

GLOBAL LEARNING NETWORK SOUTH WEST IMPACT REPORT 2010

Global Learning Network South West – GLEAN – is a growing membership network of teachers, local authority officers, ITE trainers and education professionals that share an interest in global learning.

GLEAN exists to support and inspire more and better quality global learning by

- Sharing global learning best-practice within the education sector
- Promoting the incorporation of the global dimension in whole-school policies, and
- Fostering new partnerships

To achieve these aims, we focus on strategic areas: ITE/ NQTs, Headteachers, Student Voice and Whole School Awards.

Part of the service GLEAN offers to schools has been funding for project activities that meet the aims of the network. To measure and understand the extent to which the work we fund is having an impact on schools, teachers and students we use an independent evaluator.

Impact is increasingly important to funders seeking value-for-money from their investments, and also to QCDA (Qualifications and Curriculum Development Agency), which is tasked with developing the curriculum and improving assessment.

GLEAN is currently funded by the Department for International Development (DFID). For more details visit our website – www.glean.org.uk

Ben Hartshorn
GLEAN Regional Co-ordinator

300 members
have joined
GLEAN since
the launch in
June 2009



GLEAN

DFID Department for International Development

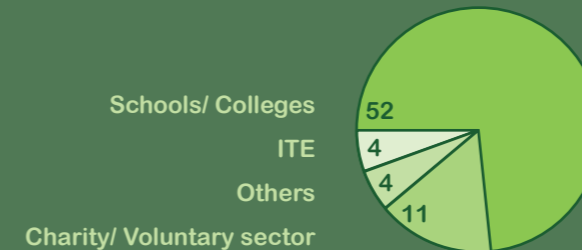
leading the British Government's fight against world poverty

WHY ASSESS IMPACT?

We assess impact to

- Measure and understand the difference our work makes
- Inform our strategic development
- Show funders we provide good value for money

GLEAN's impact assessment survey was produced by consultant Melita Armitage (www.melitaarmitage.com). This was sent to a total of 274 participants in four projects GLEAN had recently funded and the information here is taken from the 71 responses received (a 26% return rate).



“Made us really aware of how much electricity we use, my class took it on as a topic and tried to influence the whole school”

impact on teaching

Of 52 who responded, all but 2 identified the GLEAN project as having an **impact on their teaching practice**.

- 10 Changed how I teach my subject
- 16 Developed a collaborative curriculum project
- 20 Developed an activity week or event
- 4 Developed an out-of-hours activity
- 10 Lead an assembly/ school trip
- 7 Other impact
- 2 No impact

“Re-fuelled my passion for global education”

impact on capacity

Two-thirds of participants had **sought to develop their understanding of global issues** since taking part, including online research, contacting training bodies and developing school links. Some had purchased new resources.

220 trainee teachers and 80 ITE staff have participated in GLEAN-led training

impact on policy

Two-thirds of respondents in a management position in their school or college said the GLEAN-funded project had **provided an impetus to draw resources into global learning**. And around half said the project had **increased the status of global learning in their institution**.

Four out of 10 school managers had **written a new policy** or updated an existing one since participating in the GLEAN project.

178 students have completed *Inspector Green*. Their families drove a total of 2,928,000 miles in their cars last year



impact on learning

Participants were asked to rate the impact the GLEAN-funded project had on their understanding of global issues, on a scale of 1 (no change) to 6 (large increase) - **60% rated the increase as 4+**.

Respondents were also asked to indicate if the understanding of their students in relation to global issues had changed as a result of the GLEAN project - **65% rated the increase as 4+**.



268 young people have completed our *Your World, Your Say* survey

They know most about racism, least about finding cures for diseases and care most about human rights

impact on school community

The vast majority of participants **took their learning back to their schools and colleges** where they shared it with Senior Management Teams, other teachers and staff working groups.

- 15 Senior Management Team
- 5 Heads of Department
- 11 Staff working group
- 9 Pupil working group/ School Council
- 18 Teachers/ TAs/ HLTAs
- 8 Other

Half of respondents report **GLEAN projects contributing to their school's work towards an award** (eg ISA) and two schools reported the unintended outcome of the project directly contributing to a funding application for global learning work.

All but 3 respondents said they would be interested in participating in future GLEAN projects.



“Found it very inspirational - galvanised me into action, developing scheme of work that children enjoyed”

CONCLUSION

GLEAN projects have had an **impact beyond the individuals that took part**. The findings show that people not only applied their learning (in developing activities, establishing curriculum projects and adding value to awards), but also shared it with co-workers.

Within school and college contexts there is **evidence that learning has impacted on policy**.

Through the hosting of events that enabled networking, participants reported **renewed enthusiasm for global education**.



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7200 copies of the *Global Education Directory* have been distributed to schools, teachers and ITE trainees