

GLOBAL EDUCATION SUMMER SCHOOL IMPACT REPORT

People in Peril, Global Education Department

Summer 2024



Project context and background

Since 2020, the Global Education department has been hosting a one-week summer school for youths, with 81 students aged 16-20 attending over the last four years of the summer school. The goal of the summer school each year is to:

- Raise awareness of one's own privileges and the vulnerable position of various social groups
- Understand the complexity of local and global challenges
- Recognize one's own self-worth and strengths
- Support for cooperation and respect for other people's differences, respectful functioning in a diverse group
- Reflect on one's own learning

Now, in preparation for the fifth year of summer school, Global Education and People in Peril's Monitoring, Evaluation, Accountability, and Learning (MEAL) team conducted an evaluation on the previous four years; this evaluation consists of both a review of the data previously collected and collect new data regarding impact.

Objectives of assessment

For this impact assessment, MEAL and Global Education aimed to assess the following objectives:

- Understand what, if anything, participants would have liked to add or detract from the week
- Understand the long-term impact of the summer school on participants' decisions regarding studying, volunteering, and worldview

Methodology

To measure the above objectives, MEAL and Global Education began with reviewing formative data collected from past years regarding students' experience at the summer school. A summary of that data collected can be seen in Table One.

Table 1 - Sampling completed for previous summer school feedback data collections

Summer School Year	Dates of data collection	Number of respondents
2020	20 – 24 August 2020	13
2021	18 – 25 August 2021	16
2022	19 – 29 August 2022	10
2023	3 – 18 August 2023	14
Total		53

In addition to this data, MEAL and Global Education also collected data in May - July 2024 from all participants to better understand any potential longer-term impact that the summer school had on their lives. See Table Two for a breakdown of the sample size achieved.

Table 2 - Total sample size achieved for impact data collected Summer 2024

Year	Female	Male	Other / prefer not to answer	Total
2020	9	1	1	11
2021	9	5	0	14
2022	4	0	0	4
2023	5	4	0	9
Total	27	10	1	38

For all data collections, data was collected through online means.

Limitations

Readers of this report should remember that the answers provided are declaratory from respondents. While MEAL team tries to create a welcome environment for beneficiaries to raise all opinions, readers should consider that the data presented was self-reported and may therefore include bias.

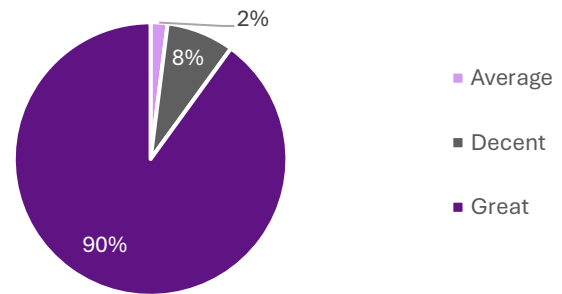
Additionally, the data was originally collected in Slovak, with translation into English, which may slightly misrepresent the data collected.

Findings

FEEDBACK REGARDING SUMMER SCHOOL PROGRAMME:

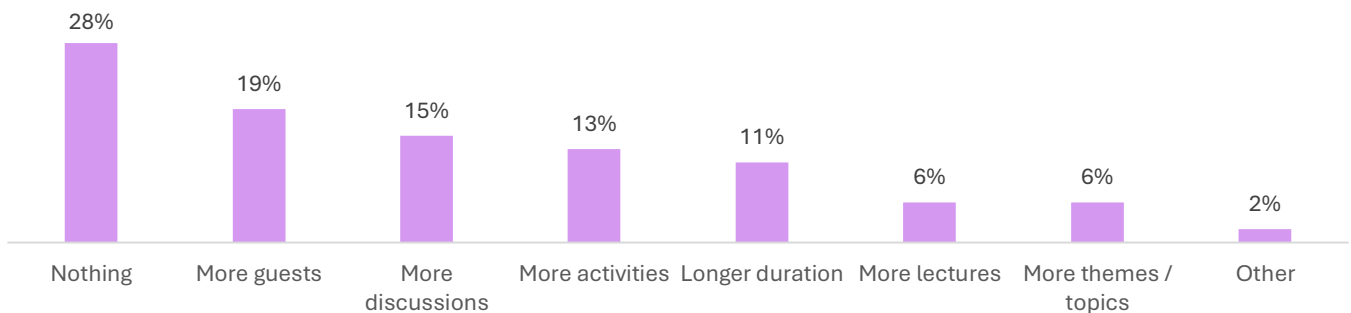
Looking at participant’s feedback about the organization of the event, 89% of respondents across all four years of summer school report that the way to the facility was clear, while 9% report that it was neutral. Similarly, 90% of respondents report that the accommodation was great; the remaining respondents report that it was either decent or average (see Figure 1).

