

External Evaluation of
North West Global Education Network

LENS Programme

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Abstract

An evaluation of the LENS Programme which was developed by NWGEN to ‘embed the global dimension in schools through a process of shared peer learning and activities by forming clusters of local school networks’¹ was undertaken. It was based on secondary analyses of existing information, an interview and a participatory evaluation method called Most Significant Change (MSC). Accounts from the school stories, the LENS Co-ordinators and the NWGEN Co-ordinator have shown how cluster working can contribute to an increased awareness of the global dimension in schools and the embodiment of global learning in the curriculum.

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1. Background

North West Global Education Network (NWGEN) is one of eleven regional programmes funded by the Department of International Development (DFID) through its Enabling Effective Support (EES) Programme. NWGEN works across the northwest of England in Cumbria, Lancashire, Greater Manchester, Merseyside and Cheshire. The region is supported by six Development Education Centres namely Manchester Development Education Project (DEP), Liverpool World Centre (LWC), Cumbria Development Education Centre, Cheshire Development Education Centre, Global Link Development Education Centre and Lancashire Global Education Centre (LGEC).

NWGEN employs a Co-ordinator who is supported by a Management Group comprising of individuals from the regional Development Education Centre (DEC) network, a local authority, teachers/tutors and a Southern education provider. In 2007, NWGEN presented a five year plan to DFID to support the development of an added value global learning programme centred on the creation of a number of Local Learning Networks of Schools (LENS) across the region. DFID supported the plan which aimed to *'embed the global dimension in schools across the region through a process of shared peer learning and activities by forming clusters of local school networks'*².

Working in clusters with focused and good quality collaboration between schools had previously been recognised as an effective way to improve the delivery of services and standards of education³. By working in this way, NWGEN also wanted to demonstrate how a little input could lead to a greater output. Following DFID approval, each Development Education Centre was contracted to deliver the cluster work with schools in their sub-region and appointed a LENS Co-ordinator to implement the project.

2. Identifying the Need for Evaluation

In 2009, PricewaterhouseCoopers were commissioned by DFID to independently review a number of their initiatives including the EES programme. A key finding from this review was that *'Critically, there was a lack of information about the reach of initiatives and end user feedback either as part of EES annual or five year funding plans. Information about reach and impact in relation to clear outcome-based objectives is essential'*⁴. Following this review DFID decided to phase out funding for regional programmes from 31st August 2010. NWGEN Management Group then decided to commission an independent external evaluator to assist them in evaluating the main objective of the LENS programme as outlined above and tendered for the work. Dr Davina Clarke and Ms Sandy Carter were appointed in April 2010 to carry out the evaluation process. (A short biography of the external evaluators can be found in Appendix F).

3. The Purpose of the Evaluation

The purpose of the evaluation was to produce a report which would:

- a. determine the effectiveness of the Local Learning Networks of Schools (LENS) rolling programme to embed and support global learning in schools; and
- b. make recommendations for future approaches to development education work in the North West.

4. The Chosen Methodology

The methodology selected was predicated on the belief '*that evaluation ought to be useful*'⁵ as '*utilization-focused evaluation helps decision makers and intended users stand outside the programme and look at what is happening*'⁶.

The role we opted to undertake was to facilitate '*judgement and decision making by intended users rather than acting as a distant, independent judge*'⁷ thereby adopting an appreciative stance. We aimed to represent the dimensions of a diverse, flexible programme and illuminate the issues that emerged from its implementation.

We proposed a pragmatic evaluation methodology that '*aims to penetrate beneath the observable outputs and inputs of a programme*'⁸ and in doing so we combined multi-methods, which included secondary analyses of information already available from existing resources; an interview; and a participatory evaluation method called Most Significant Change (MSC)⁹.

The information available consisted of:

- Five annual reports from the sub-regional Development Education Centres operating at that time
- Twenty seven termly reports produced between August 2008 and April 2010 from the sub-regional Development Education Centres operating at that time (see Appendix A)

Analysis was conducted by each evaluator independently reading the reports and identifying the emergent themes/issues. As there were only six co-ordinators reporting, quantifying the occurrences of these issues was not thought to be significant. It was considered more useful to illuminate the richness and complexity of the programme.

