

Global Learning and Engagement Program Review: Evaluation of Programs 2022-2023

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EXECUTIVE SUMMARY

This evaluative review has synthesised the Global Learning and Engagement (GL&E) teaching and learning programs (the programs) funded by the International Education Division (IED) from 2020 to 2023. Commissioned to assess the merits and limitations in terms of strategic alignment, resource quality, cost-effectiveness, and participant satisfaction, the review integrated data from available GL&E reports and surveys, benchmarking them against IED strategic objectives. The methodological approach also included consultations with external GL&E program delivery suppliers and IED program leads enriching the evaluation with diverse perspectives on the programs' effectiveness.

The programs were commended for their high-quality resources and alignment with strategic networks, designed to bolster students' intercultural understanding and collaboration skills, signifying a dedicated effort towards impactful student experiences. The GL&E programmes have been aligned with the core objectives outlined in the Department's strategic plan for 2022-2025, particularly in fostering global competencies and intercultural understanding among students. This alignment is evident in the programmes' commitment to enhancing global citizenship and collaborative international engagement, which resonates with the Department's emphasis on preparing learners for a globalized world. By integrating key elements such as cultural sensitivity, global citizenship, and cross-cultural interactions, the GL&E initiatives effectively contribute to the Department's overarching vision of creating a future-ready, culturally adept student cohort, ready to navigate and contribute to a dynamic global landscape.

A systematic cost-benefit analysis revealed the programs' economic efficiency, with particularly cost-effective outcomes for the Victorian Young Leaders (VYL) Indonesia and Globally Engaged Learners (GELS) programs. Despite variances in costs and benefits, the analysis confirmed overall value for money across all of the programs.

Participant feedback underscored robust satisfaction levels, with both students and educators recognising the substantial benefits of their participation. Notable improvements were seen in communication, critical thinking, and cultural competence, contributing to a positive educational impact and personal growth. Outputs and outcomes from involvement in the GL&E programs show students developing the skills needed to be flagbearers in building and sustaining a more tolerant and inclusive society for all its citizens.

The review has led to recommendations including the development of standardised data collection tools and enhanced mid-point questionnaires. These tools will ensure consistent measurement and evaluation across programs, fostering comparability and informed decision-making for future programming. The recommendations emphasise a structured approach to data analysis, enabling IED to conduct objective evaluations and identify best practices for fostering global citizenship.

In conclusion, the GL&E programs have positively shaped students' academic, social, and personal development, reinforcing global citizenship. With a clear strategic design and outcome orientation, the programs demonstrate the Department of Education's (the Department) commitment to delivering high-quality global learning and engagement initiatives. These programs have set the groundwork for nurturing future global leaders capable of making a significant contribution towards creating an interconnected and inclusive world.

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INTRODUCTION

The Victorian Department of Education (the Department) has a strategic commitment to embedding global awareness and competencies in learning opportunities for all students. It is in this context that the Global Learning and Engagement (GL&E) programs have been cultivated, with the aspiration to endow students with the essential skills and worldviews to navigate and contribute to a globalised society. This report presents an evaluative review of the GL&E initiatives from 2020 to 2023, scrutinising their strategic alignment with organisational goals, the calibre of the learning resources provided, and the overall value and participant satisfaction derived from these programs. The GL&E programs that were included in this review were (see Appendix A, pg. 43, for a brief description of each program):

- Connecting Schools with Indian Communities (CSIC)
- Emerging Leaders Forum (ELF)
- Global Engaged Learners (GELS)
- Global Design Challenge – Geelong Tech School, Melbourne and Knox Innovation Opportunity Science Centre (KIOSK), Swinburne University of Technology, Melbourne.
- Global Youth Forums (GYFS)
- Model United Nations Conference (Model UN)
- Victorian Young Leaders (VYL) China
- Victorian Young Leaders (VYL) India
- Victorian Young Leaders (VYL) Indonesia
- Women in School Leadership (WISL)

Employing a rigorous and multidisciplinary approach, this review amalgamates quantitative and qualitative data from a range of GL&E reports and surveys, benchmarking them against the Department and IED's strategic objectives.

The evaluation process is enriched by in-depth consultations with external GL&E program delivery suppliers, interviews with IED programs leads and the Manager of the Internationalising Education Unit (IEU) capturing a spectrum of perspectives on program efficacy and value.

As the international landscape undergoes rapid transformation, the impetus for programs that cultivate global literacy and skills is paramount. GL&E programs stand at the forefront of this educational pursuit, aiming to bolster students' intercultural understanding, communicative abilities, and collaborative engagement with peers from diverse backgrounds. This introduction lays the groundwork for an extensive review of the programs' structures, their triumphs, and the implementation challenges encountered.

Central to this evaluation is an analysis of the GL&E programs' cost-effectiveness and the pronounced satisfaction levels reported by participants. The economic efficiency of the programs is assessed, examining their performance against stakeholders' cost-benefit expectations. Furthermore, the report recognises the significant benefits accrued by participants, encompassing both students and educators, from their engagement with the GL&E programs.

Framed by the Department and IED strategic imperatives, this report highlights a commitment to an expansive educational strategy that extends beyond conventional learning paradigms. The evaluative review of the GL&E programs was conducted with a strong focus on their alignment and contributions, which revealed a strong congruence with the Department's strategic objectives. These programs align seamlessly with the strategic vision as outlined in the IED GLE Teaching and Learning Plan 2022-25, particularly in their drive to connect students with global learning opportunities and to inspire them to become active global citizens. Integral to a wider mission, the GL&E programs endeavour to nurture well-rounded and globally savvy individuals, equipped to assume leadership, and make substantive societal contributions. This alignment underscores the programs' role not only in advancing specific educational goals but also in contributing to the broader strategic vision of fostering global competencies and intercultural understanding among students, as envisioned by the Department.

The report, inclusive of its executive summary and formulated recommendations, attests to the impact of the GL&E programs. It provides a narrative on the programs' accomplishments and

potential areas for refinement, such as establishing a blueprint for ongoing enhancements and measurement, that will continue to bolster the success of global learning and engagement in Victorian government schools.

METHODOLOGY

This section outlines the methodological framework employed to execute an evaluative review, with the objective of ascertaining the quality of the programs under review. The scrutiny focuses on the programs' alignment with the strategic objectives outlined in the Department and IED strategic plans. A cost-benefit analysis was systematically conducted to assess the economic efficiency of the programs, with detailed steps provided herein. Furthermore, program outcomes, conceptualized within the Theory of Change (ToC) model, were aggregated to provide a comprehensive overview of the programs' impact.

The desk review document (see Appendix B, pg. 45) provides insights into each program's development phases, key enablers and barriers, and outcomes for different stakeholders such as, students, teachers, and schools. The document also includes a ToC for each program, illustrating the inputs, activities, outputs, outcomes and impacts. The document serves as a resource for understanding the intricacies and overall effectiveness of each of the programs in the review.

The outcomes of this review are intended to guide future strategic investments, ensuring that program development and execution are grounded in evidence and aligned to organisational priorities.

Desk Review

The desk review involved a detailed examination of available program reports and related documents, measured against specific evaluation criteria. This process was crucial to understand the stages of program development, identify key factors that supported or hindered success, evaluate the impact on stakeholders, and gather stakeholder recommendations for program improvement. Additionally, the ToC for each program was reviewed to ensure its alignment with the intended outcomes.

The following ten programs were part of this desk review and GL&E evaluation:

Year of Delivery	GL&E Program
2020, 2023	Connecting Schools with Indian Communities (CSIC)
2023	Emerging Leaders Forum (ELF)
2023	Global Engaged Learners (GELS)
2023 2023	Global Design Challenge: - Geelong Tech School, Melbourne - Knox Innovation Opportunity Science Centre (KIOSK), Swinburne University of Technology, Melbourne.
2020, 2021, 2022	Global Youth Advocacy Forums (GYFS)
2023	Model United Nations Conference (Model UN)
2023	Victorian Young Leaders (VYL) China
2022, 2023	Victorian Young Leaders (VYL) India
2019*, 2023	Victorian Young Leaders (VYL) Indonesia
2023	**Women in School Leadership (WISL)

* The VYL Indonesia (2019) cohort was included in the review to provide an example only to the reviewers of a pre-COVID immersive version of the program. All programs in the desk review were based on cohorts between 2020-2023.

** The WISL report was not available at the time of this review.

The review of the programmes was guided by specific criteria, which were established to focus the analysis of all relevant documents. These criteria provided a structured framework for evaluating the programmes' effectiveness and alignment with strategic objectives.

Program Development Stages and Activities

The review tracked each program from start to finish, noting the activities at each stage. This allowed for an evaluation of the workflow and identification of areas where improvements could be made.

Main Enablers and Barriers for Programs

The reports were used to pinpoint the main elements that helped or hindered program success. Enablers included factors such as stakeholder support and strategic alignment, while barriers were challenges like limited resources or external factors.

Outcomes for Stakeholders

Outcomes were assessed for each stakeholder group from student and teacher feedback and surveys, to provide a comprehensive view of the program's effects. This part of the review focused on the results achieved and how they matched up with the expected outcomes.

Stakeholder Recommendations for Improvement

The review summarised the improvements suggested by stakeholders. These recommendations were organised by their potential impact and the ease with which they could be implemented.

Theory of Change (ToC) Evaluation

The ToC for each program was developed against the execution, that is, inputs, activities, and outputs, of each program. The inferred short, medium, and longer-term behavioural change resulting from the program outputs was then assessed.

Supplier Interviews

This evaluative review also included semi-structured interviews with GL&E program suppliers. Despite intending to interview all suppliers, a total of eight interviews were successfully conducted. Each interview, lasting approximately one hour, was designed to delve deeper into the suppliers' perspectives on various aspects of their programs. The questions, structured yet open-ended, were aimed at gathering insights into the quality of resources, implementation practices, effectiveness of networks and partnerships, cost-benefit analysis, and alignment with the Victorian Curriculum and the Framework for Improving Student Outcomes (FISO) 2.0.

The following categories/areas outline the key areas of inquiry that were included in the interview structure.

Resource Quality

Suppliers were asked to describe their processes for ensuring high-quality resources tailored to meet specific student learning needs. This included questions about the development of resources, their relevance, and examples of effectiveness.

Practices

The interviews explored how educational practices were adaptable to different learning environments, the evaluation and improvement methods used by suppliers, participant satisfaction levels, and recent participant feedback.

Networks and Partnerships

Discussions focused on the nature of strategic networks and partnerships, how these collaborations enhanced learning, and the support structures in place for schools to utilise these networks effectively.

Cost-Benefit Analysis

Suppliers provided information on the cost per participant, the value for money of their programs, and any cost-benefit analyses conducted, including their findings and applications.

Relationship with IED

The interviews also covered the working relationship between suppliers and IED, including examples of collaborative initiatives and the impact of departmental feedback on program improvement.

The responses from these interviews provided critical insights, supplementing the data analysed through the desk review. This approach ensured a comprehensive understanding of the programs from the perspective of those responsible for their delivery. The qualitative data gathered from these interviews were valuable in forming an understanding of the program's impacts, challenges, and successes, thereby enriching the overall evaluation of the GL&E programs.

Program Lead Interviews

An important aspect of this evaluative review included conducting semi-structured interviews with five GL&E program leads employed within IED, along with an interview with the Manager of IEU who oversees the programs. In total, six interviews were conducted, each lasting approximately 60-90 minutes. These interviews were designed to gain deeper insights into the nuances, successes, and challenges of the GL&E programs from the perspectives of those directly involved in their leadership and management.

The interviews were structured to cover a range of topics pertinent to the high-level evaluation of the ten GL&E programs. Key areas explored included:

Strategic Alignment

Understanding how each program aligns with departmental and divisional objectives, with a focus on specific departmental objectives that were well-addressed by the programs.

Benefits to Schools

Assessing how schools have benefited from access to the program's resources, practices, and strategic partnerships.

Value-for-Money

Evaluating the cost of program delivery in relation to the benefits and value derived by participants and the educational community.

Participant Engagement and Impact

Exploring changes in participant engagement over time, including any attitudinal shifts and behavioural changes, as well as the satisfaction levels of participants.

Future Vision and International Collaboration

Discussing the future of program delivery, the role of online and hybrid models, and the importance of international collaborations in the context of current global challenges.

Program Specifics

Delving into the successes and challenges of each specific program, including the introduction of global learning resources and strategic networks, and the impact on participant perspectives and curriculum coverage.

Supplier Interactions

Understanding the nature of the relationship with suppliers, their contributions to the program, and any challenges or successes in program implementation highlighted by the suppliers.

The semi-structured format of these interviews provided the flexibility to delve into specific topics in-depth while ensuring consistency across different programs. The insights gathered from these interviews were important in providing a more comprehensive understanding of the GL&E

programs. This approach ensured a holistic evaluation of the programs, reflecting both the operational and strategic dimensions of the GL&E programs.

Cost-Benefit Analysis

To evaluate the economic and social impacts of the programs, a systematic cost-benefit and effectiveness analysis was undertaken using the following methodology.

The analysis starts by calculating the cost per participant. This was achieved by dividing the total contracted value of the program by the actual number of participants from Victoria.

The following formula used:

Cost Per Participant = Contract value / Actual participants

This calculation provided a clear and direct measure of the financial investment required for each participant, offering a baseline for evaluating the financial efficiency of the program. It is a straightforward metric that gives an immediate sense of the program's financial demand per individual involved in the GL&E programs.

Social Benefit Analysis

A dual-faceted approach was employed to assess the social benefits derived from each of the GL&E programs. This approach encompassed two distinct social benefit indicators, each targeting different aspects of the programs' impacts on students – personal experience and skills/capabilities.

The first social benefit indicator was focused on participant experience, specifically student satisfaction and engagement. This metric was derived from the average of responses collected from each program's post-program surveys. These surveys were instrumental in capturing students' perceptions of the program, including their level of satisfaction with the content and delivery, as well as their engagement level throughout the program's duration. Where data on both satisfaction and engagement were available, they were averaged to provide a comprehensive measure. This averaging process ensured a balanced assessment, reflecting both the emotional response of the students to the program and their active participation in it.

The second indicator centered on the educational outcomes of the programs, particularly the enhancement of students' skills and capabilities. This measure was calculated based on the average results from various post-program learning assessments. These assessments were designed to evaluate the extent to which the programs had succeeded in improving students' abilities in areas relevant to each program's specific objectives. By quantifying the increase in skills and capabilities, this indicator offered a tangible measure of the programs' educational effectiveness. It highlighted the extent to which the programs contributed to the development of key competencies among the participants.

Together, these two indicators provided a holistic view of the social benefits of the GL&E programs. While the first indicator shed light on the students' overall experience and satisfaction, the second offered insights into the tangible educational gains achieved. This dual approach ensured that the evaluation of the programs was both comprehensive and nuanced, capturing a wide spectrum of impacts from personal and experiential to educational and skill based. Such a multifaceted assessment was crucial in understanding the full scope of the programs' benefits and their effectiveness in achieving the desired educational and strategic outcomes.

Monetary Value Assignment

This step translated the previously reported social benefits indicators of student engagement, experience, skills, and capabilities, into quantifiable financial terms. It provided a way to express the intangible, social gains from the program in monetary units, thereby enabling a more comprehensive cost-benefit evaluation. The following formula was applied:

Estimated Total Social Benefit (\$) = Estimated average social benefit per participant x Actual participants

Cost-effectiveness Ratio

The final step involved comparing programs based on their cost-effectiveness ratio. This ratio served as a comparative metric, allowing for an assessment of each program's cost-effectiveness relative to others. It offered a succinct measure to evaluate how effectively each program used its resources to generate social benefits, enabling stakeholders to make informed decisions about the value and impact of different programs. This ratio provides a concise and clear metric to compare the relative cost-effectiveness of different programs. A *lower* ratio indicates a more cost-effective program, as it suggests that a greater level of social benefit is achieved per unit of cost.

The following formula was applied:

Cost-Effectiveness Ratio = Cost per participant / Estimated average social benefit per participant

As mentioned above, the *Cost per participant* is calculated by dividing the total cost of each program by the actual number of participants. It represents the financial investment required for each individual participant.

The Estimated average social benefit per participant is derived from the social benefit analysis, as outlined above. It quantifies the average benefit each participant receives from the program, considering factors like satisfaction, engagement, skills, and capabilities improvement.

For the Global Design Challenge, specific percentage data was not available to quantify the social benefit indicators. However, interviews with suppliers and feedback from interviewees provided qualitative evidence of high satisfaction rates and the acquisition of specific learning skills among students. To account for this qualitative data while maintaining a conservative approach in our quantitative analysis, a provisional estimate of 80% was applied to both social benefit indicators. This estimate represents a cautious approximation of the social benefits, reflecting the positive outcomes indicated by the qualitative feedback, yet acknowledging the lack of precise quantitative data.

In instances where neither survey data nor supplier interviews and reports provided sufficient information, such as with CSIC, WISL, and Model UN, a cost-benefit analysis was not performed.

Clarification of Key Terms

In this report, we have employed specific terminologies that might bear different connotations in other contexts. For instance, 'global citizenship' primarily refers to awareness and understanding of global issues and cultural diversity, whereas it might emphasise political or economic aspects of global interconnectedness in other contexts. Similarly, 'intercultural competence' denotes the ability to interact effectively with people from different cultural backgrounds, a term that could be interpreted more narrowly as just language proficiency or social adaptability in contexts outside the bounds of this review. Furthermore, it is important to note that the terminology used is generally consistent across all programs, which is largely due to programs' alignment with the Victorian curriculum focus areas and IED strategic guidance. This consistency ensures that this analysis remains in line with established educational standards and objectives, thereby maintaining a consistent and reliable approach across all programs evaluated.

Lastly, the repetition of terms like 'cultural awareness', 'global skills', 'global citizenship' and 'student outcomes' is intentional and necessary to maintain focus on the key variables of interest across all programmes reviewed. Their consistent use underlines their significance in international education and highlights their role as pivotal metrics for assessing programme success. This approach ensures a clear and comprehensive understanding of the targeted outcomes and the overarching goals of these initiatives.

PROGRAM EVALUATION (2020-2023)

To comprehensively assess the GL&E programs, a multi-faceted evaluation framework was employed, encompassing several lenses (program, summative, formative evaluation) and the ToC model. This section presents the evaluation outcomes, providing an overarching insight into the collective effectiveness of the programs, as well as delving into individual program analyses where specific examples or notable highlights warrant particular attention. The aim is to present a holistic view of the programs' performance, underscoring key achievements and areas of distinction, while also identifying opportunities for improvement and modification.

Quality of Deliverables

Assessing the overall quality of the deliverables offered by the programs was a critical aspect of the evaluation process. The deliverables from programs such as the VYL China and the Global Youth Advocacy Forums have demonstrated a commendable alignment with educational strategies that cultivate global competencies. They have been meticulously designed to enhance intercultural understanding and language skills, aligning closely with the Victorian curriculum's focus areas. The integration of pre- and post-program assessments by the GYFS program indicates a commitment to measuring impact and a dedication to continuous improvement.

However, these positive steps are tempered by implementation challenges, particularly in virtual settings as evidenced by the Model UN, where engagement was notably impacted. The GELS program stands out with its tangible outcomes in leadership and negotiation skills, reflecting the intended objectives. Yet, the impact of programs like WISL and CSIC is harder to quantify due to a lack of clear post-program data.

Stakeholder feedback has been generally positive, particularly for VYL India, which provided an immersive learning environment lauded by participants. Conversely, the Global Design Challenge faced critiques over the engaging nature of its virtual delivery. Cost considerations also came to the fore with the VYL Indonesia (2019) program, where the cost per participant raised concerns about financial sustainability.

Technical difficulties emerged as a significant barrier in virtual programs. The transition to online platforms, while offering the advantage of wider accessibility, brought logistical challenges, particularly in coordinating and communicating with schools that had a large number of participating students. These challenges were exacerbated by technical issues, including unstable internet connections and specific difficulties with game-related components in some programmes. Technical barriers were not limited to student interactions alone, they also affected programme accessibility and teacher coordination. Schools faced difficulties in accessing vital programme information and coordinating activities with the Beijing Language and Culture University (BLCU) teachers, which were crucial for the smooth running of the programmes. In the specific context of the Model UN programme, technical issues like time zone differences, echoing during virtual sessions, and blocked access to feedback forms presented significant obstacles. These problems not only limited preparation time but also created confusion around programme expectations. Additionally, teachers reported that the prolonged duration of activities in an online setting, compounded by technical glitches with tools such as Zoom and virtual whiteboards, detracted from the quality and engagement levels of the programmes. Such experiences underscore the need for robust technical support and infrastructure to ensure the efficacy of virtual educational programmes, particularly when they aim to foster global learning and intercultural engagement.

Networking and partnership development have been proactive, as seen in the Global Design Challenge's collaboration with international schools. The VYL programs' extensive onboarding and resources highlight the importance of robust support mechanisms, suggesting that additional program support could further enhance program delivery. The GYFS and EFLS programs emphasise the importance of consistent technical and administrative backing for the successful execution of programs. The level of network support and engagement needs to be consistently evident across all programs.

Overall, the GL&E programs demonstrate strengths in strategic design and a strong focus on student outcomes, pointing towards a direction for enhanced quality and cost-effectiveness. Nevertheless, it is imperative to address the identified challenges to ensure the consistent quality of deliverables to ensure their lasting and sustainable impact.

Impact on Students

Student outcomes in the context of the GL&E programs refer to the array of skills, knowledge, attitudes, and behaviours that students develop as a result of their participation in these educational programs. These outcomes encompass not only academic achievements but also include enhanced intercultural understanding, critical thinking abilities, leadership skills, and personal development, all of which are crucial for thriving in a globally interconnected world. The GL&E programs have made a significant impact on student learning outcomes. For instance, the Global Design Challenge Pilot 2023, particularly the Trashbot and Forensic Science Online programs, offered innovative STEM educational experiences that extended beyond traditional academic learning, deepening students' knowledge in sustainable waste management, AI, and machine learning.

Participants in these programs demonstrated remarkable advancements in critical thinking and communication skills. The Global Design Challenge program at Geelong Tech School, for example, enhanced students' problem-solving and critical thinking skills through hands-on, project-based learning activities, preparing them for effective communication and collaboration.

The leadership and public speaking skills fostered in these programs have been particularly impactful. In the ELF program, students developed and shared their leadership skills, engaged in meaningful discussions, and implemented school-led leadership projects. Similarly, the CSIC program provided opportunities for students to develop intercultural understanding and global citizenship, thereby enhancing their leadership and communication skills.

Another significant outcome is the enhancement of students' socio-emotional learning and personal development. The ELF program's focus on diverse leadership styles and social and emotional learning, including resilience, open-mindedness, and cultural awareness, contributed to students' expanded sense of community membership and their ability to contribute effectively to their communities.

The transformative effects of initiatives like GYAFs, VYL, ELF, and CSIC ripple into the broader school community. These programs are catalysts for fostering a deepened understanding and appreciation of global cultures and languages among students. As students grow more receptive and empathetic towards international peers and differences amongst their domestic peers, the school environment evolves into a space that not only welcomes but also celebrates diversity. This cultural shift contributes to the dismantling of stereotypes, biases, and racism, promoting a more inclusive and respectful atmosphere for all.

Furthermore, the GL&E programs in various ways instilled in students the belief in their own and their peers' agency and the importance of giving voice to the disadvantaged. Through their design and delivery, which included guest speaker presentations, breakout room discussions, and virtual collaborative learning, these programs enhanced students' participation, knowledge, and skills in areas such as intercultural understanding, global citizenship, and leadership. This approach empowered students to believe in their leadership capabilities and improved their agency, as evidenced by their confidence in change-making.

In conclusion, the GL&E programs do more than prepare students for active global citizenship; they transform them into ambassadors of intercultural dialogue within their schools, acting as catalysts for a globally engaged and collaborative student body, significantly enriching the educational experience for both local and international students and contributing to the development of a more inclusive, empathetic, and globally aware school community.

Theory of Change (ToC) – Aggregated

ToC is a comprehensive framework used for planning, participation, and evaluation. It defines all building blocks required to bring about given long-term goals. This approach outlines a detailed roadmap illustrating how desired changes are expected to occur in a specific context. It identifies the preconditions, pathways, and interventions necessary for an initiative's success. This makes ToC an essential tool in designing and assessing the impact of the GL&E programs.

The ToC for student outcomes within the GL&E programs delineates a strategic pathway beginning with robust initial inputs (see Figure 1, pg. 25). These inputs include a rigorous school selection process, ensuring the right fit for the program, and proactive engagement initiatives. These set the stage for a receptive and responsive learning environment. The pathway extends through structured activities designed to be both educational and transformative. For example, students engage in project designs that challenge them to think critically and globally. They participate in global citizenship education, broadening their worldview. Additionally, they immerse themselves in cultural experiences, deepening their understanding and respect for diversity.

The ToC recognises that GL&E programs play a pivotal role in reducing educational disparities. By targeting and engaging students from varied socioeconomic backgrounds, the programs aim to mitigate the barriers that often limit educational opportunities. This key output reflects the GL&E program's commitment to fostering equity within the educational landscape, leading to an outcome where students from disadvantaged backgrounds experience improved personal and academic success from their involvement in the programs.

The immediate inferred outcomes for students are significant. These include a marked improvement in their grasp of global citizenship concepts and elevated intercultural competence. These programs are structured to address and dismantle the underlying causes of racism and bias, either explicitly or implicitly, promoting an environment of cultural safety. This commitment to improved intercultural understanding is not just an output but a core component of the learning experience. The resultant outcome is a measurable improvement in intercultural competence among students, which contributes to a reduction in prejudice and racism, aligning with broader societal goals of diversity and inclusion. Students also hone their leadership skills, which are critical in today's interconnected world. These competencies translate into improved academic performance and nurturing a growth mindset embracing social justice and equity principles.

In the long term, these programs are instrumental in developing students prepared for global challenges. They foster profound sensitivity to intercultural nuances and an ability to build and maintain global networks. Students equipped with advanced communication and problem-solving skills become effective global leaders. The ultimate impact is a new generation of individuals who are academically proficient, culturally astute, and globally minded, ready to contribute positively to society.

For teachers (see Figure 2, pg. 26), the ToC illustrates a journey of professional and personal growth. This growth is catalysed by their involvement in the GL&E programs. It starts with comprehensive training sessions and continuous support mechanisms. Teachers then engage in activities integrating global perspectives into the curriculum and networking with peers. The immediate outcomes for teachers involve enhancing their ability to engage with a diverse student body and embedding cross-cultural insights into their teaching methodologies.

The enduring impact on teachers is multifaceted. It includes a sustained commitment to personal and professional development in global issues and a dedication to embedding these learnings into their pedagogy. Teachers emerge as lifelong learners. They apply global perspectives in teaching, inspire peers, and contribute to a culture of inclusivity and cultural awareness. They adeptly create a classroom environment that is a microcosm of the larger global society.

The two ToC highlights both student and teacher outcomes, offering a holistic view of the GL&E programs' intended impacts. The intersection of student learning with teacher development creates a dynamic educational ecosystem. Students benefit from an enriched learning environment, while teachers are inspired by their students' growth in global competencies. This reciprocal growth fosters an educational culture valuing global citizenship, intercultural literacy, and collaborative engagement. The combined impacts contribute to an ethos where embracing diversity, practising inclusion, and engaging with global issues are the norm.

The ToC envisions a sustained transformation in the school community. It aims not just to adapt to global shifts but to actively engage with them. This cultivates a legacy of international mindedness and cultural sensitivity. The GL&E programs aim to equip students and teachers with the knowledge, skills, and attitudes for active, informed, and culturally literate citizenship. They are poised to assume leadership roles and make meaningful contributions in a diverse and globalised world. This contribution is inferred from the measured outcomes of the programs, leading to ongoing attitudinal and behavioural changes. The legacy of these programs is one where today's learning and teaching practices' ripple effects are felt far into the future, impacting participants and broader society in a cycle of ongoing growth and improvement.

Figure 1. An aggregated high-Level ToC capturing the full spectrum of GL&E Programs focusing on changes in students' outcomes and impact.

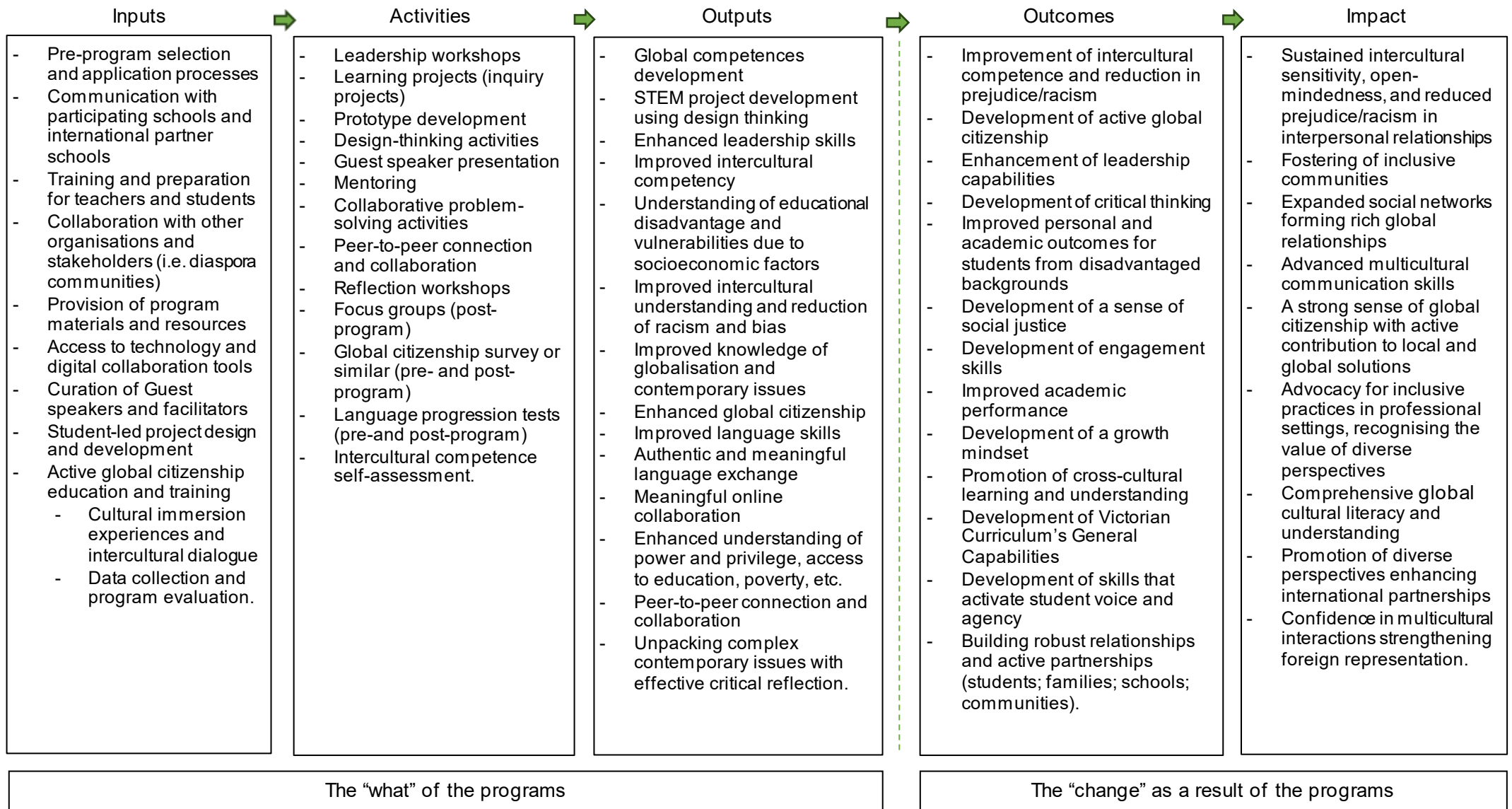
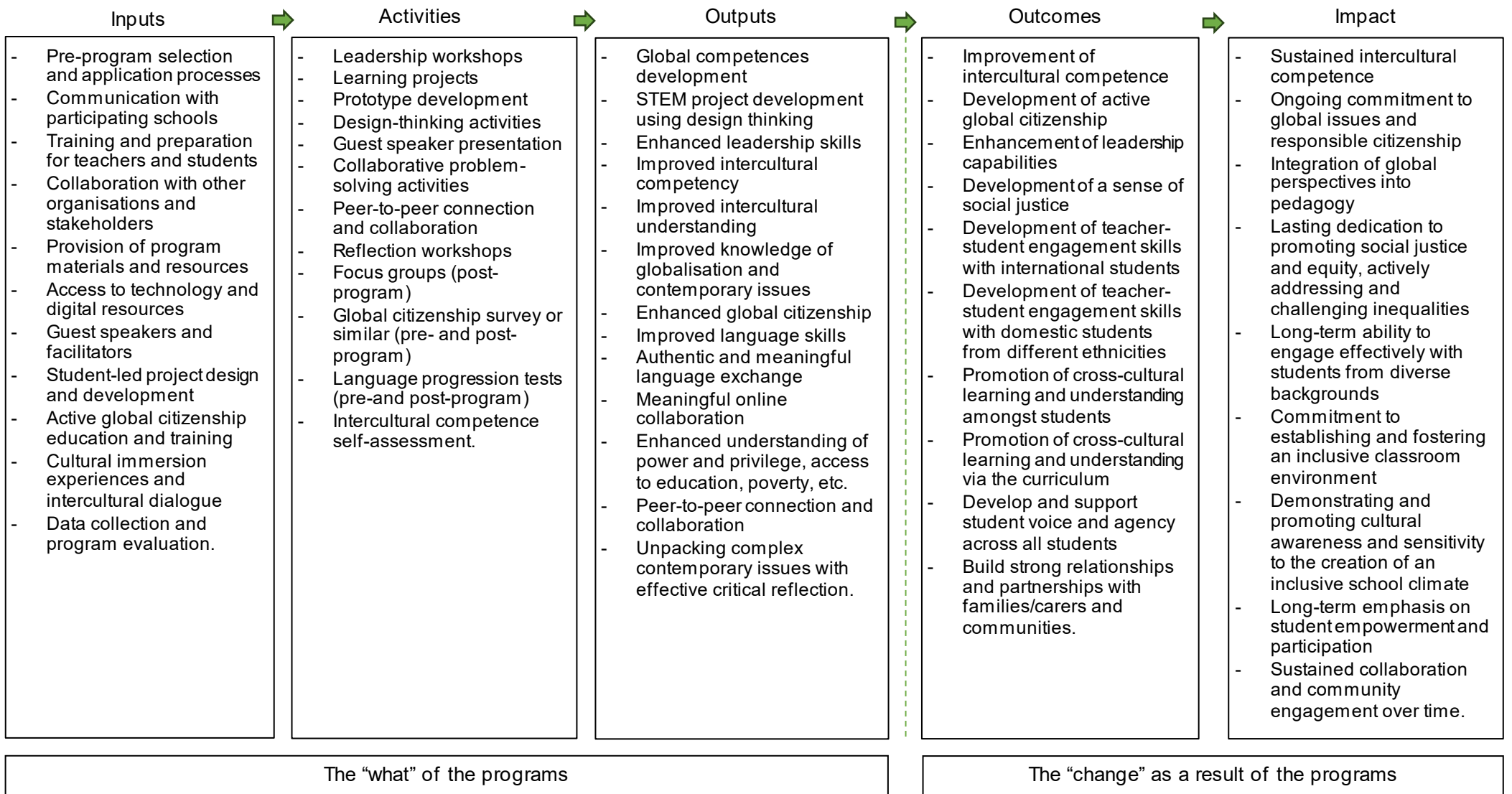


Figure 2. An aggregated high-Level ToC capturing the full spectrum of GL&E Programs focusing on changes in teachers' outcomes and impact.



PROGRAM OUTCOMES AND STRATEGIC ALIGNMENT

In this section, core strategic directions will be outlined, connecting them to student and teacher outcomes. Opportunities to align these strategies with school and community outcomes will also be considered wherever applicable.

To align with the three priorities of the Department's GL&E Strategic Plan, the ToC framework and program evaluation focus areas were applied. The strength of this framework lies in its ability to articulate the rationale, logic, and evidence stemming from activities across the programs, forums, and projects. Additionally, the ToC enables the deduction of behavioural change outcomes from these programs, spanning both short- to medium-term durations. It also allows for hypotheses regarding their potential long-term impact (e.g., five years plus). While some outcomes can be directly associated with shifts observed in pre- and post-program feedback, others might be inferred from behavioural changes that naturally arise as participants gain skills and competencies in areas like global citizenship. Specific focus is also given to the GL&E Teaching and Learning Plan which emphasises providing best practice opportunities in global learning by leveraging the Victorian Curriculum and FISO 2.0.

Over four years, this strategy amplifies Victoria's GL&E prominence in schools, aligning with both the department and broader Victorian Government goals. It incorporates insights from past GL&E strategies in government schools, utilises digital advancements arising from the COVID-19 pandemic for global collaborations, and recognises the ongoing emergence of opportunities to bolster GL&E post-pandemic.

The Strategy outlines IED's three core strategic directions:

1. Connecting Victorian students to the world through GL&E opportunities and teaching and learning activities in schools.
2. Supporting international students to study in Victorian government schools alongside domestic students through the International Student Program (ISP).
3. Targeted international partnerships and stakeholder engagement and collaboration that supports department and whole of Victorian Government priorities.

The alignment of the GL&E programs with the core strategic directions outlined by IED will be examined individually.

Connecting Victorian Students to the World

The Global Learning and Engagement (GL&E) programmes are a key initiative in linking Victorian students with global perspectives, offering diverse opportunities and activities that enrich their educational experience. These programmes effectively blend teaching and learning within schools, nurturing a worldwide outlook among students. Through GL&E, Victorian learners engage in an internationally-focused curriculum and gain unique insights into global cultures, challenges, and partnerships, equipping them with essential skills for an interconnected world.

The GL&E programmes have greatly enhanced students' understanding of global citizenship and leadership, focusing on adaptability, cultural appreciation, and collaboration across cultures. Expert-led programme development has fostered essential outcomes in understanding different cultures and global awareness, thereby broadening students' views on globalisation and enhancing their innovation, leadership, and analytical thinking.