Figure 1 - Percentage of respondents reporting the state of the accommodations



When asked about what they would have liked to see more of, more than one-quarter of respondents report that the programme was good without changes; in each year besides 2021, ‘nothing’ was the highest reported category. However, in 2021, 38% of respondents reported wanting more guests or guest lectures, specifically noting the impact of one guest (Marcel)’s story. In general, having additional guests was one of the main reported wishes (19% of all respondents noted this) along with having more time for in-depth discussions (see Figure Two for a full recounting of requests).

Figure 2 - Percentage of respondents noting the desire for more of each type of agenda item



When asked about what they would change in general about the summer school, more than half (62%) of respondents also note that they would not change anything about the summer school. Other respondents, particularly in 2020 and 2021, mentioned that they wish that the school was longer in duration, and many as well report that they would recommend having more breaks for informal discussion and community, as friendship and camaraderie is one of the most valuable parts of summer school, according to participants. The cohort from 2021 also mentioned the need for more comfortable seating; however, this was not mentioned in subsequent years, implying that the issue has been solved.

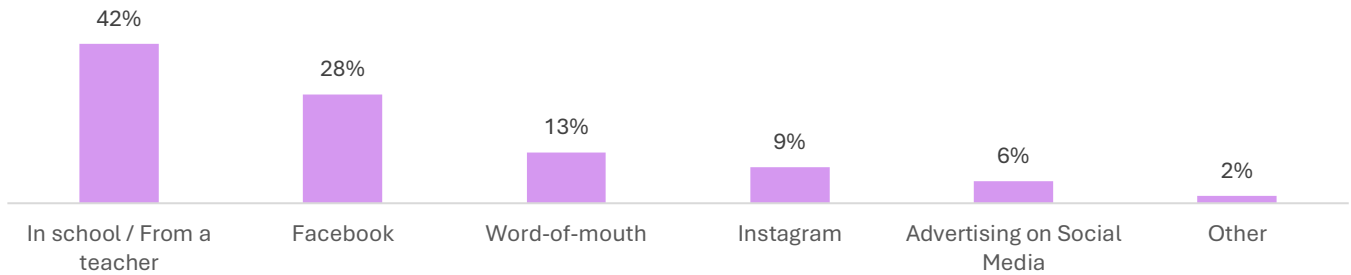
When participants were asked about their most valuable part of summer school in the immediate aftermath of the event, answers were split relatively evenly across Community and new friendships (28%), Discussions with experts and



the other participants (26%), and the Lectures and activities (23%). 19% of respondents also mentioned that their own personal growth and development was one of the key valuable take-aways from the summer school experience.

When asked about how they heard about the summer school opportunity, nearly half (42%) report that learned about the summer school from their teachers or other in-school personnel, underlining the importance of Global Education’s continued partnership with schools. See Figure Three for a full understanding of how participants found out about the summer school opportunity.

Figure 3 - Percentage of respondents reporting that they heard about Summer School through each means



As seen above, more than one-quarter of participants saw the information through Facebook and 15% through other social media means, also highlighting the importance of social media in engaging youth.

