

Equality and Human Rights Commission
Research report

One Globe Kids

in action:

Evaluating an online platform for
changing social attitudes in young
children

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Executive summary

Introduction

This project evaluated the impact of a promising education programme, the One Globe Kids mobile application¹ and online platform. This uses new technology, and psychological theory, to help children resist prejudice and stereotypes by enabling them to ‘meet’ and make friends with children from other countries and cultures.

The impact of this programme has not previously been rigorously evaluated, and is part of an initiative by the EHRC that aims to ‘lift the floor’ on what works in tackling prejudice, discrimination and identity-based violence and harassment in Britain by robustly evaluating promising interventions and improving the evidence base.

Primary aim of the evaluation

To conduct a rigorous mid-term evaluation of the One Globe Kids online and mobile resource, focusing on its impact on children’s ‘intercultural competence’. Intercultural competence refers to a range of attitudes, behaviours, understandings and skills that are necessary for individuals to successfully engage in everyday interactions that cross cultural boundaries (interactions with, for instance, friends, neighbours and work colleagues; Barrett *at al.*, 2014). Intercultural competence is a building block for positive cross-group interactions, and a means of helping young people resist prejudice and stereotyping.

Secondary aims of the evaluation

- Learn how the resource is used in practice and how it can best be incorporated into school curricula in England and Scotland.

¹ This was an iOS app.

Develop methods for evaluating the impact of tools such as One Globe Kids in school settings.

Methodology

Four primary schools (three in England, one in Scotland) participated in the evaluation. A total of 203 children aged between six and eight years old took part. Children interacted with the One Globe Kids app or website once a week for three weeks, in their classes. To evaluate the impact, all 203 children completed surveys – 108 pupils in a ‘control condition’ group, who were evaluated before the intervention, and 95 in an ‘intervention condition’ group, who were evaluated after receiving One Globe Kids lessons.

Data was collected from the intervention group approximately seven to 10 days after the last lesson, allowing us to examine the mid-term impact of the classes. Thirty-six children also completed more detailed interviews and a short survey to further understand the impact of the tool, and the extent to which they engaged with the resource. Eight teachers who used the One Globe Kids app or website were also interviewed to establish the impact of the resource on children, how children engaged with the resource and how it could best be used in the classroom.

Key findings

Aim 1: Impact of One Globe Kids on children’s intercultural competence

- The survey showed that the One Globe Kids resource had a positive effect on some indicators of intercultural competence. Children who took part in the intervention reported significantly greater cultural openness and heightened perceptions of similarity across cultures.
- The survey did not detect any impact on children’s perceived differences and intended positive behaviours across cultural boundaries. These were very high across both the control and intervention groups.
- Interviews with teachers and children revealed that the programme’s focus on friendship created deep connections with the children featured in the resource. Learning through global friends was felt to create an emotional and more memorable experience for pupils. Teaching resources that focus on facts and

information about other cultures and countries may not provide this personal connection.

- Interviews with children and teachers revealed that the differences children observed between their own lives and those of the children in the resource were highly salient, and similarities were rarely mentioned spontaneously. Children appeared to be naturally drawn to the differences they observed. This finding suggests that greater emphasis on perceived similarity, as well as continuing to explore differences, would make similarities across cultures more salient to these young children, and could further increase perceived similarity across cultures.
- In interviews, teachers suggested that the teaching resource created an opening to talk about difference and diversity in a positive and non-confrontational way.

Aims 2 and 3: Learn how the resource can be used in schools, and develop methods to evaluate the impact of similar resources in the future

- Teachers believed the resource could be used to meet a number of learning outcomes across the curriculum, and that making explicit links to curriculum objectives is important for uptake of resources such as One Globe Kids.
- Teachers observed that the resource was highly engaging and captured the imagination of these young children. They also thought it stimulated discussion about difference that other tools might not.
- Availability of technology in school is a limiting factor for this resource.

There is a need for more behavioural measures of intercultural competence, and for more long-term evaluation of the impact of the One Globe Kids resource.