These initiatives have enabled students to champion change, strengthening their leadership and critical thinking abilities. They have facilitated cross-cultural exchanges and new partnerships, leading to a refined comprehension of global matters, positive attitudes towards globalisation, and increased social equity awareness, thereby enhancing communication and problem-solving skills.

Furthermore, these programmes have expanded students' knowledge of diversity, fairness, and social justice, increasing their confidence in taking social initiatives and promoting inclusive attitudes. Group

activities, student-led initiatives, and expert-led discussions have been instrumental in these achievements. For instance, STEM-related elements, like sustainable waste management, have introduced practical environmental solutions, fostering engagement, and enhancing targeted critical thinking.

In conclusion, these programmes have led to improved skills in critical analysis and global comprehension among students and educators, positively impacted attitudes towards education, and increased the capacity for innovative teaching. The cultural exchanges and networks developed have been crucial in achieving these results, providing benefits that extend beyond personal growth and significantly contributing to Victoria's social, cultural, and economic progress.

International Student Program (ISP)

The ISP Recovery, Sustainable Growth and Diversification Strategy addresses the impact of COVID-19 on Victorian government schools and international students. Its objectives include promoting sustainable ISP growth, enhancing school capacities, increasing demand and diversity, diversifying program offerings, and bolstering the department's skills. The reports have shown how the GL&E programmes align with creating a conducive learning environment for international students in Victorian government schools alongside local students through the ISP. A key feature of these programmes is the focus on global engagement and understanding, fostering international partnerships and dialogue. This broadens the learning experience by exposing students to diverse perspectives and cultures, crucial for domestic students to value diversity and assist in integrating international students into the school community.

Professional development opportunities for educators are another significant aspect. These focus on developing skills in critical and intercultural learning, essential as they support a diverse international student cohort. With these skills, teachers can foster more culturally responsive classrooms, benefitting all students, particularly those from overseas.

The programmes emphasise intercultural competence, teaching students to navigate and appreciate cultural nuances within their learning environments. This emphasis on cultural competence creates a more inclusive school atmosphere, beneficial for international students by minimising cultural barriers and enriching their educational journey. Furthermore, leadership and student agency are prioritised, empowering students, especially international ones, to actively participate in their school communities. This not only fosters a sense of connection but also equips them for broader community engagement. The leadership skills gained help international students to confidently express themselves and actively participate in school activities.

These programmes promote the development of student voice/agency and collaboration, structured to allow engagement in global discussions, collaborative projects, and sharing of diverse experiences. Fostering this collaborative spirit among local students is invaluable for international students, aiding them in articulating their views and learning from others in a supportive, inclusive environment.

Networking opportunities abound in these programmes, enabling students, teachers, and schools to establish meaningful connections with peers from various cultural and geographical backgrounds. For international students, these networks are crucial support systems that significantly enhance their sense of belonging and engagement in their educational experience in Victoria.

GL&E Stakeholder Engagement Plan

The GL&E Stakeholder Engagement Plan presents a structured methodology for enhancing collaboration and interactions with essential stakeholders who play a significant role in the development and delivery of GL&E programs. This framework outlines processes for stakeholder identification, analysis, and engagement, utilising bespoke strategies and tools to facilitate effective communication. Such partnerships are designed to be strategic and reciprocal, reinforcing GL&E's prominence within Victoria.

At the core of this engagement strategy are the collaborations with suppliers tasked with creating and implementing these educational programs. These entities are pivotal, contributing their specialised experience from interactions with educational systems throughout the Asia-Pacific region. Their contributions are critical in weaving international students into the fabric of the programs, cultivating an educational

environment rich with diverse cultural perspectives and intercultural understanding. This international aspect is central to the commitment to crafting inclusive educational communities that mirror the strategic vision and equip learners for participation in the global economic arena.

GL&E programs are constructed to give learners with a nuanced comprehension of the interplay between global and local contexts, especially in economic, cultural, and social spheres. The aim is to foster a global perspective in learners, arming them with the competencies to effectively engage with and contribute to cultural exchanges and later, international markets. Emphasis on global literacy ensures that learners recognise the importance of international issues and their domestic implications, fostering a culture of informed and proactive global citizenship.

Additionally, these programs align with the overarching ambitions of Victoria's Education State and the department's FISO 2.0 framework. The objective is to cultivate an educational environment that supports and champions student diversity, enabling all learners to thrive in local settings as well as on the global stage.

GL&E Teaching and Learning Plan

The GL&E Teaching and Learning Plan emphasises providing best practice opportunities in global learning by leveraging the Victorian Curriculum F-10 and FISO 2.0. Table 1 (pg. 30) shows how the majority of GL&E programs in review represent both the curriculum and FISO objectives. To elaborate on the alignment of these programs to GL&E Teaching and Learning Plan, the Victorian Young Leaders China (2023) (VYLC) virtual programme will be used as an example across the different areas of the plan. The VYLC successfully delivered language and culture sessions, live virtual excursions, and online cultural quests. The programme achieved substantial improvements in language skills and a deeper understanding of Chinese culture among students, aligning with the plan's goal of enhancing language proficiency and fostering cultural awareness. Key takeaways from the evaluation included overall success and satisfaction with the online programme among Victorian and Beijing Language and Culture University (BLCU) teachers, with language and leadership being the largest areas of student growth.

Professional development opportunities for educators are a key element of the GL&E Teaching and Learning Plan. This aspect is clearly demonstrated in the VYLC programme, where teachers gained a deeper understanding of their role, engaged in cross-cultural exchange of teaching approaches, and benefited from professional development opportunities. These experiences enriched their pedagogical skills and positively impacted their ability to develop meaningful relationships with students, thus contributing to the plan's advocacy for high-quality GL&E resources and practices for teachers.

The GL&E Teaching and Learning plan also focuses on expanding school capacities and fostering strategic networks and partnerships. The VYLC programme's outcomes for schools included increased student engagement, positive impact on language enrolment, and enhanced communication and cross-cultural skills. Furthermore, the programme facilitated cross-school networking and collaboration, and strengthened relationships with Chinese schools and students. These outcomes align with Australia's policy of enhancing cross-cultural communication and collaboration, demonstrating the plan's effectiveness in aligning GL&E programs with broader educational and international objectives.

The advocacy for the importance of GL&E in schools, highlighted in the Teaching and Learning Plan, is well-reflected in the outcomes of the VYLC programme. The programme not only enhanced Mandarin language skills and cultural understanding but also fostered global citizenship and leadership among students. These outcomes, aligning with the goals of the GL&E plan, illustrate the positive impact of GL&E on student engagement and outcomes, and its crucial role in preparing students for a globally interconnected world.

Table 1. Alignment of Victorian Curriculum Core Elements and FISO Outcomes in GL&E Programs 2020-2023.

Report Name							
	Leadership	Teaching & Learning	Assessment ²	Engagement	Support & Resources	Learning	Wellbeing
VYL China (2023)	x	x	x	x	x	x	x
VYL Indonesia (2019)	x	x	x	x	x	x	x
VYL Indonesia (2023)	x	x	x	x	x	x	x
VYL India (2022-2023)	x	x	x	x	x	x	
Global Youth Advocacy Forums (2020)	x	x	x	x		x	x
Global Youth Advocacy Forums (2021) – Interim Report	-	x	-	x	-	x	-
Global Youth Advocacy Forums (2021) – Project Report ¹	x	x	x	x	x	x	
Global Youth Advocacy Forums (2022) – Project Report ²	x	x	x	x	x	x	x
Global Design Challenge – Swinburne University of Technology, Melbourn (2023)	x	x	x	x	x	x	x
Global Design Challenge Collaboration Overview – Geelong Tech School (2023)	x	x	-	x	x	x	-
Meg Languages – GELs Report ²	x	x	x	x	x	x	x
Emerging Leaders Forum (2023)	x	x	x	x	x	x	x
Connecting Schools with Indian Communities – Pilot Report (2019-2020)	-	x	-	-	-	x	-
Connecting Schools with Indian Communities (2023) Program Guide				x		x	

Note: Where an 'x' denotes the core element or outcome was present in some capacity associated with the student in the program or project, and a '-' denotes it was not present.

¹FISO V1.0

²FISO V2.0

³Assessment includes surveys and any related certification.

COST-BENEFIT-ANALYSIS (2022/23 FINANCIAL YEAR & 2023 ACADEMIC YEAR)

Based on the data provided by IEU a cost-effectiveness and social benefit analysis for Victorian students participating in GL&E programs over the 2022/2023 financial year and 2023 was conducted for the Victorian students participating in GL&E programs. The programs that had sufficient data to conduct this analysis were: VYL China, VYL India, VYL Indonesia, GYFS and ELFS, Global Design Challenge, and GELS. Although, the Model UN, WISL, and CSIC programs had insufficient data to conduct the cost-effectiveness analysis, all of the programs are presented in the final analysis.

Table 2 (see pg. 33) presents all GL&E programs, their contract values, student targets, actual student participation, cost per student, and where possible, social benefit totals, average social benefit per student, satisfaction/engagement levels, skills/capabilities, and cost-effectiveness ratios. The social benefit indicator percentages, derived from the average of student satisfaction and engagement responses collected through program post-surveys, were also reported. Although the cost per student and average social benefit per student varied across programs, that cost-effectiveness ratios were similar. For example, the cost per student for the VYL China program was \$1,146.14, and the average social benefit per student was \$1,817.08. In comparison, the GYFS and ELFS program had a lower cost per student (\$217.53) but a similar proportional average social benefit per student (\$364.53) – the ratios for both programs were 0.60 and 0.63 respectively.

The key finding from this analysis were that the programs were performing well given the low cost-effectiveness ratios (range 0.57-0.67), where lower ratios are an indication of better cost-effectiveness. The VYL Indonesia program did have the lowest cost-effectiveness ratio of 0.57, closely followed by GELS (0.58) indicating that these were the most cost-effective programs based on the adopted social benefit percentages. However, the GYFS and ELFS (0.60) programs similarly had low ratios indicating that they were also very cost-effective programs.

The following provides a breakdown by program:

VYL China – The program had a good cost-effectiveness ratio of 0.63, with a social benefit total of \$307,174.26. The program targeted 200 Victorian students, with 169 actually participating. The average social benefit per student was \$1,817.08, and the satisfaction/engagement level was 84%. The skills/capabilities level was 97%. Overall, this program demonstrates high estimated average social benefits per student and strong cost-effectiveness.

VYL India – This program recorded the highest cost-effectiveness ratio at 0.67, indicating it was the least cost-effective compared to all other programs. Despite this, it achieved a notable social benefit total of \$150,432.00. The program was aimed at 40 Victorian students and successfully engaged all 40 participants. The average social benefit per student amounted to \$3,760.80, with a high satisfaction/engagement level of 94%. Additionally, the skills/capabilities level was recorded at 80%. It is important to note that while this program shows the least cost-effectiveness based on the ratio, the ratio itself remains low, suggesting that it still offers strong social benefits per student and overall cost-effectiveness.

VYL Indonesia – The program had a very good cost-effectiveness ratio of 0.57, with a social benefit total of \$188,220.00. The program targeted 40 Victorian students, with 34 actually participating. The average social benefit per student was \$5,535.88, and the satisfaction/engagement level was 90%. The skills/capabilities level was 88%. Overall, this program is providing high estimated average social benefits per student and strong cost-effectiveness.

GYFS and ELFS – These programs had a good cost-effectiveness ratio of 0.60, with a social benefit total of \$514,674.00 collectively. The program targeted 870 Victorian students, with 1,411 actually participating. The average social benefit per student was \$364.53, and the satisfaction/engagement level was 84%. The skills/capabilities level was 94%. Overall, these programs demonstrate high estimated average social benefits per student and strong cost-effectiveness.

Global Design Challenge – the program had a good cost-effectiveness ratio of 0.76, with a social benefit total of \$311,773.69. The program targeted 128 Victorian students, with 97 actually participating. The average social benefit per student was \$3,214.16, and the satisfaction/engagement level was 80%. The skills/capabilities level was 80%. Both of these social benefit percentages were estimates based on anecdotal information in reports and supplier feedback from interviews, rather than actual post-program survey data from students. Given this, 80% may be a conservative figure. Overall, the program shows a relatively high cost per student but still maintains a cost-effectiveness ratio below 1.

Model UN – The program had a total contract value of \$42,000.00. It targeted 300 Victorian students, with 211 participating, resulting in a cost per student of \$198.11. However, no social benefit total was available for the program, and consequently, no cost-effectiveness ratio could be determined. Additionally, due to limited supplier feedback, it was not feasible to estimate a social benefit percentage. It is important to note that at the time of writing this report, actual participant figures for 2023 were not final, as cohorts were still being delivered for the program.

GELS – The programs that fall collectively under GELS had a very good cost-effectiveness ratio of 0.58, with a social benefit total of \$391,425.00. The program targeted 1,950 Victorian students, with 1,049 actually participating. The average social benefit per student was \$372.94, and the satisfaction/engagement level was 90%. The skills/capabilities level was 87%. Both social benefit proxy indicators were derived from averages across the GELS programs. It should also be noted that at the time of writing this report, actual participant figures for 2023 were not final as cohorts were still being delivered across these programs.

WISL – No data was available to conduct a social benefit analysis, and as a result, no cost-effectiveness ratio was determined.

CSIC – No data was available to conduct a social benefit analysis, and as a result, no cost-effectiveness ratio was determined.

In summarising the findings from the cost-effectiveness and social benefit analysis of the GL&E programs for Victorian students in 2023, several key observations emerge. The analysis, covering programs such as VYL China, VYL India, VYL Indonesia, GYFS and ELFS, Global Design Challenge, and GELS, demonstrated varying degrees of cost-effectiveness and social benefits. Notably, while the VYL India program exhibited the highest cost-effectiveness ratio, indicating it was the least cost-effective, it still maintained strong overall cost-effectiveness and significant social benefits. This highlights a trend seen across the evaluated programs – even those with higher ratios still deliver considerable value in terms of social benefits.

VYL China and the Global Design Challenge, with ratios of 0.63, and GYFS and ELFS, with a ratio of 0.60, all displayed commendable cost-effectiveness, balancing cost with substantial social benefits. This is reflected in their high satisfaction and engagement levels, and the skills and capabilities developed in participants. For instance, VYL China achieved a significant social benefit total of \$307,174.26, with a high satisfaction level of 84% and a remarkable skills/capabilities level of 97%.

The VYL Indonesia program stood out for its exceptionally low cost-effectiveness ratio of 0.57, coupled with high estimated social benefits per student, indicating it as one of the most cost-effective initiatives. This program, along with GELS, which also had a low ratio of 0.58, exemplifies the potential of GL&E programs to deliver meaningful educational experiences in a cost-effective manner. However, limitations in the data were noted, particularly for the Model UN, WISL, and CSIC programs, where insufficient data precluded a detailed cost-effectiveness analysis. This highlights the need for consistent and comprehensive data collection across all programs to ensure accurate and complete evaluations in the future.

In conclusion, the GL&E programs have largely succeeded in providing high social benefits at a reasonable cost. The variations in cost-effectiveness ratios and the breadth of benefits across programs underscore the complex nature of evaluating educational initiatives in terms of financial efficiency and social impact. Despite these complexities, the programs collectively demonstrate IED's commitment to delivering high-quality, impactful global learning experiences to Victorian students, balancing cost considerations with the substantial educational and social benefits they offer.

Table 2. Cost-effectiveness and Social Benefit Analysis for Victorian Students Participating in GL&E Programs over the 2022-23 Financial Year and 2023 Academic Year.

Program	Contract Value Total (\$)	Social Benefit Total (\$)	Student Target (Victorian Students)	Student Actual (Victorian Students)	Cost per Student (\$)	Average Social Benefit per Student (\$)	Social Benefit ² Satisfaction/Engagement Levels	Social Benefit ³ Skills/Capabilities	Cost-Effectiveness Ratio
VYL China	193,697.00	307,174.26	200	169	1,145.74	1,817.08	84%	97%	0.63
VYL India	100,960.00	150,432.00	40	40	2,524.00	3,760.80	94%	80%	0.67
VYL Indonesia	107,250.00	188,220.00	40	34	3,155.88	5,535.88	90%	88%	0.57
GYFS and ELFS	307,100.00	514,674.00	870	1,411	217.53	364.53	84%	94%	0.60
Global Design Challenge	194,858.56	311,773.69	128	97	2,463.98	3,214.16	80%	80%	0.76
Model UN¹	42,000.00	-	300	211*	198.11	-	-	-	-
GELS	225,500.00	391,425.00	1,950	1,049*	214.81	372.94	90%	87%	0.58
WISL²	218,930.00	218,930.00	12	12	-	-	-	-	-
CSIC³	107,645.00	-	Not available	5 schools	-	-	-	-	-
Total	1,498,840.56	1,862,648.95							

¹No data was available to being able to conduct social benefit analysis, and as a result, no cost-effectiveness ratio was able to be determined.

²The social benefit indicator percentage is derived from the average of student satisfaction and engagement responses collected through program post-surveys. In cases where both satisfaction and engagement were assessed, the data has been averaged.

³The social benefit indicator percentage is calculated based on students' average post-program learning, which typically measures increased skills and capabilities related to the program. Data for this calculation is obtained from various student post-program assessments.

PARTICIPANT SATISFACTION & ENGAGEMENT

Participant Satisfaction

The success of the GL&E programs is largely reflected in the high levels of satisfaction expressed by both students and educators. This satisfaction stems from the comprehensive nature of these programs, which effectively blend academic learning with personal development. Students have reported substantial gains in their understanding of diverse cultures and languages, enhancing their global perspectives. These experiences, coupled with improved communication skills and a greater sense of self-confidence, contribute to their overall satisfaction with the program.

Educators, too, have observed significant positive changes. They note that the programs have enriched their teaching methodologies and provided valuable professional development opportunities. The emphasis on cross-cultural exchanges has not only broadened educators' pedagogical skills but also fostered a deeper understanding of their roles in shaping global citizens. This has led to an enriched educational environment, where teachers feel more equipped and inspired to mentor their students effectively.

Participant Engagement

Engagement levels among participants in the GL&E programs have been notably high. The programs, such as the Culture Quest initiative and the Global Citizenship Student Ambassador Program (GCSAP), have notably enhanced cultural awareness and amplified student voice, agency, leadership, and learning. These initiatives exemplify the program's success in leveraging educational technologies and innovative approaches to bolster student participation in schools.

The program's dynamic and interactive structure effectively captures and retains student interest, merging technological innovation with culturally rich content for deep immersion in the learning process. The program's adaptability to participant needs, through tailored online and in-person learning approaches, caters to diverse learning styles and preferences. Additionally, real-world applications and problem-solving exercises provide practical skills and experiences, further enhancing student engagement.

Schools and educators have been pivotal in sustaining this engagement, fostering supportive learning environments for active and enthusiastic student participation. Effective teaching strategies, robust support systems, and interactive learning have been instrumental in achieving these high engagement levels. Pilot testing and subsequent surveys have consistently evidenced positive outcomes in student engagement, knowledge retention, and socio-emotional skill development.

Overall, the GL&E programs have achieved commendable success in both participant satisfaction and engagement. The combination of academic rigor with practical, real-world applications not only enriches the educational experiences of the participants but also prepares them to confidently engage with the global community.

PROGRAM ENABLERS AND BARRIERS

Enablers

Program Design and Delivery

The programs were engagingly designed, which significantly enabled learning. Educational technologies had been effectively leveraged, for example the Culture Quest program, to amplify cultural awareness and knowledge retention. The Global Citizenship Student Ambassador Program (GCSAP) was also remarked upon for its role in activating students' voice, agency, leadership, and learning, thus bolstering student participation within the school.

Professional Development for Educators

Teachers had benefited from opportunities for professional growth, which in turn, bolstered their capacity to support students' learning. The organisation of the programs had received high satisfaction ratings, with educators providing positive feedback on the facilitation and structure that contributed to the successful learning outcomes.

Alignment with Curriculum and Strategic Goals

Overwhelmingly the program aligned with the Victorian Curriculum and the FISO 1.0 or 2.0 framework, enabling integration into the existing educational structure. This alignment ensured that the programs complemented and extended the educational goals and priorities of schools in Victoria.

Community Building and International Connections

A sense of community and connectedness was not only fostered within the local school environment but also through the establishment of international connections. The programs had facilitated relationships with communities and schools overseas, which enhanced the global dimension of the students' learning experiences.

Barriers

Technical and Operational Constraints

Some programs had encountered technical complications and time constraints, which made advocating for the development of certain program elements challenging. These operational issues had the potential to impede the smooth execution and scaling of the programs. Some technical issues included: difficulties in accessing online platforms, problems with website accessibility, and connectivity issues.

Sustainable Financial Management

The financial sustainability of the programs had emerged as a concern. Striving to maintain high satisfaction rates and positive impacts while managing financial resources efficiently had remained a critical area requiring strategic focus. This concern was highlighted both in supplier interviews and in several reports, where suppliers expressed the feeling that they were exceeding their delivery commitments.

Engagement and Knowledge Application

Although engagement levels were high, the application of knowledge and skills beyond the program context had posed a challenge. Ensuring that the students' learning effectively translated into real-world scenarios was an ongoing process that necessitated continuous evaluation and adaptation.

Measuring Impact

Measuring the programs' impact, especially in terms of medium to longer-term outcomes, had remained a complex endeavour for suppliers. While immediate satisfaction and engagement were measurable pre and post participation, the enduring influence on students' future opportunities and career pathways required careful and ongoing monitoring. Many suppliers were aware that they were not accurately or sufficiently measuring their impact.

RECOMMENDATIONS

This section presents recommendations designed to enhance the effectiveness and reach of the GL&E programs. Emerging from the in-depth analysis supported by empirical data and qualitative insights, these recommendations provide a clear pathway for future advancements to the overarching strategic initiatives and objectives of the department and IED.

Central to these recommendations is the goal of improving global citizenship education. This involves a focus on comprehensive data collection, adaptive programme delivery methods, detailed cost-benefit analysis, enhanced supplier engagement and teacher training. Each recommendation builds on the existing strengths of the GL&E programmes, addressing areas for improvement.

Enhanced Data Collection and Analysis

1. To address the challenges of standardisation and objectivity in the evaluation of GL&E programs, it is recommended that IED take a proactive role in developing and implementing a uniform set of tools for data collection. This suite of tools should include pre- and post-program surveys for both students and teachers, as well as instruments for capturing qualitative data through focus groups and interviews, all tailored to measure constructs pertinent to global citizenship education aligned with the curriculum and FISO 2.0.
2. It is recommended that IED construct these tools with a strong emphasis on the domains of global citizenship, associated social-emotional learning areas, and knowledge acquisition, ensuring that they reflect the nuanced objectives of the GL&E programs. By centralising the creation of these measurement instruments, IED can guarantee that the items within the surveys are crafted with objectivity and are aligned with validated educational and personal metrics. This move will not only ensure the reliability and validity of the data collected but also facilitate a coherent analysis across different programs.
3. The establishment of a consistent framework for the analysis of this data, employing robust statistical methods to ascertain the impact of the programs and identify best practices would be an asset to IED. The outcome of this analysis would be twofold: it would provide actionable insights for program improvement that can be shared and communicated with suppliers and generate reliable data for the computation of social benefit proxy indicators, which are critical for future comprehensive cost-benefit analyses.
4. This structured approach to data collection and analysis will enable IED to conduct objective evaluations of the GL&E programs. It will provide a solid foundation for meaningful comparisons across various initiatives and contribute significantly to the understanding of their value, efficacy, and alignment with the overarching goals of fostering global citizenship among students and educators. Such an approach will enhance the strategic planning of future programs and ensure that resources are allocated to initiatives that demonstrate the greatest educational and social return on investment.
5. An important consideration is the development of a comprehensive system to gauge the long-term effects of GL&E programmes on students' educational and career trajectories, as well as their life choices. Implementing longitudinal studies in certain programmes could effectively track participants' progress and achievements over time. One approach to facilitate this could be the creation of an alumni network. Through this network, former participants could share insights, engage in mentoring current GL&E students and visiting international students (e.g., ISP students), and contribute to the ongoing development and enhancement of the programmes. Such a network would not only foster a community of globally engaged citizens but also provide valuable data on the enduring impact of the IED's GL&E initiatives.

Online, Hybrid...Immersive?

1. There are multiple references to student desire to have face-to-face immersive interactions. For instance, in the GYF May-June 2022 Report (Cohort 4) it is noted that, "while feedback has been resoundingly positive of the experience to connect online and easily meet students from a range of countries and contexts, qualitative feedback from both students and teachers has highlighted there is still a strong desire to connect face-to-face" (pg. 1). It is also noted amongst the same cohort, that "many students commented that it was still difficult to focus for such long periods of time online and that their engagement could struggle at times" (pg. 2). GYF Nov 2022 Report (Cohort 5) states the finding that meeting other students in different schools and countries is one of the most important motivations for students to join the program (pg. 39), and an immersive experience would amplify this engagement. In Cohort 6 of the same program (the GYF March-April 2023 Report, pg. 41) teachers expressed a desire for both face-to-face and virtual options within the forum, highlighting the importance of providing flexibility in delivery modes to accommodate diverse needs and preferences. This feedback, and the move back to pre-COVID travel and behaviour, leads to the question relating to optimal mode of delivery for global citizenship education.
2. While virtual and hybrid models undoubtedly have their place in the educational landscape, particularly in terms of inclusivity and adaptability, the unique benefits of immersive in-country experiences, as evidenced by the analysis, suggest that they remain an invaluable component of comprehensive global education strategies. The outcomes from the programs show that students benefit from global citizenship education, regardless of the delivery mode. The key is the quality of the program and the interactions it facilitates. While in-country experiences offer unparalleled opportunities for cultural immersion and real-world learning, online and hybrid models have proven their value in providing broad access and fostering global connections in the digital age.
3. However, IED should consider that high levels of student satisfaction and capability development indicate that immersive experiences have a deep impact, likely extending beyond what is achievable through online or hybrid formats. Immersive experiences enable students to acquire cultural and linguistic competencies through direct exposure, fostering a nuanced understanding and a level of fluency in intercultural communication that virtual environments might struggle to provide (Desforges, 1998).
4. Studying abroad also significantly contributes to personal growth, independence, and resilience. Students face the challenges of adapting to new environments, which can accelerate maturity and self-reliance (Carlson & Widaman, 1988). Additionally, these experiences can establish long-lasting international relationships and networks that benefit students' future academic and career endeavours, which are more challenging to cultivate through virtual interactions (Campbell-Price, 2014).
5. Furthermore, the financial investment in immersive programs symbolises a commitment to the educational and global citizenship potential of students. This commitment can enhance student engagement, with participants recognising the significant opportunity afforded to them. While virtual and hybrid models are crucial for their inclusivity and adaptability, the distinctive advantages of immersive experiences suggest they remain an essential element of comprehensive global education strategies. These qualitative benefits are important considerations for the department when determining the future direction of these student programs.

Cost-Benefit Analysis

1. A clear delineation between Victorian students and overseas students' responses to pre- and post-survey responses would allow the comparison of cost-effectiveness ratios and the estimates of the social estimates of programs for Victorian participants versus international participants.
2. Establish additional social benefit proxy indicators to allow for more comprehensive cost-benefit analysis of programs. It is recommended that these indicators be generic across programs rather than specific to program goals and objectives which would make them less standardised and useful for comparability purposes.

3. Potential indicators for consideration:
 - Increased cultural competency/awareness - given that this competency is a main feature of all of the programs funded by IED, a standardised tool such as the Intercultural Effectiveness Scale (Portella & Chen, 2010) used by VYL Indonesia (2019) or similar, that is administered to all participants pre- and post-program would provide excellent data for an important cost-benefit indicator.
 - Improved skills/capabilities performance measures - this is particularly applicable to the programs that are longer in duration and where learning from the participation in the program can be correlated with improved performance. It is important that these measures are aligned with the curriculum areas that the program's activities and content pport to target and improve.
 - Improved and expanded social-emotional learning measures - ensuring that all programs are robustly measuring areas beyond satisfaction and engagement for better representation of FISO 2.0 and the learner-related behaviours that support the behavioural change is represented as the outcomes and impact of program participation. Suggested additional areas: self-confidence, self-awareness, empathy, and communication skills.
 - Targeted teamwork and collaboration skills measures - this might be measured by assessing participants' ability to work effectively in teams or groups before and after the program. This measure may be self-evaluated or observed - by others (e.g., teachers), or both for reliability purposes.
4. Yearly trend analysis, using social benefit indicators, would be extremely useful for the identification of patterns and trends in the costs and benefits of the programs. This will help IED understand how the programs are performing over time and provide additional data as to which they are meeting their objectives and proposed student outcomes. The collection of this data feeds into additional benefits such as:
 - Evaluate program effectiveness - can help evaluate the effectiveness of the programs by comparing the costs and benefits over time. This can help identify which programs are performing well and which ones need improvement, and in what areas. This information will assist in IED's future planning of programs and assist in aligning program outcomes with department goals, objectives, and funding.
 - Comparability between programs – will assist in allowing more accurate comparability across programs, which will be useful if/when delivery modes are changed over time, for example, where an online/hybrid program is redesigned and delivered as an overseas offering. Although costs with an overseas delivery model will increase, if the social benefit proxy indicators also increase then the cost-benefit ratio will be significantly higher for this model, compared to a less costly online and/or hybrid model.

Modify Mid-Point Questions (Suppliers)

1. The current mid-point questionnaire is currently administered within some of the GL&E programs. This questionnaire shows several areas where it might be enhanced to significantly increase its formative value and strategic efficacy. The questions posed within the questionnaire should extend beyond quantitative metrics, delving into the qualitative aspects of participant engagement and program impact. For example, a question could encourage suppliers to provide detailed accounts of challenges and successes, fostering a richer narrative around each program's journey.
2. The addition of structured prompts would elicit for specific participant feedback, which are vital for gauging satisfaction and educational outcomes.
3. Ask for the suppliers to be more evidence-based, supporting claims with concrete data or specific examples, which would bolstering the credibility and usefulness of the feedback.
4. The current format also misses the potential for mid-point course corrections, where there might be questions targeted at immediate, actionable improvements.

Expand Intercultural Competence Training for Teachers

1. Expanding intercultural competence training for teachers is an important aspect to the success of the GL&E programs, resonating with the IED's emphasis on professional development and capacity building in education. Teachers are often the primary facilitators of these global learning experiences and hold a critical role in shaping students' understanding and appreciation of diverse cultures. To enhance their effectiveness in this role, it is recommended that IED invests in more extensive and structured intercultural competence training for educators.
2. Such training could encompass a series of workshops and professional development sessions focused on enhancing cultural sensitivity, mastering effective communication techniques in multicultural environments, and learning strategies to foster and facilitate intercultural understanding in the classroom. These sessions should aim to equip teachers with not just theoretical knowledge, but also practical skills to navigate and address the complexities of a culturally diverse educational setting. The training could include modules on cross-cultural conflict resolution, building inclusive classroom environments, and integrating global perspectives into the curriculum.
3. Aligning this training with the teaching strategies of the GL&E programs could ensure a more coherent and holistic approach to global education, and integration with the curriculum. It would enable teachers to seamlessly weave intercultural competencies into their teaching methodologies, thus enriching the learning experience for students. The training could also include components on how to use global issues and case studies to engage students actively and develop their critical thinking skills in a global context.
4. By enhancing the intercultural competence of teachers, IED can foster a more inclusive, empathetic, and globally aware educational environment. Such an environment is not only conducive to student learning but also pivotal in preparing students to become global citizens who can navigate and contribute positively to an increasingly interconnected world. This strategic focus on teacher training aligns with IED's broader educational goals and reinforces its commitment to delivering high-quality, globally oriented education.

CONCLUSIONS

The Global Learning and Engagement (GL&E) programs have had a significant and multi-dimensional impact on students, tightly aligning with the International Education Division's (IED) core strategic directions. These initiatives have catalysed an increase in cross-cultural communication, deepened students' understanding of international cultures, and strengthened global relationships. The focus on collaboration, critical thinking, and global engagement is instilling in students the competencies essential for future leadership in an interconnected world. Importantly, by bringing together diverse student groups from within Australia and around the world, these programs cultivate tolerance and inclusivity. This approach not only enhances global competencies but also confronts stereotypes, biases, and racism, thereby contributing significantly to a vibrant and inclusive Victorian society among our student population.

In accordance with IED's first strategic direction, the GL&E programs have effectively supported the integration of international students into Victorian government schools, facilitating a shared educational journey with domestic students. This initiative has been instrumental in creating a cohesive and culturally diverse educational environment that reflects global awareness and equity.

The programs have also profoundly addressed IED's second strategic direction, namely, connecting Victorian students with the wider world. By providing access to high-quality global learning resources, these programs have broadened students' worldviews, nurtured adaptability, and fostered an appreciation for diverse perspectives. The experiences delivered through the GL&E initiatives are invaluable, equipping students with the necessary skills to engage and navigate confidently, and contribute meaningfully to the global community.

Furthermore, in line with the third strategic direction the programs have been proactive in establishing targeted international partnerships and stakeholder collaborations. These strategic networks have not only supported the departmental goals but have also contributed to the broader objectives of the Victorian Government, enriching the educational experience for schools and students alike.

The alignment of the GL&E programs with these strategic directions underscores their integral role in the educational landscape. They stand as critical components of a comprehensive educational strategy, not merely extracurricular activities, but as foundational elements in nurturing a generation of well-rounded and globally-minded individuals. As these programs evolve, they continue to reinforce IED's vision, showcasing their sustainable value and impact. The strategic congruence of these programs ensures they meet immediate learning objectives and contribute to societal goals, fostering a culture of globally engaged citizens poised to lead and influence across borders. The culmination of these programs represents IED's enduring commitment to academic excellence, cultural understanding and inclusiveness, and international collaboration, cementing the GL&E programs as a cornerstone in the mission to prepare students for the complexities of the global stage and develop the skills needed to build of a more tolerant, inclusive society – both domestically and internationally.

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APPENDIX A

The following appendix provides a brief outline of the ten programs that were part of this evaluation.

Connecting Schools with Indian Communities (CSIC) (2020, 2023)

CSIC fosters cultural exchange and understanding between Victorian schools and Indian communities. The program aims to enhance intercultural learning experiences, promote global citizenship, and build long-term educational partnerships. The program also includes teacher professional development and resource sharing to deepen the educational impact. It has successfully facilitated numerous student exchanges and cultural events.

Emerging Leaders Forum (ELF) (2023)

ELF is a dynamic platform designed to nurture leadership skills among students. It emphasizes innovative thinking, public speaking, and collaborative problem-solving, preparing students for future leadership roles in a global context. Additionally, ELF incorporates real-world challenges to provide practical leadership experiences. Participants have reported increased confidence and a broader global perspective.

Global Engaged Learners (GELS) (2023)

GELS program focuses on developing students' global competence. It integrates international learning opportunities into the curriculum, encouraging students to engage with global issues and diverse cultures. GELS also offers virtual exchange programs, enhancing digital communication skills. It has been praised for its role in developing students' empathy and adaptability in diverse settings.

Global Design Challenge (2023)

Held at Geelong Tech School and Knox Innovation Opportunity Science Centre, this challenge engages students in addressing global problems through technology and design thinking, fostering creativity and innovation. Participants in this challenge have won awards and recognition for their innovative solutions. The program also fosters industry partnerships, providing real-world relevance.

Global Youth Advocacy Forums (GYFS) (2020, 2021, 2022)

GYFS empowers students to voice their perspectives on global issues. It promotes advocacy skills, encouraging youth to become change agents in their communities and beyond. This forum has seen its participants initiate community projects and campaigns. It offers a unique platform for youth voices to influence policy and societal norms.

Model United Nations Conference (Model UN) (2023)

Model UN is an educational simulation where students learn about diplomacy, international relations, and the United Nations. It develops critical thinking, teamwork, and leadership skills. This simulation has been instrumental in fostering a deeper understanding of global politics among students. Alumni have pursued careers in international relations and diplomacy.

Victorian Young Leaders (VYL) China, 2023)

VYL China provides students with immersive experiences in China, enhancing their language skills and understanding of Chinese culture and society. The immersive nature of this program has led to significant improvements in language proficiency. It has also established enduring sister-school relationships.

Victorian Young Leaders (VYL) India (2022, 2023)

This program offers Victorian students a unique opportunity to engage with India's rich culture and history, fostering cross-cultural understanding and leadership skills. This program highlights India's diverse cultural heritage and emerging global role. Students often engage in collaborative projects with local peers.

Victorian Young Leaders (VYL) Indonesia (2019, 2023) VYL Indonesia focuses on deepening students' insights into Indonesian culture, language, and society, promoting mutual respect and intercultural competence. VYL Indonesia includes community service components, enhancing student empathy and cultural understanding. It also focuses on environmental and social issues relevant to Indonesia. Note: VYL Indonesia (2019) was an immersive onshore program, whereas in 2023 it was a virtual program.

Women in School Leadership (WISL)

WISL is dedicated to supporting and advancing women in educational leadership roles. It provides professional development, mentoring, and networking opportunities to foster gender equity in school leadership. WISL has been instrumental in increasing female representation in leadership positions within schools. It also focuses on leadership in challenging and changing educational landscapes.

APPENDIX B

This appendix provides an outline of each program's development phases, key enablers and barriers, and outcomes for each of the stakeholders: students, teachers, and schools. In addition, a Theory of Change for each program has been developed to assist in understanding the overall effectiveness of each of the programs.

VICTORIAN YOUNG LEADERS (VYL) CHINA VIRTUAL PROGRAM (2023)

The Victorian Young Leaders China (VYLC) virtual program was successfully delivered in 2023, with a total of 169 students from 17 schools in two separate cohorts. The program allowed students to receive language and culture sessions online, from Beijing Language and Culture University (BLCU), over a period of two weeks, as well as partake in Live Virtual Excursions to China and play an online Culture Quest with students from China.