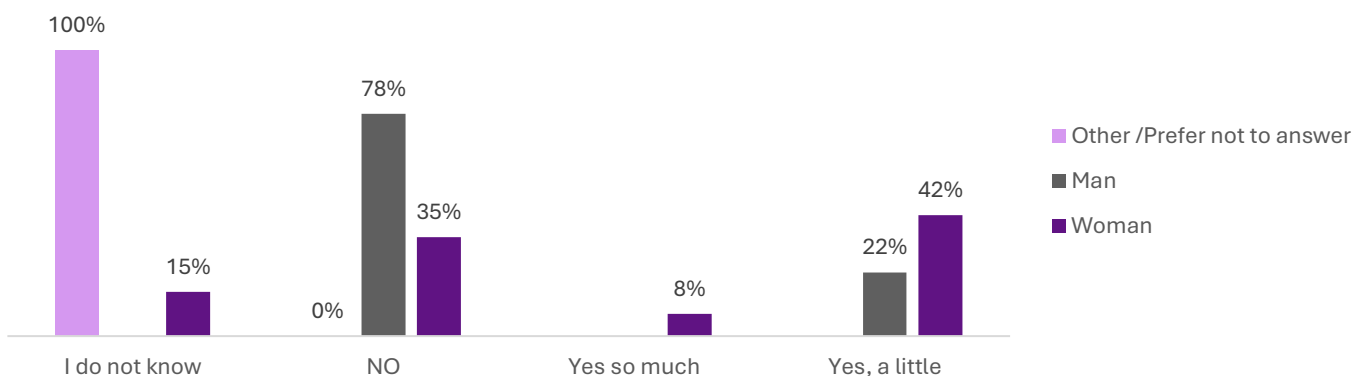
IMPACT OF THE SUMMER SCHOOL:

When looking at the long-term impact of the summer school, **90% of respondents report that the summer school has had an effect on their lives since their time in summer school, whether in their decisions about education, employment, or volunteering.**

Looking toward impact on education, 85% of respondents report that they are either currently studying or plan to study at college or university in the next school year. Key areas of study reported by respondents are natural sciences (22% of total, 27% women, 11% men), and social sciences (39% of total, 35% of women, and 56% of men).

When asked if the summer school impacted what they would study, **42% of respondents reported that summer school impacted their decision** either a little or extensively, with women reporting higher impacts than men (see Figure Four).

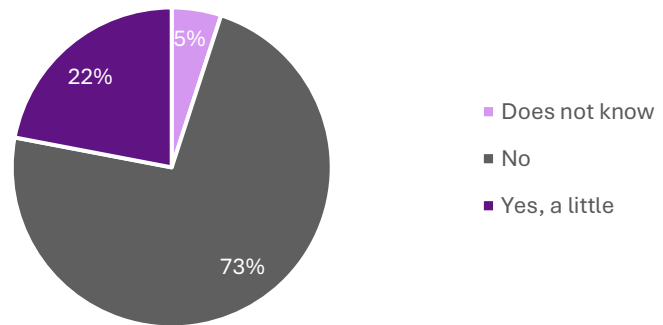
Figure 4 - Percentage of participants reporting the extent to which summer school impacted their decisions related to education



When asked to elaborate, many of the respondents report that they either gained confidence to pursue further education or their passions, or that the summer school introduced new ideas and challenges that need to be solved like climate change, inequality, and politics; these respondents report that when they left summer school, they had a new desire to address these topics and study something related.

Looking at employment, 74% of respondents report that they are currently working, with common fields of work including tourism, the food industry, and education. Also important to note is that 16% of working respondents report working in either civic or non-profit sectors. Of those working, **22% of respondents report that the summer school had an impact on their choice of employment**, with similar achievements for men and women (see Figure Five). While these respondents all work in different fields, all respondents report that they incorporate the topics covered at the summer school into their daily work. Two of these respondents report that they specifically have started working with youth to further impact young people in Slovakia in the same way that summer school did for them.