In order to introduce more directly the voice of the key stakeholders of this programme, the schools, and illuminate the purposes and values of other key stakeholders such as the LENS Co-ordinators, the Most Significant Change (MSC) evaluation process was used.

Essentially, this process involves the collection of significant change stories emanating from the field level (in this case the teachers, pupils and external partner organisations as appropriate), and the systematic selection of the most significant of these stories by panels of

designated stakeholders (in this case the LENS Co-ordinators, and the NWGEN Management Group).

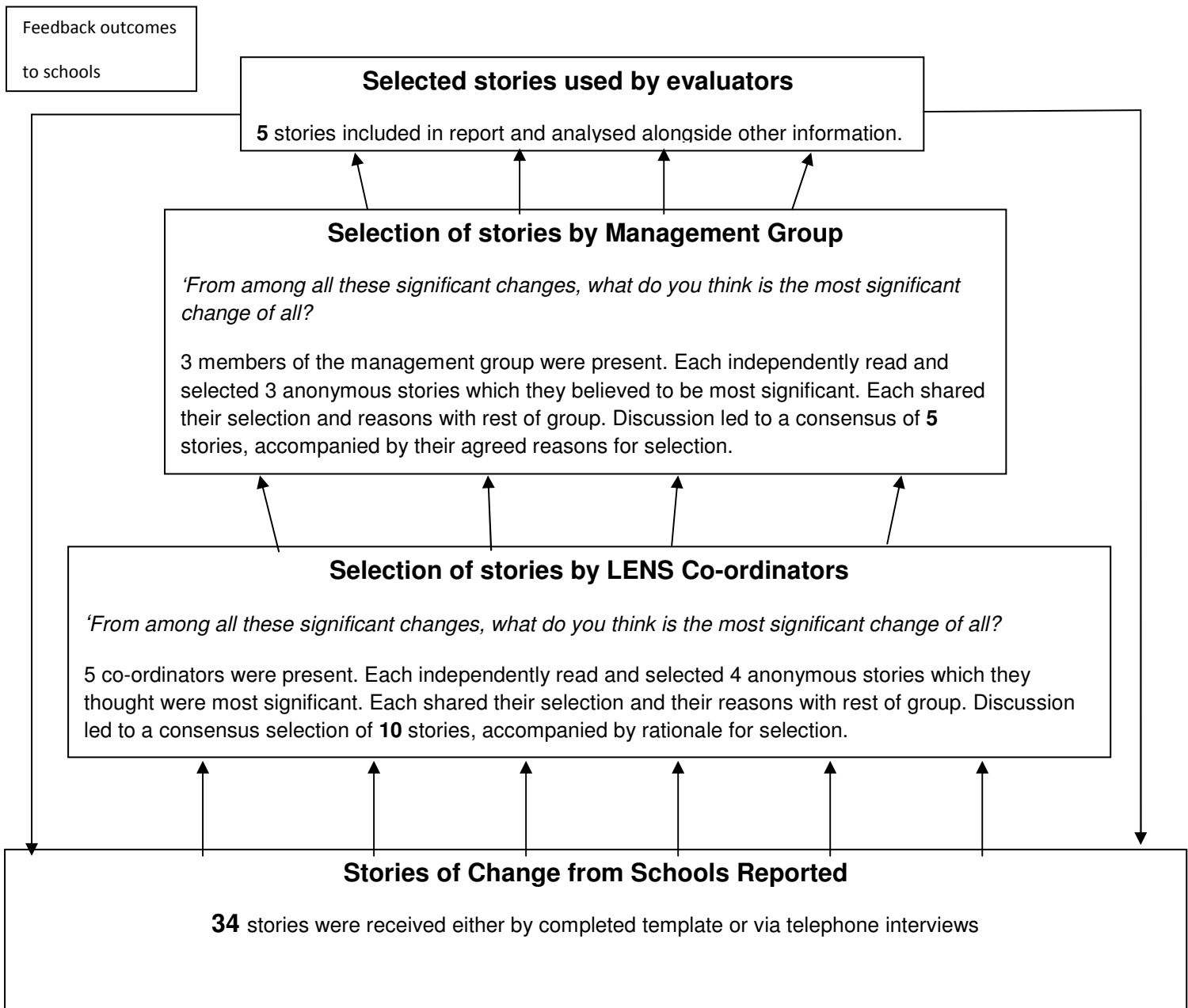
When implemented successfully, teams of people begin to focus their attention on the programme impact (in this case the LENS programme). The identification of what has made most impact is then used to inform the recommendations for future approaches to development education.