Students experienced substantial improvements in their language skills and more profound understandings of Chinese culture, making the program a success in enhancing language proficiency and fostering cultural awareness and immersion. Key takeaways from the evaluation of data included overall success and satisfaction with the online program among Victorian and BLCU teachers, with language and leadership being the largest students' growth areas. Additionally, the report reveals recommendations for continuous improvement, including adjusting cohort dates to avoid exam periods for student attendance flexibility, investing more time in onboarding to better upskill classroom teachers and streamline processes for teachers and students, and exploring the incorporation of a hybrid model, combining online learning with in-person components in China for authentic immersion experiences and language and cultural understanding.

Program Development Phases & Associated Activities

Pre-Program Phase

- Survey conducted among students before the program to understand their experiences and knowledge.
- Onboarding teachers with information about the program.

Program Phase

- Language and culture sessions online, from Beijing Language and Culture University (BLCU) over a period of two weeks.
- Live Virtual Excursions to China.
- Online Culture Quest with students from China.
- Language lessons.
- Cultural activities.
- Q&A sessions with guest speakers from China.
- Potential delivery of basic survival Chinese language skills.
- Continuous project development.

Post-Program Phase

- Survey conducted among students after the program to understand the gain in their experiences and knowledge.
- Feedback focus groups conducted with Victorian Teachers and BLCU participants.
- Post program feedback surveys completed by Victorian and BLCU teachers, shedding light on program strengths and areas for improvement.
- Victorian Teacher Focus Sessions, where teachers discussed the program challenges and provided suggestions for improvement.
- Program Improvement Plan, listing recommendations for enhancing the current program model.
- Hybrid Model Proposal, outlining the pro and cons of each model and activity suggestions.

Program High-Level Enablers and Barriers

Main enablers for students

- The program enabled students to receive online language and culture sessions from Beijing Language and Culture University (BLCU).
- Students experienced substantial improvements in their language skills, including pronunciation and vocabulary in Mandarin, which demonstrated the success of the program in enhancing language proficiency.
- Students also reported gaining a deeper understanding of Chinese culture, indicating that the program fostered cultural awareness and immersion.
- Survey participants raised impactful use of technology, such as XR, virtual classes, and excursions. This feedback signals the potential continued use of technology-driven engagement strategies in 2024. The success of technology implementation in 2023 appeared to boost student engagement, underscoring the importance of innovative technologies in making learning engaging and exciting.
- Classroom teachers observed higher levels of engagement and a reduction in stress within their students, suggesting that the program achieved a significant degree of improvement. These positive outcomes were attributed to a range of factors, such as program enhancements, the implementation of innovative teaching approaches and technology, and the introduction of more robust support systems.

Main barriers for students

- The absence of physical travel and in-person experiences in China could be seen as a missed opportunity for authentic immersion, which is vital for language acquisition and cultural understanding.
- Students faced difficulties with remote learning, particularly in terms of accessing necessary resources and maintaining engagement during extended online sessions. This suggests that some students may not have had adequate technological tools or found it challenging to remain focused in a virtual learning environment, with brings in issues relating to ensuring fairness and equity.
- There was a recognised need for more in-person interactions to deepen the connections between students and teachers, indicating that the remote learning format may have limited the development of more meaningful, engaged relationships which are often easier to foster in a physical classroom setting.

Main enablers for teachers

- The program was seen as an opportunity for teachers to further enrich their online teaching experience, adapting to the unique challenges of online education while maintaining high teaching quality.
- Teachers expressed that they have the chance to learn from the program activities themselves, implying that the program offered valuable professional development opportunities, enriching their knowledge and teaching methods.
- The program inspired teachers, as indicated by one teacher's experience with calligraphy. This newfound inspiration can lead to collaboration opportunities with colleagues, enhancing the overall educational experience.
- Teachers also express increased enthusiasm for their work and a newfound interest in Australia as a result of the program.
- Teachers felt that participating in the program was a significant challenge. It required them to adapt to online teaching formats and address the specific learning characteristics of the age group involved. This experience ultimately enhanced their teaching adaptability and skills.
- Teachers gained a deeper understanding of the role of a Chinese language teacher and were motivated to improve their lesson planning and build strong relationships with students.

Main barriers for teachers

- Teachers felt that participating in the program was a significant challenge. It required them to adapt to online teaching formats and address the specific learning characteristics of the age group involved. However, this upskilling was also seen as an enabler.
- While teachers were largely supportive of the virtual program format, some suggested that in-person interaction between Victorian and Chinese students would be beneficial.
- There was a request for quiet and spacious activity rooms for group classes and cultural experience sessions to facilitate effective learning.

- Some teachers expressed difficulties in accessing program information and suggested improvements to logistical communication channels.

Main enablers for schools

- Flexible and supportive school leadership that encouraged student participation in the program.
- Highly engaged classroom teachers who played a significant role in student engagement.
- Successful engagement strategies such as the use of innovative technologies and interactive activities like quizzes and Q&A sessions.
- Effective teacher training and professional development, including the use of feedback focus groups to ensure teacher and student needs were met.
- The virtual format of the program, which allowed greater numbers of students to participate and removed the cost and logistical barriers associated with physical travel.

Main barriers for schools

- The need for schools to ensure student attendance and commitment to the program, given its fully online format.
- Logistical challenges associated with program coordination and communication, particularly for schools with larger numbers of participating students.
- Technical issues, including internet problems and game-related difficulties, that hindered interactions between Victorian and Chinese students.
- Challenges in accessing program information and coordinating with Beijing Language and Culture University (BLCU) teachers.
- Some schools expressed concerns about program quality and relevance, including in the development of students' language proficiency and cultural understanding.

Outcomes by Key Stakeholders

Outcomes for Students

- Experiencing substantial improvements in their language skills, including pronunciation and vocabulary in Mandarin.
- Gaining a deeper understanding of Chinese culture, indicating that the program successfully fostered cultural awareness and immersion.
- Pre-program survey results revealed strong and positive attitudes among the students towards cultural diversity and understanding.
- Post-program survey results revealed evolved viewpoints among students regarding international opportunities as a result of the program, including a heightened awareness of language skills and the potential for international experiences in their future career pathways.
- Higher levels of engagement and a reduction in stress within students.
- Boosted confidence and accuracy in speaking Chinese, creating a positive learning experience.
- 69% of students considered experiencing an academic or personal challenge to be either very important or important, indicating that students valued challenging themselves and were motivated to improve.
- 97% of students achieved at minimum some if not all of their desired outcomes.

Outcomes for Teachers

- A deeper understanding of the role of a Chinese language teacher, and a newfound motivation to improve teaching skills and build strong relationships with students.
- Professional development opportunities and increased enthusiasm for work.
- Enriched pedagogical skills through the cross-cultural exchange of teaching approaches.
- Positive impact on the maintenance and development of meaningful relationships with students, leading to ongoing mentorship and support.
- Inspired creativity and enhanced teaching approaches from cross-cultural exchange of teaching approaches.
- Improved communication, organization, and well-defined roles in the program's successful collaboration.
- Positive perception of the program's organization and communication, inspiring for future work.
- Exposure to international education and cross-cultural education.
- Greater adaptability and skills in addressing the specific learning characteristics of the age group involved.

Outcomes for Schools

- Increased student engagement and reduction of stress.
- Positive impact on language enrolment and academic performance.
- Exposure to a preview of university-level learning rhythms and requirements, helping them better adapt to future university life.
- Broadened horizons and enhanced communication and cross-cultural skills, improved friendliness, and increased love for Chinese culture.
- Boosted confidence and accuracy in speaking Chinese, creating a positive learning experience.
- Improved skills in areas such as leadership and global citizenship, as well as language and intercultural and personal social skills.
- Opportunities for cross-school networking and collaboration.
- Enhanced relationships with Chinese schools and students, leading to potential partnership opportunities and cross-cultural exchange.

Outcomes for Australian International Policy

- Enhanced Mandarin language skills and deepened understanding of Chinese culture among 169 students from 17 schools, aligning with Australia's policy of strengthening bilateral ties through cultural and educational exchanges.
- Fostered global citizenship and leadership in students, reflecting Australia's international policy objectives for a globally aware and interconnected future generation.
- Offered professional development for Victorian teachers in Chinese cultural education, contributing to Australia's policy aim of enhancing cross-cultural communication and collaboration.
- Adapted to stakeholder feedback for continuous improvement, resonating with Australia's approach to dynamic and responsive international educational initiatives.

Key Recommended Improvements by Key Stakeholder

Students

- Ensuring fairness and transparency in the student selection process and evaluating and potentially refining it.
- Enhancing interactivity, particularly during virtual interactions.
- Striving for a balanced mix of virtual and in-person learning experiences.
- Increasing engagement and immersion in virtual excursions.
- Providing more opportunities for interaction with peers from other schools.
- Considering the incorporation of real-life classes into the program.
- Fostering increased collaboration and social engagement.
- Offering differentiated learning paths or advanced modules to accommodate a wide range of skill levels.
- Implementing strategies to further enhance student engagement, such as gamification elements and peer collaboration opportunities.
- Redesigning the Opening/Closing Ceremonies as well as parts of the current program design to boost Student Voice.

Teachers

- Investing greater time during onboarding to upskill classroom teachers to improve their engagement with the program.
- Providing quiet and spacious activity rooms for group classes and cultural experience sessions to facilitate effective learning.
- Facilitating offline interactions between Victorian and Chinese students.
- Refining the assessment process, including requiring handwritten Chinese character requirements during placement tests, expanding the score range for placement tests to better differentiate students' proficiency levels, and providing better support for homeroom teachers and attendance tracking.
- Implementing effective communication channels, real-time support mechanisms, and streamlined processes for both teachers and students, to address logistical challenges and improve the program's efficiency. This will help ensure smoother program execution.
- Exploring opportunities for integrating physical travel to China as part of the program, to provide teachers with authentic immersion experiences and to further deepen their language and cultural understanding.

Schools

- The Final Report does not explicitly provide recommendations for program improvements for schools. However, the report does highlight the importance of school support for a virtual program with an in-country component.
- Teachers express strong interest in and support for the idea of in-country components. Selecting high-performing students for in-country programs can offer leadership development opportunities, further highlighting the benefits of considering an in-country component.
- Additionally, the report suggests moving cohort dates away from exam periods and enabling students some flexibility in attendance at classes (allowing a 95% attendance record).

International Education Division

- The report does not contain any explicit recommendations for program improvements for or with IED.

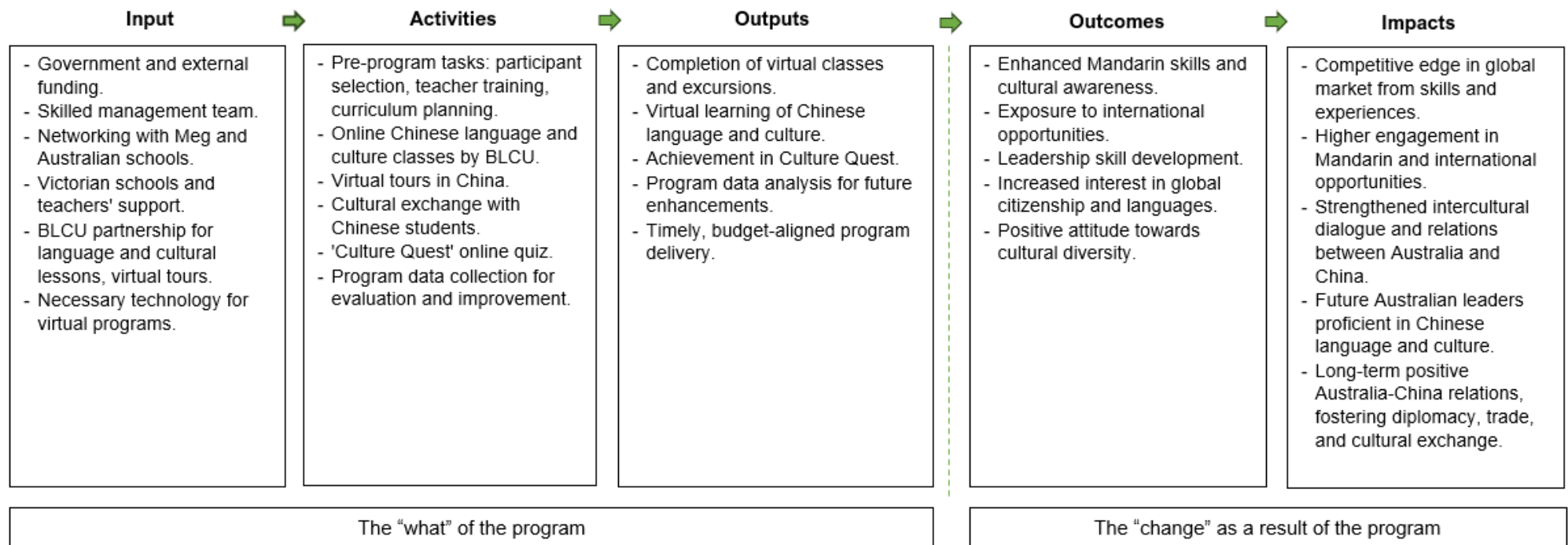
Program Design and Logistics

- Adjust cohort dates to avoid exam periods and provide students with some flexibility in attendance.
- Invest more time in onboarding to upskill classroom teachers and streamline processes for teachers and students.
- Explore the incorporation of a hybrid model, combining online learning with in-person components in China for authentic immersion experiences and language and cultural understanding.
- Consider a 2 to 4-week in-country duration and implement a schedule with weekly sessions before and after the trip, including virtual excursions, cultural activities, and language skills development.
- Reinvent the Opening/Closing Ceremonies as well as parts of the current program design to boost Student Voice. Implement strategies to further enhance student engagement, such as gamification elements and peer collaboration opportunities.
- Finetune the current virtual lessons and cultural incursions and tailor the program's content to accommodate a wide range of skill levels. Offering differentiated learning paths or advanced modules can help engage and challenge all participants effectively.
- Move cohort dates away from exam periods and enable students some flexibility in attendance at classes (allowing a 95% attendance record).
- Invest greater time during onboarding to upskill classroom teachers to improve their engagement with the program. To address logistical challenges and improve the program's efficiency, invest in better communication channels, real-time support mechanisms, and streamlined processes for both teachers and students.

Theory of Change

The Theory of Change framework for the VYL China program (2023) is presented in Figure 3 (pg. 49). It outlines the program's essential components: inputs (e.g., government funding and a skilled management team), activities (e.g., pre-program preparation and online cultural classes), outputs (e.g., the completion of virtual classes), outcomes (e.g., enhanced Mandarin skills and cultural awareness), and envisaged long-term impacts such as improved intercultural dialogue between Australia and China. This structure maps the program's progression from initial resources to its long-term global impacts.

Figure 3. Victorian Young Leaders China (2023) program's theory of change mapping the activities of the program to the proposed changes on students' outcomes and impact.



VICTORIAN YOUNG LEADERS TO INDONESIA (VYL) PILOT PROGRAM (2019)

The Victorian Young Leaders to Indonesia (VYL Indonesia) Pilot Program was successfully delivered by AFS Intercultural Programs and the Australian Consortium for In-Country Indonesian Studies (ACICIS). The program was supported by the Victorian Government and its Memorandum of Understanding with Yogyakarta Special Region, as well as participation from Victorian schools, the Department of Education and Training (DET), and other stakeholders. The report mentions that the program development process was successful overall but faced some challenges such as delayed information from some schools, passport and visa issues, and schools not following requested procedures. However, these issues were addressed and resolved, and the program was delivered successfully.

Throughout the report, details are provided on the different phases of program development, including the planning phase, pre-departure phase, in-country immersion program phase, and post-program phase. The report highlights the importance of managing data collection and having clear communication with participating schools to ensure effective program delivery. The report also provides recommendations for improvement, such as exploring web-based tools for data collection, reinforcing agreements about communication channels, and providing detailed information earlier in the process. Overall, the report shows that the Victorian Young Leaders to Indonesia Pilot Program was successful in achieving its objectives and meeting the needs of program participants and stakeholders.

Program Development Phases & Associated Activities

Planning Phase

- Recruitment and selection of schools and participants.
- Establishing relationships with stakeholders and partners.
- Developing the program structure, guidelines, and budget.
- Identifying risks and mitigation strategies.
- Developing the Memorandum of Understanding (MoU).
- Preparing for pre-departure and in-country logistics.

Pre-Departure Phase

- Applying for visas and passports.
- Collecting data from schools and students.
- Communicating with participating schools and teachers.
- Planning and delivering teacher and student pre-departure workshops.
- Preparing students for in-country cultural immersion.
- Ensuring readiness for in-country stay, including health requirements.

In-Country Immersion Program Phase

- Providing in-country logistics and support.
- Enabling language classes and cultural exposure activities.
- Facilitating host family stays and school visits.
- Supporting students as appropriate under Duty of Care principles.
- Providing opportunities for student leadership projects and intercultural learning.

Post-Program Phase

- Providing opportunities for student reflection and post-program project workshops.
- Conducting evaluations and analysing data to inform future program development.
- Following up with schools, teachers, and students after the program.
- Reporting on program outcomes and financials.
- Implementing recommendations for improvement in future program delivery.

Program High-Level Enablers and Barriers

Main enablers for students

- The pre-departure and in-country immersion phases, which provided training and support for students to develop intercultural competence, language skills, and leadership capabilities.
- The quality and expertise of the faculty members and the educational and cultural activities they planned, such as the language classes, cultural excursions, and leadership training.
- The involvement of the local community, particularly the host families and the Indonesian schoolteachers and students, who were welcoming and eager to share their culture and learn from the Victorian Young Leaders.
- The provision of logistical help and support from AFS, ACICIS, and their partners, such as the pre-trip orientation, the selection and training of buddies, and the support for visa and travel arrangements.
- The opportunity the program created for Victorian Young Leaders to build strong relationships with one another, foster their independence, and broaden their perspectives.

Main barriers for students

- Delay in obtaining required information from schools; extensive follow-up was required.
- Some students did not obtain their passports by the due date.
- Issues with schools not preparing visa applications and passports for collection by the couriers, resulting in extra costs and delays.
- Not all schools were reading the newsletters and following instructions contained therein.
- Some students felt homesick and found it difficult to cope with the unfamiliar environment.

Main enablers for teachers

- The pre-departure workshop, which provided training and support for teachers to develop intercultural competence, the ability to facilitate intercultural learning with students, and strategies for student well-being and learning on the program.
- The opportunity for teachers to co-facilitate the student orientation and work alongside the logistics team, AFS, and ACICIS staff, which provided teachers with an in-depth understanding of the program schedule, the student profiles, and the resources available to them.
- The quality and expertise of the faculty members and the educational and cultural activities they planned, such as the Indonesian language classes, the cultural excursions, and the workshops on student leadership and intercultural competence.
- The networking opportunities the program created, which allowed teachers to connect with one another and with Indonesian schoolteachers and students, and to share insights and strategies for effective intercultural teaching and learning.
- The recognition and support from their school communities, which appreciated the teachers' efforts to promote intercultural competence and global citizenship among students and recognized the value of the program for students' personal and academic growth.

Main barriers for teachers

- Condensed timeline during the planning and pre-departure phase, due to delays in finalising the contract between the delivery partners and the Department.
- Difficulty obtaining the required information from some schools during the expression of interest phase, requiring extensive follow-up.
- Lack of specific and detailed information about the itinerary and their roles and responsibility, which was needed earlier in the process.
- Some limitations during the Pre-Departure Phase for teachers, including the need for more shared information earlier.

Main enablers for schools

- The engagement and active participation of Principals and teachers from the participating schools in Victoria who committed to promote the VYL Indonesia program with their school communities and support the recruitment and selection process for students and teachers.
- The clear communication between AFS, ACICIS and the participating schools, as well as the partnership and collaboration between the Department of Education and Training (DET), AFS, and ACICIS in the design, planning, and delivery of the program which ensured that all parties had a shared understanding of the program goals, expectations, and responsibilities.

- The successful recruitment and selection process of students and teachers, which ensured a diverse and representative group of young Victorians from metropolitan, regional, and rural areas were selected to participate in the program.
- The successful completion of the pre-departure phase of the program, which prepared students and accompanying teachers for the cultural immersion and enhanced their intercultural competence, orientation to Indonesia, and personal and emotional wellbeing.
- The smooth and well-organized logistics of the in-country program, which included effective risk management, health and safety measures, accommodation, transport, food, and school visits, and allowed students and teachers to focus on their intercultural learning and meaningful experiences.
- The recognition and support of the program by the schools' communities and the Victorian Government, which promoted the value of intercultural competence and global citizenship education for young Victorians and fostered Victoria-Indonesia relations and collaboration.

Main barriers for schools

The report does not explicitly mention any main barriers for schools in Australia. However, there are a few challenges and issues (that were addressed and resolved) that were faced during the program that are school related, such as:

- Delayed information from some schools, delays in obtaining passports and visas, and some schools not following requested procedures, which added extra costs and delays.
- There was also a need for effective data collection and risk management systems to be in place which required the support and cooperation of participating schools, their principals, and school liaisons.

Outcomes by Key Stakeholders

Outcomes for Students

- Improved intercultural competence, including greater awareness of cultural differences, an ability to shift frames of reference, and to modify behaviour to different cultural contexts.
- Enhanced leadership skills, including problem-solving, self-awareness, and effective communication.
- Increased confidence and adaptability in intercultural contexts.
- Improved understanding and appreciation of Indonesian culture.

Outcomes for Teachers

- Improved intercultural competence, including greater awareness of cultural differences, an ability to shift frames of reference, and to modify behaviour to different cultural contexts.
- Enhanced leadership skills, including problem-solving, self-awareness, and effective communication.
- Increased confidence and adaptability in intercultural contexts.
- Improved ability to support students while they are abroad.

Outcomes for Schools

- Stronger relationships between participating Victorian schools and their Indonesian counterparts.
- Increased engagement with the local community and a greater sense of civic responsibility.
- Improved understanding and appreciation of the importance of international education and global citizenship.

Outcomes for Australian International Policy

- Increased understanding and appreciation of the importance of youth connections between Indonesia and Victoria for developing a future workforce confident in engaging with Indonesia.
- Demonstrated Victoria's strong commitment to its relationship with Indonesia and form a key component of the Memorandum of Understanding (MoU) signed by the Premier in 2017 between Victoria and Yogyakarta Special Region, which provides a framework for ongoing cultural, educational and innovation activity and exchange.

Key Recommended Improvements by Key Stakeholder

Students

- Improved intercultural competence, leadership skills, confidence, and adaptability in an intercultural context, understanding and appreciation of Indonesian culture, and greater sense of civic responsibility in participating students.

- Continually reinforce the importance of attendance and engagement during pre-departure activities as a mandatory part of the program.

Teachers

- Provide clear instructions and information for teachers and students earlier in the process.
- Solicit feedback from VYL teachers and students regarding language class materials and share it with LB USD, so they can revise their teaching materials if required.
- Provide a risk management plan earlier in the program for the teachers.
- Provide more specific and detailed information about itineraries, roles, and responsibilities earlier in the process for teachers.
- Having more specific information at an earlier stage to help teachers understand their roles and responsibilities.

Schools

- Building stronger relationships among participating schools to increase networking opportunities and potential collaborations among participating schools.
- The nomination of a VYL liaison for every school, to communicate with students, parents, and the delivery team.
- Consider adding some local community service projects to instil a sense of accountability and social responsibility into student participants.

Supplier

- The establishment of a web-based tool for capturing data, to avoid emailing documents back and forth.
- Reviewing the methods used to collect data, having a central place to store information, and controlling the process from beginning to end.

International Education Division

- Establishing a clearer system of communication.
- Consider the stamina of participating students when selecting candidates for the program.
- Holding one post-return workshop that all VYL Indonesia participating schools could attend, providing more engaging/physical/outdoor activities, and having VYL Indonesia alumni as part of the pre-departure workshop in the future.

Program Design and Logistics

- Consider changing the jamu-making workshop if students are not engaged during the activity.
- Provide more staff for similar programs.
- Incorporating and highlighting the UNESCO Sustainable Development Goals or a similar focal point for student learning during the program.
- Ensure greater interactivity and student participation during the presentation of the YAKKUM program.
- Providing a warning to students in advance about the side effects of the activity of feeding the mosquitos in the WMP lab tour.
- Consider allowing for outdoor activities as an option for teachers and students during the workshop/s.
- Including engaging physical/outdoor activities in workshops when possible.
- Accrediting the program towards student academic credits.

Theory of Change

The following Theory of Change framework has been developed based on the information provided in the Victorian Young Leaders to Indonesia Pilot Program (2019).

Inputs

- The Victorian Government's commitment to strengthening Australia-Indonesia relations and preparing young leaders for an interconnected world.
- Collaboration between multiple stakeholders, including Victorian Government, DET, AFS Intercultural Programs, and the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS).
- Financial resources, program design, and logistics planning and management support from DET, AFS, and ACICIS.

Activities

- Planning and design of program structure, curriculum, and learning outcomes by DET, AFS, and ACICIS.

- School recruitment and selection of Year 9 students to participate in the 6-week immersion experience in Indonesia.
- Pre-departure workshops and activities that provide intercultural learning, leadership development, and prepare students and teachers for the program.
- Language and cultural classes and immersion experiences in Yogyakarta, Indonesia, that enable students to engage with Indonesian people, culture, and environment, and develop their intercultural competence, leadership skills, and personal growth.
- Post-program workshops and activities that allow participants to reflect on their learning and personal growth, share their leadership projects, and apply their intercultural skills and knowledge in their future life and work.

Outputs

- Increased knowledge and understanding of Indonesian language, culture, history, and society among Victorian Young Leaders and teachers.
- Improved intercultural competence, leadership skills, and personal growth among Victorian Young Leaders and teachers.
- Leadership projects designed and implemented by Victorian Young Leaders that address real-world challenges and opportunities in Victoria and Indonesia.

Outcomes

- Improved connections and collaboration between Victoria and Indonesia in the areas of education, culture, and innovation.
- Increased cross-cultural and intergenerational understanding, awareness, and empathy among Victorian Young Leaders, families, schools, and communities.
- Enhanced employability, entrepreneurship, and global citizenship skills among Victorian Young Leaders, which prepare them for future work and study opportunities in a globalized world.

Impacts

- Contributions to Victoria's strategic goals of becoming an Asia-literate state with strong connections to Indonesia and other Asian countries.
- Positive legacy effects and ongoing partnerships between Victorian and Indonesian schools and institutions.
- Increased social, cultural, and economic benefits for Victoria and Indonesia that result from the leadership projects designed by Victorian Young Leaders.

VICTORIAN YOUNG LEADERS (VYL) TO INDONESIA PROGRAM REPORT (OCTOBER 2023)

The Victorian Young Leaders (VYL) Indonesia program is designed to enhance the global competence and intercultural understanding of Victorian students through language proficiency improvement and cultural exchange with Indonesian students. The program was implemented by the Asia Education Foundation (AEF) and involved two weeks of online interaction and one week of in-country learning activities. A total of 96 students from various Victorian schools participated wherein they developed their communication, language, and collaboration skills along with their leadership and social activism abilities.

The program was structured around three main thematic areas: global citizenship, intercultural understanding, and language proficiency. The program also included numerous interactive sessions, student-led projects, and other activities centered on Indonesian culture and language. Additionally, to gauge the effectiveness of the program, a variety of data collection tools were utilized including pre- and post-program language progression tests, surveys, and focus group events, which collected quantitative and qualitative data on the participants' perspectives before, during, and after the program.

Overall, the Victorian Young Leaders Indonesia program was successful in achieving its goals by improving students' Bahasa Indonesia language proficiency, enhancing their intercultural understanding, and boosting their personal-social capabilities. The overwhelmingly positive feedback from the participants highlighted the program's significant contribution to creating informed and responsible global citizens who are confident in communicating with people from diverse backgrounds.

Program Development Phases & Associated Activities

Pre-Program Phase

- Recruitment of participants, including students, teachers, and school heads.
- Pre-departure briefing sessions for participants, covering key program information, expectations, and preparation advice.
- Development of program content, including curriculum, activities, and resources.

Program Phase

- Language and intercultural classes, designed to improve language proficiency, cultural awareness, and knowledge transfer.
- Project-based learning activities centered on Indonesian culture and language and aimed at enhancing their intercultural skills, teamwork, and leadership and problem-solving abilities.
- Online and in-person collaborative events, cultural exchanges, and field trips for students to learn from local communities in Indonesia.

Post-Program Phase

- Focus group discussions, surveys, and other data collection techniques aimed at evaluating the effectiveness of the program.
- Analysis of data to determine the program's success and identify areas that need improvement.
- Reporting of findings and recommendations for the improvement of future program design and implementation.

Program High-Level Enablers and Barriers

Main enablers for students

- Interactive teaching materials including videos, quizzes, and games.
- Active learning approaches that encourage participation and collaboration.
- Supportive and skilled teachers who provide guidance and feedback.
- Opportunities for students to interact with native speakers of Indonesian language and culture.
- Exposure to Indonesian culture through immersive, experiential activities.
- Use of interactive online platforms to facilitate learning and collaboration.

Main barriers for students

- Technical issues, including website accessibility challenges and technical glitches during online calls.
- The need for more practice time to improve language proficiency and overcome language barriers.
- Unforeseen school withdrawals disrupting participant allocation and group dynamics.
- Factors such as school activities, motivation, and cultural differences affecting student attendance.
- Challenges related to Microsoft Teams learning management system, including user familiarity and accessibility.
- Some students expressing reluctance to complete post-program assessments.
- Student discomfort speaking the target language at the beginning of the program.
- The program's rigid group structure not allowing enough time for student-driven collaboration and peer relationships.

Main enablers for teachers

- Opportunities for professional development through training sessions and workshops.
- In-service training on the use of technology and digital tools to support teaching and learning.
- Collaboration and networking opportunities with peers, including Indonesian language teachers.
- Access to interactive teaching materials and resources.
- Support from experienced mentors and program coordinators.
- Opportunities for ongoing support and feedback on teaching practices and student progress.

Main barriers for teachers

- Technical issues, including difficulties accessing online platforms, website accessibility, and connectivity issues.
- Limited resources and lack of access to interactive teaching materials and resources.
- Challenges related to the delivery of language learning programs, including the need for a flexible curriculum that responds to the needs of diverse learners.
- Limited time for planning and collaboration with peers.
- The need for training and professional development to support the delivery of immersive, experiential learning experiences.
- The need for ongoing support and feedback to improve program delivery and student outcomes.

Main enablers for schools

- Opportunities for students to develop intercultural understanding through immersive, interdisciplinary learning experiences.
- Access to experienced educators and program coordinators who can provide support and guidance on program delivery and student progress.
- Opportunities for collaboration and networking with peers and schools, both within Victoria and internationally.
- Flexibility in program structure and delivery to accommodate the needs and preferences of diverse learners.
- Availability of interactive teaching materials and resources, as well as technology and digital tools to support learning.
- Opportunities for ongoing support and feedback on program delivery and student outcomes.

Main barriers for schools

- Financial and resource constraints can limit schools' ability to offer immersive, interdisciplinary programs.
- Technical issues, including connectivity, website accessibility, and platform usability issues, can impact program delivery and student engagement.
- The need for ongoing support and training to equip teachers and students with the skills and knowledge to deliver and participate in immersive learning experiences.
- The need for supportive policies and frameworks to foster and sustain international partnerships and collaborations.
- The need to address logistical and administrative challenges to enable the smooth and effective delivery of immersive learning experiences.
- Limited opportunities and resources to engage with and support students from diverse backgrounds and with different learning needs.

Main enablers for Co-ordinators/Suppliers Designing and Delivering

- Access to experienced and skilled coordinators who can effectively design and deliver immersive learning experiences.
- Opportunities for training and professional development to enhance program design and delivery skills.
- Supportive policies and frameworks that recognise and value the importance of immersive, interdisciplinary learning experiences.
- Access to resources, including interactive teaching materials and digital tools, to support program delivery and student engagement.
- Strong communication and collaboration among program stakeholders, including teachers, students, and partner organisations.
- A focus on participant feedback and evaluation, to inform ongoing program improvement and development.

Main barriers for Co-ordinators/Suppliers Designing and Delivering

- Resource and logistical constraints can impact program delivery and limit the scope of immersive learning experiences.
- Technical issues, including website accessibility, LMS familiarity, and connectivity issues, can impact program delivery and effectiveness.
- Limited opportunities and resources to engage with and support students from diverse backgrounds and with different learning needs.
- Limited funding or administrative support to sustain partnerships and collaborations and develop new programs and initiatives.
- A lack of recognition and support from key stakeholders, such as school leaders and funding bodies, for the value and importance of immersive interdisciplinary learning experiences.

Outcomes by Key Stakeholders

Students

- Improved Bahasa Indonesia language skills and understanding of Indonesian culture.
- Increased intercultural understanding and awareness of global issues and challenges.
- Enhanced global competence and leadership skills.
- Expanded personal and social capabilities and increased resilience and teamwork skills.
- Increased intention to continue studying Indonesian language beyond Year 9.

Teachers

- Enhanced language teaching and pedagogical skills through collaboration with Indonesian teachers and colleagues.
- Increased capacity and confidence in delivering immersive, interdisciplinary learning experiences.
- Improved understanding of global and intercultural perspectives and how these can be integrated into classroom learning.

Schools

- Increased awareness and prioritisation of immersive, interdisciplinary learning experiences as an effective way to develop students' intercultural understanding, global competence, and leadership skills.
- Enhanced reputation and profile of participating schools as leaders in delivering innovative, internationally focused learning experiences.

Australian International Policy

- Increased engagement and understanding of Indonesia and the wider Indo-Pacific region.
- Enhanced intercultural and diplomatic relationships with Indonesia, supporting Australia's wider regional strategic and economic objectives.
- Improved alignment with the United Nations' Sustainable Development Goals and progress towards Australia's broader development and human rights objectives.

Key Recommended Improvements by Key Stakeholder

Students

- Provide more hands-on experiences like cultural immersion or field trips for deeper understanding of Indonesian culture.
- Offer more explicit guidance on Bahasa Indonesia dialogues to improve the quality of work during activities.
- Use more Bahasa Indonesia during direct instruction to immerse students further in the language.
- Offer more structured interactions to improve the quality of work during activities.
- Provide guidance on pre- and post-program language tests to emphasise their importance and provide clear instructions.
- Ensure consistent configurations for breakout rooms and consider "school teams" for collaboration.
- Create a more flexible scheduling option to accommodate students' other commitments and preferences.
- Space out the program schedule more to prevent burnout and improve engagement.

Teachers

- Consider offering more pre-program briefings to upskill participants in using digital tools.
- Enable students to collaborate on group activities independently, free from direct teacher intervention, fostering a more relaxed and conducive learning atmosphere.

International Education Division

- Incorporate more practical elements to the program, such as cultural immersion experiences or field trips to Indonesia.
- Offer a more spaced-out program schedule.

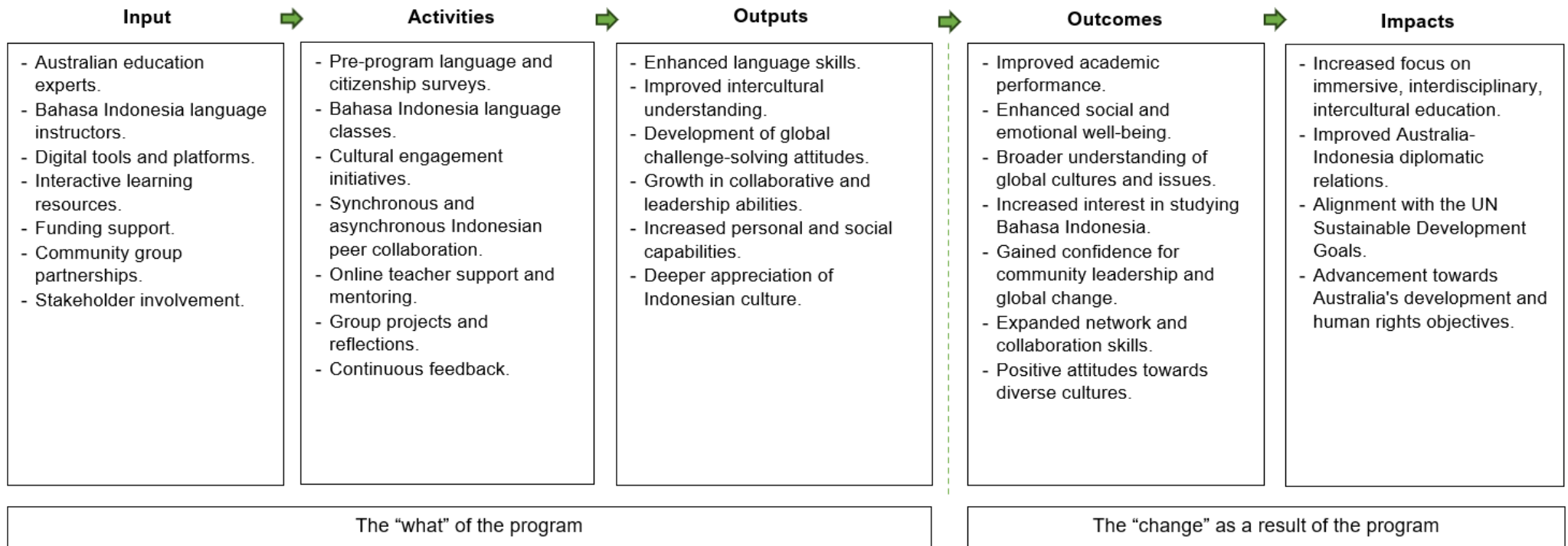
Supplier

- Address technical challenges more promptly by conducting pre-program technical briefings in order to check and address technical issues.

Theory of Change

The Theory of Change framework for the VYL to Indonesia Program (2023) is depicted in Figure 4 (see pg. 59). This framework comprehensively details the program's core elements: inputs (e.g., Australian education experts, Bahasa Indonesia-language instructors), activities (e.g., language classes, cultural engagement, collaborative projects), outputs (e.g., improved language skills, stronger intercultural understanding), outcomes (e.g., enhanced academic performance, social and emotional well-being), and projected long-term impacts such as heightened awareness of immersive education and stronger diplomatic ties with Indonesia. The structure demonstrates the program's journey from foundational resources to significant global effects.