Key recommendations for future development of the resource

- Increase the focus on similarities between the lives of the children using One Globe Kids and the children featured in it.

Align the resource more explicitly with school curricula.

Key recommendations for future evaluation methods

- Incorporate more behavioural measures of intercultural competence to complement self-report measures, and to provide a better indication of how children behave in intercultural contexts, as opposed to attitudes about hypothetical scenarios (Barrett *et al.*, 2014).
- Impact should be measured immediately following the intervention and a number of weeks afterwards to measure short and long-term effects.
- The impact of the One Globe Kids programme should be examined across a larger number of schools to increase the wider application or generalisability of the findings, and also to investigate whether the resource is more effective in schools with particular characteristics, for example homogeneous schools where children have little opportunity for direct experience of cultural or ethnic diversity.

Schools should not be self-selected for the intervention as this may affect findings.

General conclusions

- Creating personal connections that cross group boundaries is an essential ingredient for successful intercultural competence and prejudice-reduction tools. More interactive educational resources are needed that provide opportunities for children to develop personal connections with children who are different to them.
- Interventions designed for young children that explore different cultures should emphasise both similarities and differences between cultures, but with particular emphasis on similarities.
- Resources and programmes to tackle prejudice, such as One Globe Kids, are more likely to be used if they are explicitly linked with existing curriculum objectives.
- Measures of immediate impact, long-term impact and behavioural outcomes are essential for rigorous evaluation of prejudice-reduction interventions.
- Programmes such as One Globe Kids provide an excellent starting point for further interventions to help children resist prejudice and stereotyping, such as providing children with more opportunity to form friendships with children who

are different to them, explicit anti-bias lessons and social justice education curricula.

1 | Introduction

This project evaluated the impact of a promising education programme (One Globe Kids mobile application and online platform), which uses new technology and psychological theory to help children resist prejudice and stereotypes. The impact of this programme has not previously been rigorously evaluated.

1.1 The purpose of this evaluation

In this initiative the EHRC aims to 'lift the floor' on what works in tackling prejudice, discrimination and identity-based violence and harassment in Britain by robustly evaluating promising interventions and improving the evidence base.

1.2 The intervention

Globe Smart Kids, Inc. (GSK) is an American charitable social enterprise founded on the belief that having a diverse group of friends reduces bias, increases openness and leads to a better future for more people. GSK's mission is to prepare young children for life in the increasingly diverse 21st century by helping them feel safe and happy outside their familiar social groups. The One Globe Kids mobile application and online platform resource, which is available around the world, was created by Globe Smart Kids to help primary school age children resist prejudice and stereotypes, and move them towards mutual liking, trust and friendship with children in other social groups.

1.2.1 The evidence base for the intervention: The power of cross-group friendship

Personal connections that cross group boundaries, such as friendships between individuals belonging to different social groups (known as cross-group friendships), are one of the most effective tools for reducing prejudice. Extensive psychological research has demonstrated this phenomenon among children and adults, in multiple

contexts, and across many different group boundaries (Abbott and Cameron, 2014; Binder *et al.* 2009; Pettigrew and Tropp, 2006; Turner, *et al.*, 2013).

GSK is particularly concerned with how to harness the power of cross-group friendship on a large scale, and in areas where opportunities to form such friendships are unavailable. This could be in rural settings where there are low levels of diversity, for example, or when diverse communities are segregated due to a variety of structural and social boundaries, self-imposed or otherwise. Crucially research has shown that reading about cross-group friendships, observing them on film, and even imagining a positive interaction with a member of another group can have a positive impact on attitudes and behaviours towards members of other groups (Cameron *et al.*, 2006; Cameron and Abbott, 2017; Vezzali *et al.*, 2014; Vezzali *et al.*, 2015a; 2015b). This more distant experience of friendship formed the basis of the One Globe Kids intervention, which aims to create 'virtual cross-group friendships' for children who may not normally have the opportunity to develop such relationships.