The benefits of using the MSC evaluation process is that the approach is:

- utilitarian – focuses on what really worked, the outcomes and impact
- open - so can illuminate otherwise hidden /unanticipated elements
- participatory- all stakeholders in the process are involved and the voice of those for whom the programme is intended is heard, in their own words
- all embracing – reflecting the ethos of development education work

The judgements about what has been most significant about the programme are made by the participants in this whole system, not by the evaluators who are purely facilitators. A diagram describing the MSC approach is presented on the next page.

The MSC Evaluation Process



In total, sixty eight schools were sent a briefing page plus the MSC template (see Appendix C) via email, addressed to the known co-ordinator in the school. The list of schools involved in the project was supplied by the LENS Co-ordinators. Follow-up was conducted by further email and telephone call. Thirty four stories were obtained via telephone calls and responses written down by the evaluators.

5. The Outcomes

5a. Issues arising from the LENS Co-ordinators' Reports

- **Working in Clusters**

It was evident at the start that the LENS Co-ordinators had adopted a variety of tactics to identify and work with a cluster of schools to help embed the Global Dimension in the curriculum. Some such as Liverpool World Centre and Global Link had approached existing clusters and found this to be an easier route as the clusters were already established and the schools were used to working together, although not necessarily around the Global Dimension. Others such as DEP and Cumbria DEC had chosen to bring schools together to specifically focus on the Global Dimension. In some cases this was found to be more problematic as some schools in the cluster did not feel they had a common interest and therefore did not 'own' the programme. DEP suggests this was because *'the cluster was set up to meet LENS targets rather than motivated internally by the schools'*¹⁰. As a result, these clusters tended to break down with a feeling that the cluster meetings were no longer beneficial. However, in Cumbria, the DEC found that where schools had found common ground, they were very creative, sharing ideas and developing projects together in a sustainable way.

The diverse nature of the clusters was found to be a key factor as *'in essence, no two clusters can be or will be the same'*¹¹. Consequently the LENS Co-ordinators felt their role had to be flexible enough to adapt to different needs. In some cases, this meant providing individual inputs to schools; *'being more prescriptive in what is offered'*¹² in the programme; and taking on a more supportive role when recognising *'that some schools did not want to follow the LENS agenda per se'*¹³.

One important issue raised by all the LENS Co-ordinators was the need to recognise the influencing factors/issues for schools which affected their participation in the programme. These included imminent Ofsted inspections, changes in school priorities, changes in school leadership, extent of Senior Management Team involvement and impact and staff changes. This had a most significant impact in Cheshire where the creation of the two unitary authorities (Chester split into Cheshire West and Cheshire East) led to some schools being suspicious of each other's motives and reluctant to share ideas and work together.

Evidence of joint working, learning and sharing about the Global Dimension amongst the local school clusters was observed in the reports. For example, the Dalton Cluster and the Formby Cluster developed their own transition projects, the Blackpool Cluster increased their individual awareness of school linking and the Blackburn Cluster debated how the global dimension complemented their work on community cohesion. The role of the LENS Co-ordinators in providing information and resources to schools was considered invaluable in supporting these activities.

For several LENS Co-ordinators, communication with some schools in their clusters proved difficult and time consuming. Cluster meetings were cancelled and attendance at some

meetings was low. It could be argued that since the key contacts in the schools were mainly teachers with responsibility for the global dimension/internationalism/citizenship, they did not have the authority within school to insist that they attend the meetings. There were also cases where the programme was reliant on one person in the school attempting to drive the global agenda. In clusters, where members of the senior management team had bought into the programme and played an active role, attendance at Cluster meetings was high and the impact more fruitful. For example, the Hilbre Cluster was led by an Assistant Head Teacher with responsibility for the secondary school's specialism; Humanities (and Internationalism). Since he was allocated specific time and resources to progress the global agenda in his school, he facilitated the work of the cluster and as a result the three primary school feeders regularly contributed to the sessions.