Figure 4. VYL Indonesia (2023) program's theory of change mapping the activities of the program to the proposed changes on students' outcomes and impact.



Supplier-Program Perspective

The information below is gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED.

Quality of Resources

Resource Development

The resources that they develop are developed by qualified teachers and they rely on the fact that they have people who have deep knowledge of the curriculum and of learning and teaching. They try to go above and beyond to add a lot of innovative approaches using new technologies so that students are highly engaged and motivated in the program.

Content Relevance and Effectiveness

They facilitate the sessions by monitoring and use materials from different global resources. They believe that adding all of these together, they have been successful in enhancing global learning and engagement for students. They gave an example of a draft report about Victorian Young Leaders Programme that shows growth in student confidence in attitudes towards cultural diversity and in leadership skills, creativity, and curiosity.

Program Practices

Implementation and Adaptability

The supplier are running workshops with people in multiple different countries, and there are restrictions on certain tools in some countries. Also, there are considerations like what tools can be included within an online session, just little poll tools. They are constantly having to be really agile around that. They would also like to review their practices to scaffold the learning and to make things more available. Overall, they believe in continuous improvement and always rethinking and refreshing their practices.

Evaluation and Improvement

The supplier collect both qualitative and quantitative data and see growth in student confidence in not just in things like attitudes towards cultural diversity but also in leadership skills, creativity, curiosity. They always gather feedback from participants and use the data to evaluate the effectiveness of their programs so that they can ensure continuous improvement. They report that they see a lot of data that shows that students are really gaining from these forums.

Networks and Partnerships

Collaboration Efficacy

Suppliers have relied on international networks to bring students from other countries, and that the funding from the Victorian government is for the participation of Victorian students and educators, not for anyone international. They also mention that they have strategic partnerships to deliver professional learning for educators in Victoria.

Global Engagement

Bringing students from a variety of different countries enhances global engagement. They also use a lot of group work, breakout rooms, and facilitation to make sure that students are able to work effectively together, and the materials they select bring in as many different global resources as they can, so it's not just Australian perspectives. Through these strategies, they aim to drive global engagement and intercultural understanding.

Support and Assistance

Not a direct answer, but they do facilitate group work and make sure that students work well together in various ways.

Impact Measurement

The suppliers collect both qualitative and quantitative data. They saw big growth in student confidence in not just in things like attitudes towards cultural diversity but also in leadership skills, creativity, curiosity. Some of the data was hard to compare simply because there were fewer responding afterwards than before and by the time they saw the data, it was too late to do a proper matching. They gather a lot of data which they believe shows convincingly that there's an impact. The supplier does not mention any specific methodologies that they use to measure impact.

Case Studies or Testimonials

They collected both qualitative and quantitative data, and found big growth in student confidence in leadership, creativity, curiosity, attitudes towards cultural diversity, among other aspects. The report contained some testimonials and comments from students. She also says that schools love their programs but does not provide any specific examples of schools that have benefited.

Internal Cost-Benefit

Cost per Participant

Did not provide any information to the questions relating to this area.

Value for Money

The supplier did not provide any information regarding how they ensure programs offer value for money, nor are there any examples or evidence cited to illustrate the tangible and intangible benefits received by participants relative to the cost.

Cost-Benefit Analysis

There was no cost-benefit analyses conducted for the program, nor how these insights have been utilized to enhance the value proposition of the offerings. Additionally, there is no mention of whether there is a balance between cost-effectiveness and the quality of resources and overall program delivery.

Relationship with IED

Working Relationship

Relationship with the government is valued by both sides but acknowledges that there is sometimes a lot of taking for granted on their end. They mention that they have set expectations that they will over-deliver and that they may need to push back in the future.

Network Development

There was no mention how the department has assisted in expanding or strengthening their network or any specific partnerships or collaborations facilitated by the department's involvement.

Continuous Improvement

No direct answers to the questions regarding instances where feedback or insights from the department have led to improvements or innovations in this program, nor how ongoing communication and feedback is handled.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier states that they are very familiar with the Victorian curriculum and that they believe they use it very well in the design of their programs. They mention that they cover off learning outcomes and also try to enhance engagement through innovative approaches. They use a variety of technology tools such as Padlet and Miro board to deliver their programs and to create bilingual resources. The supplier also mentions that their approach is to enhance global connections, intercultural understanding, global competence, and they do that by making sure students from a variety of different countries work together in mixed groups to facilitate intercultural exchange. They acknowledge that there are always things they can do to improve and that they are open to constant re-evaluation and refreshment of their programs.

Continuous Adaptation

While the supplier stated that they are open to constant re-evaluation and refreshment of their programs, there is no mention of specific plans or strategies already in place to adapt their programs as the Victorian curriculum and FISO 2.0 evolve.

VICTORIAN YOUNG LEADERS (VYL) TO INDIA PROGRAM (2022-2023)

The Victorian Young Leaders to India Program 2023 is a transformative six-week virtual journey for Year 9 students in Victoria with an in-person event held in Melbourne. This program aims to foster connections and develop relationships with Indian communities and schools, enhance intercultural capability, and explore the diversity of Indian and Australian culture through guided peer interactions. An important feature of the program is a group project focusing on a STEM solution that addresses a real-world issue related to the UN Sustainable Development Goals.

Each Victorian school was mapped with a buddy Indian school which helped students collaborate during the buddy sessions as well as work on the group STEM solution problems together. A focused group with Victorian and Indian teachers was conducted where teachers thought that the opportunity to collaborate with a buddy school in another country, timely communication, students moving out of their comfort zone, buddy sessions and working together on STEM projects addressing SDGs were highlights of the program for the students. Despite being challenging, especially around timing to interact and agreement on priorities and projects, the pairing of one Victoria school with one Indian school to work through the Design Challenge worked extremely well for the participants. Participants valued the Global Competence Certificate and its forum which offer the opportunity for dialogue between educators in both countries across all elements of global competence. The reflections and comments shared by students at the end of the program demonstrated high levels of intercultural competence.

Program Development Phases & Associated Activities

Program Development

- Exploratory survey and stakeholder consultation.
- Defining the program objectives and learning outcomes.
- Partnering of participating schools.
- Developing a detailed program component with timing, activities, and learning outcomes.
- Pre-program workshops and inductions for teachers and students.
- A half-day in-person student workshop (Victorian students) followed by the opening forum (in-person for Victorians and online for Indians).

Program Delivery

- 6-week design challenge: Students collaborated on finding a STEM solution for issues related to UN Sustainable Development Goals.
- Group project: Each Victorian school was mapped with a buddy Indian school which helped students collaborate during the buddy sessions as well as work on group STEM solution problems together.
- Global Competence Certificate: An online 10 module program with live reflective sessions which use guided interactions to build a deep understanding of culture, life, and school in Australia and India.
- Weekly buddy catch-ups: These sessions helped to deepen relationships, reflect and develop intercultural capability.
- Mentor engagement: Mentors played an essential role in supporting and navigating their respective groups, also were given spotlight opportunities to interact with the larger group and share their experiences.
- Closing Forum: It was a showcase of projects and facilitated discussions on future links and collaborations.

Program Evaluation

- Active Global Citizenship survey to understand students' journey and learnings from the program.

- Post-program surveys and feedback from students and teachers.
- Evaluated the effectiveness of various program components.

Program High-Level Enablers and Barriers

Main enablers for students

- Collaborating with students from another country to find a STEM solution.
- Opportunities to interact and collaborate with buddies in organised catch-up sessions.
- Exposure to global competence certificate that develops an understanding of culture, life, and school in Australia and India.
- Working on industry-level projects that address issues related to UN Sustainable Development Goals.
- Access to mentors who provide guidance and insight on the program.

Main barriers for students

- Challenges of having different time zones between Victorian and Indian schools.
- Students had other commitments such as school camps or sports, which sometimes affected their engagement in the program.
- Limited internet and technology access for some students impacted their ability to fully engage in the program.
- The engagement of students varied, and maintaining focus and motivation over the six-week program was sometimes challenging.

Main enablers for teachers

- Professional learning opportunities that develop intercultural capability and supports student learning.
- Exposure to the Global Competence Certificate, which is a set of modules adapted for educators that develop a deep understanding of culture, life, and school in Australia and India.
- Pre- and post-assessments provide personal insights to increase self-awareness.
- Opportunity to collaborate with other Australian and Indian teachers to create better learning outcomes.
- Access to modules that enhance the teacher's design and thinking skills and exposure to expert feedback.
- Networking opportunities with other educators.

Main barriers for teachers

- Technical challenges, such as internet and technology access in some areas, to maintain engagement in the program.
- Limited opportunities to develop learning networks with Indian counterparts due to language and time barriers.
- Engaging students in the program sometimes proved challenging for the teachers.
- The recruitment process to select suitable teachers, and expansion of the program to reach a broader audience, was challenging.

Main enablers for schools

- Participating schools were mapped with Indian schools to foster connections and develop relationships between communities and schools of India and with the Indian diaspora in Victoria.
- Teachers were offered professional learning opportunities tailored for educators, including the Global Competence Certificate, strengthening personal connections, and equipping them with tools and resources to support students learning on the program.
- The in-person student workshop held in Melbourne was appreciated by the students and helped to set the stage for the program. The workshop included team-building activities, exploring global citizenship, and design thinking concepts.
- Use of the Airmeet platform to enable student voice and engagement. The platform also included a leaderboard, which encouraged participation and engaged the students.
- Having mentors to engage, attend to, and provide expert feedback to buddy schools had a positive impact on the experience and program satisfaction.

Main barriers for schools

- Technical challenges such as internet and technology access in some areas were a barrier to maintain engagement in the program.
- Limited opportunities to interact with the Indian schools outside the live sessions or buddy sessions remained a challenge for the students.
- Attendance at all times was a challenge for some students due to other commitments. Committing for the entire program was important, both for learning and as a sign of respect for each other.
- The recruitment process to select suitable schools and expand the program to reach a broader audience in Victoria and India was challenging.

Outcomes by Key Stakeholders

Students

- High levels of overall satisfaction with their learning, achievement of their goals, and feeling empowered to effect change (94% satisfaction, 80% achieving goals, and 86% feeling empowered to drive change).
- There was an increase in students considering themselves as 'Global Citizens.' Pre-program, only 61% of students rated themselves 4 or above while post-program, this increased to 84%.
- In terms of interpersonal skills, 75-80% of students felt they improved in collaborating and taking the lead in a constructive way.
- A total of 81% of students completed their Global Competence Certificate.
- 97% of students felt that they know how to create a positive relationship with themselves and others.

Teachers

- 83% of teachers were satisfied with the professional learning offered by the program.
- 100% of teachers expressed overall satisfaction with the program.
- All teachers recommended the program to other teacher colleagues.

Note: the most appreciated elements of the program were the Global Competence Certificate and the weekly catchups, design challenge, and working on UN Sustainable Development Goals projects.

Schools

- Foster connections and develop relationships between communities and schools in India and the Indian diaspora in Victoria.
- Students worked with their buddy school in another country to find a STEM solution to a real-world issue related to the UN Sustainable Development Goals.
- Through this process, students developed intercultural capability and explored the diversity of Indian and Australian culture through guided peer interactions.
- The program sought to develop students' global citizenship and leadership capabilities.

Australian International Policy:

- The program was designed to build connections and foster relationships between young leaders in Australia and India to develop their global competence and cultivate future opportunities in STEM.
- The program also aimed to build intercultural capability among participants and help them become more globally aware and responsible citizens.

Key Recommended Improvements by Key Stakeholders

Students

- The program should offer more structured time for interaction to deepen connections between students and find more time to work on developments and projects outside live sessions.
- Students should commit to the entire program to respect their peers and maximise the learning experience.
- Organisers should reinforce the need to have one device per student and dedicate a large enough space for individuals to interact without technical interference.

Teachers

- The program should offer more structured time for interaction to deepen connections between students and find more time to work on developments and projects outside live sessions.
- Students should commit to the entire program to respect their peers and maximise the learning experience.
- Organisers should reinforce the need to have one device per student and dedicate a large enough space for individuals to interact without technical interference.

Supplier/Program Designers

- The program suppliers should consider offering a mix of online and in-person program elements to enhance the value of the program, which could lead to similar opportunities for travel later.
- The program suppliers should consider using a mix of direct incentives for participation such as book vouchers, along with intangible benefits like good collaborative learning experiences.
- The program suppliers of VYL India should expand the program's reach by considering partnering with more organisations.

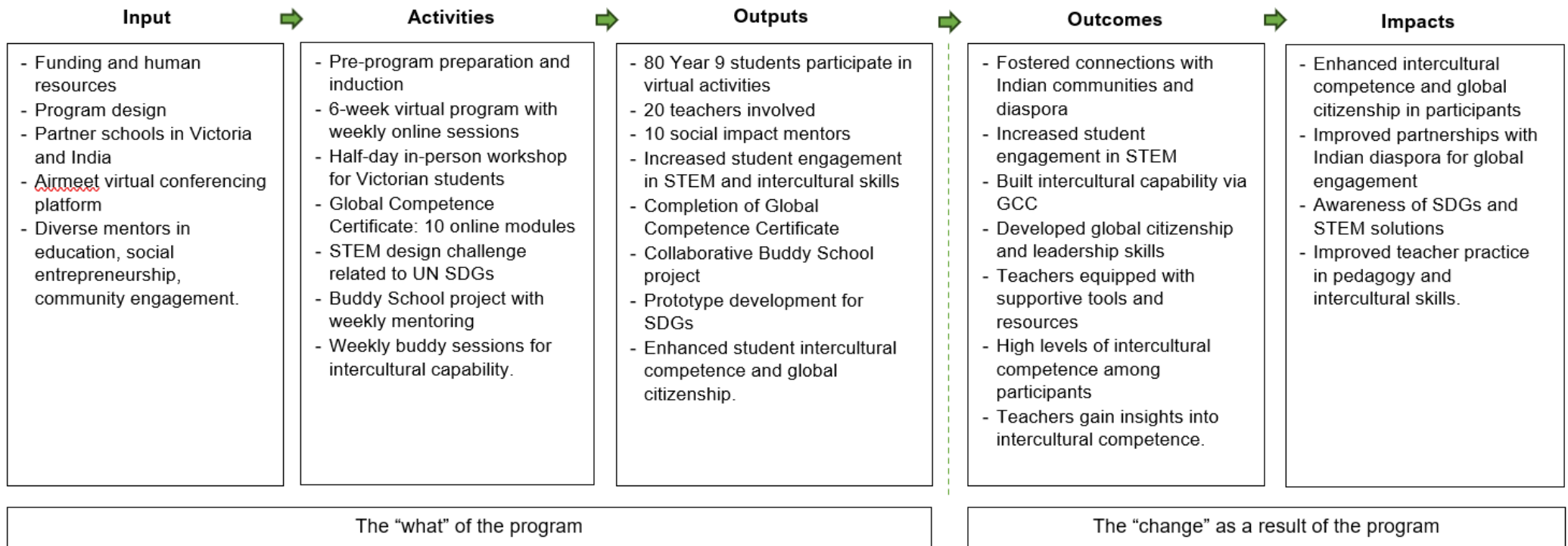
International Education Division

- The program organisers should consider offering a mix of online and in-person program elements to enhance the value of the program, which could lead to similar opportunities for travel later.
- The program organisers should consider using a mix of direct incentives for participation such as book vouchers, along with intangible benefits like good collaborative learning experiences.
- The organisers of VYL India should expand the program's reach by considering partnering with more organisations.

Theory of Change

The Theory of Change framework for the VYL to India Program (2022-2023) is showcased in Figure 5 (see pg. 66). It encapsulates the program's fundamental elements: inputs (e.g., funding and diverse mentors), activities (e.g., a 6-week virtual program and STEM design challenges), outputs (e.g., student engagement in STEM and intercultural capability), outcomes (e.g., development of global citizenship and leadership skills), and anticipated long-term impacts like enhanced intercultural competence and strengthened global engagement. This framework illustrates the program's evolution from foundational inputs to significant global influences.

Figure 5. VYL India (2022-2023) program’s theory of change mapping the activities of the program to the proposed changes on students’ outcomes and impact



Supplier-Program Perspective

The information below is gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report, offering an abridged version of the extensive interview transcripts. This method is employed to uphold the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED.

Quality of Resources

Resource Development

Global Competence Certificate program as the main element in their program and have mapped all the elements of their program to the Victorian curriculum. They also ensure that they adjust for the cultural norms of the students involved, communication style, and help the students bring out their realities and share them. They also help the students recognize their own identity through the program and use that information to meet their specific needs. They establish expectations and look at bridging differences.

Content Relevance and Effectiveness

Their students use an online learning platform called Blackboard Collaborate Ultra to work through design challenges. They are able to contribute to a leaderboard and have opportunities to speak and be recognized. They also use an identity flower exercise to help students recognize and share their own identity. Furthermore, they provide opportunities for the students to engage with mentors and speakers from the international community. While the speaker never quite answers the question directly, they do provide examples of how they have sought to create high-quality engagements and opportunities for students.

Program Practices

Implementation and Adaptability

Educational practices are adaptable based on their experience, and they can pivot from an existing plan to a slightly modified one depending on the situation. They use their internal reflection and learning from past programs to improve their current practice. They've also utilized surveys like the IES before and after their programs to measure the effectiveness of their programs.

Evaluation and Improvement

The supplier measures the effectiveness of their practices and programs by looking at numerous factors such as student participation, completion rates, feedback provided, and impact on student self-awareness. They use surveys like the IES before and after their programs to measure the effectiveness of their programs. Student satisfaction levels are measured by weekly feedback, such as word clouds, effectiveness scales, and quizzes. They also stated that most students find that their own self-awareness increases more than other learning outcomes.

Networks and Partnerships

Collaboration Efficacy

The supplier collaborates with different groups, such as the Australian India Business Council, the Australia India Institute, and guest speakers from the Indian diaspora to bring together opportunities for learning and exchanging different ideas. They also emphasized how the involvement of mentors was crucial in their programs, as they came from different communities and helped to raise awareness among the students and communities involved.

Global Engagement

The supplier's networks and partnerships facilitated global engagement and learning opportunities for schools. For example, they utilised a Global Competence Certificate aligned with the Victorian Curriculum to expose students to global engagement learning opportunities from an early age. They also had students work together in diverse teams of four from India and four from Victoria on various projects for weeks. They stated that this enhanced the learning experience and required the students to work collaboratively and learn from each other's cultures, giving rise to better global engagement outcomes.

Support and Assistance

The supplier tries to connect the schools they work with to people from different communities, including experts and mentors, to help them navigate and use their networks and partnerships effectively. They acknowledged that schools are typically busy and may not always know how to use these resources, and therefore act as liaison between schools and speakers or experts to facilitate such collaboration.

Impact Measurement

The supplier uses surveys like the IES before and after their programs to measure the effectiveness of their resources, practices, and networks. They also measure the impact by analysing student participation, completion rates, feedback provided, and impact on student self-awareness. They carry out internal reflections in conjunction with surveys to see where they can improve.

Case Studies or Testimonials

The supplier didn't have specific testimonials or case studies to share as they emphasised that data collection and follow-up can be challenging, and it would be fascinating to know what the long-term impact of their programs had been.

Internal Cost-Benefit

Cost per Participant

The supplier stated that they didn't have the exact cost per participant at the time of the interview. However, they did provide information about the Global Competence Certificate, a program they used in their projects, which costs around \$300 per participant.

Value for Money

Highlighted that their programs are designed to offer value for money by providing opportunities for students to engage with mentors and speakers. They provide badges, certificates and other forms of recognition which have potential economic return. They do not quantify the intangible elements or try to measure the long-term success when evaluating the tangible benefits.

Cost-Benefit Analysis

The suppliers acknowledge that they haven't conducted any formal cost-benefit analyses of their programs. The speaker also explains that they would be interested in conducting a long-term study on measuring the impact of their programs. They rely on feedback from the students and their own reflections to ensure improvements and cost-effectiveness (subjective).

Relationship with IED

Working Relationship

The supplier has had a good relationship with the department and consider themselves a valued partner. However, they also mentioned that there is limited feedback from the department, but they have had collaborative initiatives like the VYL programme, for which the department provided feedback.

Network Development

This was not explicitly answered by the supplier.

Continuous Improvement

The supplier explained that they have had instances where feedback from the department has led to improvements or innovations in their programmes, like the VYL programme with a full live day at the start of the program, which was suggested by the department. They handle feedback from the department through ongoing communication, which is sometimes difficult due to changing contacts, and they reflect on feedback to make improvements.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

Greatest knowledge is around the capabilities, intercultural capabilities, social and emotional, and the cross-curriculum priorities and capabilities, though they also make sure their program is related to the curriculum

and really get to know their students in those early stages to meet their specific needs. They are aware of the STEM priorities and the Victorian curriculum and relate their program to all of those outcomes.

Continuous Adaptation

The supplier monitors the curriculum changes closely and also have conversations with the department to stay up-to-date on changes. They have processes in place to adapt their programs, like updating their curriculum maps, and also bounce off ideas with their international colleagues. They're also conscious of the need to be agile and responsive to change, given the constantly evolving nature of curriculum and standards.

MODEL UNITED NATIONS FOR DEPARTMENT OF EDUCATION – IED PILOT HYBRID MODEL UNS (APRILMAY 2023)

The United Nations Association of Australia (Victorian Division) has released an interim report for their Model United Nations for DE-IED program. The Model UN programme enables participants to conduct a realistic simulation of the UN General Assembly, offering opportunities for the discussion of key global issues such as climate change, human rights, and equality. In small teams, participants assume the roles of UN Country Ambassadors and research their respective countries' positions on the given issue. This requires structuring valid arguments, employing critical and creative thinking, researching unfamiliar countries, and formulating views they may not necessarily agree with.

DE-IED commissioned the Victorian Division of the United Nations Association of Australia to conduct six hybrid Model UNs, connecting local Victorian schools with their international sister schools. The Model UN program is highly interactive and student-led, enabling attendees to understand global issues and build the practical and personal skills to use their voice. Traditionally, these events were held in person, but due to COVID restrictions, the programme needed to adapt to a hybrid format, enabling students to participate both online and in person. The report found that this pilot programme effectively facilitated international engagement, global competencies, and networking opportunities. It was warmly received by students, with 100% of Chinese students and 69% of local students recommending participation in a Model UN to other students.

Program Development Phases & Associated Activities

Preparatory Activities

- Preparatory materials are distributed to schools once they register (end of February) and consist of information about Model UN rules, mandates of the committees, and country assignments. Teachers and students six weeks to prepare for each session.

Program Sessions

- Position Statements.
- Caucus.
- Amendments and Voting on the Resolution.

Post-Session Activities

- Feedback gathered from teachers and students upon completion of the sessions.

Program High-Level Enablers and Barriers

Main enablers for students

- Interactive and participatory nature of the program.
- Opportunity to expand understanding of key global issues.
- Enhancement of practical and personal skills, such as critical thinking, public speaking, advocacy, networking, and collaboration.
- Hybrid format that enables interaction with local and international students.

Main barriers for students

- Limited preparation time in some instances.
- Lack of clarity around expectations until the day of the program.
- Delayed receipt of preparatory materials by some local students.
- Technical issues, such as time zone differences, echoes, and blocked access to the feedback form by Chinese students.

Main enablers for teachers

- Pre-Model UN briefings for both local host schools and sister schools.
- Set up and trial run sessions on the day before the Model UN.
- Virtual breakout rooms hosted by UNAAV staff.
- Materials mailed out to the host teachers.
- Liaison person for the Chinese schools.

Main barriers for teachers

- Limited preparation time for some teachers and students.
- Lack of clarity around expectations until the day of the program.
- Technical issues, such as echoing and blocked access to the feedback form by Chinese students.
- Some feedback reflects local students feeling that they would have liked to have more time to research and prepare.

Main enablers for schools

- Hybrid format that enables interaction with local and international students.
- Opportunity to expand understanding of key global issues.
- Enhancement of practical and personal skills, such as critical thinking, public speaking, advocacy, networking, and collaboration.
- Opportunity to research and publicly outline a specific country's position.
- Student-led program that enables attendees to understand global issues and build practical and personal skills.

Main barriers for schools

- Limited preparation time for some teachers and students.
- Delayed receipt of preparatory materials by some local students.
- Lack of clarity around expectations until the day of the program.
- Technical issues, such as echoing and blocked access to the feedback form by Chinese students.
- Some feedback reflects local students feeling that they would have liked to have more time to research and prepare.

Main enablers for suppliers

- Ability to create a hybrid version of the Model UN.
- Support in creating technical instructions based on pilot feedback.
- Option to hold online briefings with local teachers and the liaison person for the Chinese schools.
- Virtual set up and trial runs on the day before the Model UN.
- Engaged and supportive production company.

Main barriers for suppliers

- Technical issues, such as echoing and blocked access to the feedback form by Chinese students.
- Some audio issues that might have been alleviated if participants were encouraged to type their questions in to the chat.
- The need for staff to attend the school site to check the set-up, which may not be possible for hosts that are further away from Melbourne.
- Limited preparation time for some teachers and students.
- Lack of clarity around expectations until the day of the program.

Outcomes by Key Stakeholders

Students

- Expanded understanding of key global issues.
- Enhancement of practical and personal skills, such as critical thinking, public speaking, advocacy, networking, and collaboration.
- Opportunity to research and publicly outline a specific country's position
- Increased communication skills and speaking proficiency.

- Opportunities to cooperate with team members and improve skills of public speaking.

Teachers

- Opportunity to engage with students in a stimulating and unique way to expose them to new ways of thinking.
- Opportunity to ask questions and learn about the Model UN Program.
- Increased knowledge and understanding of the United Nations and its Member States.
- Opportunity to facilitate communications with international delegates.

Schools

- Opportunity to connect with sister schools in other countries.
- Opportunities for students to interact with both their international counterparts and other local students who are onsite.
- Opportunity to prepare students for participation in a Model UN and to provide valuable and worthwhile program.

Australian International Policy

- Opportunities for schools in Victoria to connect with sister schools in other countries.
- Opportunities for students to develop a deeper understanding of identity and culture in a globalizing world.
- Opportunities to critically interact with humanitarian concepts and better appreciate the impact of globalisation on education.
- Opportunities for students to understand global issues and become active, informed, and responsible global citizens.

Key Recommended Improvements by Key Stakeholder

Students

- Students benefited from cooperating with teammates and improving their skills of public speaking.
- Some students would have liked to have had more time to research and prepare and did not fully understand what was expected of them until the Secretary-General explained on the day.

Teachers/Schools

- UNAAV will mail out materials needed on the day to the host teachers - to make sure that they have the documents for the day.
- UNAAV will continue to offer pre-Model UN briefings for both local host schools and sister schools as these were well received and a great opportunity for teachers to ask questions before the day.
- UNAAV will continue to offer set up and trial run sessions on the day before the Model UN.
- Technical issues included some echoing from some countries as they went to speak online.
- Some local students may not have received the preparatory materials from the teachers until, at the earliest, one week beforehand. Teachers felt that they would have appreciated more guidance and support before the day.

Australian International Policy

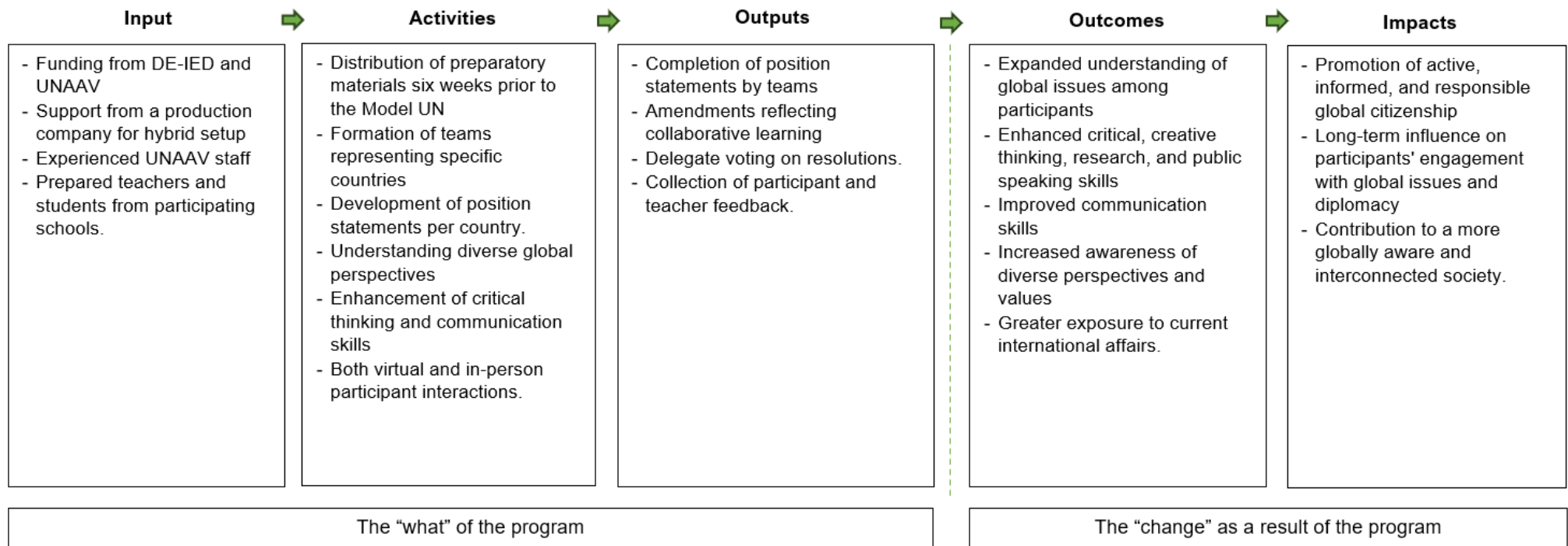
- The connection of local Victorian schools with their international sister schools.

Theory of Change

The Theory of Change framework for the Model United Nations program (April/May 2023) is illustrated in Figure 6 (see pg. 74). This framework outlines the program's key components: inputs (e.g., funding from DE-IED and UNAAV, and experienced staff), activities (e.g., preparatory materials distribution and team formation for country representation), outputs (e.g., completed position statements and delegate voting on resolutions), outcomes (e.g., expanded global issue understanding and enhanced communication skills), and

impacts (e.g., promotion of global citizenship and increased cross-cultural understanding). This structure represents the program's development from foundational resources to far-reaching global impacts.

Figure 6. Model United Nations (April/May 2023) program’s theory of change mapping the activities of the program to the proposed changes on students’ outcomes and impact.



Inputs

- Funding from the DE-IED and UNAAB.
- Production company support for the hybrid setup.
- Experienced staff from UNAAB.
- Preparedness of teachers and students from participating schools.

Activities

- Preparatory materials provided and distributed to teachers and students six weeks before the Model UN.
- Teams created and assigned specific country representation.
- Position statements developed outlining the country's perspective.
- Learning about and understanding other countries' and individuals' perspectives.
- Expansion of critical thinking and communication skills.
- Virtual and in-person interaction for participants.

Outputs

- Completed position statements from each team.
- Amendments offered that reflect learning and collaboration.
- Resolution voted on by delegates.
- Feedback of participants and teachers gathered.

Outcomes & Impacts

- Expansion of participants' understanding of global issues.
- Improvement of critical thinking, creative thinking, research, and public speaking skills.
- Improved communication skills among participants.
- Enhanced understanding of diverse perspectives and values.
- Increased exposure to current international affairs.
- Promoting active, informed, and responsible global citizenship.

Supplier-Program Perspective

The information below is gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED.

Quality of Resources

Resource Development

The supplier mentions that they have 16 topics based around the Sustainable Development Goals and that they make sure that they research and collate the information before disseminating it to students. They make sure that they give a topic summary with lots of links, resources, and a teacher pack. Teachers can do their own research at a different level than the students. Students need to learn about their country, the topic and find out what their country's position is on that topic so they're ready and prepared to negotiate on behalf of their country for changes in that resolution.

Content Relevance and Effectiveness

The supplier mentions that students may discover things about other countries they've never known before which can give them a unique way of thinking about global problems. Further the supplier explains that the program promotes global thinking and how it's powerful. Teaching materials are based on United Nations' Sustainable Development Goals. In terms of its effectiveness, the supplier also states that they always have rating 90%+ which is very high.

Program Practices

Implementation and Adaptability

The supplier explains that they have adapted their delivery to an online format due to COVID-19. They also try and direct younger students towards broader topics like climate action which they're more likely to know something about.

Evaluation and Improvement

Regarding evaluation of the program, the supplier explains that they take feedback from participants, which can be time-consuming, but it's worthwhile. They also mention that the last evaluative question, "Would you recommend this to your other students?" typically gets very positive responses from students and teachers (90%+).

Networks and Partnerships

Collaboration Efficacy

The supplier explains that they do not have a lot of networks and partnerships for their hybrid pilot program. However, the program works in partnership with international sister schools which helps link them with local schools.

Global Engagement

Their acting Secretary Generals work across their programs and facilitate the program's work. They also have a production team that takes care of all the technical things, and staff who work as facilitators, ensuring that all the online sessions flow smoothly.

Support and Assistance

The supplier makes themselves available for six weeks beforehand to support the schools in navigating and using their networks and materials for global engagement. They work with the schools to resolve any issues they may encounter prior to engagement in the program.

Impact Measurement

The supplier focuses on the feedback and satisfaction measures that they administered at the end of the program. There is no other impact measure beyond this approach by the supplier.

Case Studies or Testimonials

No case studies or testimonials were given during the interview.

Internal Cost-Benefit

Cost per Participant

The supplier states that there is no cost to the schools or students as they have funding from IED that is used to deliver the programs to the best of their ability.

Value for Money

The supplier explains that that they are a non-profit organization, and their programs' value is in leadership and global citizen skills acquired, teamwork, research skills, and networking opportunities. Further they state that it is difficult to measure the value for money per student in terms of the tangible or intangible benefits they receive.

Cost-Benefit Analysis

No cost-benefit analysis is conducted by supplier.

Relationship with IED

Working Relationship

The supplier states that they have monthly catch-ups with the department, and they discuss what's going on in between. They also worked with other parts of the department and had contracts for years.

Network Development

No comment was given regarding how the department has assisted in expanding or strengthening the suppliers network (e.g., partnerships or collaborations).

Continuous Improvement

The supplier also mentions that the department has been interested in the big themes that come out of the work that they do and the analysis that is done, and they have some big themes they are interested in. Feedback during the day of the program is high because the participants are there and giving feedback as part of their activities. They collate feedback through a feedback sheet which asks students about public speaking, negotiation, collaboration, and other skills.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier mentions that they are aware of the Victorian curriculum and that they have aligned their program with it and built the program with this curriculum in mind. The supplier is not able to recall exactly what FISO 2.0 is.

Continuous Adaptation

The supplier mentions that they align their program with the Victorian curriculum every time they go for funding, and further mentions that the UN 17 Sustainable Development Goals are already closely aligned with the curriculum. However, the supplier also notes that the organisation would look closely at recent changes in the curriculum during their next funding round. Although there is no specific mention of plans or strategies already in place to do this, the response implies that they have a process in place to monitor and adapt to changes in the curriculum as it evolves.

GLOBAL YOUTH ADVOCACY FORUMS (GYAFS) – COHORT 1 (27 OCTOBER-6 NOVEMBER 2020)

Global Youth Advocacy Forums (GYAFs) was a student forum designed and delivered by Asia Education Foundation (AEF) at The University of Melbourne for Victoria Young Leaders programs in 2020. The forums were aimed at creating a space to discuss globalisation using a critical perspective. The program brought together over 240 Year 9 students from 30 Victorian secondary schools from different backgrounds to discuss and build insights on issues related to education in our current globalised world.

The program proved to be intellectually robust and brought an opportunity for students to listen and exchange views with peers from their schools, other Victorian and overseas schools. The program had a positive impact on students' critical thinking and intercultural capabilities, as well as building and sustaining meaningful school-to-school connections.

Program Development Phases & Associated Activities

Design Phase

- AEF consulted with Emeritus Professor Fazal Rizvi (The University of Melbourne) to ensure GYAFs methodologies were intellectually robust and in alignment with critical studies on globalisation.
- AEF also engaged High Resolves (HR) to provide students with a clear insight into how various forms of globalisation touch people differently.
- Eventful Learning Co. was engaged for 0.5 day of design work mainly to discuss the sequence of activities, overall outcomes for each day, and common issues when delivering forums/events online.

Advisory Phase

- AEF received in-kind support and advice from individuals such as Learning Specialist in Student Agency, University High School, Head of Department (Health and Life Skills), Rosmini College, W3. Digital, and more.

Implementation Phase

- Inviting schools to participate was done through Dr. Gary Shaw sending invitations out to VYL schools and AEF sending EDMs to schools in their network.
- Four pre-forum tasks were assigned to the forum such as vignette writing and school-to-school connections.
- Teams were given time during forums to develop discussion material/questions, consider school-based actions that they can collaborate with another school to achieve within the next 12 months, and team up with another school based on an idea.
- Student participation was monitored throughout, and surveys were administered pre and post-program.

Evaluation & Future Development Phase

- AEF analysed the results and made recommendations for future program offerings by IED.
- AEF also suggested using youth programs as opportunities for teacher development, so that teachers can drive critical discussions and set up and use ICT equipment and online tools more effectively.

Program Enablers & Barriers by Stakeholders

Main enablers for students

- Opportunity to listen and exchange views with peers from their schools, other Victorian and overseas schools.
- Exercised their critical thinking and intercultural capabilities
- Vignette writing helped understand complexities of globalisation and contextualised the new theoretical frameworks presented.

Main barriers for students

- Some schools did not follow the participation conditions, bringing in more members than allowed, sometimes more than six (Page 14)
- Some students did not complete the pre-forum and post-forum self-evaluations.
- Program catered mainly for highly developed literacy and critical thinking capabilities, with schools from high-ICSEA metropolitan areas most actively involved.

Main enablers for teachers

- Opportunity to facilitate discussion with schools overseas.
- Professional learning opportunities to deepen their understanding in globalisation
- Ability to recognise and engage in complexities of globalisation and education policy.

Main barriers for teachers

- Limited understanding of their connections with partner schools overseas, missed opportunity for substantive engagement during forums.
- Some teachers held alarming views, lacking the ability to recognise and engage in complexities of globalisation and education policy.
- Disparities in ICT, intercultural, critical thinking and personal and social capabilities frequently demonstrated.