2 | The intervention and planned outcomes

Figure 2: Representation of the Globe Smart Kids mobile resource and online platform



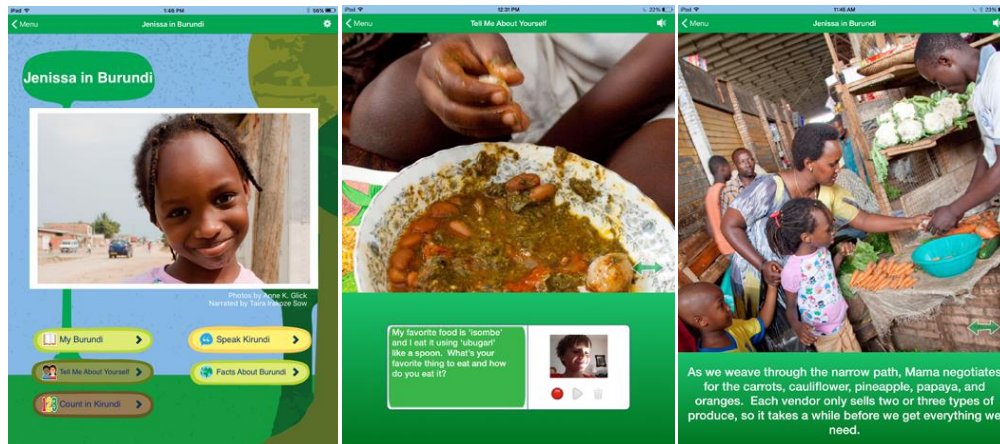
2.1 Virtual cross-group friendship as an intervention tool

One Globe Kids uses technology to tackle prejudice in young children by offering a virtual cross-group friendship experience to younger learners via a mobile application and an online platform for school and home. This tool enables children aged four to 10 years old to experience friendship beyond the socio-economic, cultural, religious, and other borders of their familiar groups before it may be possible for them to do so in real life. It includes three elements: 1) highly visual, real-life stories; 2) friendship activities; 3) education toolkits. Children can currently ‘visit’ virtual friends in Haiti, Indonesia, The Netherlands, Burundi, New York City and Israel.

The One Globe Kids tool features a ‘day in the life’ of real children from around the world. Each child’s story is photographed on location and brought to life with narration and interactive activities. The interactive activities are designed to replicate the friendship-making process of building familiarity, sharing together and learning from each other. While the children in the stories are real, the online interactions are simulated to ensure the safety and privacy of both young users and the children in

the stories. Activities include exploring similarities and differences in daily life, and imagining a playdate with the children featured on the app/website. For the purpose of this intervention evaluation, a three-week programme for schools was created (see example activity below).

Figure 1: Example activity from the One Globe Kids tool



Example of intervention activity

In week one of the intervention, pupils ‘met’ Jenissa in Burundi. They learned to count and to speak in her language of Kirundi. Jenissa showed them how she eats her favorite food, isombe, using her hands and in the ‘Tell me about yourself’ activity Jenissa asked pupils: ‘What is your favorite thing to eat and how do you eat it?’ This feature is designed to prompt mutual self-disclosure, an important mechanism for building trust between friends (Turner *et al.* 2007).

2.2 Outcomes

This evaluation will add to the evidence base on ‘what works’ to tackle prejudice, discrimination and identity-based violence and discrimination in Britain. The evaluation will:

- Determine the impact of the One Globe Kids resource on children’s intercultural competence using a mid-term evaluation timeframe
- Learn how the resource is used in practice, and how it could be incorporated into school curriculum

- Develop evaluation methods

‘Intercultural competence’ refers to a range of attitudes, behaviours, understandings and skills that are necessary for individuals to successfully engage in everyday interactions that cross cultural boundaries (interactions with, for instance, friends, neighbours and work colleagues; Barrett *et al.*, 2014). Intercultural competence opens individuals up to positive interactions that cross cultural boundaries; such interactions are one of the most important means of reducing prejudice and stereotyping (Pettigrew and Tropp, 2006; Binder *et al.*, 2009). Intercultural competence is therefore a building block for future positive cross-group interactions, and a means of helping young people resist prejudice and stereotyping.