Communication was also observed to be a problem within schools particularly in situations where the head teacher was keen to be involved and the teachers less so. For example, one head teacher in the WRIST Cluster signed up to be involved in the cluster and appointed a teacher to attend the meetings, who after finding out more, discussed the programme with the rest of the staff and decided not to be involved. When such situations occurred they were exasperating for the LENS Co-ordinators who had put a lot of time and effort in to encourage the schools to get involved. Global Link proposes that *'there is a need to try to achieve our agenda by supporting them (the schools) in achieving the very demanding agendas set by Government'*¹⁴ as the more the schools see the value and benefits of being involved in the cluster, the more they will attend and contribute.

- **Sphere of Activity**

Because of their diversity, a range of approaches were used by the LENS Co-ordinators to support their school clusters. These included offering CPD training for teachers around global topics and themes that they were interested in such as school linking and organising themed weeks; linking the global agenda to specific school agendas such as Sustainable Schools and achieving their local authority's and/or the British Council's International School Awards; encouraging partnerships between the schools and other community/education providers; meeting multiple agendas through the development of a single scheme of cross curricula work; and facilitating the development of transition projects and resources between secondary schools and their primary feeders. In some cases, the LENS Co-ordinator was also required to build the lead teacher's confidence in global issues and raise global awareness and knowledge amongst the staff and pupils, in others to help the schools assess their baseline in terms of global learning and identify where the Global Dimension fits into the curriculum. Therefore the need for the LENS Co-ordinators to be creative and adopt a flexible approach to working with their school clusters was paramount as the programme did not lend itself to 'one size fits all!'

- **Management Issues**

From the reports, it was clear that there were times when the LENS Co-ordinators' expectations of the programme were not realised. This led to frustration and in some cases to

even questioning the purpose of the programme itself. This lack of clarity hindered the development of the programme in some respect and was not helped by the fact that there did not appear to be a shared vision amongst the Co-ordinators about what the programme entailed.

- **Peer-learning**

The programme's intention was to demonstrate a model for peer learning among schools. The opportunities to create a peer-learning model through the whole programme were missed as it was evident from some of the reports that the LENS Co-ordinators on occasions did not feel they had sufficient opportunity to share their learning with each other. As a result, they were forced to develop their own methods, for example, due to a lack of a '*simple and agreed system for capturing the necessary evidence to show impact on teachers and whole school*'¹⁵ and '*an absence of standardisation*'¹⁶. It could therefore be argued that the programme did not provide whole system value.

- **Time-frame**

The original proposal for a five year programme was widely supported by the LENS Co-ordinators as it acknowledged the time it takes to engage schools in clusters, to develop staff confidence, to identify ways to globalise the curriculum, and to encourage schools to share in a meaningful way. As Cheshire DEC states '*building relationships with schools takes time and is very labour intensive*'¹⁷. However with the programme terminated after two and a half years, the LENS Co-ordinators felt that the programme had only just started in some school clusters so embedding global learning in these schools was not realistic.

- **Evaluation**

There was an attempt to use base-line audits from the beginning in order to monitor the progress of the programme, but there was difficulty in agreeing a school-friendly format. A Whole School Self-Evaluation tool (adapted by LWC from www.oxfam.org.uk and www.yhgsa.org.uk with input from Cumbria DEC and further developed by the NWGEN Co-ordinator) was eventually developed and introduced 18 months into the programme, which was found useful by a number of schools and LENS Co-ordinators. Termly reports for each cluster were produced by the LENS Co-ordinators and presented to the NWGEN Co-ordinator to feed into the annual DFID reports. This information provided a useful window in how each DEC developed the LENS programme in their area. However it is not clear how these were used to inform stakeholders or improve the ongoing delivery of the programme. In 2009 the LENS Co-ordinators also wrote an annual report about their work with clusters based on the DFID EES evaluation framework. The three lead questions were: *How well have you achieved your aims i.e. what have been the outcomes/results (and possibly impact) and were they as you had planned; how have you organised your work – and what did you do; and what will you change about your programme as a result of learning from the past year?*

5b. Arising from the MSC Evaluation Process

5b (i) Contributions from the LENS Co-ordinators

During the selection meeting (as illustrated on Page 6), the LENS Co-ordinators identified a set of criteria that they had individually used to make their selection of stories for the next stage in the evaluation process. These criteria were based on their overall understanding of global learning and the LENS programme in particular. For them, the most significant stories had to show evidence of:

- *‘support for the lead teachers, an increase in self confidence and the belief that they can follow through what they are interested in and share their new found confidence with others’*
- *‘how the cluster is a support and sharing group and effective at finding ways of spreading ideas to others’*
- *‘engaging as many people as possible in the Global Dimension and embedding it in many ways via curriculum and other agendas’*
- *‘a change in teachers, and impact on pupils and the whole school’*
- *‘sustainability beyond the programme’s life time’*
- *‘an awareness and commitment to the Global Dimension’*
- *‘getting over the wide-ranging profundity of Global Education – increasing awareness, developing critical skills, challenging and changing attitudes’*
- *‘a professional sharing of good practice’*

Some of the LENS Co-ordinators found the selection process challenging commenting that *‘It’s hard - trying to explain your choice’*. Others thought that the different ways the schools had responded to the question illustrated that *‘no one answer was no less valuable than the other’* and that this to some extent highlighted the flexibility and responsiveness of the programme. However a suggestion was made that since *‘the initial aims of the programme were uncertain at the start, this led to schools interpreting the remit of the programme very differently’*. Also since schools in the Clusters were *‘at different starting places and had varying degrees of senior management buy-in’*, it was not surprising schools saw their involvement with the Cluster in their own context.

For some of the LENS Co-ordinators, encouraging schools to work in a cluster was paramount whilst for others it was embedding the Global Dimension in the curriculum that was the main focus of activity with the effectiveness of the cluster being of secondary importance. For the former, the *‘longitude of the programme was the value to making the cluster work’*. On the whole, it was considered that *‘the cluster idea was a great one but it had the rug pulled under it too soon’*.

At the end of their selection meeting, the LENS Co-ordinators found the process productive stating it *‘would have been useful to do this at the start’* as it created a positive and collegiate environment which could have been used to share and focus their ideas and approaches during the programme. The methodology was thought to be very much in line with the Global Learning approach, a qualitative method that shows the rich stories and impact, rather than a quantitative method that measures breadth.

NB Individual comments expressed by the LENS Co-ordinators are in italics

5b (ii) The Five Selected Most Significant Change Stories

Following the question ‘*Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?*’ the following five stories illustrating the Most Significant Changes in the whole system were selected. The reasons underpinning the Management Group’s choice are also provided for each of the five stories:

Story 31: We have incorporated it much more into our long term planning across the whole school. We use this as a starting point and find it very easy to incorporate a skills based and cross curricular approach to our teaching and learning. We have felt that we have been thoroughly supported by the staff at the DEC who have been able to give us ideas and examples of projects which the staff have then been able to run with. We haven’t felt at all that there has been a rigid approach to our topic – quite the opposite we have been able to shape the curriculum to meet the needs of our school – personalising it to our own children. E.g. This year we have looked at the Rights and Responsibilities of the Child and this led us to focus our work over the year into 3 broad themes – Water, Food, Play. Through this we wanted the children to compare and contrast their experiences with those of children in other countries and we chose places that roughly fit on the same line of longitude as ourselves. Each class in KS2 focussed on a different country- France, Spain and Ghana and this has allowed us to celebrate the cultures of some of our own children – we have Spanish children in one class and a child with a French grand mother etc. This has opened up so many other opportunities – each classroom has art work to share, we are having themed menus in school this term, Y6 organised Fair Trade fortnight events in support of Ghanaian farmers etc. ...Involvement in the project has given us the evidence that Global Learning is embedded in our curriculum. It has always been there but now is better integrated and focussed. Support from staff at the DEC has also helped to enthuse and direct our school. As well as this a simple learning walk gave us extra validation that global citizenship, pupil voice and equality are an integral part of our school, great comfort prior to an Ofsted inspection.

The Management Group selected this story based on the fact that it demonstrated a whole school approach to global learning. The benefits of the school being involved in the LENS programme led to a real cross curricular educational experience for everyone which evolved and unfolded over time. The flexibility of the school’s global learning programme was clearly evident as was its belief in the expression of pupil voice.

Story 33: *Probably the awareness that when planning you think of the Global Dimension in everything rather than just putting Global Dimension in separate areas*

Although a relatively short story, the Management Group liked its simplicity and clarity as it depicted the essence of what Global Learning is all about i.e. the eight key concepts of the Global Dimension underpin everything.