Main enablers for schools

- Ability of some Victorian schools to use existing connections with schools overseas or personal connections (teachers and students) to facilitate pre-forum tasks.
- Opportunity for students to listen to stories of globalisation from other people's perspectives and withhold judgement and imposition of "our" socioeconomic paradigms, cultural tastes, and aspirations.

Main barriers for schools

- Insufficient understanding of some VYL schools about their connections with their partner schools overseas, leading to limited engagement with them during the forums.

Main enablers for suppliers

- AEF was able to consult Emeritus Professor Fazal Rizvi to ensure GYAFs methodologies are intellectually robust and in alignment with critical studies on globalisation.
- AEF engaged High Resolves (HR) to provide students with a clear insight on how various forms of globalisation touch people differently.
- AEF used assistance from Gary Shaw and Maple Fu at DET to identify VYL host schools overseas and used personal and BRIDGE program connections to connect 22 Schools in Victoria and overseas.

Main barriers for suppliers:

- Most notably, many of the non-VYL schools participating in GYAFs were high-Index of Community Socio-Educational Advantage (ICSEA) schools in the independent sector, that catered mainly for the students with highly developed literacy and critical thinking capabilities. There needs to be a mechanism to ensure that the program equally benefits students from various sectors and family backgrounds, particularly those identified as "target" VYL program participants
- AEF has not been able to determine whether the selection of students for the team aligned with the "target" cohort of the VYL programs (e.g., low-SEA).
- Despite clear and repeated instructions, pre-forum survey response rates did not reach 100%, especially for post-forum self-evaluations
- IT departments at some schools set up the firewall to block bulk emails and login information, creating difficulty for students participating in the forum
- Several teachers registered for all four forums, and some schools brought teams that were larger than six. It would have created a sense of unfairness to the schools that followed the instruction, and it created some difficulty in facilitating the school-to-school discussion in the afternoon session
- Lack of significant international connections between schools
- Teachers from most VYL schools had limited understanding of facilitating ongoing and meaningful connections between schools or felt uncomfortable facilitating conversations online, making it

challenging for some schools to complete the pre-forum tasks that required conversations with overseas schools.

Outcomes by Key Stakeholders

Students

- Participation in conversations about globalisation and its complexities
- Increased understanding and sharing of experiences and stories of globalisation
- Development of critical thinking and intercultural capabilities
- Production of vignettes contextualising the new theoretical frameworks and concepts
- Production of teaching material that can be used to develop the general capabilities of teaching and learning.

Teachers

- Greater understanding of the complexity of globalisation and its implications in different contexts.
- Increased capacity to facilitate critical and intercultural learning about globalisation.
- Participated in conversations with peers across different Victorian schools and other schools in the Asia-Pacific region.

Supplier/Asia Education Foundation

- Successful delivery of the four GYAF forums.
- Engagement with schools and students from different sectors and regional backgrounds.
- Provided space for discussions around globalisation and its complexities in Victoria.
- Better understanding of the structure and design of the new GYAFs program, through consultations and advisory sessions with Emeritus Professor Fazal Rizvi and Eventful Learning Co.

IED

- Test the viability and effectiveness of the new GYAFs program.
- Provide new insights into the kind of forums that could be delivered in the future, particularly about developing critical thinking and intercultural capabilities.
- Identified the areas for improvement needing further development in the next iteration of the forums, including communication with schools, the balance between learning and advocacy, the survey response rate, and teacher professional development.

Key Recommended Improvements by Key Stakeholder

Students

No specific recommendations were identified in the report.

Teachers

- Teacher professional development sessions should focus on facilitating conversations with schools overseas and how to better liaise with their IT departments.
- More time is needed to develop constructive and meaningful school-to-school discussions in the afternoon session.

Asia Education Foundation (Supplier)

- AF should encourage schools to have more meaningful connections with schools overseas.
- The forums need to ensure that large student teams do not create a sense of unfairness to schools that follow the instructions.
- The forums need to focus more on the structural and cultural factors which mediate individuals' capabilities to achieve what they see (and sometimes do not see) as worthy goals.
- The programs should continue to engage low-SES and remote students from regional Victorian schools.
- Future teacher professional development sessions should focus on facilitating conversations with schools overseas and how to better liaise with their IT departments.

- AEF must more explicitly state that both pre-forum and post-forum self-evaluation are the key components of the forum, and supervising teachers must ensure that all students complete them.
- More time is needed to develop constructive and meaningful school-to-school discussions in the afternoon session.

Theory of Change

The following Theory of Change framework has been developed based on the information provided in the Global Youth Advocacy Forums (Cohort 1) run over 27th October to 6th November 2020.

Inputs

- Asia Education Foundation (AEF) team, including education specialists and event management personnel.
- Funding from the Victorian Government's International School Partnerships Program (ISPP).
- Four specific themes and theoretical frameworks supporting each forum.
- In-kind support and advice from education specialists and individuals in the education sector.
- High Resolves (HR) to provide students with a clear insight on how various forms of globalisation touch people differently.
- ICT equipment including speaker, camera, microphone, interactive white boards, differentiate-supportive breakout rooms for individual students and teachers.

Activities

- Consult with Emeritus Professor Fazal Rizvi to develop the GYAFs methodology aligned with critical studies on globalisation.
- Engage HR to provide different perspectives of how various forms of globalisation impact people differently.
- Create a microsite detailing information for participating schools.
- Contain four forums delivered through ICT virtual platform.
- Hold pre-forum tasks to contextualize the new theoretical frameworks and concepts presented in the forums.
- Have students participate in discussions with peers from their own and other Victorian schools, VYL partner schools, and other schools in Asia Pacific to build insight to issues surrounding education today.
- Forum-specific theoretical framework and critical thinking activities during morning sessions
- Use vignettes as a tool to generate discussion.
- Use Teaching materials produced by students and make them available to teachers and students. Conduct self-evaluation surveys before and after the forum.
- Provide professional learning opportunities for teachers.

Outputs

- Four forums delivered to over 240 Year 9 students from 30 Victorian schools.
- Students wrote vignettes that were used during forums to contextualize theoretical frameworks concepts and learn how various forms of globalisation touch people differently.
- Responses from self-evaluation surveys before and after the forum.
- Teaching material produced by students and made available to teachers and students.
- Professional learning opportunities for teachers.

Outcomes

- Students better understand how various forms of globalisation impact people differently.
- Students develop insight into various educational issues present within their school communities. Students enhance their intercultural, critical thinking, and personal and social capabilities with regard to globalisation and education.
- Teachers better understand how to facilitate conversations with schools overseas and how to better liaise with IT departments.
- Schools have more meaningful connections with schools overseas.
- Low-SES and regional Victorian students are engaged in the forums to improve international perspectives and collaboration. An opportunity to showcase student work.

Impacts

- Shifts in culture and practice within participating schools, particularly in terms of global perspective and collective action.
- Inspiring similar groupings of students and teachers into action on a variety of globalisation-related curriculum and policy issues.
- Creating a new generation of global citizens who are aware of globalisation's complexity and can collaborate to address global problems.
- Enhancing teachers' skills on leadership, digital literacy, intercultural skills, and other capabilities to facilitate international engagement programs.

Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED. Due to the various cohorts of this program, this supplier's comments are repeated at the end of each cohort.

Quality of Resources

Resource Development

Regarding the process of ensuring resources are of high quality and tailored to meet specific learning needs of students, the supplier mentions that they invite guest speakers from different fields and design a handbook for both international and Victorian participants. They also target different audiences based on past experiences.

Content Relevance and Effectiveness

The supplier mentions that the content covered in their program has shown improvements in students' problem-solving skills, communication, and presentation skills. They analyse data from different ways, such as pre and post surveys and observations.

Program Practices

Implementation and Adaptability

The supplier explains that their online platform helps to reduce geographical barriers that students might face, particularly those living in rural areas. They also provide handbooks for international students and Victorian kids to have solid things to learn from, with interesting theoretical frameworks and definitions. Additionally, Ada mentions tailoring their content to suit different audiences based on past experiences, such as inviting guest speakers to share skills and insights on different SDGs.

Evaluation and Improvement

The supplier mentions gathering data from a mixture of sources including pre- and post-forum surveys, online and face-to-face debriefing sessions, and observations. Further, they note the importance of taking action based on that feedback to improve practices.

When asked about measuring participant satisfaction levels within their programs, the supplier mentions using pre- and post-forum surveys, as required by the department. However, they noted that the structure of the surveys could lead to biased results, which makes it challenging to analyse data. Regarding recent findings that highlight participant responses regarding the value and impact of the program/s, the supplier mentions that they have received feedback on how the program has improved students' communication, presentation, and problem-solving skills. Additionally, they have received feedback on how the program has helped students build connections with other kids, both from Australia and internationally.

Networks and Partnerships

Collaboration Efficacy

The supplier mentions two types of strategic partnerships and networks. The first type involves past participants who come forward to participate as guests on the forum and share their experience. The second type involves leveraging the network established by the organization with different schools, such as those from Indonesia, Japan, and Korea to name a few. The supplier also mentions that they partner with professors as guest speakers to provide more insights, though they do not elaborate on the nature of that partnership. Further, the supplier highlights that the partnerships that have been established help to connect Victorian students, especially those living in rural areas, to people from overseas and other experts in various fields, providing them with a valuable educational opportunity.

The supplier describes how their networks and partnerships facilitate global engagement and learning opportunities for schools by leveraging personal connections to approach schools in different countries directly. They also use established relationships with schools from Indonesia, Japan and more to expand their reach, and further notes that they have established a new relationship with Korean schools this year and engaged the Australian Embassy in Korea to help promote the programme through the Department of Education in Korea. In addition, the supplier mentions that all guest speaker information is shared in their digital content such as the handbooks and the Microsoft site so that schools can have access to them beyond the program.

Global Engagement

The supplier mentions that the networks and partnerships they establish provide ongoing opportunities for schools and students to engage with guest speakers beyond the forum. Ada notes that they provide participants with the contact information of guest speakers who shared their insights or stories. Additionally, the supplier explains that their program allows Victorian students, particularly those in rural areas, to be connected with someone from overseas and fosters a global mindset. They also recruit international participants from different countries to join the Global Youth Forum program, which enables them to interact with students from other countries and share their experiences and perspectives.

Support and Assistance

This supplier does not have any specific support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. Instead, they provide guest speakers' information in their handbooks and the Microsoft site so that schools can have easy access to the information.

Impact Measurement

The supplier states that their resources' impact is measured by various means, including observations, pre- and post-surveys, and online and face-to-face debriefing sessions. They use all the data they collect to analyse how they can enhance their resources, practices, and networks to improve student learning outcomes and global engagement.

Case Studies or Testimonials

During the face-to-face debriefing sessions, the supplier notes that some kids express their passion for participating in the forum again and encourage their peers to do the same. Further, the supplier describes this as one positive testimony demonstrating the impact their resources, practices, and networks have had on schools.

Internal Cost-Benefit

Cost per Participant

The supplier mentioned that are unsure about the cost per participant for their program, because they have been delivering "supplement things," which were in addition to that requested by the department. The supplier explains that the face-to-face debriefing session actually costs a lot and provides an in-depth feedback mechanism, compared to only using the pre- and post-event survey data alone. However, they add this component to the program as it helps them to improve the quality of their program for the next cohort. The supplier notes that the survey data is insufficient to gain in-depth feedback from the kids and mentions that it is something that she is not responsible for handling, but it is a subject that should be followed up on.

Value for Money

The supplier is unsure about the cost per participant for their program and is unaware of any cost-benefit analysis. They explain that the face-to-face debriefing session, which costs a lot, provides an in-depth feedback mechanism compared to pre- and post-event survey data alone, to ensure they improve the quality of their program for the next cohort. Ada feels that the survey data is insufficient to gain in-depth feedback from the kids. Unfortunately, Ada did not provide specific examples or evidence that illustrates the tangible and intangible benefits received by participants relative to the cost.

Cost-Benefit Analysis

The representative of the supplier was not aware of any cost-benefit analyses conducted on the program.

Relationship with IED

Working Relationship

The supplier states that the department has been helpful in terms of suggestions and very timely comments. Regular meetings have been held with the department, where the interviewee has attended these particularly in relation to the program design.

Network Development

Whilst the supplier did not provide any information on how the department has assisted in expanding or strengthening the network, they did mention that the team uses personal connections first and bridges the programs for international schools, which also allowed to establish new relationships with Korean schools. Furthermore, the supplier mentioned that schools can access guest speakers' information from the Microsoft and Rose Handbook. However, there is no information highlighting any collaborative initiatives or partnerships facilitated by the department's involvement.

Continuous Improvement

The supplier did not provide specific examples of any instances where feedback or insights from the department have led to improvements or innovations in the programmes. However, the supplier mentioned that the team does a post and pre-forum survey, which is designed by the department, to get some information, and it is one tool used to evaluate the programme's effectiveness. In terms of ongoing feedback and communication, the supplier mentioned that they gather information and feedback from observations, pre-post surveys, and debriefing sessions and analyse those data in different ways.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier states that the team solid knowledge of the Victorian curriculum as they are all primary and secondary teachers, and they link their learning activities to specific items in the curriculum, and also how they have been trying to cover effective pedagogy suggested by the department like HITS.

Continuous Adaptation

The supplier did not mention that any specific plans or strategies were in place for ensures continued alignment and relevance of the programs with the evolving Victorian curriculum.

GLOBAL YOUTH ADVOCACY FORUM (GYAFS) – COHORT 2 INTERIM REPORT (21 JUNE 2021)

This document is an interim report for the Global Youth Advocacy Forums that took place on June 15th-16th and June 23rd-24th of 2021. The report summarises the goals, activities, and outcomes of the forums, which were focused on exploring the nuances of globalisation and the ways that it affects the identities of young people. The report also provides observations and recommendations for future iterations of the forums.

Program Development Phases & Associated Activities

Pre-program

- Low attendance to pre-forum PD for teachers, possibly due to unclear messaging and short timeframe between registration closing and pre-forum PD occurring.
- Observation that promoting the event more and potentially setting up a checkbox in the registration page to state that attendees agree to attend all pre- and post-forum events might increase teacher attendance at pre-forum PD.

Program

Day 1 activities:

- Short lecture about nuances and layers of globalisation. Reflection on individual relationships with globalisation and layers of identity and subjectivity.
- High Resolves module, "Just Society", featuring individual completion of Draw the Line and Defining a Just Society activities.
- Time for participants to think about issues/topics related to globalisation and education policy, and a process for considering the rationale for their advocacy and action.

Day 2 activities:

- Short workshop interrogating terminologies such as "equal", "ethical", and "wealthy".
- Continuation of High Resolves module, "Just Society", featuring A Fair Divide and Social Advocacy activities.
- Development of an action plan outlining advocacy efforts, key stakeholders, and proposed timeline for the next four months.
- Presentation and discussion of various approaches to addressing instances of racial and cultural discrimination at schools.

Post-program:

- Observation that the impact and outcomes of the forums could be measured through various means, such as pre-forum and post-forum self-evaluation data, participation in Videos for Change, opportunities to speak about learning to peers/teachers, and potential sharing of achievements in future programs.
- Recommendation to start contacting VYL partner schools early in Term 3 to garner their support for future forums, and to consider implementing a small deposit for registrants to prevent non-response after registration.

Program Enablers and Barriers by Stakeholders

Main enablers for students

- Positive response from many students who actively contributed to workshops and discussions during the forums.
- Identification of various approaches to addressing issues related to cultural and racial discrimination in schools.

Main barriers for teachers

- Low attendance to pre-forum professional development (PD) for teachers, possibly due to unclear messaging and a short timeframe between registration closing and pre-forum PD occurring.

Main enabler for schools

- Strong support for the event from registrants despite the awkward timing of the events.
- Contacts from two schools to the Asia Education Foundation (AEF) asking for connection to Victorian Young Leaders (VYL) partner schools overseas, potentially indicating interest in future international connections.

Main enabler for organisers (including IED & AEF)

- Limited amount of information available about the current circumstances, backgrounds, and histories of students, making it difficult to make policy decisions around certain issues.
- Difficulty in facilitating international connections with VYL partner schools overseas due to the lack of prior understanding amongst these schools and the short amount of time before the forums began.

Outcomes by Key Stakeholders

- Not listed in this report.

Key Recommended Improvements by Key Stakeholder

Students

- Advocate for changes to citizenship education in Year 9 Humanities so that it is less nation-centric and reflects the fluidity and multiplicity of the global reality.
- Host cultural celebration days at schools to help students "bring their culture", which could lead to greater inclusiveness and understanding.
- Work with the Advisory Team to set up and sustain a student club to address racism systematically by investigating how and why racist views are perpetuated in their community.

Suppliers (including IED and AEF):

- Make messaging clearer to the registrants regarding the pre-forum PD and emphasise that it is a compulsory part of the program.
- Promote the event more widely so that we have schools on a waiting list to make up the potential shortfall, especially given the unpredictability of COVID-19 restrictions and lockdowns.
- Consider the implementation of a small deposit to prevent non-response after registration.
- Contact Victorian Young Leaders (VYL) partner schools early in Term 3 to garner their support for future forums.

Theory of Change

There was not enough information from this interim report to develop and articulate a thorough Theory of Change model.

Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED. Due to the various cohorts of this program, this supplier's comments are repeated at the end of each cohort.

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Regarding the process of ensuring resources are of high quality and tailored to meet specific learning needs of students, the supplier mentions that they invite guest speakers from different fields and design a

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Program Practices

Implementation and Adaptability

The supplier explains that their online platform helps to reduce geographical barriers that students might face, particularly those living in rural areas. They also provide handbooks for international students and Victorian kids to have solid things to learn from, with interesting theoretical frameworks and definitions. Additionally, Ada mentions tailoring their content to suit different audiences based on past experiences, such as inviting guest speakers to share skills and insights on different SDGs.

Evaluation and Improvement

The supplier mentions gathering data from a mixture of sources including pre- and post-forum surveys, online and face-to-face debriefing sessions, and observations. Further, they note the importance of taking action based on that feedback to improve practices.

When asked about measuring participant satisfaction levels within their programs, the supplier mentions using pre- and post-forum surveys, as required by the department. However, they noted that the structure of the surveys could lead to biased results, which makes it challenging to analyse data. Regarding recent findings that highlight participant responses regarding the value and impact of the program/s, the supplier mentions that they have received feedback on how the program has improved students' communication, presentation, and problem-solving skills. Additionally, they have received feedback on how the program has helped students build connections with other kids, both from Australia and internationally.

Networks and Partnerships

Collaboration Efficacy

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Support and Assistance

This supplier does not have any specific support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. Instead, they provide guest speakers' information in their handbooks and the Microsoft site so that schools can have easy access to the information.

Impact Measurement

The supplier states that their resources' impact is measured by various means, including observations, pre- and post-surveys, and online and face-to-face debriefing sessions. They use all the data they collect to analyse how they can enhance their resources, practices, and networks to improve student learning outcomes and global engagement.

Case Studies or Testimonials

During the face-to-face debriefing sessions, the supplier notes that some kids express their passion for participating in the forum again and encourage their peers to do the same. Further, the supplier describes this as one positive testimony demonstrating the impact their resources, practices, and networks have had on schools.

Internal Cost-Benefit

Cost per Participant

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Value for Money

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Cost-Benefit Analysis

The representative of the supplier was not aware of any cost-benefit analyses conducted on the program.

Relationship with IED

Working Relationship

The supplier states that the department has been helpful in terms of suggestions and very timely comments. Regular meetings have been held with the department, where the interviewee has attended these particularly in relation to the program design.

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Continuous Improvement

The supplier did not provide specific examples of any instances where feedback or insights from the department have led to improvements or innovations in the programmes. However, the supplier mentioned that the team does a post and pre-forum survey, which is designed by the department, to get some information, and it is one tool used to evaluate the programme's effectiveness. In terms of ongoing feedback and communication, the supplier mentioned that they gather information and feedback from observations, pre-post surveys, and debriefing sessions and analyse those data in different ways.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier states that the team solid knowledge of the Victorian curriculum as they are all primary and secondary teachers, and they link their learning activities to specific items in the curriculum, and also how they have been trying to cover effective pedagogy suggested by the department like HITS.

Continuous Adaptation

The supplier did not mention that any specific plans or strategies were in place for ensures continued alignment and relevance of the programs with the evolving Victorian curriculum.

GLOBAL YOUTH ADVOCACY FORUMS (GYAFS) REPORT – COHORT 3 (OCT-NOV 2021)

The Victorian Young Leaders: Global Youth Forums is a program funded by the Victorian Department of Education and Training, and it aims to provide opportunities for students to appreciate and understand what it means to be a global citizen. The program is designed to deliver three intended student learning outcomes, which include students understanding the concept of globalisation, deepening their knowledge on the impacts of globalisation on education systems/policies, and strengthening their awareness of their own biases and recognising the need for overcoming harmful divisions.

The program has been successful in delivering its intended outcomes overall, with anecdotal feedback from a student focus group indicating that while the program needs to continually address barriers and integrate program design enhancements for future iterations, it has successfully delivered its learning outcomes. Many schools from Victoria and the Asia-Pacific have participated in the program and have given positive feedback. Participants have appreciated the thoroughness of the program and how it has enabled them to gain a more worldly perspective of issues that young people face in their education journey.

Program Development Phases & Associated Activities

Program Planning

- Design of the overall program, including learning activities and resources
- Alignment with the Australian Curriculum - Preparation of the teacher and student information packs.
- Invitation for schools to register via EDMs, social media, personalised emails, and calls.

Preparation

- Teacher briefing via Zoom.
- Student survey and digital information pack dissemination.
- Guest speakers are briefed about the program and given background information about the participating schools.
- Teachers and students are provided with links to Zoom meetings and required resources.

The Program

- Welcome and introduction presentations.
- Inspirational speakers' presentations.
- Learning activities such as storytelling and design thinking challenges.
- Small group activities.
- Virtual site visits.
- Reflection sessions.
- Student presentations.

Post-program

- Post-forum survey.
- Individual participation certificates emailed to each student.
- Resource packs for teachers (e.g., Global Thinking Routine).
- Monitoring and evaluation processes.

Program Enablers and Barriers by Stakeholders

Main enablers for students

- Students enjoyed the opportunity to learn about global issues from multiple perspectives, interact with others from different cultures and backgrounds, and gain a more worldly perspective of issues young people face in their education journey.

Main barriers for students

- Some students felt that they did not necessarily feel they were being provided enough opportunities to explore global citizenship, intercultural capability or global learning and engagement opportunities in school.

Main enablers for teachers

- Teachers valued the opportunity for professional learning and networking through their involvement in the program.

Main barriers for teachers

- Some teachers felt that the days felt long for an online environment, with technical issues with Zoom and the virtual whiteboard, detracting from the quality of the program.

Main enablers for schools

- Schools identified the program as an engaging and collaborative forum, designed to help develop students' leadership skills and help students find their voice on global issues.

Main barriers for schools

- There remained a challenge of targeting schools from rural or regional areas and lower ICSEA scores, and an opportunity for VIC DET program enhancement to address this issue.

Main enablers for IED

- Provided valuable opportunities for teacher and student growth and development through the designed forums, while VIC DET provided important support and proactive engagement for the program.

Main barriers for IED

- The department faced challenges with regards to ensuring sufficient recruitment of schools from lower ICSEA scores as well as regional schools; hence, there was a need for further investigation into this.

Main enablers for Supplier

- AEF ensured that there were valuable learning and reflection activities that helped the students interact with them and others virtually.

Main barriers for Supplier

- Some of the comments from those who participated in the program suggested that aspects of the AEF may not have been fully utilized, such as the interactive whiteboard. Additionally, there were suggestions to continue exploring methods of engaging with rural and regional students.

Outcomes by Key Stakeholders

Students

- Deepened knowledge of what it means to be a global citizen.
- Deepened knowledge about the benefits and challenges of globalisation.
- Developed collaboration skills to discuss solutions to regional or global issues.
- Raised awareness of divisions that can be created in communities and society and how to take action to overcome them.
- Developed understanding of own and others' biases and culture.

Teachers

- Increased knowledge and understanding of global issues, global citizenship, and global competencies.
- Developed intercultural understanding.
- Exposure to other teachers' good practice and ability to connect with them.
- Opportunities to reflect on their own practice.

Schools

- Opportunities for students to develop global competencies and connect globally.
- Recognised strengths and achievements of students and teachers on a global platform.
- Improved school profile.
- Potential foundation for the formation of school partnerships or sister school relationships.

Department/IED

- The program aligns with the strategy of the State Government and the Victorian Curriculum
- The program provides access to high-quality, youth-driven, and globally focused educational experiences to schools with limited opportunities.
- Increased confidence in the management of virtual international programs.

Supplier

- Positive feedback from teachers, students, and schools.
- Increased confidence in the effective delivery of global virtual programs.
- Further strengthened supplier's reputation in the sector.

Australian International Policy

- Increased exposure of Australian students to cultural and linguistic diversity.
- Building intercultural understanding between Australia and the Asia-Pacific region.
- Development of the knowledge and skills needed by Australian students to be global citizens and leaders.
- Strengthened Australia's reputation as a reliable partner in the Asia-Pacific region.

Key Recommended Improvements by Key Stakeholder

Students

- Offer more student-led learning activities.
- Adjust survey questions to better gather information and target gaps in current knowledge.

Teachers

- Provide more networking opportunities for teachers to improve their capabilities and better support students.
- Provide professional learning for design-thinking activities and global learning experiences.

Suppliers

- Give participants access to keynote speech outlines before the event.
- Provide more time for discussion and opportunities to share thoughts.
- Ensure stable connections for interactive websites.

Theory of Change

The following Theory of Change framework has been developed based on the information provided in the Global Youth Advocacy Forums (GYAFs) Report – Cohort 3 (Oct-Nov 2021).

Inputs

- Funding from the Victorian Department of Education and Training (Vic DET).
- Schools from Victoria and Asia-Pacific participating in the program.
- Students, teachers, and school leaders participating in the program.
- Expert guest speakers participating in the program.
- Asia Education Foundation (AEF) at Asialink, the University of Melbourne, providing leadership and design of the learning activities.

Activities

- Sessions focused on intercultural capability, advocacy, and sustainability.
- Stakeholder analysis and action plan development.
- Post-forum self-evaluation and catch-up.

Outputs

- Increased competence and knowledge in intercultural capability, leadership, and creative thinking skills due to participating in the forums.
- Improved ability to set goals and use project-based learning strategies to solve real-world problems.
- More insight into the role of advocacy in creating positive change.
- Better understanding of sustainability and its importance in the context of contemporary challenges.

Outcomes

- Improved student agency and voice supported by the development of plans for continued implementation of action plans and prototypes.
- Strengthened relationship building and networking between schools, students, and teachers.
- Enhanced teacher capability leading to increased engagement and learning outcomes and a broader application of the program in their schools.
- Greater awareness of the challenges, opportunities, and benefits contributing to being a global citizen.

Impact

- Change in student behaviour including increased community engagement.
- Change in teacher behaviour including incorporating new learning strategies/curriculum into their teaching.
- Increased transdisciplinary learning across schools and regions.

Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED. Due to the various cohorts of this program, this supplier's comments are repeated at the end of each cohort.

Quality of Resources

Resource Development

Regarding the process of ensuring resources are of high quality and tailored to meet specific learning needs of students, the supplier mentions that they invite guest speakers from different fields and design a handbook for both international and Victorian participants. They also target different audiences based on past experiences.

Content Relevance and Effectiveness

The supplier mentions that the content covered in their program has shown improvements in students' problem-solving skills, communication, and presentation skills. They analyse data from different ways, such as pre and post surveys and observations.

Program Practices

Implementation and Adaptability

The supplier explains that their online platform helps to reduce geographical barriers that students might face, particularly those living in rural areas. They also provide handbooks for international students and Victorian kids to have solid things to learn from, with interesting theoretical frameworks and definitions. Additionally, Ada mentions tailoring their content to suit different audiences based on past experiences, such as inviting guest speakers to share skills and insights on different SDGs.

Evaluation and Improvement

The supplier mentions gathering data from a mixture of sources including pre- and post-forum surveys, online and face-to-face debriefing sessions, and observations. Further, they note the importance of taking action based on that feedback to improve practices.

When asked about measuring participant satisfaction levels within their programs, the supplier mentions using pre- and post-forum surveys, as required by the department. However, they noted that the structure of the surveys could lead to biased results, which makes it challenging to analyse data. Regarding recent findings that highlight participant responses regarding the value and impact of the program/s, the supplier mentions that they have received feedback on how the program has improved students' communication, presentation, and problem-solving skills. Additionally, they have received feedback on how the program has helped students build connections with other kids, both from Australia and internationally.

Networks and Partnerships

Collaboration Efficacy

The supplier mentions two types of strategic partnerships and networks. The first type involves past participants who come forward to participate as guests on the forum and share their experience. The second type involves leveraging the network established by the organisation with different schools, such as those from Indonesia, Japan, and Korea to name a few. The supplier also mentions that they partner with professors as guest speakers to provide more insights, though they do not elaborate on the nature of that partnership. Further, the supplier highlights that the partnerships that have been established help to connect Victorian students, especially those living in rural areas, to people from overseas and other experts in various fields, providing them with a valuable educational opportunity.

The supplier describes how their networks and partnerships facilitate global engagement and learning opportunities for schools by leveraging personal connections to approach schools in different countries directly. They also use established relationships with schools from Indonesia, Japan and more to expand their reach, and further notes that they have established a new relationship with Korean schools this year and engaged the Australian Embassy in Korea to help promote the programme through the Department of Education in Korea. In addition, the supplier mentions that all guest speaker information is shared in their digital content such as the handbooks and the Microsoft site so that schools can have access to them beyond the program.

Global Engagement

The supplier mentions that the networks and partnerships they establish provide ongoing opportunities for schools and students to engage with guest speakers beyond the forum. Ada notes that they provide participants with the contact information of guest speakers who shared their insights or stories. Additionally, the supplier explains that their program allows Victorian students, particularly those in rural areas, to be connected with someone from overseas and fosters a global mindset. They also recruit international participants from different countries to join the Global Youth Forum program, which enables them to interact with students from other countries and share their experiences and perspectives.

Support and Assistance

This supplier does not have any specific support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. Instead, they provide guest speakers' information in their handbooks and the Microsoft site so that schools can have easy access to the information.

Impact Measurement

The supplier states that their resources' impact is measured by various means, including observations, pre- and post-surveys, and online and face-to-face debriefing sessions. They use all the data they collect to analyse how they can enhance their resources, practices, and networks to improve student learning outcomes and global engagement.

Case Studies or Testimonials

During the face-to-face debriefing sessions, the supplier notes that some kids express their passion for participating in the forum again and encourage their peers to do the same. Further, the supplier describes this as one positive testimony demonstrating the impact their resources, practices, and networks have had on schools.

Internal Cost-Benefit

Cost per Participant

The supplier mentioned that are unsure about the cost per participant for their program, because they have been delivering "supplement things," which were in addition to that requested by the department. The supplier explains that the face-to-face debriefing session actually costs a lot and provides an in-depth feedback mechanism, compared to only using the pre- and post-event survey data alone. However, they add this component to the program as it helps them to improve the quality of their program for the next cohort. The supplier notes that the survey data is insufficient to gain in-depth feedback from the kids and mentions that it is something that she is not responsible for handling, but it is a subject that should be followed up on.

Value for Money

The supplier is unsure about the cost per participant for their program and is unaware of any cost-benefit analysis. They explain that the face-to-face debriefing session, which costs a lot, provides an in-depth feedback mechanism compared to pre- and post-event survey data alone, to ensure they improve the quality of their program for the next cohort. Ada feels that the survey data is insufficient to gain in-depth feedback from the kids. Unfortunately, Ada did not provide specific examples or evidence that illustrates the tangible and intangible benefits received by participants relative to the cost.

Cost-Benefit Analysis

The representative of the supplier was not aware of any cost-benefit analyses conducted on the program.

Relationship with IED

Working Relationship

The supplier states that the department has been helpful in terms of suggestions and very timely comments. Regular meetings have been held with the department, where the interviewee has attended these particularly in relation to the program design.

Network Development

Whilst the supplier did not provide any information on how the department has assisted in expanding or strengthening the network, they did mention that the team uses personal connections first and bridges the programs for international schools, which also allowed to establish new relationships with Korean schools. Furthermore, the supplier mentioned that schools can access guest speakers' information from the Microsoft and Rose Handbook. However, there is no information highlighting any collaborative initiatives or partnerships facilitated by the department's involvement.

Continuous Improvement

The supplier did not provide specific examples of any instances where feedback or insights from the department have led to improvements or innovations in the programmes. However, the supplier mentioned that the team does a post and pre-forum survey, which is designed by the department, to get some information, and it is one tool used to evaluate the programme's effectiveness. In terms of ongoing feedback and communication, the supplier mentioned that they gather information and feedback from observations, pre-post surveys, and debriefing sessions and analyse those data in different ways.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier states that the team solid knowledge of the Victorian curriculum as they are all primary and secondary teachers, and they link their learning activities to specific items in the curriculum, and also how they have been trying to cover effective pedagogy suggested by the department like HITS.

Continuous Adaptation

The supplier did not mention that any specific plans or strategies were in place for ensures continued alignment and relevance of the programs with the evolving Victorian curriculum.

GLOBAL YOUTH ADVOCACY FORUMS (GYAFS) – COHORT 4 (MAY-JUNE 2022)

Victorian Young Leaders: Global Youth Forums (VYL GYFs) is a globally-recognised learning and engagement program designed for students to develop a range of skills necessary to become active and informed global citizens. The program is supported by the Asia Education Foundation (AEF) at The University of Melbourne and features expert input from Michelle Connell from the International Education Division, Department of Education and Training, Victoria (DET). This program is designed to support the development of high expectations, shared values, and a culture of trust for students to thrive as future leaders.

According to the Impact Analysis of pre- and post-forum perception surveys from both students and teachers, along with quotes, Padlet and Miro submissions, the program had significant impacts in a number of key areas. Through the VYL GYFs, students were able to strengthen their voice, agency, and leadership skills, as well as improve their global knowledge and competency, and strengthen their learning and wellbeing capabilities. Additionally, the program helped to foster peer-to-peer connections and partnerships post-program, which further supported students' development as global citizens. Overall, the program was highly impactful and helped to foster a culture of excellence and equity in all students who participated.

Program Development Phases & Associated Activities

Program Design

- The decision to run a full-day online forum to engage students in the program.
- Development of a set of broad themes to focus the program on.
- Selection of High Resolves (HR) as a partner to design and deliver the GYFs.
- Selection of five core cultural competencies as the focus of the program: Intercultural Understanding, Ethical Understanding, Personal and Social Capability, Creativity and Critical Thinking, and Communication Capability.
- Design of learning activities around the core cultural competencies.
- Development of student and teacher booklets for asynchronous activities.

Program Implementation

- Planning of a pre-forum event to set the scene and themes for the forum.
- Planning of a main one-day event, repeated three times to provide flexibility, to explore the content.
- Planning of a post-forum event to showcase and celebrate learning.
- Allocation of program implementation responsibilities between AEF and High Resolves.
- Provision of teacher and student briefings pre-program in both English and Bahasa Indonesian to daftar slot pragmatic enhance understanding.
- Provision of briefings and Q and A sessions for both teachers and students, with the Jakarta staff translating everything into Bahasa.

Post-Program Evaluation and Follow-up

- Administration of pre-and-post student perception surveys to measure student learning growth in relation to global knowledge, competencies, and wellbeing capabilities.
- Provision of scaffolded opportunities for peer-to-peer feedback.
- Follow up about 4-6 weeks after the program completion to investigate implementation of the projects and ongoing continuation of learning.

Program Enablers and Barriers by Key Stakeholders

Main enablers for students

- Opportunities to develop critical thinking, creativity, and communication through program activities.
- Opportunities to connect with and learn from other students from diverse backgrounds.

- Self-reflection activities to promote intercultural understanding and respect.

Main barriers for students

- Challenges of remote learning, including access to resources and difficulties in engaging for long periods of time online.
- A need for face-to-face interaction to foster deeper connections between students and teachers.
- A lack of opportunities to explore global citizenship, leadership, and intercultural learning outside of the program.

Main enablers for teachers

- Provision of resources and training to support successful implementation of program activities.
- Opportunities to network and build professional relationships with educators from different schools and locations.
- Opportunities to improve their own intercultural competence through participation in the program.

Main barriers for teachers

- Staffing shortages related to COVID-19 and staffing excursions/incursions limiting teacher availability.
- Limited networks or processes in place to create similar learning opportunities to the program.
- Inadequate training or support to implement the program effectively.

Main enablers for schools

- Opportunities to offer enriching learning experiences to their students.
- Opportunities to engage meaningfully with other schools and students from diverse backgrounds.
- Opportunities to improve school culture and foster a climate of trust and respect for diversity.

Main barriers for schools

- The challenges of remote learning, including barriers to student access to resources and engagement.
- High workload related to implementing the program alongside other curriculum demands.
- Uneven teacher participation and implementation across different schools.

Main enablers for IED

- Support for the program's development and implementation through expert input and advice.
- Opportunities to promote intercultural understanding and global citizenship as key learning outcomes for students.
- Opportunities to build collaborative partnerships with other schools and countries.

Main barriers for IED

- Limited resources given competing demands, for example, COVID-19 restrictions or the requirement to teach the Australian Curriculum.
- Ensuring consistency of implementation and engagement across different schools and stakeholders.

Main enablers for supplier

- Expertise in designing and delivering intercultural learning experiences for students and teachers.
- Support for the program's development, implementation, and evaluation.
- Opportunities to build partnerships with other organisations and institutions.

Main barriers for supplier

- Adapting the program to the remote learning context given COVID-19 restrictions and limitations.
- Limited resources or opportunities to scale the program beyond the current cohort of schools/countries.

Outcomes by Key Stakeholders

Students

- Increased understanding of globalisation, global citizenship, intercultural understanding, global and local issues, and issues in education.
- Demonstrated growth in leadership, critical and creative thinking skills
- Post-forum student perception survey indicated that the learning outcomes of the forum were achieved, with high completion rates of quantitative responses.