2.2.1 Main outcome:

- Increased intercultural competence among children

2.2.2 Secondary outcomes:

- Increased awareness of how the One Globe Kids resource can be used in schools
- Increased understanding of appropriate evaluation methods

3 | Methodology

3.1 Participants

Four schools were recruited in England (Schools A, B and C) and in Scotland (School D). The population of all participating schools was mainly White British. Children were in Years 2 and 3, aged six to eight years (average age = six years and 10 months). The sample consisted of 110 boys and 93 girls.

The majority of the children reported that they were born in the UK (167, 86%), as were their parents (133, 68%), and were White British (143, 71%). However, it should be noted that information regarding the children's specific background relied on their self-report which may not be entirely reliable at this young age.

Table 1: Participants

	Number of participants	Gender (% female)	Average age (in years)
School A (England)	43	46.5	6.81
School B (England)	48	43.8	6.65
School C (England)	60	35	7.00
School D (Scotland)	52	59.6	6.98

3.2 Design

To determine the impact of the intervention, we decided to use a control-intervention design where control group children did not receive the intervention and provided a baseline for all measures. We chose a delayed control-intervention design. This meant half the children in each participating class completed the evaluation prior to the intervention (providing a baseline/control condition) and half completed the evaluation following the last intervention session (intervention condition).

This method meant that all children completed the intervention, so they all benefited equally from the experience, and the design was more manageable for teachers. It also meant that the sample of children in the intervention condition, and the control condition, consisted of children from each participating school, and each participating class. This increased the likelihood that children in the intervention and control conditions were similar in terms of their background and experience of diversity, family income and family education. A limitation of this approach is that it does not take account of other experiences the children may have, or events connected with prejudice that children may be aware of, which occur within the intervention period.

The intervention group questionnaire and interviews were conducted approximately seven to 10 days after the last intervention session. This delay is quite unusual; most published experimental prejudice-reduction intervention evaluations typically measure attitudes and behaviours immediately after the intervention session or just a few days afterwards (Cameron and Rutland, 2016; Paluck and Green, 2009). It was decided that mid-term impact would be examined here, to provide a more robust evaluation (for an example of an evaluation of a prejudice-reduction intervention measuring more long-term impact, see Vezzali *et al.*, 2015b).

3.3 The intervention

The intervention involved one hour of instruction a week for three weeks, using the One Globe Kids app and/or online platform. To conduct a reliable evaluation, it was important to ensure consistency in how the intervention was delivered across the four schools, while at the same time allowing teachers some control over how they managed the delivery. This was achieved by providing teachers with training and comprehensive support materials and worksheets for children. Although a framework was provided, it was expected that teachers would adapt materials as required.

3.4 The evaluation

3.4.1 Outcome 1: Increased intercultural competence among children

Children were interviewed one-on-one by a trained researcher who helped them complete an age-appropriate questionnaire, designed to tap into the main outcome of increasing their intercultural competence. The questionnaire used pictorial response scales, and photos and pictures throughout.

Measures of each child's intended friendship behaviour, prosocial behaviour, that is to help others) and perceived similarity and difference were obtained by showing participants a photograph of a group of five children to represent diverse cultural backgrounds. Each of the pictured children was from a different minority ethnic ground that appeared to be similar to that of children the participants had 'met' through the One Globe Kids intervention. No further information was given about the background of the pictured children. Participants completed the measures in reference to these children, answering questions such as 'How much would you like to join them in their game?' and 'How similar/different are you to them?' Measures of cultural openness, intended friendship behaviour and intended prosocial behaviour consisted of a number of items (statements or questions) designed to tap into the same underlying concept, and so an average score was calculated across these questions. Perceived difference and perceived similarity consisted of only one question. The measures and example items can be found in Table 2.