Figure 5 - Percentage of students reporting that the summer school had an impact on their employment decisions

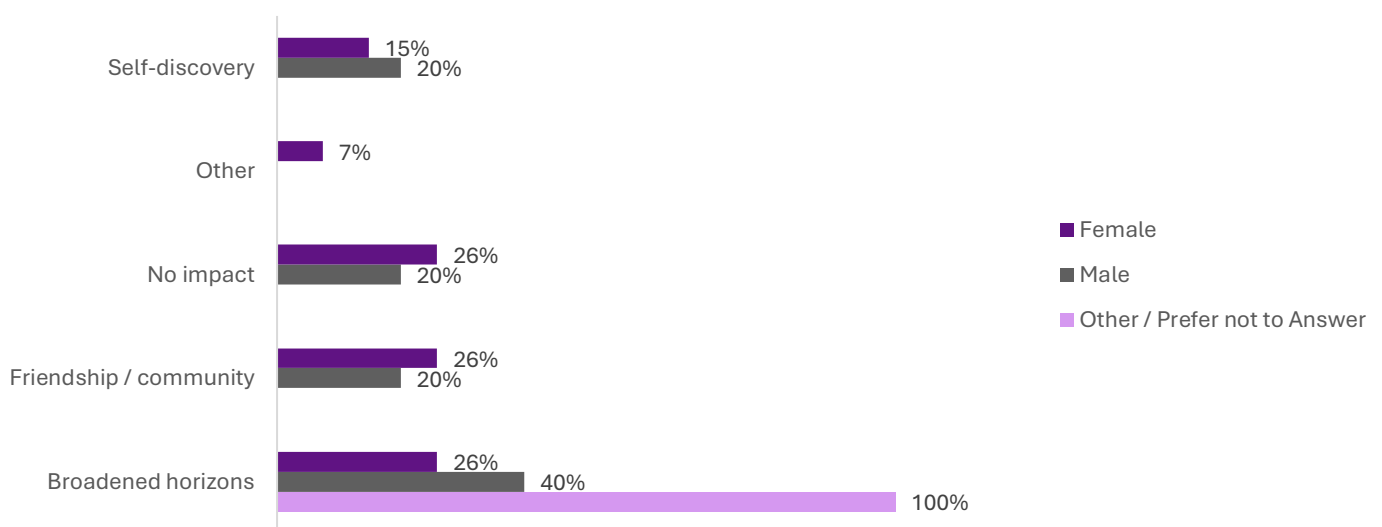


Respondents were also asked about their current volunteering; more than half (58%) report that they currently volunteer in some capacity within their communities, mostly in education (32%), social work (18%), and fundraising (16%). Similar proportions of men and women report volunteering.

More than half (55%) of respondents who volunteer report that **their participation in the summer school influenced their decision to volunteer**, with higher proportions of women reporting this than men. When asked to expand on their answer, those who answered yes reported that the summer school showed them **the importance of community involvement and taught them about issues in their communities and globally**. Multiple respondents also report that the summer school also gave them the confidence to volunteer in their communities, which they were lacking previously.

As a part of the questionnaire, respondents were also asked about any other ways in which the summer school affected their life. 76% of respondents report that summer school had **other impacts on their life**, with respondents mentioning primarily that the summer school broadened their horizons, making them **aware of topics and issues they otherwise would not have engaged with** (see Figure Six).

Figure 6 - Percentage of respondents reporting the other impacts that the summer school had on their lives

