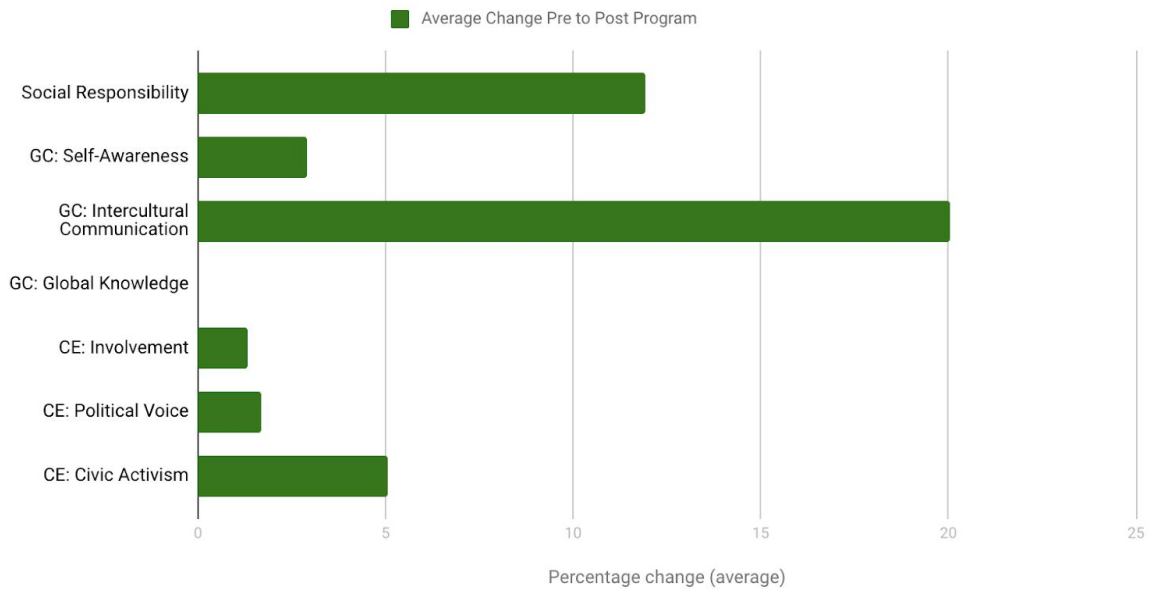


Global Citizenship Results

Average student scores across almost all outcomes increased as a result of students' engagement in the program. The most significant growth was in the areas of Intercultural Communication (20%) and Social Responsibility (11%), while there was a slight decline in Global Knowledge (-2%).

Lasting Change

Due to receiving insufficient responses from participants, we are unable to provide information on the Lasting Change element of the program.



Student Stories: the most significant change they experienced as a result of the program



“The most significant thing I have noticed that I need to change my mindset. This is due to the fact I now noticed through this experience I tend to be quite close minded when it comes to a lot of things. I always had that little voice in my head saying "you can't do it" and "that wasn't good enough", but I need to remember that I am capable of much more than I think and that I need to make sure I give things a real go before I make up my mind about it. I realise that my mindset is very important to have a healthy wellbeing and have a happy and fulfilled life.” Ella

“I have learnt that the connections you make with people are so much more valuable than you know. They have a huge amount of power over your behaviour and the way you act. The connections I made with the family in Kenani I will hold for the rest of my life and I will hopefully have the chance to go and see them again in the future. I didn't realise how deep and important the connections I made with my Kenani family were before I had to say goodbye to them. From this I have learnt that I need to cherish the relationships that I have with everyone at home.” Anna



“When I immigrated to New Zealand from South Africa, the change and push out of my comfort zone allowed me to be more open to everyone and different/new cultures, but after becoming comfortable I had lost that mindset and had become more insular in my thinking. The significant change of being uncomfortable and in a new environment in Fiji with Destination Dreaming shifted my mindset again and gave me a better and more accepting perspective on what connects us as people, our values and how culture should be embraced and not used to divide. I gained a new and enlightened global perspective that I can use for the rest of my life with people.” Emma

“I feel that as a person I have grown and changed so much over this week. Being able to be the real me knowing I'm not being judged for everything I do, I have grown in terms of personality. I feel like I have come out of my shell a lot this week and have truly realised a lot about who I am and what I believe in. I believe that I will be able to go home knowing I have become a better person and try and stick to those morals. The biggest impact was the bonds I created with the Fijians and my Selwyn family too as we have all grown together. The bonds I made in the highlands will always have a strong place in my heart.” Olivia



“I grew so much as a person. I learnt that there is always room for growth and that it can come in the most unexpected ways possible. I learnt so much about myself and really began to feel genuine care. I learnt that home is where the heart is, not a roof over your head, because now I feel like I can call Nasivikoso/Kenani my home.” Waimarie

2. PROGRAM APPROPRIATENESS AND RELEVANCE

Teacher and partner surveys were conducted to assess the extent that: program activities are relevant to the needs of the communities they seek to benefit, and delivered in accordance with the cultural needs of the communities involved.

"Students gaining a wider perspective on how other people live and therefore re-thinking what's important to them. For some it was about developing their own cultural identity, for others it was about realising they are more resilient than they thought before. For others it was about rethinking how they see other cultures, and their ability to develop genuine connections with anyone in any language."

Rebecca George

"Cultural awareness from the students involved — be it their own cultural awakening or see another culture in action and making connections. Personal growth and development — having that wow moment that then ripples out and the momentum of change that starts to occur." Greg Smith

Both attending staff agreed that the program activities were very relevant, that it reached the goals of Selwyn College, that the experience improved their ability to bring a global perspective to their teaching and learning, and that there was an equal contribution and genuine two-way exchange with their partner community.



3. LOOKING FORWARD

100% of students who attended in 2019 would recommend the program to someone else, while 92% rated their Destination Dreaming leader, Lizzie, as “excellent”.

The evaluation highlighted a number of considerations for 2020:

Students’ comments on the most valuable activity was varied, but all centred around the opportunity to connect with the local Fijians in their community. They included:

- Teaching in the school
- Unstructured time with the Fijians; going on walks, cooking and dancing
- The men’s talk

There was significant feedback from students regarding advertising of the program. Students commented that they found Clint’s talk at the school intimidating and the emphasis on getting out of their comfort zones was off-putting. Suggestions included:

- Focusing more on the benefits of the program
- Highlighting the opportunities to work with the Fijian kids during the program
- One student also suggested that more students would be interested in the program if a DD pitched the program rather than Selwyn teachers, and to do this during school hours.

Nearly half the students wouldn’t change the program at all. Remaining student feedback raised the following suggestions for improvement and engagement during and post program:

- Go straight to the highlands on the first day rather than the resort or extend the time in the highlands
- One student suggested recording the reflection sessions as they found them really beneficial and often surprised themselves, but forgot what they’d said soon after
- Nearly half the students wouldn’t change a thing about the program design
- “Continue to support us and value our ideas” post-program
- Many students asked to share their experiences on the program with the rest of the school



Thank you!

From the team at Destination Dreaming, congratulations on your contribution to another successful partnership program.

We wish you and your families all the best over the holiday period and look forward to building on these great results together again in 2020.