Table 2: Measures, response scales and example items

Measure	Example item	Response scale	Scale type
Cultural openness	'Learning about children from different cultures to mine is fun.'	1 (<i>not at all</i>)-5 (<i>very much</i>)	Likert-type scale (smiley faces)*
Intended friendship behaviours	'How much would you like to join in with them in their game?'	1 (<i>not at all</i>)-5 (<i>very much</i>)	Likert-type scale (smiley faces)†
Intended prosocial behaviours	'Imagine that one of these children fell and cut their knee. Would you try and make them feel better?'	1 (<i>not at all</i>)-5 (<i>very much</i>)	Likert-type scale (smiley faces)‡
Perceived similarity/difference	'How similar [different] do you think you are to them?'	1 (<i>not at all similar [different]</i>)-5 (<i>very similar [different]</i>)	Circles of increasing size to indicate increased perceived similarity/difference

Note: *Abbott and Cameron (2014), Pascarella *et al.* (1996); †Cameron *et al.* (2006), Bell and Morgan (2000); ‡Abrams *et al.* (2015)

To further examine the impact of the One Globe Kids app and website on our main outcome, 36 children also completed a short, semi-structured interview to gain greater depth of insight regarding the effect of the intervention on them. In this interview the children were asked questions to determine salient aspects of the intervention for them. Each was asked: 'What did you learn from these lessons?' and

‘What did you enjoy the most?’ These were starting points for further open-ended discussion.

To understand how much they engaged with the lessons, this same group of 36 children also completed a short survey, answering questions on a five-point scale (with response options illustrated by smiley faces). Children were asked how enjoyable they thought the lessons were, if they’d like more lessons like this in the future and how much they thought they had learned about children from other cultures.

The eight teachers who used the tool were also interviewed to assess their perceptions of the effect of the resource on children.

3.4.2 Outcome 2: Increased awareness of how the One Globe Kids resource can be used in schools

Teachers completed a focused and structured interview to investigate how they used the resource, how useful and practical it was, and any barriers to using the tool.

Outcome 3: Increased understanding of appropriate evaluation methods

Researchers considered how the evaluation could be improved in terms of study design and evaluation measures and methods. ‘Reliability checks’ were also conducted on the measures where appropriate, to see if participants responded in a similar way across all the questions for a specific measure.

3.5 Ethics

Ethical approval was secured from the School of Psychology Ethics Committee at the University of Kent, which adheres to the British Psychological Society ethics procedures and standards. All ethical procedures were followed. For example, parents were provided with information on the study and gave their permission for children to take part (using an opt-out procedure). The participants also gave their informed consent prior to interview and received debrief information, and the children were told they could stop at any time and did not have to answer all the questions.

4 | Outcomes of the evaluation

4.1 Outcome 1: Increased intercultural competence among children

Reliability tests are important for measures that have multiple questions or statements that all aim to measure the same overall attitude or behaviour. For example, our measure of cultural openness had several questions that we think tap into the same concept of cultural openness. It is useful to combine the responses across all of these questions to create an average score. But before doing this it is important to check for reliability of the measure.

Reliability tests check whether people respond in a similar way across all the questions for that measure. If they do respond in a similar way, we can assume the questions are tapping into the same attitude or behaviour, meaning that the measure is reliable, and we can combine the answers on each of the questions to create an average score. We can then confidently interpret findings using that overall score. The average reliability score on our measures with multiple items was just below 0.7 (0.7 or above is generally considered to be acceptable), and so our scores were encouraging. We went ahead and calculated average scores for these measures. See Table 3 for average scores for each of the measures, as well as the reliability.

Table 3: Average scores on main measures and reliability of measure

Outcome measure	Reliability	Mean score	Standard deviation
Cultural openness	.630	4.14	.60
Intended friendship behaviours	.807	3.75	.90
Intended prosocial	.646	4.43	.72

behaviours			
Perceived similarity	-	2.49	1.38
Perceived difference	-	3.14	1.46

The study sought to explore whether children who used the One Globe Kids app and/or website were more open and enthusiastic about other cultures (cultural openness), were more positive in their intended friendship behaviours and intended prosocial behaviours (for example, sharing) towards children from other cultural and/or ethnic backgrounds, and perceived themselves to be more similar to and less different from children from other ethnic and/or cultural backgrounds.

