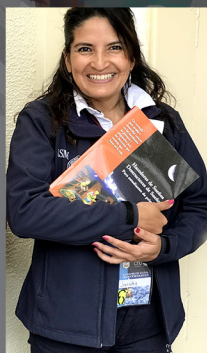


# EQUIPPING EDUCATORS TO CHANGE THE WORLD

International School Project  
2014-2018 Evaluation Report



**INTERNATIONAL  
SCHOOL PROJECT**

**ISP conducted a research project** to assess the impact of its conferences, curriculum, and community-building strategies. Our communications and evaluation teams contracted with two consulting firms, collected stories of impact and surveyed teachers from eight countries (263 teachers who have used ISP materials and/or been involved in ISP teacher community groups).

## THE INTERNATIONAL SCHOOL PROJECT

(ISP) is a non-profit organization that equips educators to transform their societies and nations through educational conferences, variety of curricula, and engagement of teachers in the community. Started in 1991, ISP has trained over 95,000 educators in over 25 countries.

# ISP at a Glance

Estimated # of cumulative students reached each year

**2-3 million<sup>1</sup>**

# of teachers engaged with ISP as leaders

**5,938**

Average # of students impacted by a teacher each year

**74**

# of new teachers trained each year

**5,265**

# of teacher communities as of 2018

**211**

## CONFERENCES

ISP conducts educational conferences to demonstrate curricula and other resources to teachers.



**Sundui and Byamba taught at the same school.** They were good friends and used to drink a lot. It was a real problem. But after Sundui attended an ISP conference and personally applied what he learned to his life, he stopped drinking. That had a big impact on Byamba. "After the conference," he said, "I started loving my students as my own children. . . Now I want to instill true values in my students." Today, Byamba and his wife are key leaders in one of the five ISP Teacher Movement Community Groups in Bayankhongor, Mongolia.

"We liked what we saw at your conference. Cambodia needs this. How soon can you send more teams? You name the cities, and we will gather the teachers!"

*Cambodian Secretary of Education*

"Through the ISP presentations I learned skills to improve my teaching. I feel more confident in teaching"

*Teacher in Taiwan*

"The whole culture of my school has changed from the time the teachers spent with your people. The teachers are more confident and secure. I can't thank you enough."

*School Principal in Lebanon*

<sup>1</sup> Calculated by (taking the average students reached by teachers) x (the estimated percentage of teachers using the curricula) x (the current number of teachers who have been equipped to use the curricula).