Teachers

- Valued the opportunity to interact and converse with different schools, domestic and overseas, about a range of issues and hear multiple perspectives.
- Appreciated the program's lesson plans and student and teacher handbooks.

Schools:

- Appreciated the GYFs as it provided opportunities to discuss topics often not explored in the curriculum in such depth
- Ensured that a diverse range of voices and perspectives were included in those conversations

Australian International Policy:

- Strengthened student knowledge and understanding of Asia and Australia's engagement with Asia and sustainability.

Key Recommended Improvements by Key Stakeholder

Students

- Improved understanding and appreciation of globalisation and intercultural perspectives. Strengthened voice and agency to promote change.
- Growth in leadership, creative and critical thinking skills.
- Increased knowledge of a range of global issues and topics.
- Improved sense of belonging to their school community.
- Strengthened learning and wellbeing capabilities.

Teachers

- Opportunities to build professional relationships with educators from different schools and locations to exchange ideas and knowledge.
- Opportunities for professional growth in intercultural competence and program design. Strengthened understanding of how to foster peer-to-peer connections and partnerships with other schools post-program.
- Capacity-building in areas of higher-order and metacognitive thinking strategies and tools.
- Provision of learner profile with key data from the forum demonstrating the impact and prompting conversation and reflection.

Schools

- Opportunities to offer enriching learning experiences to their students to promote intercultural understanding and global citizenship.
- Opportunities for staff to network with each other, share insights and innovations, and encourage new partnerships post-program.
- Opportunities to explore cross-curricular priorities, as the forums provide opportunities to strengthen student knowledge and understanding of Asia and Australia's Engagement with Asia, and Sustainability.

IED

- Provision of expert input and advice to support the program's development and implementation
- Opportunities to promote intercultural understanding and global citizenship as key learning outcomes for students.
- Opportunities to build collaborative partnerships with other schools and countries.

Supplier

- Opportunities to contribute expertise and knowledge in designing and delivering intercultural learning experiences for students and teachers.
- Opportunities to build partnerships with other organisations and institutions.

Theory of Change

The following Theory of Change framework has been developed based on the information provided in the Global Youth Advocacy Forums (GYAFs) – Cohort 4 (May-June 2022) report.

Inputs

- Collaboration between Asia Education Foundation (AEF) and High Resolves in designing and delivering the program.
- Expert input from Michelle Connell from the International Education Division, Department of Education and Training, Victoria (DET).
- Provision of resources, tools and booklets to support program implementation and activities.
- Funding from DET to support program delivery.
- Engagement of stakeholders, including students, teachers, and schools.

Activities

- Pre- and post-event briefings for teachers and students, both in English and Bahasa Indonesia.
- Program design based on Design Thinking processes and tools.
- Learning activities to empathize with others and explore challenges, ideate solutions, and prototype and pitch those solutions.
- Provision of scaffolds for implementation of a collaborative project post-forum, promoting inclusive education.
- Provision of scaffolded opportunities for peer-to-peer feedback.
- Pre- and post-program evaluation of student perception to measure growth in global knowledge and competence.
- Identification of barriers that may affect effectiveness of the program.

Outputs

- Increased awareness and understanding of global issues among students and teachers.
- Strengthening of voice and agency, leadership and critical thinking skills among students.
- Development of intercultural competence and skills among teachers.
- Opportunities for networking and collaboration with educators from different schools and cultures.
- Improved implementation and adaptation of the program to online and remote learning contexts to ensure reaching students despite the COVID-19 restrictions.

Outcomes-Impacts:

- Improved intercultural understanding and appreciation of globalisation and perspective taking.
- Strengthened voice and agency through gained leadership skills and other higher-order thinking strategies.
- Growth in critical thinking and communication skills.
- Increased knowledge of a range of global issues and topics, particularly how they impact different people in different places.
- Sense of belonging and community as stakeholders.
- Increased awareness of and reduction in barriers that may affect program effectiveness.

Supplier-Program Perspective

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report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED. Due to the various cohorts of this program, this supplier's comments are repeated at the end of each cohort.

Quality of Resources

Resource Development

Regarding the process of ensuring resources are of high quality and tailored to meet specific learning needs of students, the supplier mentions that they invite guest speakers from different fields and design a handbook for both international and Victorian participants. They also target different audiences based on past experiences.

Content Relevance and Effectiveness

The supplier mentions that the content covered in their program has shown improvements in students' problem-solving skills, communication, and presentation skills. They analyse data from different ways, such as pre and post surveys and observations.

Program Practices

Implementation and Adaptability

The supplier explains that their online platform helps to reduce geographical barriers that students might face, particularly those living in rural areas. They also provide handbooks for international students and Victorian kids to have solid things to learn from, with interesting theoretical frameworks and definitions. Additionally, Ada mentions tailoring their content to suit different audiences based on past experiences, such as inviting guest speakers to share skills and insights on different SDGs.

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When asked about measuring participant satisfaction levels within their programs, the supplier mentions using pre- and post-forum surveys, as required by the department. However, they noted that the structure of the surveys could lead to biased results, which makes it challenging to analyse data. Regarding recent findings that highlight participant responses regarding the value and impact of the program/s, the supplier mentions that they have received feedback on how the program has improved students' communication, presentation, and problem-solving skills. Additionally, they have received feedback on how the program has helped students build connections with other kids, both from Australia and internationally.

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Collaboration Efficacy

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Support and Assistance

This supplier does not have any specific support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. Instead, they provide guest speakers' information in their handbooks and the Microsoft site so that schools can have easy access to the information.

Impact Measurement

The supplier states that their resources' impact is measured by various means, including observations, pre- and post-surveys, and online and face-to-face debriefing sessions. They use all the data they collect to analyse how they can enhance their resources, practices, and networks to improve student learning outcomes and global engagement.

Case Studies or Testimonials

During the face-to-face debriefing sessions, the supplier notes that some kids express their passion for participating in the forum again and encourage their peers to do the same. Further, the supplier describes this as one positive testimony demonstrating the impact their resources, practices, and networks have had on schools.

Internal Cost-Benefit

Cost per Participant

The supplier mentioned that are unsure about the cost per participant for their program, because they have been delivering "supplement things," which were in addition to that requested by the department. The supplier explains that the face-to-face debriefing session actually costs a lot and provides an in-depth feedback mechanism, compared to only using the pre- and post-event survey data alone. However, they add this component to the program as it helps them to improve the quality of their program for the next cohort. The supplier notes that the survey data is insufficient to gain in-depth feedback from the kids and mentions that it is something that she is not responsible for handling, but it is a subject that should be followed up on.

Value for Money

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Cost-Benefit Analysis

The representative of the supplier was not aware of any cost-benefit analyses conducted on the program.

Relationship with IED

Working Relationship

The supplier states that the department has been helpful in terms of suggestions and very timely comments. Regular meetings have been held with the department, where the interviewee has attended these particularly in relation to the program design.

Network Development

Whilst the supplier did not provide any information on how the department has assisted in expanding or strengthening the network, they did mention that the team uses personal connections first and bridges the

programs for international schools, which also allowed to establish new relationships with Korean schools. Furthermore, the supplier mentioned that schools can access guest speakers' information from the Microsoft and Rose Handbook. However, there is no information highlighting any collaborative initiatives or partnerships facilitated by the department's involvement.

Continuous Improvement

The supplier did not provide specific examples of any instances where feedback or insights from the department have led to improvements or innovations in the programmes. However, the supplier mentioned that the team does a post and pre-forum survey, which is designed by the department, to get some information, and it is one tool used to evaluate the programme's effectiveness. In terms of ongoing feedback and communication, the supplier mentioned that they gather information and feedback from observations, pre-post surveys, and debriefing sessions and analyse those data in different ways.

GLOBAL YOUTH ADVOCACY FORUMS (GYAFS) – COHORT 5 (NOVEMBER 2022)

The Victorian Young Leaders (VYL) Global Youth Forums (GYFs) is a virtual three-part collaborative learning program designed for Year Nine students from Victoria across government and non-government schools. The program aims to construct knowledge, analyse concepts, adopt multiple perspectives in relation to active global citizenship, globalisation, biases and stereotypes and identity. The program has invited participation from similar aged students across Victoria and Asia-Pacific including Cambodia, China, Indonesia and Malaysia. In November 2022 (Cohort 5), 55 Victorian schools with 675 Year 9 students, and 45 International schools, from 6 countries, with 327 students participated, totalling 1,002 students from 100 schools across seven countries.

The report, which consists of participation information, key findings from a pre-forum survey, post-forum survey, online and face-to-face focus group events, with both quantitative and qualitative data analysed and reported, concludes that the GYFs has effectively empowered students to believe in their leadership capabilities and has improved their agency, evidenced by their confidence in changemaking. The positive understanding of globalisation by the students, acquired from their lived experiences including school education, enables them to explore the issue more deeply via various learning opportunities. Overall, students have been empowered through the program to believe in themselves as global citizens and have gained a more action-oriented approach to global citizenship.

Program Development Phases & Associated Activities

Program Phase

- Three-day immersive virtual program.
- Guest speaker presentations.
- Breakout rooms discussion.
- Collaborative learning and engagement.

Post-Program Phase

- Focus group events.

Program Enablers and Barriers by Stakeholders

Main enablers for students

- The opportunity to meet and exchange ideas with peers from different schools and countries.
- Learning outcomes that are relevant, action-oriented and directed towards solving real-world problems.
- The incorporation of interactive and creative learning tools that allow for hands-on experiences and group collaboration.

Main barriers for students

- Access to reliable technology for participation in the program.
- Unequal opportunities for access to the program based on socio-economic or geographic factors.
- Time constraints and competing demands from other school-related activities that can limit participation.

Main enablers for teachers

- Relevance of the Global Youth Forums program to curricula targets and Year 9 learning outcomes.
- Opportunities for professional development and networking with other teachers.
- Effective communication from IED re: program expectations, goals, and timelines.

Main barriers for teachers

- Difficulty in integrating the GYF modules alongside other school activities.
- Costs and access to reliable technology for uninterrupted online participation in the program.

Main enablers for schools

- GYF outcomes aligned to key curriculum targets.
- Support from IED with regards to matters concerning program delivery.
- Opportunities for teachers and students to network with other schools, broadening the reach and impact of the program.

Main barriers for schools

- Cost and resources needed to support school participation.
- Access to reliable technology and internet access for participation.
- Competing demands on time and resources, especially in schools facing higher numbers of students from lower socio-economic backgrounds.

Main enablers for IED

- Program design that aligns with both the objectives of the IED and current educational priorities.
- Strong relationships and partnerships with schools and other education stakeholders.

Main barriers for IED

- Difficulty in ensuring equitable access to the program across schools and students.
- Cost and resources required to deliver the program that might limit the scale and reach of the program.

Main enablers for supplier

- Reliable and robust technology infrastructure to support the delivery of the program.

Main barriers for supplier

- Possible obstacles in the timely delivery of program materials or technical problems during program delivery that can inhibit the smooth running of the program.

Outcomes by Key Stakeholders

Students

- Increased ability to unpack complex contemporary issues through critical reflection.
- Expanded knowledge of globalisation from economic globalisation to a wider scale.
- Positive attitude towards globalisation.
- Broadened understanding of what it means to be a global citizen.
- Increased awareness of social issues and inequities.
- Belief in the power of youth agency and giving voices to the disadvantaged.
- Understanding of different cultures, languages, and perspectives.
- Increased ability to communicate and collaborate with others.
- Improved problem-solving skills.
- Enhanced appreciation for others' opinions and values.
- Improved understanding of identity and its role in global citizenship.
- Increased willingness to make a change and take action.

Teachers

- Improved leadership skills among students.
- Development of a stronger culture of global citizenship at schools.
- Opportunities to network and connect with other teachers.
- Opportunities for professional development and to collaborate with colleagues.

Key Recommended Improvements by Key Stakeholder

Not listed in this report.

Theory of Change

The following Theory of Change framework has been developed based on the information provided in the Global Youth Forum Cohort 5 Program Report (November 2022).

Inputs

- Resources provided for the program, including funding, staffing, and technology.

Activities/Strategies

- Developing a virtual three-part collaborative learning program for Year Nine students from Victorian schools.
- Inviting participation from students from similar aged students across Victoria and Asia-Pacific.
- Providing opportunities for peer-to-peer connections and amplifying student voice and agency.
- Designing and delivering immersive virtual programming, including guest speaker presentations, breakout room discussions, and collaborative learning and engagement.
- Organising focus group events and using a thematic analysis approach to evaluate outcomes.

Outputs

- Increased participation rates (1002 students from 100 schools across 7 countries).
- Increased knowledge, skills, and understanding of intercultural understanding, global citizenship, and leadership among students and teachers.
- Improved leadership capabilities, positive attitudes towards globalisation, and heightened awareness of social issues among students.
- Improved leadership skills and a stronger culture of global citizenship in Victorian schools.

Outcomes

- Developing greater understanding and appreciation of the value and complexity of diversity, equity, and social justice among students.
- Increased confidence in change-making and constructive social action among students.
- Improvement in attitudes towards people from different backgrounds.
- Development of a stronger culture of global citizenship in students.
- Increased reputation of the Department and the University of Melbourne as leaders in international education.

Impact

- Greater participation and positive impact on creating a more equitable and sustainable world.
- Development of future generations of leaders who are better equipped to address complex global issues.
- Strengthened relationships between participating schools and communities.
- Increased global collaboration and understanding between students and teachers.

Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED. Due to the various cohorts of this program, this supplier's comments are repeated at the end of each cohort.

Quality of Resources

Resource Development

Regarding the process of ensuring resources are of high quality and tailored to meet specific learning needs of students, the supplier mentions that they invite guest speakers from different fields and design a handbook for both international and Victorian participants. They also target different audiences based on past experiences.

Content Relevance and Effectiveness

The supplier mentions that the content covered in their program has shown improvements in students' problem-solving skills, communication, and presentation skills. They analyse data from different ways, such as pre and post surveys and observations.

Program Practices

Implementation and Adaptability

The supplier explains that their online platform helps to reduce geographical barriers that students might face, particularly those living in rural areas. They also provide handbooks for international students and Victorian kids to have solid things to learn from, with interesting theoretical frameworks and definitions. Additionally, Ada mentions tailoring their content to suit different audiences based on past experiences, such as inviting guest speakers to share skills and insights on different SDGs.

Evaluation and Improvement

The supplier mentions gathering data from a mixture of sources including pre- and post-forum surveys, online and face-to-face debriefing sessions, and observations. Further, they note the importance of taking action based on that feedback to improve practices.

When asked about measuring participant satisfaction levels within their programs, the supplier mentions using pre- and post-forum surveys, as required by the department. However, they noted that the structure of the surveys could lead to biased results, which makes it challenging to analyse data. Regarding recent findings that highlight participant responses regarding the value and impact of the program/s, the supplier mentions that they have received feedback on how the program has improved students' communication, presentation, and problem-solving skills. Additionally, they have received feedback on how the program has helped students build connections with other kids, both from Australia and internationally.

Networks and Partnerships

Collaboration Efficacy

The supplier mentions two types of strategic partnerships and networks. The first type involves past participants who come forward to participate as guests on the forum and share their experience. The second type involves leveraging the network established by the organization with different schools, such as those from Indonesia, Japan, and Korea to name a few. The supplier also mentions that they partner with professors as guest speakers to provide more insights, though they do not elaborate on the nature of that partnership. Further, the supplier highlights that the partnerships that have been established help to connect Victorian students, especially those living in rural areas, to people from overseas and other experts in various fields, providing them with a valuable educational opportunity.

The supplier describes how their networks and partnerships facilitate global engagement and learning opportunities for schools by leveraging personal connections to approach schools in different countries directly. They also use established relationships with schools from Indonesia, Japan and more to expand their reach, and further notes that they have established a new relationship with Korean schools this year and engaged the Australian Embassy in Korea to help promote the programme through the Department of Education in Korea. In addition, the supplier mentions that all guest speaker information is shared in their digital content such as the handbooks and the Microsoft site so that schools can have access to them beyond the program.

Global Engagement

The supplier mentions that the networks and partnerships they establish provide ongoing opportunities for schools and students to engage with guest speakers beyond the forum. Ada notes that they provide

participants with the contact information of guest speakers who shared their insights or stories. Additionally, the supplier explains that their program allows Victorian students, particularly those in rural areas, to be connected with someone from overseas and fosters a global mindset. They also recruit international participants from different countries to join the Global Youth Forum program, which enables them to interact with students from other countries and share their experiences and perspectives.

Support and Assistance

This supplier does not have any specific support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. Instead, they provide guest speakers' information in their handbooks and the Microsoft site so that schools can have easy access to the information.

Impact Measurement

The supplier states that their resources' impact is measured by various means, including observations, pre- and post-surveys, and online and face-to-face debriefing sessions. They use all the data they collect to analyse how they can enhance their resources, practices, and networks to improve student learning outcomes and global engagement.

Case Studies or Testimonials

During the face-to-face debriefing sessions, the supplier notes that some kids express their passion for participating in the forum again and encourage their peers to do the same. Further, the supplier describes this as one positive testimony demonstrating the impact their resources, practices, and networks have had on schools.

Internal Cost-Benefit

Cost per Participant

The supplier mentioned that are unsure about the cost per participant for their program, because they have been delivering "supplement things," which were in addition to that requested by the department. The supplier explains that the face-to-face debriefing session actually costs a lot and provides an in-depth feedback mechanism, compared to only using the pre- and post-event survey data alone. However, they add this component to the program as it helps them to improve the quality of their program for the next cohort. The supplier notes that the survey data is insufficient to gain in-depth feedback from the kids and mentions that it is something that she is not responsible for handling, but it is a subject that should be followed up on.

Value for Money

The supplier is unsure about the cost per participant for their program, and is unaware of any cost-benefit analysis. They explain that the face-to-face debriefing session, which costs a lot, provides an in-depth feedback mechanism compared to pre- and post-event survey data alone, to ensure they improve the quality of their program for the next cohort. Ada feels that the survey data is insufficient to gain in-depth feedback from the kids. Unfortunately, Ada did not provide specific examples or evidence that illustrates the tangible and intangible benefits received by participants relative to the cost.

Cost-Benefit Analysis

The representative of the supplier was not aware of any cost-benefit analyses conducted on the program.

Relationship with IED

Working Relationship

The supplier states that the department has been helpful in terms of suggestions and very timely comments. Regular meetings have been held with the department, where the interviewee has attended these particularly in relation to the program design.

Network Development

Whilst the supplier did not provide any information on how the department has assisted in expanding or strengthening the network, they did mention that the team uses personal connections first and bridges the programs for international schools, which also allowed to establish new relationships with Korean schools. Furthermore, the supplier mentioned that schools can access guest speakers' information from the Microsoft

and Rose Handbook. However, there is no information highlighting any collaborative initiatives or partnerships facilitated by the department's involvement.

Continuous Improvement

The supplier did not provide specific examples of any instances where feedback or insights from the department have led to improvements or innovations in the programmes. However, the supplier mentioned that the team does a post and pre-forum survey, which is designed by the department, to get some information, and it is one tool used to evaluate the programme's effectiveness. In terms of ongoing feedback and communication, the supplier mentioned that they gather information and feedback from observations, pre-post surveys, and debriefing sessions and analyse those data in different ways.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier states that the team solid knowledge of the Victorian curriculum as they are all primary and secondary teachers, and they link their learning activities to specific items in the curriculum, and also how they have been trying to cover effective pedagogy suggested by the department like HITS.

Continuous Adaptation

The supplier did not mention that any specific plans or strategies were in place for ensures continued alignment and relevance of the programs with the evolving Victorian curriculum.

GLOBAL YOUTH ADVOCACY FORUMS (GYAFS) – COHORT 6 (MAY 2023)

The Victorian Young Leaders (VYL) Global Youth Forums (GYFs) is a collaborative learning program designed for year nine students from Victoria and other Asia-Pacific countries, focusing on global citizenship, globalisation, biases and stereotypes, and identity. The program invited participation from more than 100 Victorian schools, and due to scheduling conflicts and staffing challenges, 824 students from 83 schools participated in the three-day forum, which took place in May 2023. Over the course of the program, students engaged in a range of activities that aimed to broaden their knowledge, skills, and experiences related to intercultural understanding, leadership, and global citizenship.

According to the report, the program had a positive impact on the students, with many of them reporting personal growth and development of skills, as well as a greater sense of global citizenship and awareness. Moreover, the report noted that students displayed and practiced qualities of global citizens, such as being open-minded, culturally aware, and collaborative, during and after the forum.

Program Development Phases & Associated Activities

Pre-Program Phase

- Student and teacher registration.
- Pre-forum survey.
- Online resources and support for teachers.
- Teachers' professional development webinar.
- Forum briefing pack and preparation for teachers.
- Forum preparation for students.
- Teacher and student online engagement.

Program (Forum) Phase

- Welcome and introduction.
- Keynote speakers and presentations.
- Small-group activities.
- Student-led sessions.
- Expert panel discussions.
- AEF and UoM Masterclasses.
- Day One Quiz.
- Virtual tours.
- Kahoot quizzes.
- Gala trivia night and awards ceremony.

Post-Program (Forum) Phase

- Post-forum survey.
- Focus groups with participating students and teachers.
- Activity showcases and student-led presentations.
- Reflective blog post for students and teachers.
- Presentation of program findings and recommendations.
- Opportunities for continued engagement and leadership.

Program Enablers and Barriers by Stakeholders

Main enablers for students

- Opportunities to interact with students from other countries.
- Learning about other cultures and perspectives through small-group work.

- Learning from experts and participating in presentations.

Main barriers for students

- Language barriers.
- Difficulty in using technology that sometimes made the seminars tedious.
- Not having enough opportunities to ask questions.

Main enablers for teachers

- Professional development webinars offered at the beginning of the forum helped prepare teachers for their role.
- Well-designed handbook, lesson plans, and breakout room facilitation guide helped reduce the burden of planning and executing the forum.
- Clear communication from program organizers helped to improve teacher engagement and support.

Main barriers for teachers

- Technical challenges and potential communication issues made it difficult for some teachers and students to participate in the forum.
- Challenges coordinating and integrating participation for public and private schools.
- Time constraints for planning and preparation.

Main enablers for schools

- Involvement of many school leaders in supporting the initiative, which contributed to increased international influence.
- Positive feedback from schools' social media platforms reinforced the success of the forum.
- Support from participating schools in preparing their students.

Main barriers for schools

- Varying levels of technological and resource support.
- Different schedules for different schools and hence a lack of uniformity in the level of participation.
- Difficulties experienced by some international schools in terms of language barriers and internet access.

Main enablers for IED

- Clear communication to teachers, students, and suppliers helped to better align and coordinate scheduling and activities with program objectives.
- Availability of virtual meeting technologies enabled remote participation by students, teachers, and guest speakers from different parts of the world.

Main enablers for suppliers

- Fresh resources for teachers and students created for the forum.
- Improved communication and administrative support for teachers from organizing institutions.
- Prepared materials such as handbooks and case studies were available to help the facilitators.

Main barriers for suppliers

- Technical challenges and inconsistent internet/communication access for some participants.
- Difficulty in coordinating communication among stakeholders due to the remote nature of the forum.
- Less than optimal facilitation from some UoM mentors, although most were helpful and supportive.
- Data collection approaches such as pre- and post-forum surveys and student-led presentations helped to create a more robust assessment of the program's effectiveness.
- Ensuring equal participation from all stakeholders was a challenge due to varying levels of internet access and technology support.
- Facilitation of breakout room discussions was not always optimal, which sometimes led to a lack of engagement by participants.
- Difficulty in advocating for the development of certain elements of the forum due to technical complications and time constraints.

Outcomes by Key Stakeholders

Students

- Developed a sense of accomplishment and attainment of goals.
- Improved understanding of active global citizenship, globalisation, biases and stereotypes, and identity.
- Improved skills in leadership, public speaking, and intercultural understanding.
- Strengthened student-to-student interactions.
- Increased ability to work effectively in a team with individuals from other countries.
- Improved abilities to respectfully challenge other views.
- Increased interest in pursuing careers related to global citizenship.

Teachers

- Supported students' growth, including improvement in leadership skills.
- High satisfaction rate with the program.
- Able to work collaboratively with other teachers and learn from their international peers.

Schools

- Increased international influence within the Asia-Pacific region.
- Positive feedback from schools on social media platforms.

Supplier & IED

- Implemented a successful Global Learning and Engagement program.
- Demonstrated commitment to supporting the initiative.

Key Recommended Improvements by Key Stakeholder

Students

- Provide a more structured lesson plan to clarify the expectations for the direction and outcomes of the forum content and activities.
- Design the forum content with shorter presentations and more interactive activities to keep students engaged in the long activity days.
- Provide more varied opportunities to connect with students from other schools.
- Allow more time for breakout room activities, as it may take some time to get started.
- Improve communication and clarity of instructions for activities and tasks.

Teachers:

- Provide clearer instructions on activities and procedures, including technical instructions.
- More explicit inclusion of instructions on how to connect with experts or other teachers in breakout rooms.
- Ensure that all links to resources work ahead of the forum start date and continue to support teachers in preparing their students thoroughly for the forum.
- Provide more time for teachers in the forum briefing pack to review the resources.
- Incorporate more opportunities for teachers to connect with one another and discuss different teaching strategies, especially in the virtual forum environment.
- Provide more comprehensive resources on diversity and inclusion.

Schools:

- Continue to encourage school principals and teachers to promote the Global Youth Forum externally to the broader school community to encourage student engagement and demonstrate the values of the school.
- Encourage schools to provide access to multimedia resources to support participation and understanding of the forum topic areas.
- Provide dedicated time in the weekly school schedule for students to complete pre-forum preparation and forum-related work.

- Provide technical support or support desks to manage common technical issues during the forum.

Suppliers:

- Ensure that all suppliers or contractors are fully briefed and trained in handling the technical requirements of the forum.
- Continue to improve the quality of the resources provided to schools and teachers to be more user friendly and practical in nature.
- Collaborate with program developers to enhance and improve the online resources and activities for participants.

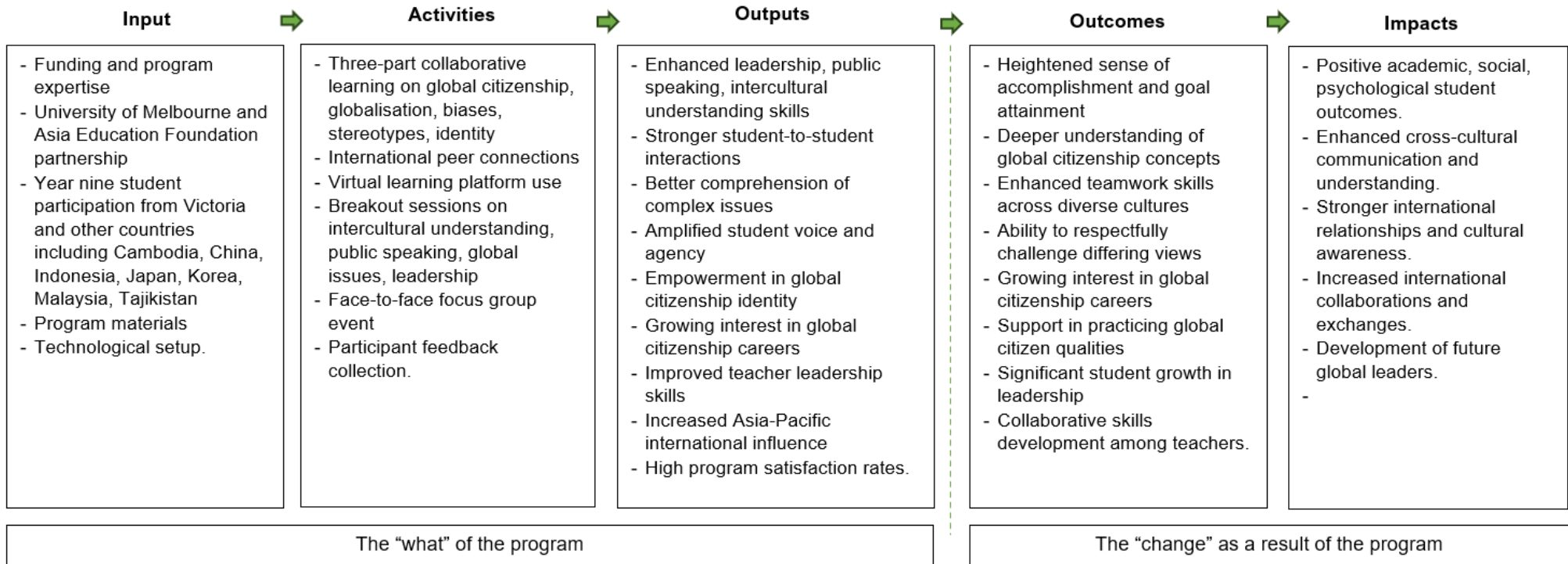
Innovation and Educational Development:

- Enhance the resources for teachers and students to embody the diversity and inclusiveness goals of the program more fully, possibly through partnering with experts in diversity training and awareness.
- Address the variables that might have confounded the articulated increased representations of pre- and post-forum survey outcomes to enhance program effectiveness.

Theory of Change

The Theory of Change framework for the GYAFs for Cohort 6 (May 2023) is depicted in Figure 7 (see pg. 113). It highlights the program's key aspects: inputs (e.g., funding, program expertise, and diverse student participation), activities (e.g., collaborative learning on global citizenship and leadership), outputs (e.g., enhanced leadership and intercultural skills), outcomes (e.g., improved teamwork and global citizenship capabilities), and impacts (e.g., development of future global leaders and enhanced cross-cultural understanding). This framework traces the path from program initiation to its global educational and societal influences.

Figure 7 GYF Cohort 6 (May 2023) program's theory of change mapping the activities of the program to the proposed changes on students' outcomes and impact.



Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED. Due to the various cohorts of this program, this supplier's comments are repeated at the end of each cohort.

Quality of Resources

Resource Development

Regarding the process of ensuring resources are of high quality and tailored to meet specific learning needs of students, the supplier mentions that they invite guest speakers from different fields and design a handbook for both international and Victorian participants. They also target different audiences based on past experiences.

Content Relevance and Effectiveness

The supplier mentions that the content covered in their program has shown improvements in students' problem-solving skills, communication, and presentation skills. They analyse data from different ways, such as pre and post surveys and observations.

Program Practices

Implementation and Adaptability

The supplier explains that their online platform helps to reduce geographical barriers that students might face, particularly those living in rural areas. They also provide handbooks for international students and Victorian kids to have solid things to learn from, with interesting theoretical frameworks and definitions. Additionally, Ada mentions tailoring their content to suit different audiences based on past experiences, such as inviting guest speakers to share skills and insights on different SDGs.

Evaluation and Improvement

The supplier mentions gathering data from a mixture of sources including pre- and post-forum surveys, online and face-to-face debriefing sessions, and observations. Further, they note the importance of taking action based on that feedback to improve practices.

When asked about measuring participant satisfaction levels within their programs, the supplier mentions using pre- and post-forum surveys, as required by the department. However, they noted that the structure of the surveys could lead to biased results, which makes it challenging to analyse data. Regarding recent findings that highlight participant responses regarding the value and impact of the program/s, the supplier mentions that they have received feedback on how the program has improved students' communication, presentation, and problem-solving skills. Additionally, they have received feedback on how the program has helped students build connections with other kids, both from Australia and internationally.

Networks and Partnerships

Collaboration Efficacy

The supplier mentions two types of strategic partnerships and networks. The first type involves past participants who come forward to participate as guests on the forum and share their experience. The second type involves leveraging the network established by the organization with different schools, such as those from Indonesia, Japan, and Korea to name a few. The supplier also mentions that they partner with professors as guest speakers to provide more insights, though they do not elaborate on the nature of that partnership. Further, the supplier highlights that the partnerships that have been established help to connect Victorian students, especially those living in rural areas, to people from overseas and other experts in various fields, providing them with a valuable educational opportunity.

The supplier describes how their networks and partnerships facilitate global engagement and learning opportunities for schools by leveraging personal connections to approach schools in different countries directly. They also use established relationships with schools from Indonesia, Japan and more to expand

their reach, and further notes that they have established a new relationship with Korean schools this year and engaged the Australian Embassy in Korea to help promote the programme through the Department of Education in Korea. In addition, the supplier mentions that all guest speaker information is shared in their digital content such as the handbooks and the Microsoft site so that schools can have access to them beyond the program.

Global Engagement

The supplier mentions that the networks and partnerships they establish provide ongoing opportunities for schools and students to engage with guest speakers beyond the forum. Ada notes that they provide participants with the contact information of guest speakers who shared their insights or stories. Additionally, the supplier explains that their program allows Victorian students, particularly those in rural areas, to be connected with someone from overseas and fosters a global mindset. They also recruit international participants from different countries to join the Global Youth Forum program, which enables them to interact with students from other countries and share their experiences and perspectives.

Support and Assistance

This supplier does not have any specific support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. Instead, they provide guest speakers' information in their handbooks and the Microsoft site so that schools can have easy access to the information.

Impact Measurement

The supplier states that their resources' impact is measured by various means, including observations, pre- and post-surveys, and online and face-to-face debriefing sessions. They use all the data they collect to analyse how they can enhance their resources, practices, and networks to improve student learning outcomes and global engagement.

Case Studies or Testimonials

During the face-to-face debriefing sessions, the supplier notes that some kids express their passion for participating in the forum again and encourage their peers to do the same. Further, the supplier describes this as one positive testimony demonstrating the impact their resources, practices, and networks have had on schools.

Internal Cost-Benefit

Cost per Participant

The supplier mentioned that are unsure about the cost per participant for their program, because they have been delivering "supplement things," which were in addition to that requested by the department. The supplier explains that the face-to-face debriefing session actually costs a lot and provides an in-depth feedback mechanism, compared to only using the pre- and post-event survey data alone. However, they add this component to the program as it helps them to improve the quality of their program for the next cohort. The supplier notes that the survey data is insufficient to gain in-depth feedback from the kids and mentions that it is something that she is not responsible for handling, but it is a subject that should be followed up on.

Value for Money

The supplier is unsure about the cost per participant for their program and is unaware of any cost-benefit analysis. They explain that the face-to-face debriefing session, which costs a lot, provides an in-depth feedback mechanism compared to pre- and post-event survey data alone, to ensure they improve the quality of their program for the next cohort. Ada feels that the survey data is insufficient to gain in-depth feedback from the kids. Unfortunately, Ada did not provide specific examples or evidence that illustrates the tangible and intangible benefits received by participants relative to the cost.

Cost-Benefit Analysis

The representative of the supplier was not aware of any cost-benefit analyses conducted on the program.

Relationship with IED

Working Relationship

The supplier states that the department has been helpful in terms of suggestions and very timely comments. Regular meetings have been held with the department, where the interviewee has attended these particularly in relation to the program design.

Network Development

Whilst the supplier did not provide any information on how the department has assisted in expanding or strengthening the network, they did mention that the team uses personal connections first and bridges the programs for international schools, which also allowed to establish new relationships with Korean schools. Furthermore, the supplier mentioned that schools can access guest speakers' information from the Microsoft and Rose Handbook. However, there is no information highlighting any collaborative initiatives or partnerships facilitated by the department's involvement.

Continuous Improvement

The supplier did not provide specific examples of any instances where feedback or insights from the department have led to improvements or innovations in the programmes. However, the supplier mentioned that the team does a post and pre-forum survey, which is designed by the department, to get some information, and it is one tool used to evaluate the programme's effectiveness. In terms of ongoing feedback and communication, the supplier mentioned that they gather information and feedback from observations, pre-post surveys, and debriefing sessions and analyse those data in different ways.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier states that the team solid knowledge of the Victorian curriculum as they are all primary and secondary teachers, and they link their learning activities to specific items in the curriculum, and also how they have been trying to cover effective pedagogy suggested by the department like HITS.

Continuous Adaptation

The supplier did not mention that any specific plans or strategies were in place for ensures continued alignment and relevance of the programs with the evolving Victorian curriculum.

GLOBAL DESIGN CHALLENGE PILOT: KNOX INNOVATION OPPORTUNITY SCIENCE CENTRE, SWINBURNE UNIVERSITY OF TECHNOLOGY, MELBOURNE (2023)

The Global Design Challenge Pilot 2023 is an innovative program that aims to facilitate collaboration between international peers and Australian high school's year nine equivalent students to solve real-world problems using STEM solutions. The Department of Education, in partnership with Knox Innovation Opportunity Science Centre (KIOSK), will be offering two student programs, Trashbot and Forensic Science Online, as part of this pilot project. KIOSK is seeking partner schools in India to co-deliver these two innovative programs in 2023.

The Trashbot program is designed to educate younger students about sustainable waste management and how technology, such as artificial intelligence (AI) and machine learning, can assist in changing how waste is collected. The program encourages students to use design thinking principles to identify the biggest issues with waste management in their schools, design and build a smart rubbish bin prototype that uses AI and machine learning in waste management. The Forensic Science Online program, on the other hand, uses KIOSK's learning management system (LMS) for students to solve the Knox International Laboratories for Lifesaving Epidemiological Research (KILLER) crime. Students go through a self-paced program to develop their knowledge of forensic science and crime-solving techniques.

The Global Design Challenge Pilot 2023 aims to have a significant impact on young students by enhancing their knowledge and capabilities in science, technology, engineering, and mathematics (STEM) in a fun and interactive environment. The program also encourages international collaboration and cultural exchange, which facilitates cross-country networking, learning, and future career opportunities for the participating students.

Program Development Phases & Associated Activities

Not enough information for this section.

Program Enablers and Barriers by Stakeholder

Not enough information for this section.

Outcomes by Key Stakeholders

Students

- Students will have access to innovative and engaging STEM educational experiences.
- Students will learn about sustainable waste management and how technology can assist in waste collection and management.
- Students will develop their skills and knowledge in STEM principles.
- Students will collaborate with international peers and engage in cultural exchange.
- Students will learn how to identify problems and use design thinking principles to develop solutions.
- Students will develop critical thinking and problem-solving skills.
- Students will enhance their understanding of forensic science and crime-solving techniques in a self-paced learning environment.
- Students will be better equipped for future careers in STEM fields and become active and engaged members of their communities.