To explore these assumptions, we conducted a statistical test (independent samples t-tests), which compared the average scores between children who used the One Globe Kids resource and those who had not. The analysis revealed that children who used the app and/or website reported being more culturally open to children from other cultural and/or ethnic minority backgrounds (average score = 4.23) and perceived themselves to be more similar to children from other cultural and/or ethnic minority backgrounds (average score = 2.68) one week (approximately 7-10 days) after using One Globe Kids compared to those who had not used the resource yet (average control group score on cultural openness = 4.06; average score similarity = 2.32).²

There were no further significant differences identified. Children in the intervention and control condition reported similar levels of perceived difference (average score for intervention condition = 3.20; control condition = 3.08), intended friendship behaviours (average score for intervention condition = 3.80; control condition = 3.72) and intended prosocial behaviours (average score for intervention condition = 4.34; control condition = 4.50). This suggests that the impact of the intervention was limited to children's openness to other cultures, and perceived similarity.

Therefore it appears that intercultural competence was statistically significantly greater among children using the One Globe Kids app/website, but only on some of

² Statistical analyses: t-test for culturally open $t(201) = -2.027$, $p = .044$, demonstrating a significant difference between intervention and control groups on this score; t-test for perceived similarity $t(201) = -1.898$, $p = .059$, demonstrating a marginally significant difference between intervention and control groups.

the measures: perceived difference and intended behavioural responses appear to be unaffected by the tool.

To further examine the effect of the lessons on children's intercultural competence, a subsample of 36 children from across three of the schools completed a further interview and short survey. These identified the following themes:

4.1.1 Focus on difference

The information children spontaneously provided about the One Globe Kids resource appeared to focus on the differences they observed between their own lives and those of the children featured on the One Globe Kids app/website. Children's recollection of what they learned was particularly focused on the differences they observed. Of the 27 children who provided comments on what they had learned from the app/website, 18 focused entirely on the differences they had learned between their lives and those of the children in the stories. Examples of their comments include: 'different skin in different countries'; 'speak different languages. Go to different schools. They do things differently'; 'we're different to other people. Other people wear different clothes and speak different languages'. Importantly, there were no negative evaluations associated with the differences that children had picked up on; these were merely statements of fact.

Psychological research has shown that children in this young age group are preoccupied with categorising objects and people, and are drawn to differences, particularly if they have physical markers such as skin colour (Bigler and Liben, 2007). This may be why the differences brought to light by the One Globe Kids app/website were most salient to children: they are naturally inclined to notice them. Importantly, despite this apparent focus on difference, the resource did manage to also increase perceived similarity. Nevertheless, the salience, or importance, of the differences the children observed between their own lives and those of the children on the website/app suggests that the One Globe Kids resource (and other educational resources) must be mindful to emphasise similarities as well as differences. While children will pick up on differences spontaneously, and without prompting, they may need more support and guidance to attend more closely to similarities between people from different backgrounds. By increasing the emphasis on similarities in this way, the One Globe Kids resource could further increase perceived similarity across cultural boundaries.

4.1.2 Value learning about other cultures

We also asked children whether they think it is important to learn about other cultures, and why. This is an aspect of intercultural competence. Nineteen out of 36 children thought the One Globe Kids lessons and learning about other cultures and countries in school were important.

Children gave a range of reasons, but most thought these lessons were important so they could learn about different cultures, including information on how other children live and their language.

4.1.3 Children thought One Globe Kids was engaging and enjoyable

Children were enthusiastic and engaged with the resource. The survey of 36 children revealed that 30 found the lessons very or extremely enjoyable, 28 would like to 'meet' more children on the One Globe Kids app or website, and 32 (nearly 90%) said they had learned a great deal.

Children also reflected on their own learning. When asked what aspect of the lessons they enjoyed most, children were most likely to say: learning about other children's daily lives, for example where people sleep or how they get to school; learning about difference; making new friends and learning about other people (commenting, for example, '[I liked] that we got to spend some time with them' and 'Meeting new people'); and counting in different languages.