Story 14: *The realisation of where our kids are in terms of attitudes*

We used the RISC 'how do you know it is working' resources and the results were illuminating

This is now informing a big part of our curriculum development in school

The Management Group considered it rare to find pupil attitudes challenged right from the start in schools and therefore were delighted to see that in this story, the pupils pre existing stereotypes and attitudes had been challenged using a set of resources developed for this purpose. Not content with just doing this exercise, the Management Group applauded the fact the school were using this information to inform their curriculum development.

Story 22: *Incorporating Global Issues in the Curriculum – in literacy, numeracy and topic areas*

Developing the transition project with schools in the cluster

Finding a school partner abroad – would not have happened without the help of the cluster

In this story, the Management Group could see evidence of the school demonstrating that global learning was not an extra-curricular activity but could be embedded within core curriculum and topic areas. The work with other schools in the cluster to develop a transition project also suggested that the school was keen to encourage sustainability around global education.

Story 30: *We have produced a revised KS3 Scheme Of Work for our PSHE programme which now includes Global Dimension lessons for years 7, 8 and 9. Next year we will be revising our KS4 Scheme Of Work and will be embedding the Global Dimension into it. Additionally, we have produced Magnet Day activities for the Global Dimension, including a World Cup based activity day for year 8 and a year 7 'Global Food' day. I have, as recently as yesterday, trained colleagues from other departments on INSET days in order to promote the embedding of the Global Dimension in their planning.*

The aspect of this story that was most significant for the Management Group was the reference to staff training across departments by staff from within the school. It clearly showed the potential for the Global Dimension to be embedded in many subject areas. The Management Group also remarked on the fact the school had developed their own framework to help embed the Global Dimension in the curriculum by delivering staff training, revising schemes of work and hosting special themed days to maintain pupil/staff focus and interest. The story therefore demonstrated a whole school approach to embedding the global dimension within the curriculum.

NB. The original thirty four stories collected from schools can be found in Appendix H.

5b (iii) Comments on the MSC Evaluation Process

The final stage in the MSC evaluation process is to feedback to the schools the outcome of the process as described above, hence ensuring the process is open throughout the system.

Because this evaluation method was introduced at the end of the programme there was little opportunity to do a proper briefing with the schools about the method. This could have been done by the LENS Co-ordinators during the delivery of the programme and would probably have resulted in fuller stories and enabled other members of the school community to contribute to the writing of the stories e.g. pupils, governors, and parents. It is a stretch to describe the one or two line statements as 'stories', but interestingly the brevity of some still managed to convey the impact of their LENS experience. This method could also be used in a more formative way i.e. used part way through the programme to illuminate ways in which the programme could be developed, rather than purely summatively at the end of the programme.

This evaluation process would appear to offer an informative whole-system process that does not require large inputs of resources such as participant time and external analysis.

5c. Arising from Interview with NWGEN Co-ordinator

A questioning framework was used during an interview with the current NWGEN Co-ordinator (in post since February 2009, 11 months after the LENS project work began) to ascertain her story about the programme (see Appendix D).

Picking up on the Most Significant Change theme, the Co-ordinator was asked to identify what to her were the most significant outcomes from how the LENS programme was developed and delivered in each sub-region:

- Cheshire - The Development Education Centre changed the way they offered the programme to schools and developed a menu of options that allowed schools to choose the activities that appealed most to them. This proved to be more attractive to schools.

- Lancashire - Global Link offered a series of Continuous Professional Development sessions to an already existing cluster. These sessions were linked together and were shaped by the needs of the schools in the Cluster.
- Lancashire - Through the involvement of LGEC with the Blackburn Cluster, a key phenomenal teacher has emerged who is leading the programme in the Borough under the community cohesion agenda.
- Greater Manchester - The work DEP has initiated with the Bolton Cluster has led to the involvement of a key Local Authority member who has become more active in the Cluster and could potentially increase the programme's sustainability in Bolton.
- Cumbria - The links the Development Education Centre has made with a multicultural liaison Group has taken Global Learning beyond the schools and into the wider community.
- Merseyside - Liverpool World Centre's work with the Hilbre Cluster produced a DVD on Diversity which was made by pupils and distributed to their link schools in South Africa and to other schools across Wirral. The schools in this Cluster had a clear shared agenda and by working together produced something tangible.