Teachers

- Opportunities for professional development and through co-delivery of the program with KIOSK
- Gain knowledge and skills in innovative and engaging STEM education
- Networking opportunities and exposure to international peers

Schools

- Improved capacity to deliver innovative and engaging STEM educational experiences for their students.
- Opportunity to collaborate and partner with an Australian STEM centre of excellence.
- Opportunity to foster international connections and cultural exchange.
- Increased access to professional development opportunities for their teachers.

IED

- Promotion and advancement of STEM education.
- Development of international partnerships and collaborations in the STEM sector.
- Building a next-generation workforce with the necessary knowledge and skills for the digital age.
- Increased awareness about the importance of the STEM sector in driving innovation and economic growth.
- Providing young people with the skills and knowledge necessary to contribute to solving real-world problems and global challenges such as climate change, sustainability, and health.

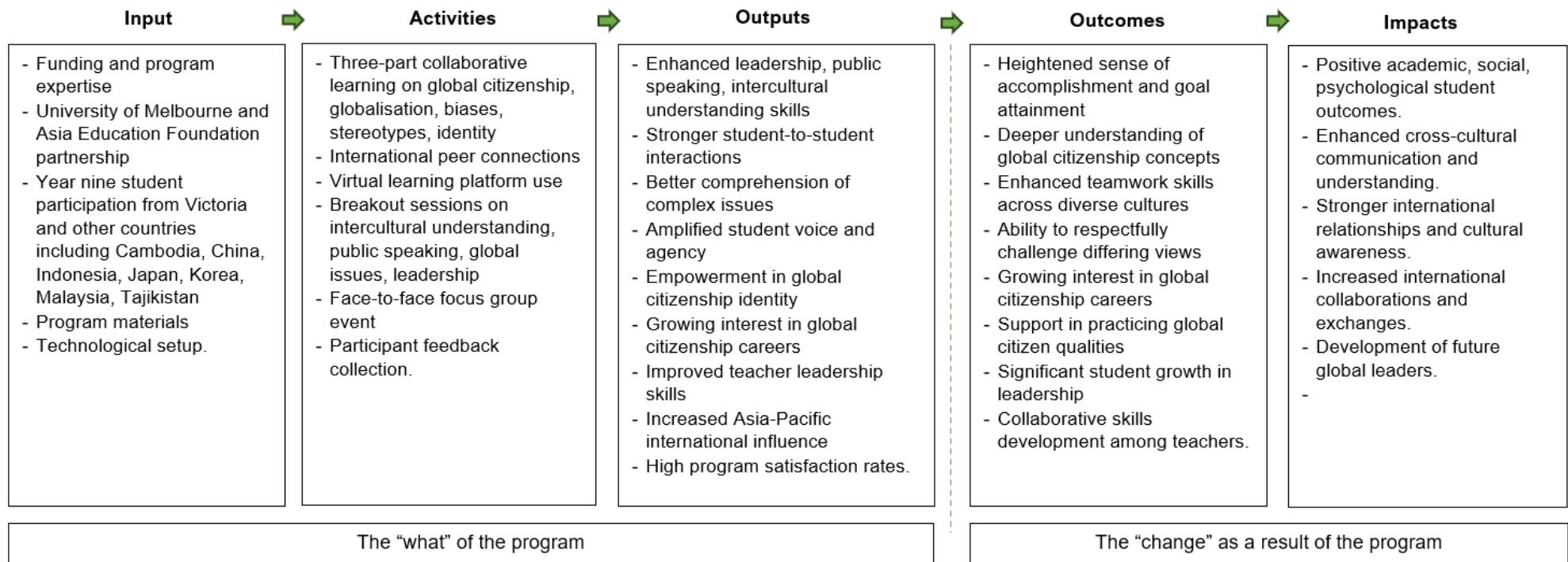
Key Recommended Improvements by Key Stakeholder

Not listed.

Theory of Change

The Theory of Change framework for the Global Design Challenge Pilot - Knox Innovation Opportunity (2023) is featured in Figure 8 (pg. 119). It outlines the program's primary components: inputs (e.g., funding, program expertise, international student participation), activities (e.g., collaborative learning on global citizenship and public speaking), outputs (e.g., improved leadership skills and student-to-student interactions), outcomes (e.g., heightened accomplishment and teamwork skills), and envisaged long-term impacts like the development of future global leaders and enhanced cross-cultural understanding. This structure demonstrates the program's trajectory from foundational elements to global impacts.

Figure 8. Global Design Challenge Pilot (2023) program's theory of change mapping the activities of the program to the proposed changes on students' outcomes and impact.



Inputs

- Expertise in STEM education from Knox Innovation Opportunity Science Centre (KIOSK) at Swinburne University of Technology.
- 18 STEM centres of excellence in Victoria that include 10 Tech Schools, Science and Maths Specialist Centres and KIOSK and the STEM Centre of Excellence (SCoE).
- Partnership with the Department of Education.
- Access to funding.
- Partner schools in India.

Activities

- Develop student programs that use innovative and engaging STEM educational experiences to solve real-world problems.
- Provide student programs to year nine equivalent students in Australia and their international peers, delivered in both synchronous and asynchronous formats.
- Develop a smart rubbish bin prototype that utilizes artificial intelligence and machine learning in waste management through the Trashbot program.
- Develop online Forensic Science course on a Learning Management System to simulate crime-solving through epidemiological research.
- Pre-training of teachers through KIOSK lead facilitators.
- Provide resource packs to students for building AI rubbish bins through Trashbot program.
- Offer networking, cultural exchange, and professional development opportunities for international and Australian students and teachers, modeled on international best practice.

Outputs

- Students engaged in innovative and engaging STEM educational experiences that enhance their knowledge and skills in STEM principles, critical thinking, and problem-solving skills.
- Collaboration between international peers and Australian high school students on real-world problems using STEM solutions.
- Production of smart rubbish bin prototypes utilizing artificial intelligence and machine learning in waste management.
- Delivery of online Forensic Science course with KIOSK Learning Management System that simulates crime-solving through epidemiological research.
- Pre-training of teachers through KIOSK lead facilitators.
- Provision of resource packs to students for building AI rubbish bins through Trashbot program.
- Networking, cultural exchange, and professional development opportunities for international and Australian students and teachers.

Outcomes

- Improved student knowledge and skills in STEM principles, critical thinking, and problem-solving skills.
- Positive student attitudes towards STEM education, including increased motivation and engagement.
- Improved teacher knowledge and skills in innovative and engaging STEM education.
- Increased capacity of schools to deliver innovative and engaging STEM educational experiences for their students.
- Cultural exchange and networking opportunities for international peers and Australian students and teachers.

Impact

- Increased awareness and promotion of STEM education.
- Development of international partnerships and collaborations in the STEM sector.
- Building of a next-generation workforce with the necessary knowledge and skills for the digital age.
- Promotion of innovation and problem-solving.
- Contribute to solving real-world problems and global challenges such as climate change, sustainability, and health.

Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED.

Quality of Resources

Resource Development

The supplier states that they have Victorian Institute of Teachers (VIT) registered staff and go through a design thinking process to develop an idea and run it past secondary school teachers before developing it further. They also bring students from secondary schools to test it out, getting feedback from them before doing a full rollout. They develop activities and use an online environment to help students learn. This process is done through multiple iterations and prototypes to ensure the highest quality and tailored approach for specific learning needs.

Content Relevance and Effectiveness

They aim for the students to learn the content, context, and apply it to a higher level. The suppliers provide an environment where the students can help and support one another while also focusing on cultural and language needs. The effectiveness of their practices are evaluated through surveys and feedback mechanisms, with this information used to make changes to the next iteration. Examples of the pilot's effectiveness include gaining feedback and positive results from students and teachers, as well as positive feedback from the Department of Education for their program's innovations.

Program Practices

Implementation and Adaptability

The supplier's educational practices are adaptable to different learning environments and student needs to ensure optimal engagement and learning outcomes by evaluating the needs of the students and creating an environment where they can support each other. They also provide online environments for students and supply videos to help students whose learning may be hindered by issues such as software downloads. Further, staff are trained to be adaptable to suit the different needs of students. The supplier monitors and evaluates their practices through surveys, feedback mechanisms, and qualitative data to ensure required changes are made to the next iteration of their program where necessary.

Evaluation and Improvement

The supplier evaluates the effectiveness of their practices through surveys, evaluations, and qualitative data that they gather from students and teachers. They use the data to make changes that ensure continuous improvements. They measure participant satisfaction levels through surveys and feedback mechanisms that allow students and teachers to provide insights on the effectiveness of their practices. Kilari Lokuge also shares recent findings that highlight participant responses to the value and impact of their program/s, such as positive feedback from teachers who have seen a buzz around the program. Students have requested additional sessions and there has been a real momentum around the program outside of class time which is indicative of a good sign.

Networks and Partnerships

Collaboration Efficacy

The supplier describes the nature of their strategic networks and partnerships as being central to their program development process. They collaborate with secondary school teachers (VIT) to get their thoughts on the relevance of specific programs, and then go through design thinking processes to develop initial ideas. They have staff who are experienced in the field of education to ensure high-quality resources are provided that are tailored to meet the specific needs of students. Their collaborations with these networks and partnerships enhance the quality of learning and engagement for students by providing access to varied perspectives and expertise. By building relationships with international schools, for example, they create opportunities for students to learn about different cultures and perspectives that they might not have access to otherwise. Through their partnerships with teachers and educational institutions, they can ensure that their

programs are relevant and engaging for students and receive feedback that allows them to refine and improve their practices.

Global Engagement

The supplier's networks and partnerships facilitate global engagement and learning opportunities for schools by introducing students to different cultures and perspectives. Through partnerships with other schools, students are able to collaborate on projects and share their ideas and experiences. These collaborations also provide opportunities for teachers to learn from one another and share resources and best practices. The Global Design Challenge is an example of how their networks and partnerships facilitate global engagement and learning opportunities for schools.

Support and Assistance

The supplier mentions that they provide high-quality resources that are tailored to meet the specific needs of students and work through a design thinking process with experienced staff to ensure that programs are relevant and engaging. They also test their programs with students and teachers to gather feedback that allows them to refine and improve their practices. They also make sure to communicate clearly with schools about the resources and support available to them and provide guidance on how to navigate their partnerships and networks effectively.

Impact Measurement

The supplier uses various methods to measure the impact of their resources, practices, and networks on student learning outcomes and global engagement. They implement pre- and post-surveys for students that are modified to suit the STEM environment and conduct qualitative and quantitative evaluations of their programs at the end of each cycle by getting feedback from students and teachers. Interviews and case studies are also used to gain insight into the effectiveness of their programs. Additionally, they encourage students to help each other and collaborate on projects, which they see as evidence of engagement and learning outcomes. The suppliers analyse all of this data to evaluate their practices and make improvements to their programs.

Case Studies or Testimonials

The supplier mentions that they have received positive emails and testimonials from schools, but no specific instances or testimonials are discussed during the interview.

Internal Cost-Benefit

Cost per Participant

The supplier was not able to comment on this part of the interview.

Value for Money

The supplier talks about ensuring that their programs offer value for money by using a design-thinking process to develop ideas and then pushing them through a development process. They test programs with a cohort of students before doing a full rollout. They bring in Victorian teachers to evaluate the effectiveness of the program, and they conduct surveys at the end of each cycle to collect feedback.

Cost-Benefit Analysis

The supplier did not mention any cost-benefit analyses conducted for their program. Neither was the balance between cost-effectiveness, the quality of resources and overall program delivery.

Relationship with IED

Working Relationship

The supplier mentioned that an Indian school was their contact to expand the network, but there was no discussion regarding specific partnerships or collaborations facilitated by IED.

Network Development

No specific instances where the department assisted in expanding or strengthening their network was mentioned in the interview.

Continuous Improvement

The supplier has mentioned that the department has provided feedback on how to incorporate language differences in their programs. However, no specific instances where feedback or insights from the department led to improvements or innovations are discussed in the document regarding the handling of ongoing communication and feedback.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The suppliers feel that they are very familiar with the current Victorian curriculum and FISO requirement. They have described a rigorous process involving design thinking and evaluation, including testing with students, which may incorporate curriculum requirements. However, no specific examples are provided in the document regarding how this awareness influences program design or is already reflected/represented in the program.

Continuous Adaptation

The supplier did not directly address this question, so it is unclear what plans or strategies they have in place to adapt their programs to ensure continued alignment and relevance as the Victorian curriculum and FISO 2.0 evolve. However, their commitment to evaluation and monitoring with students and teachers would suggest that there are strategies/processes within the organisation that will continue to align with the evolve curriculum changes.

GLOBAL DESIGN CHALLENGE COLLABORATION OVERVIEW – GEELONG TECH SCHOOL (2023)

The Global Design Challenge program offered by the Geelong Tech School is designed to support students by building their skills in science, technology, engineering, and mathematics (STEM) as well as promoting student agency and leadership. The program is an adapted version of The Geelong Tech School's Design for Humanity Core Program, which is delivered online over a 6-week period. The program utilises a combination of synchronous and asynchronous sessions, allowing students to engage in real-time collaboration and self-directed learning.

Throughout the program, students will work collaboratively using the design thinking process, CAD software, and rapid prototyping technologies to solve authentic humanitarian problems. By participating in the Global Design Challenge program, students will have the opportunity to develop not only their STEM skills but also their global citizenship by creating awareness of the correlations among people, societies, and environments around the globe. The program is designed to encourage student voice and agency by allowing students to take responsibility and ownership of their learning, which will ultimately promote student leadership. As a result, students participating in this program will be better equipped with in-demand skills that are needed to thrive in the 21st century.

Program Development Phases & Associated Activities

According to the report, the Global Design Challenge program will run two times, each time with a different cohort, over the course of 6 weeks (Page 1). The following is the order of the sessions for each cohort:

Program Phase

Week 1:

- Two 1-hour asynchronous sessions of content to be completed.

Week 2:

- One 1-hour synchronous collaboration session.
- Two 1-hour asynchronous sessions of content to be completed.

Week 3:

- Two 1-hour asynchronous sessions of content to be completed.

Week 4:

- One 1-hour synchronous collaboration session.
- Two 1-hour asynchronous sessions of content to be completed.

Week 5:

- Two 1-hour asynchronous sessions of content to be completed.

Week 6:

- One 1-hour synchronous collaboration session.
- One 1-hour asynchronous session of content to be completed.

During the synchronous sessions, students collaborated in real-time, while the asynchronous sessions involved self-directed learning.

Program Enablers and Barriers by Stakeholders

None supplied.

Outcomes by Key Stakeholders

Students

- Build STEM capabilities and intercultural skills.
- Promote student agency and leadership development.
- Develop problem solving and critical thinking skills through hands-on, project-based learning activities.
- Enhance collaboration and team working skills through participation in online synchronous sessions with peers from different cultures and backgrounds.
- Develop skills in rapid prototyping and engineering design by creating prototypes in response to authentic humanitarian issues.

Teachers

- Build capacity in innovative pedagogies and STEM education.
- Develop skills in using different technologies and software, including CAD and rapid prototyping technologies.
- Acquire experience in facilitating real-time collaboration sessions between students from diverse cultures and backgrounds.
- Build partnerships with other schools and Geelong Tech School to connect learning within and beyond the school.

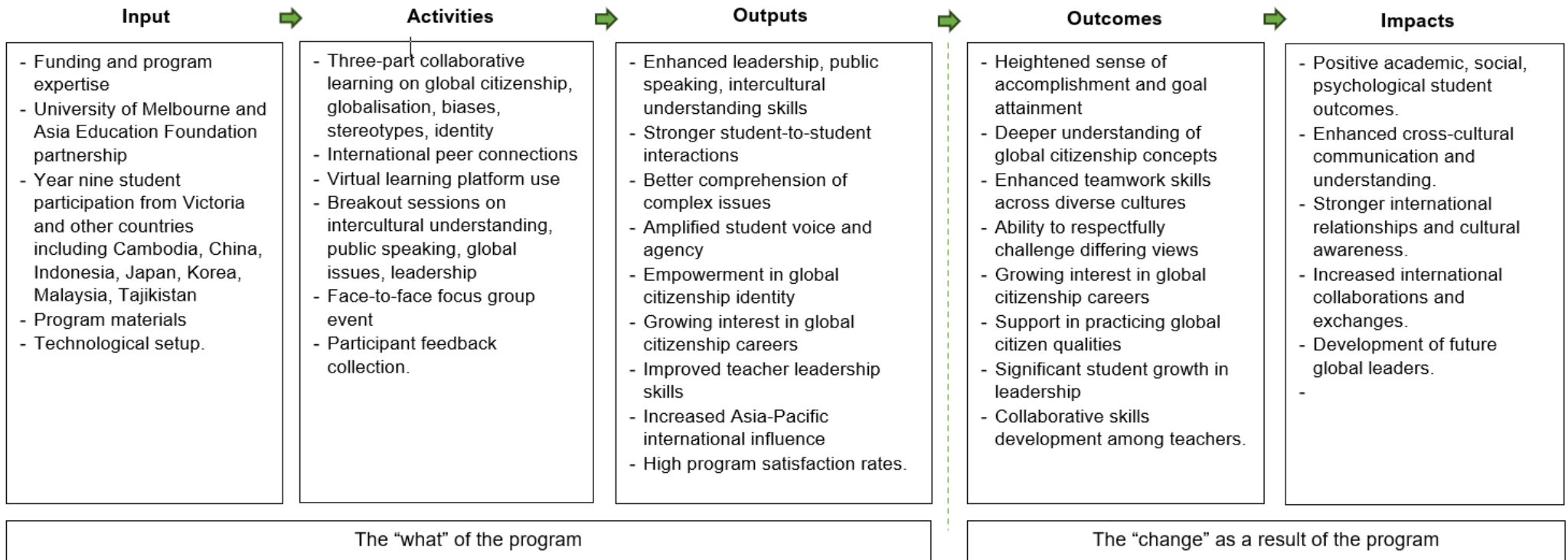
Key Recommended Improvements by Key Stakeholder

Not referred to in the report.

Theory of Change

The Theory of Change framework for the Global Design Challenge Pilot - Geelong Tech School (2023) is outlined in Figure 9 (see pg. 126). This framework encapsulates the program's core components: inputs (e.g., funding, partnerships, student, and teacher participation), activities (e.g., development of an online program and delivery of collaborative sessions), outputs (e.g., prototypes and enhanced STEM skills), outcomes (e.g., improved problem-solving abilities and global partnership development), and long-term impacts (e.g., preparing students for future success and fostering global networks). The structure illustrates the program's evolution from initial inputs to comprehensive global impacts.

Figure 9. Global Design Challenge Collaboration Overview (2023) program's theory of change mapping the activities of the program to the proposed changes on students' outcomes and impact.



Inputs

- Funding from the International Education Division of the Victorian Department of Education.
- Partnership between The Geelong Tech School and a secondary school.
- Students (50 in total).
- Teachers from the partner school (2 in total).

Activities

- Development of online version of The Geelong Tech School's Design for Humanity Core Program.
- Delivery of two 6-week cohorts by combining synchronous collaboration sessions and self-directed work.
- Use of authentic first-hand documentation from partnering NGO, Field Ready.
- Collaborative use of design thinking process, CAD software, and rapid prototyping technologies to create prototypes in response to humanitarian problems.
- Manufacturing of prototypes using Geelong Tech School's comprehensive manufacturing laboratories.

Outputs

- Prototypes designed and manufactured by participating students.
- Increased STEM capabilities and intercultural skills for students.
- Increased capacity in innovative pedagogies and STEM education for teachers.
- Enhanced collaboration and team working skills for students.
- Increased experience in facilitating real-time collaboration sessions for teachers.
- Increased capacity in design thinking process and rapid prototyping technologies for all stakeholders.

Outcomes

- Increased student voice, agency and leadership development.
- Enhanced problem solving and critical thinking skills for students.
- Development of global partnerships with other schools and Geelong Tech School.
- Increased awareness of the correlations among people, societies, and environments around the globe.
- Development of skills in using different technologies and software, including CAD and rapid prototyping technologies.
- Promoting student leadership by building partnerships that connect learning within and beyond the school.

Impacts

- Increased preparedness of participating students for future success through skills development and personal growth.
- Development of collaborative global networks between secondary schools and Geelong Tech School.

Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED.

Quality of Resources

Resource Development

The supplier states that all of their resources for learning are developed by qualified teachers and are further reviewed by more than one person to ensure their quality. They try to make sure that learning outcomes are covered to enhance engagement through innovative approaches and enhance learning engagement or outcomes. The supplier also uses design sprint methodology for students to think about problems and create innovative solutions. It is believed that their reputation requires the company to have very high-quality materials with a deep knowledge of the curriculum and deep understanding of learning and teaching.

Content Relevance and Effectiveness

The supplier believes that the resources contribute to enhancing global learning and engagement by establishing intercultural connections and increasing global understanding through mixed-group activities that are facilitated during programs. They measure satisfaction levels of participants through surveys and gather data on the outcomes of their programs, including qualitative feedback and the achievement of learning outcomes. For example, the Bridge Program featured students from multiple countries working together to complete a project. They also mention that they often have students collaborate on larger projects that can be shared more widely, like a city redevelopment or environmental issue.

Program Practices

Implementation and Adaptability

The supplier describes that they work with students of different ages, from upper primary to middle secondary. They target different groups differently and as such, focus on different learning outcomes. Student cohorts are targeted depending on their location, age, or language needs and use a range of technologies and innovative approaches to engage them. The supplier relies on highly qualified teachers with deep knowledge of learning and teaching, and the supplier highlights their approach of using "design sprint methodology" to develop innovative solutions for problems that students are facing. They try to enhance global connections, intercultural understanding, and global competence in their activities by establishing mixed-group environments that facilitate engagement with different cultures. For instance, in a program designed to help students improve their language proficiency, they got students to work collaboratively and used a range of technologies such as animations, videos, and Padlet.

Evaluation and Improvement

The supplier states that they evaluate the effectiveness of their practices through pre- and post-surveys, learning tasks, feedback sessions, and reviews of their programs. They also gather data throughout the program to monitor progress, using a range of feedback mechanisms, ranging from surveys to interviews, and review programs to improve their effectiveness.

The supplier collects measures of participant satisfaction levels through pre- and post-program surveys and face-to-face feedback sessions, and note that they have high completion rates which is helped by collecting data throughout the program rather than solely before and after. Results show that their programmes receive positive feedback. The supplier also notes recent studies that highlight participant responses evidencing the effectiveness of their programs. These studies involve gathering both qualitative and quantitative data, and there are generally high satisfaction rates among participants. However, the interviewee also points out that they need to make sure that they are sustaining their programs financially in the long run.

Networks and Partnerships

Collaboration Efficacy

According to the supplier, the Victoria government provides funding for students and educators in Victoria, not for those outside the state. Therefore they rely on international networks to supplement its programs, which often involves forming long-term relationships with schools, teachers, and principals worldwide. Through these established partnerships, the supplier can supplement its programs as necessary, which adds value to students' learning experiences and broadens their perspectives. The supplier is also able to bring international students into their programs by drawing on their deep relationships and partnerships in other countries. It is believed that that these international partnerships enhance the quality of learning and engagement by offering students exposure to different cultural perspectives and intercultural experiences.

Global Engagement

The supplier's international network of partnerships facilitates global engagement and learning opportunities for schools by offering students access to programs that enable them to engage with people from different cultural backgrounds. The supplier explains that they have established deep relationships with schools in many countries around the Asia-Pacific region. These relationships mean that AAF is often able to bring international students into their programs by tapping into these established networks and partnerships. Their programs are designed to help students think, learn, and engage with others who possess different viewpoints, experiences, and cultural perspectives. They argue that these intercultural experiences help students develop a more profound sense of global competence and intercultural understanding, which is one of the supplier key motivators.

Support and Assistance

The supplier believes that they spend an enormous amount of time supporting schools in their efforts to utilise their networks and partnerships effectively. However, many schools today are in crisis mode, and it is just too difficult for them to participate in programs that are not immediately relevant to their current needs. They note that their organisation has support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. However, given the multitude of challenges that schools face today, many are unable to take full advantage of their resources and support. In an ideal world, the supplier would prefer to always gather data throughout programs rather than doing pre-post surveys, as they believe this would provide more accurate and relevant information. Ultimately, their support structures seek to provide schools with the necessary tools and resources to navigate the networks and partnerships effectively, ensuring that students do not miss out on the valuable global engagement and learning opportunities that are provided.

Impact Measurement

The supplier's organisation designs its programs to facilitate students' global engagement and intercultural understanding. To measure the impact of their resources, practices, and networks on student learning outcomes, they conduct pre- and post-surveys at a minimum, ensuring that both qualitative and quantitative data is collected. The supplier seeks feedback from students, teachers, and educators who participate in their programs to ensure that their practices align with their goals of promoting global engagement and intercultural understanding. Survey questions ask participants about their experiences, perceptions, and the effectiveness of their programs in achieving the desired learning outcomes.

Case Studies or Testimonials

The supplier speaks about a recent report that describes how they have helped students to grow in terms of their global competence. The report indicates precisely the approaches used in the programs, which include engagement and a focus on leadership skills, creativity, and curiosity. Pre- and post-surveys are employed, and the data are gathered in many ways. They seek repeated feedback from the students, teachers, and educators that participate in their programs. Moreover, surveys and feedback sessions are used to gather information on what they can do to continuously improve their practices. The interviewee speaks highly of how schools' benefit from participating in the program, attesting to having personally attended several events in the past. The supplier also mentions that schools that participate in their programs report a high level of satisfaction with the approach employed, facilitating student engagement and intercultural understanding.

Internal Cost-Benefit

Cost per Participant

The supplier acknowledges that the cost per participant for each program varies and that as an organisation they are currently losing money on every program they provide. When pressed further, they state that they are under cost and feel they overdeliver, and as such they are not sustainable as an organisation if they continue on that path. The supplier explains that their primary focus is not on the cost, instead it is on the quality of resources and services offered and the satisfaction that comes with participating in their programs. While they seek to reduce costs, their focus is on delivering value, and as things stand, program affordability seems less of a priority.

Value for Money

Further to the cost per participant response, the supplier reiterates that while their organisation is focused on delivering value to its program participants, it is currently losing money on each program it provides. They explain that they focus on the quality of resources and services offered and the satisfaction that comes with participating in their programs. The supplier states that they undertake pre- and post-program surveys to make necessary improvements continuously. Tangible benefits may be seen through the growth of student global competence. Still, the interviewee mentions that the value of their practices goes beyond what can be quantified, as they also strive to produce positive changes in the participants' mindsets and attitudes towards life.

Cost-Benefit Analysis

The supplier did not provide any information in relation to the organisation conducting cost-benefit analysis. However, in relation to the balance between cost-effectiveness and the quality of resources and overall program delivery, the supplier acknowledges that while the organisation is concerned about reducing costs,

their focus is more on delivering value to the program participants, and currently, affordability seems less of a priority for them. The supplier explains that they are losing money on every program, but the organisation continues to provide quality resources and services to the participants. The primary concern remains the quality of the resources and services offered and the satisfaction of participants.

Relationship with IED

Working Relationship

The supplier describes their working relationship with the department as "good" and says that they know the two key staff members really well. They further state that the senior member of the department is on AAF council, and they have a strong relationship over a long time, built around similar relationships with a lot of other state departments. Regarding collaborative initiatives or projects that highlight their relationship with the department, the supplier states that the department often approaches the supplier to do a piece of work without a tender process.

Network Development

The supplier did not expand on how IED has assisted in expanding or strengthening their network or specific partnerships.

Continuous Improvement

There is no clear information in the interview about feedback or insights from the department leading to improvements or innovations. However, the supplier mentions that their approach emphasises ongoing communication, seeking feedback, and using it to inform improvements in their programs. They conduct pre and post surveys, learning tasks, and face-to-face feedback sessions with students and seek to gather data throughout the program rather than just before and afterward. Reevaluating their programs is a periodic endeavour that examines what can improve and what they could do less of in the future. Their approach suggests that they value feedback and use it to assess their programs continuously.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier is very familiar with the current Victorian curriculum and uses it as a starting point for program design. They also seek multiple points of alignment with the curriculum when designing programs for the Victorian Government. Their staff includes current and former Victorian teachers, and this enables them to have a thorough understanding of the curriculum. However, the interviewee mentions that the FISO document has not been discussed or raised to them by the department.

Continuous Adaptation

The supplier mentions that, because the organisation has worked with various curricula worldwide, they approach program design with flexibility, no matter the curriculum. The supplier also mentions that they will look at the state of the curriculum when they begin designing a new program for Victorian Government and may discuss tweaks with the department. They try to find multiple points of alignment, not only with subject areas but also with the cross-curriculum priorities and transversal domains. This triple level of alignment is always the foundation they start with, no matter what curriculum they are working with.

MEG LANGUAGES GELS REPORT (2023)

Meg Languages is running two programs in 2023: Culture Quest and Global Citizenship Student Action Program (GCSAP). Culture Quest focuses on leveraging educational technologies to increase cultural awareness about China. GCSAP aims to activate student voice, agency, leadership, and learning to strengthen students' participation in school. The programs promote global competencies and a sense of community to combat and reduce racism.

The Culture Quest program demonstrated positive outcomes in engagement and learning. The pilot testing and VYL Cohorts 2 and 3 surveys highlighted strong engagement, knowledge retention, and socio-emotional skill development. The Global Citizenship Student Action Program's mid-year surveys indicated high satisfaction and interest in the program from educators and students. The programs fostered effective knowledge retention and growth, developing concepts retention, and skills in students.

Program Outline & Associated Activities

Culture Quest

- Augmented Reality (AR): View, Discuss, Reflect (1 hour).
- Virtual Reality (VR) Quest: Zodiac Chase (Immerse, Discover, Play; 2 hours).
- 360 Videos (Meg360): Explore, Discuss, Reflect.
- The activities are completed in clockwise order, starting with the Augmented Reality component, and ending with the Reflection component.
- Through the various components, students learn about Chinese culture and develop a sense of connectedness and community.

Global Citizenship Student Action Program (GCSAP)

- Initial exploration of issues linked to Global Citizenship, such as the United Nations and Sustainable Development Goals.
- Identifying a real issue to address in the school or local community.
- Designing and implementing a solution over Terms 2, 3, and 4.
- Regular Zoom meetings with other student leaders across Australia.
- Asynchronous communication via uploaded videos on Flipgrid.
- Focus on environmental sustainability and youth mental health.
- Activates student voice, agency, leadership, and learning to strengthen students' participation and engagement in school while developing the knowledge, skills, and values of Global Citizenship.

Program Enablers and Barriers by Stakeholder

Main enablers for students

- Engaging and innovative program design.
- Strong engagement and positive outcomes from pilot testing and surveys.
- Opportunities to develop skills such as critical thinking, communication, and problem-solving.
- Sense of connectedness and community-building.

Main enablers for teachers

- Opportunities for professional development and growth in understanding.
- Facilitation and organisation of the program received high satisfaction ratings.
- Positive outcomes from pilot testing and surveys.

Main enablers for schools

- Program aligns with Victorian Curriculum and FISO 2.0.
- Positive outcomes from pilot testing and surveys.
- Sense of connectedness and community-building.

Outcomes by Key Stakeholders

Outcomes for Students:

- Shows high levels of engagement in both Culture Quest and GCSAP programs.
- Demonstrated socio-emotional skill development through Culture Quest program.
- Increased cultural awareness through the programs.
- Increased understanding of Global Citizenship concepts and ways to take action.
- Developed skills such as critical thinking, communication, and teamwork.
- Demonstrated effective utilization of Student Voice.

Outcomes for Teachers:

- Showed high levels of satisfaction with the program facilitation and organisation.
- Reported strong growth in students' understanding of different concepts and ideas.
- Identified the development of various skills such as collaboration, communication, project planning, and management.

Outcomes for Schools:

- Participation in innovative, engaging, and impactful programs.
- Fostering cultural awareness to reduce and combat racism in the school community.
- Students engage in problem-solving and design solutions for real-world issues.

Key Recommended Improvements by Key Stakeholder

Students

- For the Culture Quest program, some students experienced technical issues, such as not being able to hear one another or having issues loading the game.
- For the Culture Quest program, some students found certain quests to be too hard. Note: In response, the program team refined the quest difficulty based on student feedback.

Teachers

- Review and further exploration of the UN Sustainable Development Goals would be beneficial.

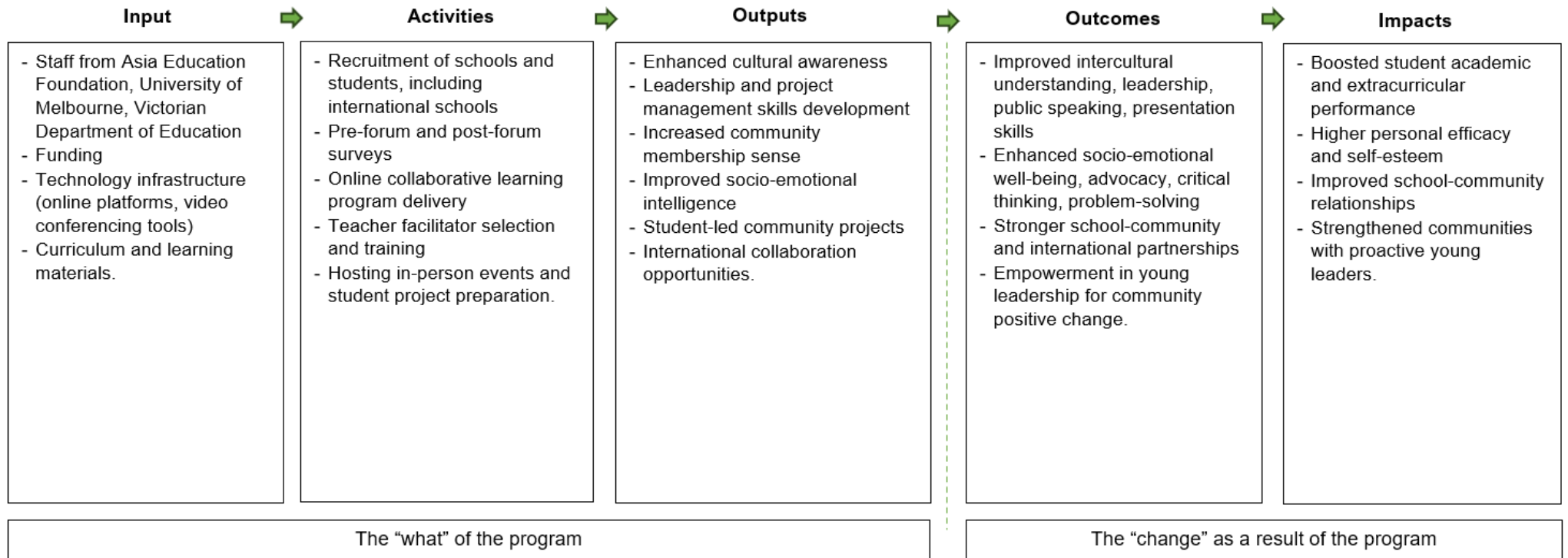
Schools

- Further support and exploration of Community Partnerships would be beneficial for both educators and students.
- Improving the game to make it more instructive so as to better support students who have issues navigating, and better breaking down areas of community partnerships.
- Based on the report, there are no recommended improvements listed for suppliers or IEDs.

Theory of Change

The Theory of Change framework for the MEG Languages GELS program is presented in Figure 10 (see pg. 133). It highlights the program's key components: inputs (e.g., as program staff, funding, and technological infrastructure), activities (e.g., recruitment of schools, delivery of surveys, and online learning program), outputs (e.g., enhanced cultural awareness and leadership skills), outcomes (e.g., improved intercultural understanding and socio-emotional well-being), and anticipated long-term impacts such as, boosted academic performance and strengthened community relationships. This framework maps the program's journey from initial resources to its overarching global impacts.

Figure 10. The theory of change framework mapping the Cultural Quest and Global Citizenship Student Action (2023) programs' activities and proposed changes on students' outcomes and impact.



Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED. This interview involved multiple representatives from the supplier organisation.

Quality of Resources

Resource Development

The supplier explains that they ensure their resources are of high quality and tailored to meet specific learning needs by using evidence-based practices and literature reviews, testing a range of students, and engaging in extensive feedback loops to make tweaks along the way. They have a whole implementation plan with four phases. Tom Shugg (the interviewer) asked specifically for a description of the process for CultureQuest and the Student Ambassador Program.

Content Relevance and Effectiveness

The resources provided by the supplier contribute to enhancing global learning and engagement by equipping students with essential life skills to become engaged global citizens, addressing issues of intercultural interests and knowledge retention. One example they gave of its effectiveness was that the students' retention rate in intercultural learning was measured above 95%. They send out pre- and post-surveys to measure the increase in engagement in intercultural knowledge and interests as well as increased confidence in leadership, from the pre- to post-surveys that they send out.

Program Practices

Implementation and Adaptability

The supplier did not discuss how their educational practices are adaptable to different learning environments.

Evaluation and Improvement

The supplier evaluates the effectiveness of their practices by using pre- and post-surveys, feedback from teachers and students, anecdotal feedback from staff, and field notes. They also have continuous improvement plans in place before releasing a product and make real-time improvements based on feedback. The suppliers measure participant satisfaction levels using qualitative surveys, which are sent to both students and teachers. They also use anecdotal feedback from teachers and direct feedback from the students, and as an organisation have a target to achieve a satisfaction rate between 90% to 100%. Recent findings from the program include a measured increase in student engagement in culture, cultural knowledge, and intercultural interests, as well as an increase in students' confidence level in terms of their leadership. One student particularly recognised the importance of having a voice for young people. The supplier also reported a student retention rate in intercultural learning measuring above 95%.

Networks and Partnerships

Collaboration Efficacy

The suppliers have numerous strategic networks and partnerships. They have collaborations with experts in the field when they design something, and they utilise people that have been researching the particular field or case studies to make sure that they are aligned with emerging research. These partnerships help students to gain access to networks of influence as well as pulling cultural knowledge to provide an engaging environment for students. The Culture Quest program, for example, is held on the Great Wall of China where they have an extensive team, and this collaboration allows them to use the collective resource, network, and cultural knowledge.