Interviews were conducted with eight teachers who used the resource (two from each school). Interviews revealed that:

- Teachers felt that by using the One Globe Kids resource the children learned about life around the world in a more personal way because they could discuss specific details from the stories and relate them to their own lives. Unlike other global education lessons they've taught, which focused on city capitals and geography (although these are also valuable), teachers felt that the One Globe Kids resource gave pupils 'actual insight' and that 'they thought about life in other countries deeper than they would usually'.
- One teacher said that if the resource was used over a longer time she expected the impact would be greater.

All teachers reported that the resource led to spontaneous discussions in the classroom. Discussions covered subjects including cultural differences, differences in skin colour, and material and environmental differences as well as similarities.

Teachers thought the open discussion created an atmosphere in which diversity was collectively valued by the class, pupils and teachers.

4.2 Outcome 2: Increased awareness of how One Globe Kids resource can be used in schools

The interviews revealed clear findings regarding how the One Globe Kids resource can be used in schools and opportunities to improve its usability.

- Pupil discussion focused significantly on the differences between life in Britain and in the countries featured in One Globe Kids. It is recommended that the resource encourages more discussion of similarities as well as differences; for instance, by updating the storytelling to prompt more reflection of similarities.

Several teachers noted how the resource clearly supports the school curriculum. In Scotland it was pointed out that it could be used to deliver the Curriculum for Excellence, specifically the area of health and wellbeing, as well as English and geography. For example, it could help children to develop and demonstrate: 'listening and talking'; 'describing and sharing my experiences and how they make me feel'; 'writing in sentences'; 'I can use evidence to recreate a story of a place or individual of local historical interest'; and 'compare aspects of daily lives with my own'. In the schools in England, the One Globe Kids activities could be used to deliver a number of aspects of their education framework, including geography, English and languages. With this in mind, a curriculum alignment table could be provided to participating teachers so it is clear how the resource links to specific curriculum requirements.

4.2.1 Technology and accessibility

- Three out of the four schools used the One Globe Kids online platform, not the app, and reported that this worked well for their pupils. However, the resource could explore how to build more of the app's one-on-one friendship experience into the online platform, which was generally used in a class (as a large group).

Future research could seek out schools known to use iPads and those that don't to test if there is a difference between collective learning (as a group using the online platform) and individual learning using the resource on a handheld device.

4.3 Outcome 3: Increased understanding of appropriate evaluation methods

- Schools in the study had self-selected to take part in the project. This could affect findings, as those schools may already be very active in delivering a multicultural curriculum, and so are motivated to learn about new resources. In future evaluations, schools should be carefully selected to limit this potential bias. Also, more experimental studies could be conducted to understand the specific impact of certain features of the One Globe Kids resource before increasing the scale of its use in schools.
- Children's scores on the intended friendship behaviour and intended prosocial behaviour scales were very high in the control and the intervention condition; children were already extremely positive on all measures. This means that the baseline level is already very high, therefore it would be very difficult to further raise those scores in the intervention condition (known as a 'ceiling effect'). This may be why no impact was found on some of the measurements. Future research could use a more sensitive scale, with a bigger range (e.g. 1-7), so that smaller changes in attitude can be detected. However, scales of more than four or five points are difficult for young children to understand. Behavioural measures, such as actual (not intended) prosocial behaviours like sharing, should also be included.
- Children's scores were very high on all measures, as observed above. This suggests that in fact children in this age group are very positive about other cultures and enthusiastic about difference in general. There are three possible reasons for this. It could be a result of self-selection bias among the participating schools, an issue with the response scales used on the measures or a general trend across this age group. It is possible that, as children move into early adolescence and through their teenage years, their early enthusiasm for different cultures wanes. Research shows that children's prejudice peaks at around seven to eight years of age, declines slightly, and then levels out through adolescence (Raabe and Beelmann, 2011). One Globe Kids could have an important role in boosting openness to other cultures in early years, and helping young people resist prejudice as they move through life, but that remains to be tested, and would require longitudinal research.
- Reliability of measures: We found statistical reliability scores of just below 0.7 (0.7 or above is generally considered to be acceptable), and so our scores were encouraging (see Table 3).