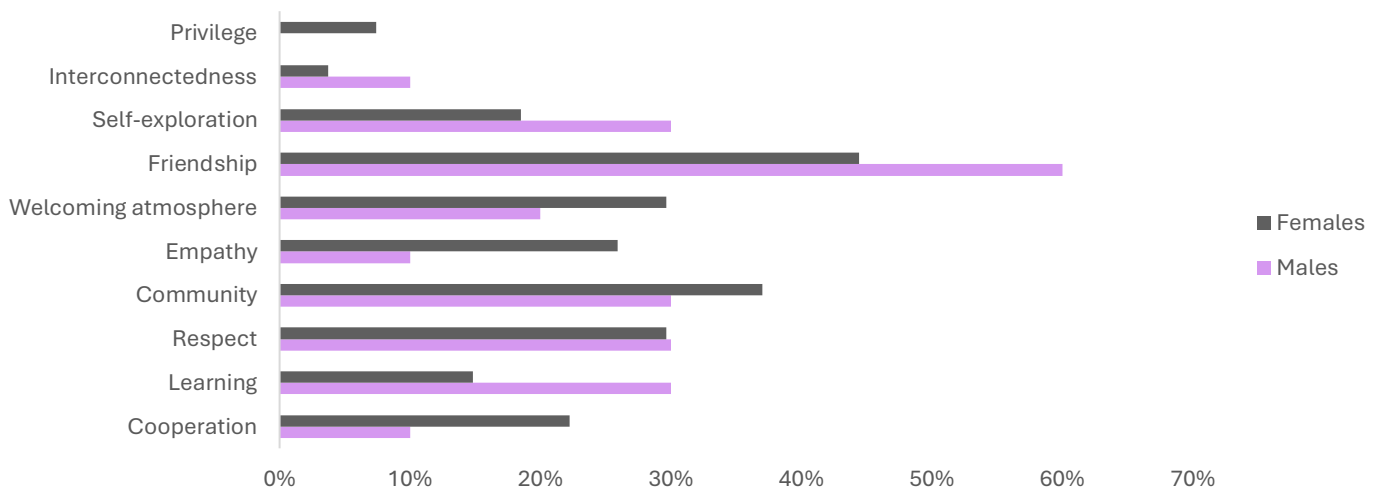


As seen above, others also noted that they have created **long-lasting friendships** though summer school or **were able to discover themselves further**.

In other comments as well, multiple respondents also note their **desire to volunteer with future similar activities or events within People in Peril**, which suggests high levels of satisfaction and impact. Additionally, one respondent reported that the summer schools helped them in accepting their queer identity, again highlighting the personal impact that the summer school has.

To better understand how participants viewed the summer school holistically, People in Peril teams also asked how participants would describe the experience in three words. 47% of respondents chose the word **friendship**, and 37% of participants chose the word **community**, showcasing the summer school’s social impact on participants. In addition, about one-quarter of participants selected **respect** (29%) and **welcoming atmosphere** (21%). Men and Women generally aligned on their selection of community, friendship, and respect, but 30% of men also selected learning and self-exploration as key take-aways. Please see Figure Seven for a full understanding of selected words.

Figure 7 - Percentage of males and females selecting each word to describe their summer school experience



Additionally, as seen above, women reported cooperation and empathy at higher levels than male participants.

Conclusions

Overall, looking at feedback about the event itself, **respondents do not highlight any significant changes recommended for the programme**, with more than half of all respondents reporting that they would not change anything about the event. When asked what they would want more of during the programme, about one-fifth reported wanting more guests to come and share their story. In the month following the event, one-quarter of respondents reported that the most valuable part of summer camp was **the friendships and community** that they made, followed by the lectures and activities. Nearly half of all respondents report that they discovered the summer school opportunity through teachers or other educators, highlighting the importance of continued outreach to schools. The other main method of outreach reported was Facebook.

Regarding impact on participants’ lives and decisions, **90% of all respondents report that the summer school had an impact on their decisions about their education, employment, or volunteering**, showcasing the great impact of the summer school model. Looking first at education, 95% of participants report that they are either attending or plan to attend college or university; of these, 42% report that the **summer school had an impact on their educational decisions**, with many noting that the summer school gave them the confidence to pursue education. Others noted



that the summer school **made them aware of issues** that they would like to support in solving, which ultimately influenced their topic of study.

Regarding employment, 74% of respondents are employed, with 16% of these report working in the **civic or non-profit spaces**. 22% of the employed respondents report that the summer school impacted their employment decisions, primarily through their desire to work on complex issues or continue to **impact people or the environment in a positive way**.

Similarly, of the 58% of respondents who volunteer, **55% report that the summer school had an impact on this decision**; while some report that they were volunteering before the summer school, most report that the summer school showed them the **value of community engagement**, and many also ask about **volunteering opportunities within People in Peril**.

When asked about the holistic impact, 76% of respondents say that the summer school has impacted their lives in other ways, primarily through **broadening their horizons and friendships, and self-discovery**. When asked how they would choose to describe summer school, the highest chosen words were **friendship, community, and respect**.