EMERGING LEADERS FORUM (ELF) PROGRAM REPORT – COHORT 1 (MAY 2023)

The VYL ELF May 2023 Report (Cohort 1) is a program report summarizing the post-forum surveys and focus group sessions of the Victorian Young Leaders (VYL) Emerging Leaders Forum (ELF), a Global Learning and Engagement program designed to build and assess students' different skills, including intercultural understanding, community membership, and effective leadership to address school and community challenges. The program is conducted by Asia Education Foundation (AEF) at The University of Melbourne (UoM) on behalf of the Victorian Department of Education (VIC DoE). It spans three virtual collaborative learning programs, designed for year five to eight students in Victoria's government and non-government schools, to develop a strong peer-to-peer connection, a global network, and amplify their student voice and agency.

The report is structured into four main parts to present students' perspectives and opinions and make recommendations for improving future program development and survey designs. The report summarises data from surveys, quantitative and qualitative assessments, and insights and recommendations derived from online and in-person focus group discussions among 121 participants from ten Victorian schools and 13 international schools. The report highlights key achievements, opportunities, challenges and limitations encountered during the program, and focuses on the effective impact of the program and its recommendations to further improve the program going forward. One major recommendation is to expand participation of schools from a wider range of countries and cultures to promote more engagement and discussion with international students and further advance student-centred activities to maximise leadership, communication, and public speaking skill development.

Program Development Phases & Associated Activities

The program is conducted through virtual events that allow students to participate in activities without physical presence. The virtual program is separated into three phases targeting year 5 to 8 students in Victoria's government and non-government schools.

Pre-Forum

Surveys asked students about their interests, prior skills, and expectations for the forum.

Program Phase 1

- Community Membership Knowledge Building, designed to build knowledge about community membership, and various challenges within school communities which includes multiple interactive and online activities.

Program Phase 2

- Challenge-Based Leadership Project, aimed at fostering and developing effective student leadership projects, followed by research, planning and implementation of school-led leadership projects to address those challenges in their communities.

Program Phase 3

- Focuses on fostering the creation of leadership projects to address challenges identified within school communities.

Post-Forum

- Surveys focused on measuring changes in their skills and attitudes.
- focus groups were conducted to provide an opportunity for more open-ended discussion.

Program Enablers and Barriers by Stakeholders

Main enablers for students

- The opportunity to develop and share their leadership skills with other students from different schools and countries.

- The ability to work collaboratively with peers and engage in meaningful conversations in safe environments.
- The opportunity to incorporate firsthand experience in project-based activities that help them to conceptualize, plan, and execute leadership projects effectively.
- The chance to engage with international students and learn from their diverse perspectives and cultures.

Main barriers for students

- The issue of language barriers for students from Indonesia on day one of the forum.
- The lack of engagement from some students due to fatigue and excessive screen time on some of the days.
- Some students regret not speaking up more and not collaborating enough with their peers in the breakout rooms due to fear or shyness.

Main enablers for teachers

- The opportunity for teachers and staff to observe their school's students engaging in activities that help them develop valuable skills and knowledge.
- The forum enables the reinforcement of the Victorian Curriculum's capabilities while providing an engaging and authentic learning opportunity.
- The program enables the teachers to align their teaching strategies with the broader school strategy regarding school community membership, leadership development, and intercultural understanding promoted through the forum's activities.

Main barriers for teachers

- Inadequate assistance with facilitation and guidance in some breakout sessions due to limited staff members being available at the time.
- The online nature of the forum prevents easier engagement, collaboration, and participation from some teachers due to virtual and technical challenges.

Main enablers for schools

- The ELF program builds knowledge about community membership, identifies essential challenges within school communities and fosters leadership project initiatives from various schools.
- The VIC DoE and the participating schools are inspired by the opportunities provided by the ELF program in enhancing student leadership capabilities.

Main barriers for schools

- The challenges schools experience with the implementation of leadership initiatives due to resource shortages and insufficient support structures to develop such initiatives.
- The issue of some schools withdrawing their participation in the program due to staffing shortages in the week leading up to the event.
- The issue of uneven participation from schools due to technical difficulties and resource constraints on the school's end.

Main enables for supplier & IED

- The ELF program fosters international connections between students and schools from different countries, providing IED and AEF with opportunities to promote student voice and agency.
- The ELF program provides students the opportunity to develop intercultural understanding, communication and leadership skills, while also contributing to their growth as global citizens.
- The ELF program enables AEF and IED to collaborate with schools to develop and deliver community-led solutions of relevance to the participating students.

Main barriers for supplier & IED

- The online nature of the program can hinder the effectiveness of student-led initiatives and limit communication and relationships among students and schools.
- The issue of uneven participation from schools and the issue that arises from unsupportive or disengaged schools participating in the program.

Outcomes by Key Stakeholders

Students

- Developed skills related to intercultural understanding, community membership, leadership, teamwork, public speaking, and presentation.
- Experienced diverse leadership styles, enhancing understanding and flexibility about what it means to be an effective leader.
- Improved their socio-emotional learning, such as building resilience, demonstrating open-mindedness, and cultural awareness.
- Expanded their sense of community membership and created leadership projects to address the challenges in their community.

Teachers and schools

- Expressed satisfaction with the event, stating that the VYL ELF program aligned well with their school strategies.
- Launched student-led community engagement projects that were well received by their schools and communities.
- Collaborated with international schools and teachers in the program to cultivate an understanding of other cultures and create a culture of sharing and learning.

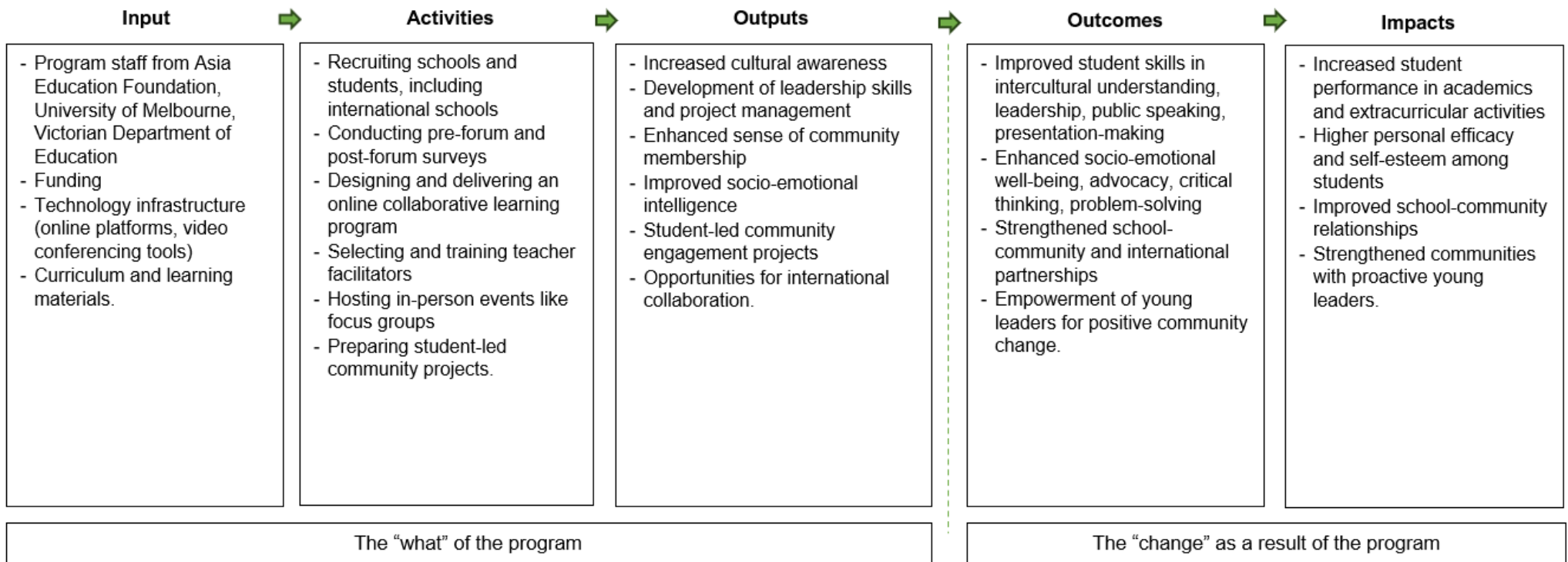
IED and the Australian International Policy

- Developed a successful global learning and engagement program that fosters intercultural understanding and leadership development between young Australian and international students.
- Revitalized partnerships and connections with international schools in China and Indonesia.
- Established collaborations with Victorian schools aligning with Victoria's international strategy.

Theory of Change

The Theory of Change framework for the ELF May 2023 programs (Cultural Quest and Global Citizenship Student Action) is detailed in Figure 11 (see pg. 139). It outlines the program's essential components: inputs (e.g., program staff and technology infrastructure), activities (e.g., recruitment of schools and delivery of surveys), outputs (e.g., increased cultural awareness and leadership skills), outcomes (e.g., enhanced socio-emotional well-being and strengthened school-community partnerships) and envisaged long-term impacts like improved student academic performance and strengthened communities. This structure demonstrates the program's progression from its initial resources to comprehensive global impacts.

Figure 11. The theory of change framework mapping the ELF - Cultural Quest and Global Citizenship StudentAction (2023) program activities and proposed changes on students' outcomes and impact.



Supplier-Program Perspective

The information below was gathered from a discussion led by Deb Masters and a representative of a supplier connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. This method also ensures the confidentiality of the supplier's specific comments, whilst still providing useful insights to the IED.

Quality of Resources

Resource Development

Regarding the process of ensuring resources are of high quality and tailored to meet specific learning needs of students, the supplier mentions that they invite guest speakers from different fields and design a handbook for both international and Victorian participants. They also target different audiences based on past experiences.

Content Relevance and Effectiveness

The supplier mentions that the content covered in their program has shown improvements in students' problem-solving skills, communication, and presentation skills. They analyse data from different ways, such as pre and post surveys and observations.

Program Practices

Implementation and Adaptability

The supplier explains that their online platform helps to reduce geographical barriers that students might face, particularly those living in rural areas. They also provide handbooks for international students and Victorian kids to have solid things to learn from, with interesting theoretical frameworks and definitions. Additionally, Ada mentions tailoring their content to suit different audiences based on past experiences, such as inviting guest speakers to share skills and insights on different SDGs.

Evaluation and Improvement

The supplier mentions gathering data from a mixture of sources including pre- and post-forum surveys, online and face-to-face debriefing sessions, and observations. Further, they note the importance of taking action based on that feedback to improve practices.

When asked about measuring participant satisfaction levels within their programs, the supplier mentions using pre- and post-forum surveys, as required by the department. However, they noted that the structure of the surveys could lead to biased results, which makes it challenging to analyse data. Regarding recent findings that highlight participant responses regarding the value and impact of the program/s, the supplier mentions that they have received feedback on how the program has improved students' communication, presentation, and problem-solving skills. Additionally, they have received feedback on how the program has helped students build connections with other kids, both from Australia and internationally.

Networks and Partnerships

Collaboration Efficacy

The supplier mentions two types of strategic partnerships and networks. The first type involves past participants who come forward to participate as guests on the forum and share their experience. The second type involves leveraging the network established by the organization with different schools, such as those from Indonesia, Japan, and Korea to name a few. The supplier also mentions that they partner with professors as guest speakers to provide more insights, though they do not elaborate on the nature of that partnership. Further, the supplier highlights that the partnerships that have been established help to connect Victorian students, especially those living in rural areas, to people from overseas and other experts in various fields, providing them with a valuable educational opportunity.

The supplier describes how their networks and partnerships facilitate global engagement and learning opportunities for schools by leveraging personal connections to approach schools in different countries directly. They also use established relationships with schools from Indonesia, Japan and more to expand their reach, and further notes that they have established a new relationship with Korean schools this year and engaged the Australian Embassy in Korea to help promote the programme through the Department of Education in Korea. In addition, the supplier mentions that all guest speaker information is shared in their

digital content such as the handbooks and the Microsoft site so that schools can have access to them beyond the program.

Global Engagement

The supplier mentions that the networks and partnerships they establish provide ongoing opportunities for schools and students to engage with guest speakers beyond the forum. Ada notes that they provide participants with the contact information of guest speakers who shared their insights or stories. Additionally, the supplier explains that their program allows Victorian students, particularly those in rural areas, to be connected with someone from overseas and fosters a global mindset. They also recruit international participants from different countries to join the Global Youth Forum program, which enables them to interact with students from other countries and share their experiences and perspectives.

Support and Assistance

This supplier does not have any specific support structures in place to assist schools in navigating and utilising their networks and partnerships effectively. Instead, they provide guest speakers' information in their handbooks and the Microsoft site so that schools can have easy access to the information.

Impact Measurement

The supplier states that their resources' impact is measured by various means, including observations, pre- and post-surveys, and online and face-to-face debriefing sessions. They use all the data they collect to analyse how they can enhance their resources, practices, and networks to improve student learning outcomes and global engagement.

Case Studies or Testimonials

During the face-to-face debriefing sessions, the supplier notes that some kids express their passion for participating in the forum again and encourage their peers to do the same. Further, the supplier describes this as one positive testimony demonstrating the impact their resources, practices, and networks have had on schools.

Internal Cost-Benefit

Cost per Participant

The supplier mentioned that are unsure about the cost per participant for their program, because they have been delivering "supplement things," which were in addition to that requested by the department. The supplier explains that the face-to-face debriefing session actually costs a lot and provides an in-depth feedback mechanism, compared to only using the pre- and post-event survey data alone. However, they add this component to the program as it helps them to improve the quality of their program for the next cohort. The supplier notes that the survey data is insufficient to gain in-depth feedback from the kids and mentions that it is something that she is not responsible for handling, but it is a subject that should be followed up on.

Value for Money

The supplier is unsure about the cost per participant for their program, and is unaware of any cost-benefit analysis. They explain that the face-to-face debriefing session, which costs a lot, provides an in-depth feedback mechanism compared to pre- and post-event survey data alone, to ensure they improve the quality of their program for the next cohort. Ada feels that the survey data is insufficient to gain in-depth feedback from the kids. Unfortunately, Ada did not provide specific examples or evidence that illustrates the tangible and intangible benefits received by participants relative to the cost.

Cost-Benefit Analysis

The representative of the supplier was not aware of any cost-benefit analyses conducted on the program.

Relationship with IED

Working Relationship

The supplier states that the department has been helpful in terms of suggestions and very timely comments. Regular meetings have been held with the department, where the interviewee has attended these particularly in relation to the program design.

Network Development

Whilst the supplier did not provide any information on how the department has assisted in expanding or strengthening the network, they did mention that the team uses personal connections first and bridges the programs for international schools, which also allowed to establish new relationships with Korean schools. Furthermore, the supplier mentioned that schools can access guest speakers' information from the Microsoft and Rose Handbook. However, there is no information highlighting any collaborative initiatives or partnerships facilitated by the department's involvement.

Continuous Improvement

The supplier did not provide specific examples of any instances where feedback or insights from the department have led to improvements or innovations in the programmes. However, the supplier mentioned that the team does a post and pre-forum survey, which is designed by the department, to get some information, and it is one tool used to evaluate the programme's effectiveness. In terms of ongoing feedback and communication, the supplier mentioned that they gather information and feedback from observations, pre-post surveys, and debriefing sessions and analyse those data in different ways.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

The supplier states that the team solid knowledge of the Victorian curriculum as they are all primary and secondary teachers, and they link their learning activities to specific items in the curriculum, and also how they have been trying to cover effective pedagogy suggested by the department like HITS.

Continuous Adaptation

The supplier did not mention that any specific plans or strategies were in place for ensures continued alignment and relevance of the programs with the evolving Victorian curriculum.

CONNECTING SCHOOLS WITH INDIAN COMMUNITIES – PILOT PROGRAM EVALUATION (2019-2020)

Connecting Schools with Indian Communities (CSIC) is a pilot program established by the Victorian Government that aims to build activities and initiatives that support collaborative partnerships between schools, the Indian diaspora, and the Department of Education and Training. The program recognizes the importance of the Indian diaspora community in Victoria. It provides funding to develop strong, sustainable, and meaningful connections between Victorian schools and the Indian community in order to provide students with global citizenship opportunities and intercultural skills.

The CSIC program has already brought a positive impact on Victorian students. Schools have created partnerships with local Indian businesses and groups to support the school's Business Management and Performing Arts faculties. Teachers accommodated cultural activities and opportunities into literacy modules. Students were given the chance to experience and learn about Indian culture and heritage. They were also able to engage with Indian business owners and develop a greater understanding of Indian economic practices, which broadened their knowledge and built stronger connections with the Indian community. The program also challenged stereotypes and illuminated the significant contributions the Indian community makes to society and the economy.

Program Development Phases & Associated Activities

Planning Phase

- School principals and leaders of the Indian diaspora in Victoria met and brainstormed ideas for suitable projects under the funding scheme.
- Staff members at each participating school designed their own programs and initiatives that align with the CSIC program objectives.
- The Department of Education and Training provided the schools with some resources as well as a cultural consultant to facilitate the development of the programs.

Program Phase

- Nine out of eleven participating schools had completed activities and were included in this evaluation.
- Schools implemented the developed programs and initiatives for a designated period.
- Teachers incorporated cultural activities and opportunities into literacy modules to improve the intercultural literacy of the students.

Post-Programme Phase

- The Australia India Institute was commissioned to provide an evaluation of the program.
- A team conducted case study summaries of the strategies employed by schools to engage the Indian diaspora.
- Each initiative was analysed to gather insights on whether schools were able to meet the objectives of the program.
- The criteria for assessing the outcomes are the outcomes set out in the program logic and evaluation scope.
- Improving
- Recommendations were made based on the programs' strengths.

Program Enablers and Barriers by Key Stakeholders

Main enablers for students

- Increased 'cultural mobility' of Victorian students.
- Opportunities to develop intercultural understanding and 21st century skills.
- Learning about new cultural practices and cultural contexts.
- Participating in hands-on activities that encourage exploration and engagement.
- Learning new languages.
- Opportunities for strengthening global citizenship skills.

Main barriers for students

- Limited knowledge among staff about the diversity of India which affected how they were able to structure students' learning.

Main enablers for teachers & schools

- CSIC program funding which provided resources to build activities and initiatives.
- Training provided by the Department of Education and Training cultural consultant to facilitate the development of the programs.
- Freedom to design the initiatives that aligned with the CSIC program objectives and the specific needs of the school.
- Opportunities to build connections within the Indian diaspora communities.
- Recognition of efforts through media coverage and awards.
- Building stronger connections with staff members of other schools.
- Support from the community in terms of funding and community involvement.
- Evidence of initiative success among participating schools.

Main barriers for teachers & schools

- Difficulty in connecting with Indian businesses in the early stages of the program.
- Expense of some aspects of the program being larger than first anticipated.
- Adjusting plans as a result of budgetary factors.
- Limited knowledge among staff about the diversity of India which affected how they were able to structure students' learning.
- Short timeline for the implementation of the initiatives.
- Requirement for visitors to undergo a valid Working with Children Check restricted participation in some initiatives.
- Need for more professional development among staff prior to the initiatives in some schools.

Main enablers for Indian Community Members

- Recognized as contributors to the program and not just recipients of interventions.
- Provided as "experts" in various initiatives and activities, which created an equitable relationship between parties and a platform for constructive exchange between them.
- Opportunities to share their knowledge and skills with staff and students.
- Space to share feedback on initiatives and how they can be improved.
- Ability to forge new connections with the school community.

Main barriers for Indian Community Members

- Did not always have clearly defined ways to contribute to some initiatives.
- Disappointment resulting from plans for some activities that could not be executed.

Main enablers for IED

- Provided training by the cultural consultant to facilitate the development of the programs.
- Provided resources for the development of the initiatives.
- Facilitated communication between schools and the Indian diaspora.
- Provided funding for the program.
- Committed to making future investments in global education.

Main enablers for community

- Community involvement and investment in some initiatives such as the construction of community garden.
- Support from other organisations such as Indian businesses and the Federation of Indian Associations of Victoria.

Main barriers for community

- Difficulty in connecting with Indian businesses in the early stages of the program.
- Expense of some aspects of the program being larger than first anticipated.
- Adjusting plans as a result of budgetary factors.
- Limited knowledge among staff about the diversity of India which affected how they were able to structure students' learning.
- Requirement for visitors to undergo a valid Working with Children Check restricted participation in some initiatives.
- Need for more professional development among staff prior to the initiatives in some schools.

Outcomes by Key Stakeholders

Students

- Developed a strong understanding of Indian cultures, heritage, and businesses.
- Improved their intercultural understanding and 21st-century skills.
- Expanded their knowledge of global citizenship.
- Acquired new experiences and perspectives outside of the classroom.
- Participated in diverse modes of learning.
- Enjoyed the program and gained more interest in learning about Indian cultures.

Teachers

- Became more aware of how to include Indian culture into their teaching.
- Improved their ability to engage with students from Indian backgrounds.
- Gained greater familiarity with Indian cultures and practices.
- Became more confident in teaching students from diverse cultural backgrounds.
- Explored different methods of teaching and cultural integration.
- Worked collaboratively with Indian participants and were able to share ideas and skills.

Schools

- Developed strong, meaningful connections with the Indian community.
- Created new partnerships with local Indian businesses and groups.
- Generated new connections and strengthened existing ones with the Indian community.
- Organized and facilitated successful events within the community.
- Conducted information sessions that allowed family members to learn about the program.
- Visited other schools and community organisations to share program ideas and garner support.
- Expanded their knowledge and perspectives on Indian cultures and businesses.

Suppliers and IED

- Provided funding to build activities and initiatives that support partnerships and intercultural learning.
- Supported the development of strong, sustainable, and meaningful connections between schools, the Indian diaspora, and the DET.
- Administered and evaluated the program.
- Provided guidance and resources to schools.
- Enhanced the cultural mobility of Victorian students.

Australian International Policy

- Strengthened Victoria's relationship with the Indian diaspora.
- Increased Victoria's reputation as a welcoming and culturally inclusive state.
- Supported the development of intercultural competencies among students.
- Developed global citizens with diverse perspectives and intercultural understanding.

Key Recommended Improvements by Key Stakeholder

Teachers & Schools

- Harness the knowledge and skills of the Indian community in planning and implementing initiatives.
- Develop multiple channels for Indian parents and families to be involved in school activities as experts.
- Make connections with the Indian community and leverage existing diaspora networks.
- Support activities that enable social networking and engagement between families.

- Generate resources and establish partnerships that schools can use to strengthen relationships over time.

Theory of Change

The following Theory of Change framework has been developed based on the information provided in the Connecting Schools with Indian Communities – Pilot Program Evaluation report (2019-2020).

Inputs

- Government funding to build opportunities for schools and the Indian diaspora to collaborate in meaningful ways.
- Department of Education and Training staff to oversee, facilitate, and support the implementation of the CSIC program.
- 11 schools across Victoria, from both metropolitan and regional areas, with the desire to engage meaningfully with their local Indian communities.
- Partnership between school principals and leaders of the Indian diaspora, which brought ideas for projects under the funding scheme to fruition.

Activities

- Brainstorming, designing, implementing, evaluating and improving activities and initiatives that support collaboration between schools and the Indian diaspora, focusing on building strong, sustainable, meaningful connections while providing students with global citizenship opportunities.

Outputs

- Development of strong, sustainable, and meaningful connections with the Indian diaspora in Victoria
- Increased cultural mobility of Victorian students, enabling them to understand and appreciate different cultural contexts better.
- More opportunities presented to Victorian students to develop intercultural understanding and 21st-century skills.
- Creation of partnerships between local Indian businesses and groups to support schools' Business Management and Performing Arts faculties.
- Creating a platform for constructive exchange between school staff and parents/community members, able to stimulate the professional growth of teachers to accommodate cultural activities in their teaching.
- Creation of new connections and strengthening of existing ones. For example, the establishment of Sister School in Delhi and inviting people of Indian backgrounds at an aged care facility.
- Strategies that impart sound knowledge to children's parents while amplifying more channels for active engagement. These initiatives focused on harnessing the knowledge and skills of the Indian community in planning and implementing initiatives, creating an equitable relationship between parties and a platform for constructive exchange between them.

Outcomes

- Students now live in more inclusive communities, develop more intercultural understanding, and are increasingly socially engaged.
- Teachers become more aware of including Indian culture into their teaching, and the program presents Victorian students with opportunities to develop intercultural understanding and 21st-century skills.
- Teachers and other school staff become more aware of the diversity of India and how to structure students' learning accordingly.
- Students and staff members had new experiences that they might not otherwise have access to, creating workplace and classroom environments that are conducive to productive interactions between a variety of stakeholders.

Impacts

- Increased cultural awareness helps students become active Global citizens and prepare for the future as 21st century citizens.
- Programs that head to stronger connections lead to easier understanding of the needs of different communities, make possible linkages, streamline engagement processes, and eliminate barriers to their goals.
- Continuity creates a path for building trust with the community, establishing regular reviews and evaluations, improving the quality of the program and building a sense of ownership of the program.

- Improving intercultural communication allows students to prepare for successful careers in a globally competitive workforce and promote social cohesion in their communities.

Supplier-Program Perspective

The information below was gathered from a discussion led by Dr Heidi Leeson and a representative from IED connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. The primary focus of this discussion centres on the Connecting Schools with Indian Communities programme, its funding sources, assessment methodology, and its distinction from other programmes. Please note that some of the questions below are not pertinent to this particular programme.

Quality of Resources

Resource Development

Not applicable to this program.

Content Relevance and Effectiveness

The program aims to enhance the global citizenship of students by increasing cross-cultural understanding and engagement with Indian communities. It also aligns with the Department's objective of achieving global engagement initiatives.

Program Practices

Implementation and Adaptability

The program provides funding directly to schools. A designated pool of funding, in this case, \$120,000, was assigned to this program. The department has opened up an application process to schools, which was done with very short timeframes surrounding it. The department did not receive as many applications as they hoped for. The applications have been assessed internally by colleagues within division from different units, and the funding has been assigned to five different schools across Melbourne. Schools who wanted to receive funding proposed various initiatives, and the objective of the program is to increase cross-cultural understanding and global citizenship. Participants include both primary and secondary schools.

Evaluation and Improvement

Not part of this interview.

Networks and Partnerships

Collaboration Efficacy

Not part of this interview.

Global Engagement

The IED representative mentions that the Connecting Schools with Indian Communities program is focused on global citizenship and cross-cultural understanding and as a result, is aligned with the department's objectives around achieving global engagement initiatives. Given this, the department are equipping schools with top-tier learning and engagement tools, methodologies, and vital connections and alliances. Their partnerships and networks facilitate global engagement and learning opportunities for schools.

Support and Assistance

No relevant to this interview.

Impact Measurement

No specific measures of the impact of your resources, practices, and networks on student learning outcomes and global engagement.

Case Studies or Testimonials

Not applicable.

Internal Cost-Benefit

Cost per Participant

Not applicable.

Value for Money

Not applicable.

Funding to Schools

The program provides funding directly to schools, with a designated pool of funding of \$120,000 assigned to this particular program. The applications are assessed internally by the department and funding is then assigned to selected schools across greater Melbourne, Victoria. The funding is set up within what's called a school's targeted funding portal, and schools are not paid the total level of funding upfront. Instead, they submit an invoice to the department once they have engaged a supplier to deliver a service, and they submit a reimbursement request via the portal. The department can only pay expenses that have already been received by the school. Additionally, schools may not expend the full amount that they have been granted, and the program only reimburses what has been spent by the 31st of December.

Cost-Benefit Analysis

Not applicable.

Relationship with IED

Working Relationship

The objectives of the Connecting Schools with Indian Communities program are to provide funding directly to schools to increase cross-cultural understanding and global citizenship. The program is different from other programs in that there is no supplier and thus, supplier-related questions are not relevant. The program is set up as an initiative agreement with schools through the schools-targeted funding portal, which basically means each school that's been awarded funding is not paid that total level of funding at the beginning of the project. Instead, they have to submit an invoice to the department after they've engaged a supplier to deliver a service, and then they submit a reimbursement request through the school's target funding portal. The schools only get reimbursed for expenses that have already been received by the school.

Network Development

Not applicable.

Continuous Improvement

The importance of evaluating the effectiveness of the funding initiative and aligning it with the strategic goals of the department. The IED representative suggests that it would be useful to evaluate the initiatives that have been funded against the original criteria and to explore consistency around evaluation methods and program design. There is also the need to incorporate any useful insights gained from the program into future funding decisions. These efforts could be seen as steps towards continuous improvement.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

Connecting Schools with Indian Communities program is designed to provide funding directly to schools to increase cross-cultural understanding and global citizenship. Schools were required to submit initiatives that meet specific criteria set by the program that is aligned with curriculum development.

Continuous Adaptation

The IED representative notes that the connection back to the FISO and strategic plan is important in the evaluation of initiatives funded by the Connecting Schools with Indian Communities program. They indicate that there seems to be a disconnect between these documents and suggests exploring this further to ensure standardization and consistency in evaluating initiatives' alignment with strategic goals.

CONNECTING SCHOOLS WITH INDIAN COMMUNITIES (CSIC) - PROGRAM GUIDE (2023)

The 'Connecting Schools with Indian Communities' (CSIC) program in Victoria funds primary and secondary schools to engage with their local Indian community. Victoria is home to Australia's largest Indian population, and the program leverages the expertise and cultural value of Indian communities to enhance teaching and learning in schools. The program's objectives are organized around four Victorian school frameworks: the development of learners' intercultural capability, community engagement in learning, enhancing learners' global citizenship, and building networks between schools, services, and agencies. Successful schools are funded using the Schools Targeted Funding Governance Model (STFGM), with individual or cluster applications allowed up to a single round of funding of \$25,000 to be expended before 30th December 2023.

Schools applying for the program must establish and develop relationships with organisations whose values, products, purposes, and objectives are consistent with theirs, the Department of Education, and the Victorian Government. The applications should align with the schools' Annual and/or Implementation plan, with clear objectives and outcomes related to intercultural capabilities and stronger links to the school community. Engagement with Indians includes involving members of the community in professional development for staff or activities. Qualified activity expenses will be reimbursed through STFGM categories such as program goods and services, presenter, guest speaker, or facilitator fees, and travel. The program emphasises the development of intercultural capabilities in Victorian students, combining the contributions of Indian communities to our state, and preparing students for global change.

Program Guide

Schools that are applying for the CSIC program can consider a wide range of activities to build strong, meaningful and sustainable connections with the Indian community. Examples include:

- visits to sites of significance for the Indian community.
- engaging members of the Indian community to run extension activities.
- establishing playgroups that include members of the Indian community to promote cross-cultural exposure.
- organizing professional development for staff on India capabilities involving members of the Indian community.

Through these activities, schools can achieve the desired outcomes of building student's global citizenship and intercultural capabilities, developing closer links to the community, and promoting intercultural dialogue and awareness.

By developing solid partnerships between schools and the Indian community, schools can strengthen the network of support available for students and foster positive links between families and the local community, promoting understanding and harmony.

Program Enablers and Barriers by Key Stakeholders

Main enablers for students

- Gain an appreciation for different points of view.
- Develop a greater understanding and connection to their own community and that of their peers from the Indian diaspora.
- Be exposed to tangible illustrations of global interconnectedness and an opportunity to explore Indian culture, histories, and stories directly from those in Victoria's Indian community.

Main enablers for teachers

- Increased access to community resources to support their students.
- Empowered to engage with and facilitate global learning due to enhanced intercultural capability.
- Exposed to new ways of engaging students through stimulating and diverse programs.
- Greater access to the unique insight provided by the Indian community.

Main enablers for schools

- Benefit from increased community connection and pride in the school.
- Better educational outcomes as children with diverse cultural backgrounds have a sense of belonging and a strong cultural identity.
- Greater access to skills, resources, ideas, training, mentoring and support that community and business organisations from the diaspora can offer.

Main barriers for schools

- Not all schools may have had previous engagement with their local Indian community. In this case, some additional steps may be necessary to identify and engage with community leaders and organisations.

Outcomes by Key Stakeholders

Students

- Improved intercultural capability & global citizenship through exposure to Indian culture, history, and stories.
- Greater understanding and connection to their own and other cultures.

Teachers

- Increased access to resources and knowledge to support student learning.
- Enhanced intercultural capability and skills for global learning.

Schools

- Greater community connection and pride.
- Better educational outcomes for students.
- Increased access to skills, resources, ideas, training, mentoring and support from community and business organisations.

Community

- A more comprehensive network of support for students, families, and schools.
- Improved understanding and respect for the local community.
- Opportunities for community members to share their skills, knowledge, experience, and resources with schools and students.

IED

Successful implementation of the CSIC Program.

Promotion of intercultural learning and global citizenship throughout Victorian primary and secondary schools.

Key Recommended Improvements by Key Stakeholder

School

- Schools should establish connections with organisations whose values, products, purposes and objectives align with those of their school, the department and the Victorian government.
- Schools need to ensure that their education initiatives can be delivered before December 30, 2023, which is the program's closing date.
- Schools are also directed to only enter partnerships that demonstrably improve student understanding of India and the Victorian Indian community.
- Schools should consider awarding support to numerous applicants who fulfil all the eligibility criteria and also consider activities which engage more than one school in the project.
- Schools must identify all target organisations/individuals (if known), as well as demonstrate explicit, meaningful and sustainable collaboration between all partners.
- Schools should identify key local Indian community leaders and members who support students and families or have the potential to do so, respectively.
- Schools should also have a strategy to achieve their goals after agreeing on an initiative.
- Schools must have agreed on resources allocation (for instance, asking members of the Indian community to contribute their time or funding) and have a way to collect feedback.
- Schools should raise awareness among teachers, students, and families on the initiative.
- Schools should submit complete applications; identify the significant funding priority the project proposal responds to and why the application meets the selected priority.
- Schools are also encouraged to include additional information where appropriate to support their application. Schools can receive support throughout the application process from the department if needed.

Supplier-Program Perspective

The information below was gathered from a discussion led by Dr Heidi Leeson and a representative from IED connected to this programme. The responses have been collated and summarised by the authors of this report using thematic analysis. The primary focus of this discussion centres on the Connecting Schools with Indian Communities programme, its funding sources, assessment methodology, and its distinction from other programmes. Please note that some of the questions below are not pertinent to this particular programme.

Quality of Resources

Resource Development

Not applicable to this program.

Content Relevance and Effectiveness

The program aims to enhance the global citizenship of students by increasing cross-cultural understanding and engagement with Indian communities. It also aligns with the Department's objective of achieving global engagement initiatives.

Program Practices

Implementation and Adaptability

The program provides funding directly to schools. A designated pool of funding, in this case, \$120,000, was assigned to this program. The department has opened up an application process to schools, which was done with very short timeframes surrounding it. The department did not receive as many applications as they hoped for. The applications have been assessed internally by colleagues within division from different units, and the funding has been assigned to five different schools across Melbourne. Schools who wanted to receive funding proposed various initiatives, and the objective of the program is to increase cross-cultural understanding and global citizenship. Participants include both primary and secondary schools.

Evaluation and Improvement

Not part of this interview.

Networks and Partnerships

Collaboration Efficacy

Not part of this interview.

Global Engagement

The IED representative mentions that the Connecting Schools with Indian Communities program is focused on global citizenship and cross-cultural understanding and as a result, is aligned with the department's objectives around achieving global engagement initiatives. Given this, the department are equipping schools with top-tier learning and engagement tools, methodologies, and vital connections and alliances. Their partnerships and networks facilitate global engagement and learning opportunities for schools.

Support and Assistance

No relevant to this interview.

Impact Measurement

No specific measures of the impact of your resources, practices, and networks on student learning outcomes and global engagement.

Case Studies or Testimonials

Not applicable.

Internal Cost-Benefit

Cost per Participant

Not applicable.

Value for Money

Not applicable.

Funding to Schools

The program provides funding directly to schools, with a designated pool of funding of \$120,000 assigned to this particular program. The applications are assessed internally by the department and funding is then assigned to selected schools across greater Melbourne, Victoria. The funding is set up within what's called a school's targeted funding portal, and schools are not paid the total level of funding upfront. Instead, they submit an invoice to the department once they have engaged a supplier to deliver a service, and they submit a reimbursement request via the portal. The department can only pay expenses that have already been received by the school. Additionally, schools may not expend the full amount that they have been granted, and the program only reimburses what has been spent by the 31st of December.

Cost-Benefit Analysis

Not applicable.

Relationship with IED

Working Relationship

The objectives of the Connecting Schools with Indian Communities program are to provide funding directly to schools to increase cross-cultural understanding and global citizenship. The program is different from other programs in that there is no supplier and thus, supplier-related questions are not relevant. The program is set up as an initiative agreement with schools through the schools-targeted funding portal, which basically means each school that's been awarded funding is not paid that total level of funding at the beginning of the project. Instead, they have to submit an invoice to the department after they've engaged a supplier to deliver a service, and then they submit a reimbursement request through the school's target funding portal. The schools only get reimbursed for expenses that have already been received by the school.

Network Development

Not applicable.

Continuous Improvement

The importance of evaluating the effectiveness of the funding initiative and aligning it with the strategic goals of the department. The IED representative suggests that it would be useful to evaluate the initiatives that have been funded against the original criteria and to explore consistency around evaluation methods and program design. There is also the need to incorporate any useful insights gained from the program into future funding decisions. These efforts could be seen as steps towards continuous improvement.

Alignment with Victorian Curriculum & FISO 2.0

Awareness of the Victorian Curriculum & FISO 2.0

Connecting Schools with Indian Communities program is designed to provide funding directly to schools to increase cross-cultural understanding and global citizenship. Schools were required to submit initiatives that meet specific criteria set by the program that is aligned with curriculum development.

Continuous Adaptation

The IED representative notes that the connection back to the FISO and strategic plan is important in the evaluation of initiatives funded by the Connecting Schools with Indian Communities program. They indicate that there seems to be a disconnect between these documents and suggest exploring this further to ensure standardization and consistency in evaluating initiatives' alignment with strategic goals.