Questioned about her role, the NWGEN Co-ordinator felt that throughout she had to take more of a managerial stance since no firm foundation was laid e.g. from a generally applied base-line assessment, the LENS Co-ordinators were seeking clarification about the programme and DFID's linear cause-effect mind-set did not lend itself to the development of such a dynamic and diverse programme. Her preferred facilitatory, participative role would have been appropriate in a system that operated more like a peer-learning network.

In order to encompass the diversity of contexts and needs of the extensive range of schools, she felt that *'networking is not enough on its own. Schools need some hand-holding and teachers, although they have the ability, need time and space away to think about how to really embed the global dimension'*. In hindsight she considered, with a programme purpose of creating self-sustaining peer-learning groups, it might have been wiser to reduce the number of clusters and develop a small menu of options to offer schools which reflected their motivations since *'if you want people to buy into something, you have to give them something they want'*.

NB comments expressed by the NWGEN Co-ordinator are in italics

6. Conclusions

To conclude, the LENS Programme has to some extent been effective in helping to embed global learning in schools with good examples highlighted across the region of ideas germinated, projects developed and good practice shared. Due to the long lead in time required to engage schools, there will, however, be some schools that will not realise the full potential from their involvement in the Cluster before the programme prematurely ends in August. Where there was a pre-existing cluster (or a new cluster), sharing the vision and working towards a single focused agenda supported by a member of the senior management

team, minimal input was required to stimulate peer-learning. However it is fair to say that the open-endedness of the programme was its strength and its weakness as whilst allowing for flexibility and increased opportunities for professional development, it also led to a loss of focus and missed opportunities for peer-learning.

7. Recommendations

The following suggestions are proposed with regard to future approaches to global education work in the region:

7a. Engaging Schools

Prior to creating a school cluster to consider ways of embedding global learning, more work is required on identifying the hooks and drivers that will lead to increased school engagement. Such drivers, which have been expressed in the schools' stories, are:

- increasing awareness and confidence amongst the whole school community of global issues;
- helping to develop partnerships and links with schools in the UK and the South;
- providing a vehicle that encourages schools to do things differently;
- offering opportunities for schools to evaluate what they are doing already and use this information to inform the development of the Global Dimension in the curriculum;
- creating the space for schools to share ideas and best practice and learn from each other;
- promoting community cohesion and meeting other school and Government agendas; and
- encouraging schools to develop new activities together.

Other hooks include offering a series of CPD training and/or prescriptive menu of options to schools which can either be topic based or subject based. Furthermore, by highlighting the most significant changes that have occurred in the LENS schools as a result of global learning should also help stimulate interest and motivation in schools and in particular obtain buy-in from the Senior Management Team. Evidence from the stories show that global learning has created a real cross curriculum educational experience, provided opportunities for the expression of pupil voice and led to an increase in staff training and development.

Although it is important to recognise the shifting pressures and priorities experienced by schools and the long lead-in time for projects to develop, there is a need to continue to identify other routes of possible engagement such as the expansion of the academy programme and the relative importance schools place on obtaining awards.

7b. Sharing the Vision

In future peer learning programmes, it is imperative that all parties involved share the vision and sign up to the concept as part of the initial phase of the programme. For example, at the start of the LENS programme, the LENS Co-ordinators interpretation of global learning and 'embedding the global dimension' were not expressed leading to some confusion of role and purpose, particularly initially. If the vision had been clarified and shared in the beginning, some of this confusion and frustration might have been avoided.

7c. Improving the Process

To assist with the smooth running of the programme, it is recommended that those who will be directly involved in its delivery should be involved in the preparation of its funding proposal. This will ensure that any perceived problems with outcomes can be identified and rectified before the project or programme commences.

When working with school clusters, it is advisable to support a pre-existing cluster which has a single group objective as setting up new clusters can be challenging and entails much time and effort. If new clusters do have to be set up, it is best that all schools have a common long-term aim or agenda they can work together on, otherwise the cluster is likely to fold.

