



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.

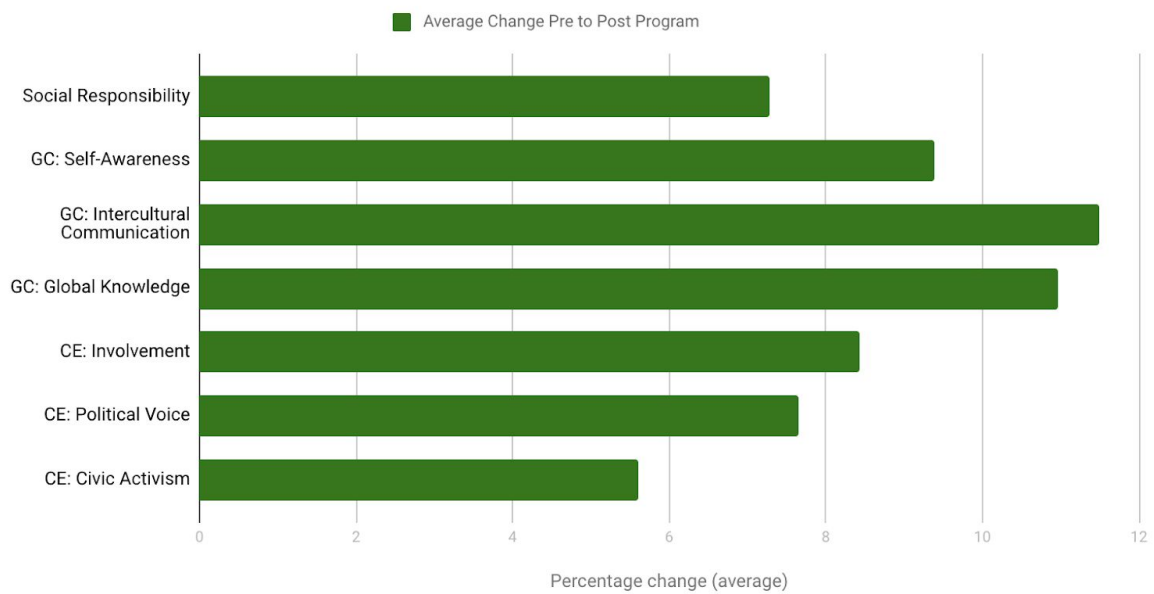


Global Citizenship Results

Average student scores across all outcomes increased as a result of students' engagement in the program. The most significant growth was in the areas of Intercultural Communication (11%), Global Knowledge (10%), and Self-Awareness (9%).

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



“After the program, I have realised that in Melbourne we have such a strong relationship to time, and because of that it is very hard for us not to get caught up into the stress and pressure placed on us. At the beginning of the trip, I kept getting caught up stressing over what time we had to leave and what time dinner would be, but now I am astonished by how unnecessary that is. I think by not knowing the time, it has made me more present, as I have not been thinking about what is happening in the future.” Maddie (Nasivikoso)

“The Destination Dreaming program opened my eyes to the unfortunate reality of how most of us (coming from a more economically developed country) tend to take things for granted, whether it be an easy and plentiful supply of clean water, basic sanitary, etc. During the program, Destination Dreaming made me realise the importance of only taking what we need, being kind to everyone despite not knowing them and appreciating my family more.” Yas (Navaga)



“Being able to make and strengthen relationships with people I never thought I would be close with, including staff. It was great how there was no serious segregation between teachers and students and how the staff were willing to get to know us. I also think that being able to let go of judgements about people allowed me to do this well, and why I found it so significant.” Rosie (Navaga)

“The most significant change for me I think is my change in attitude towards developing countries. At school we are taught about all the aspects of life that developing countries such as Fiji need to improve, but we never learn about the whole society of a country. Coming to Fiji and staying in the highlands, I think I've become more open, saying "bula" and waving to all the friendly people, even on the road. I've learnt that kindness is truly amazing and even though Fiji does need to improve hygiene and economy etc, even a developed country like Australia doesn't have the kindness that Fiji has.” Angela (Draiba)



“I learnt lots of things, but mostly, I learnt to put others before myself and to focus on the now. Most importantly, going to Fiji helped me to reflect on how much time I spend on negative thoughts and things that, at the end of the day, don't really matter.” Ciara J (Nasivikoso)

“The most significant thing I learnt on the trip was the selflessness and generosity the Fijians have. I learnt to stop placing so much value on clothes or my phone or other materialistic objects because its your relationships and the people around you that deserve love and time.” Annabelle (Draiba)



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.

"For the students and staff, the opportunity for complete immersion in a Fijian village for a week is a very rich experience — it has so much more impact than listening/viewing/reading about village life, or even being there for one or two nights. Being hosted by an extended Fijian family is authentic. While the St Catherine's girls as a group are well travelled, they are used to more resort style/upmarket experiences." Susan

"The development of students' resilience [was the most significant change as a result of the program]. In a short period of time they overcame what they initially saw as huge challenges. Things such as anxiety about their group, worrying about bugs/mud, etc quickly disappeared." Nick

"The very special connections and friendships that are formed, gaining an insightful/perspective of the authentic Fijian culture customs challenges and traditions, gaining insight on the education programs and school systems in the highlands, gaining a broader global perspective" Chloe

Of the 11 attending staff we collected responses from, they all agreed that the program activities were (at least) very relevant, that the goals of St Catherine's School were met and that the program improved their ability to bring a global perspective to their learning and teaching. It was widely agreed among staff that there was a sense of genuine contribution and equal two-way exchange between partners.

All 11 staff would recommend a Destination Dreaming Program to someone else.



3. LOOKING FORWARD

97% of students who attended in 2019 would recommend the program to someone else and 84% of students rated their Destination Dreaming leader as “good” or “excellent”.

The evaluation highlighted a number of considerations for 2020:

Half the students found the experiences at their partner school as the most valuable, for the opportunity to teach and connect with the children and local Fijians. Also valued was the opportunity to live in the villages and experience the traditional Fijian culture and activities, as well as the Village Games activities such as the medicine walk and women’s talk.

Students’ recommendations to deepen St Catherine’s partnership included:

- “Allow older students to be a part of the program again and help younger students understand the program more”
- Provide more opportunities for students to return to Fiji
- Involve the whole school by hosting fundraisers
- Provide activities at school for students who have been on the program, such as “Fiji Day”
- Host a large group reflection after the program for everyone who has been to the villages from year 9, 10, 11, and 12
- Facilitate ongoing communication between St Catherines’ students and students from the partner villages
- Share students’ experiences on the program with the wider school community

Nearly one third of the students said they wouldn’t make any changes to the program, however suggestions for improvement included:

- Have more activities for all villages to participate in
- Extend the length of the program
- Stay in the villages longer, rather than Nadi
- Provide more pre-program preparation sessions
- Have more opportunities for downtime on the program
- Introduce the DD Program Leaders to students before the program commences
- Have smaller bure groups

What we’re doing for you:

Building the relationship between the schools and better preparing them for the arrival of H2H.



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.