# CURRICULUM IMPACT

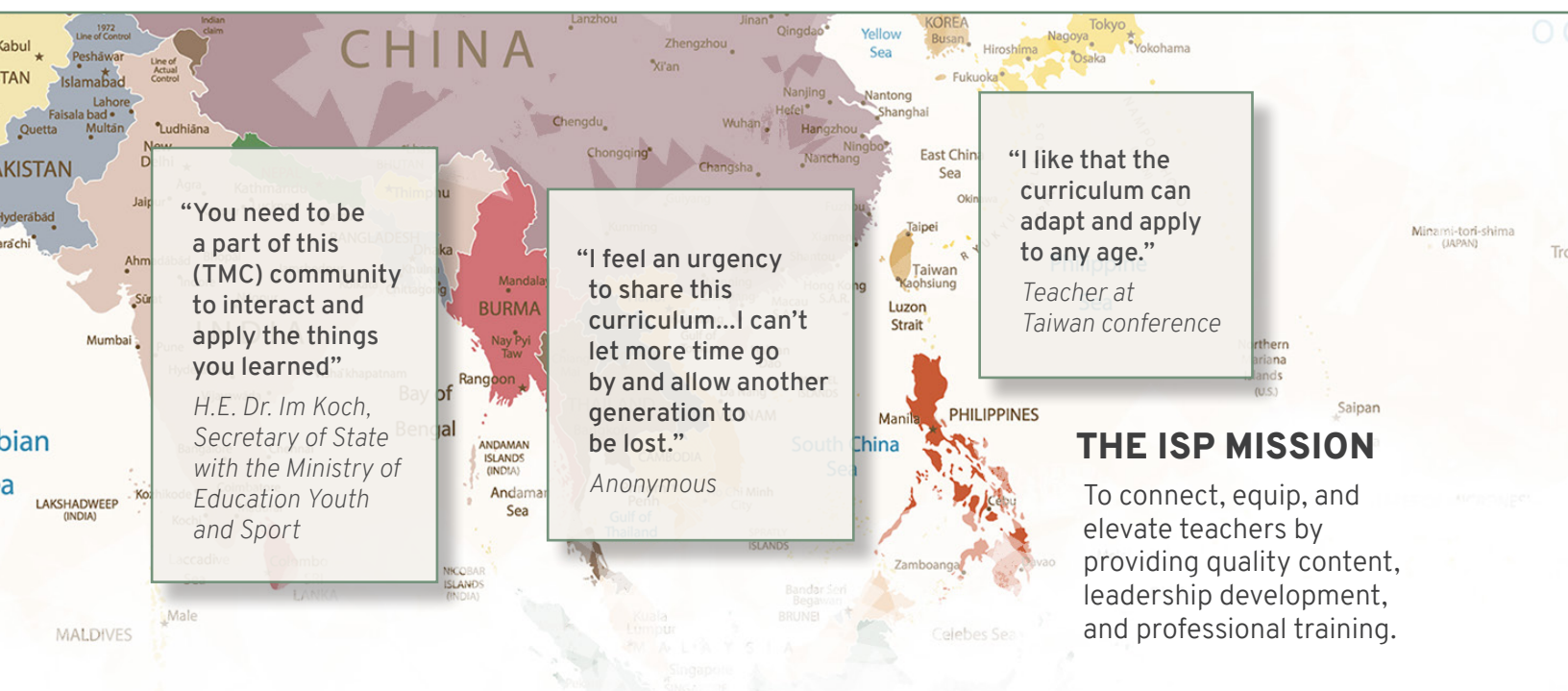
ISP equips teachers with resources such as curriculum. One of the flagship curricula, DreamMakers-DreamBreakers, addresses the issues of drug abuse and other harmful youth behaviors. More recently, ISP has offered a parenting curriculum to assist teachers with their parent-teacher interactions.



**Jose teaches values** at a private school in Guatemala. He attended an ISP conference and began teaching our *Morals and Ethics* curriculum to his students. This past year, 15 parents thanked him for the changes that they saw in their children as a result of being in his classroom. He attributes the change to what the students learned through the *Morals and Ethics* curriculum that he taught.

## FINDINGS FROM THE TEACHER AND STUDENT SURVEYS

- The more that teachers use the supplemental components of the ISP curriculum (e.g., Going Deeper, DVDs, life maps), the greater improvement they see among their students' classroom attitudes and behaviors.
- The more teachers use the ISP materials, the more they reported seeing behavioral changes in their students. Teachers who reported "regular use" also indicated significantly higher student improvement when compared with teachers who reported "occasional use."
- Students in Ukraine were surveyed at the beginning of the semester, and again in three months, after being exposed to the DreamMakers-DreamBreakers lessons. At post test, students were more likely to recognize that experimental drug use was harmful.



# COMMUNITY IMPACT

ISP encourages teachers to form local teacher movement communities for the purpose of mentoring, encouragement, professional development, and further influence on their community and colleagues.



**Amarbayar, a Mongolian teacher,** came to the DreamMaker Conference last year and was very surprised to see so many teachers who shared her views on teaching. “I used to think that I was the only one,” she said. “I was very lonely and everything seemed meaningless to me. By joining the Teachers’ Movement, all of my time has become meaningful. I was delighted to know that I was not alone.”

## FINDINGS FROM THE TEACHER SURVEYS

- The more a teacher has been impacted himself/herself by ISP, the greater impact they are likely to observe in their students.
- The more a teacher uses the curriculum and supplemental tools, the more the teacher is likely to observe student change.
- Finally, the more a teacher is engaged in ISP events and local teacher communities, the more likely they are to observe student change and implement the ISP curriculum in some way.



### Disclosures and Acknowledgments

**Evaluation Consulting**—Calvin Edwards & Company, and Puffin Strategies

**Funding**—The Bolthouse Foundation

**Graphic Design**—Linda Nichols

**Story Writing and Editing**—ISP Communications Team

**Summary Report Compilation and Data Analysis**—Puffin Strategies