- Teachers noted that more lessons, over a longer period of time, and incorporated into the curriculum, could have a deeper effect on children. This is an important point, as the One Globe Kids app may have a bigger impact when used more regularly over a longer period of time. This should be tested in future research.
- The mid-term aspect of the evaluation may have masked some short-term effects. Future research should include additional measures to be administered immediately following the last intervention session. Future research should also examine the long-term impact of the One Globe Kids app/website – for example, if children complete measures three months after the last session – to provide a more rigorous test of its lasting effects. However, this would only make sense if the intervention itself is more intensive and delivered regularly over a longer period, since one-off, short-term interventions are less likely to have a long-term effect.
- The structure of the study was flexible enough to accommodate the real-life field conditions of a primary school classroom (such as constraints on using computers, timing and pupil ages) while providing a relatively consistent experience for all participants. By combining pre- and post-intervention surveys with teacher and pupil interviews, the researchers gathered a wealth of quantitative and qualitative data that enabled a thorough review of the resource and an understanding of the field conditions in which it is used.

5 | Application of outcomes to other contexts

Based on this small-scale but rigorous evaluation the following general recommendations can be made for the development and evaluation of prejudice-reduction interventions.

5.1.1 Creating personal connections that cross group boundaries is an essential ingredient for successful intercultural competence and prejudice-reduction tools

The importance of nurturing successful relationships between members of different social groups (for example, race, ethnicity, religion) for tackling prejudice is well established (Pettigrew and Tropp, 2006; Turner *et al.*, 2007; Turner and Cameron, 2016; Binder *et al.*, 2009). This evaluation of the One Globe Kids resource demonstrates how education resources that provide a (virtual) personal connection with children from diverse cultures can also have a positive impact on some aspects of children's intercultural competence. More interactive education resources are needed that provide opportunities for children to develop personal connections with children who are different from them.

5.1.2 Emphasis on similarities is essential with a young age group

Education resources should focus on both cross-cultural difference and similarities, but an emphasis on similarities is essential, particularly among young children, whose attention will naturally be pulled to the differences they observe, especially if these differences are physically noticeable, such as skin colour (Bigler and Liben, 2007).

5.1.3 School-based interventions to tackle prejudice must be explicitly linked with existing curriculum objectives

They should also be incorporated in classroom curricula. This is essential to improve school engagement and uptake.

5.1.4 Mid-term evaluations of impact (as in the One Globe Kids evaluation) are vital

But these should be complemented with measures of immediate and long-term impact, and measures of behavioural outcomes (for example, initiation of cross-cultural interactions, prosocial behaviours such as sharing, and positive interactions). These are all important to capture the scale and breadth of the effect of these resources (Paluck and Green, 2009).

5.1.5 Programmes such as One Globe Kids, which aim to make children more receptive to, and curious about, other cultures and difference provide an excellent starting point for further interventions to challenge prejudice

They are also a starting point for maintaining positive attitudes, such as direct contact interventions where children experience interactions with other children from different backgrounds to themselves, but also through explicit anti-bias and social justice education curricula.

6 | Conclusion

Our aim is to ‘lift the floor’ on what works in tackling prejudice, discrimination and identity-based violence and harassment. We believe this project has showcased how rigorous evaluation can be used to develop and improve prejudice-reduction intervention tools.

The evaluation revealed that the One Globe Kids resource has a positive effect on children’s cultural openness and perception of similarity, but the resource did not affect all indicators of intercultural competence. The personal connections that the resource provided across group boundaries were a key driver of its success. The evaluation also highlighted areas for further development of the resource. More emphasis needs to be placed on the similarities, as well as differences, between the child participants and the children featured in the resource.

The findings and process of conducting this research allow us to make a number of conclusions and recommendations that apply to prejudice-reduction interventions more generally. Firstly, creating personal connections that cross group boundaries is essential for successful intercultural competence and prejudice-reduction tools. Secondly, cultural resources for young children need to emphasise both similarities and differences. Thirdly, to increase school engagement with prejudice-reduction resources, these should be explicitly linked to school curricula. Finally, intervention evaluations should include both short and long-term measures of impact on attitudes and behaviours.

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