It is recommended that the evaluation process be used in a more formative way built in from the beginning with reviews part way to illuminate ways in which it could be developed, rather than purely summatively at the end. Lessons learnt can then easily be incorporated into the project or programme delivery. This will ensure the development of a whole system peer learning approach with everyone learning as the project or programme progresses.

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APPENDICES

A. Table of Reports Received

A.1 LENS Co-ordinators Reports


Date/ Period	Term	Report date	Cheshire	Cumbria	Global Link	Lancashire	Greater Manchester	Merseyside
2008-9	summer	Jul/Aug08	Y	Y (a&b)	-*	Y (a&b)	Y (a&b)	Y
	autumn	Dec08/Jan09		Y (a&b+1supp)	-*	Y	Y (a&b)	Y
	spring	Mar/Apr09	Y	Y(a&b+2supp)	-*	Y(+1supp)	Y (a+b)	Y(a&b&c+1supp)
2009-10	summer	Jul/Aug09	Y	Y (a&b+4supp)	email	Y	Y	Y
	ANNUAL	Jul/Aug09	Y	Y	-*	Y	Y	Y
	autumn	Dec09/Jan10	Y	Y(a&b+2supp)		Y	Y	**
	spring	Mar/Apr10	Y	3 supp		Y		Y

KEY

-* no report available (Global Link began Spring 09)

** no report available (LENS Co-ordinator post vacant from August - October 09)

supp supplementary information provided

 report not filed/missing

A.2 NWGEN Co-ordinators Reports

A.2.1 NWGEN 2007-2008 EES Evaluation – Eddy Richards Sept. 2008

A.2.2 Evaluation 1st August 2008 – 31st July 2009 – Sarah Whitman 2009

C. MSC School Briefing Template

Thank you for agreeing to contribute to the External Evaluation of the LENS programme for North West Global Education Network

The purposes of the evaluation are:

- a. To determine the effectiveness of the Local Learning Networks of Schools (LENS) rolling programme to embed and support global learning in schools; and
- b. To make recommendations for future approaches to development education work in the North West. (Tender document March 2010)

In addition to reading the individual LENS co-ordinator reports, we would like to hear more directly the voices of the participating schools and their partners about their experiences of working in clusters to advance learning about the global dimension.

We are using the *Most Significant Change Method* which we believe offers an approach that is:

***utilitarian** – focuses on what really worked, the outcomes and impact;

***open** - so can illuminate otherwise hidden /unanticipated elements;

***participatory** - all stakeholders in the process are involved and the voice of those for whom the programme is intended is heard, in their own words; and

***all embracing** – reflecting the ethos of development education work.

Essentially, the process involves the collection of significant change stories emanating from teachers, pupils and external partner organisations as appropriate, elicited by the question below. This is a description from your point of view, as key participants of the programme, of what you believe has been most important to you about this programme, and why.

To include the other stakeholders in this programme, the LENS Co-ordinators and the NWGEN Management Group, will read your stories and then select from these what they think are the most significant changes described. They will need to explain why they think so. The outcomes of this selection process will be fed back to you so that everyone's views and judgements are shared and accounted for.

The selected stories will appear in the report to illuminate what the whole system involved in this programme thinks has been most important and has most impact. This will then be used to inform the recommendations for future approaches to development education.

‘Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?’

‘In what way was this so significant?’

Name of storyteller

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Name of school

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Date of recording

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How did you first become involved with the LENS global learning cluster and what is your current involvement (if any)?

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‘Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?’

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‘In what way was this so significant?’

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D. Questioning Framework

A questioning framework was devised to capture the NWGEN Co-ordinator's story:

- What do you see as the purpose of LENS?
- What is important to you about LENS?
- What were your expectations at the beginning of your involvement with LENS?
- How did you see your role?
- Looking back, what are your reflections on this role?
- What do you see as its successes?
- What were your challenges?
- What have you learnt from this experience that you can take to another such opportunity?

E. Evaluation Timeline April – July 2010

April: Tender accepted. Study of termly and annual reports from LENS Co-ordinators
Briefing meeting with NWGEN Management Group

May: Briefing meeting with LENS Co-ordinators. School contact details received from LENS Co-ordinators and briefing with MSC template sent to schools

June: Follow up with schools for responses. Meeting with LENS co-ordinators for MSC story selection. NWGEN Co-ordinator interview

July: Meeting with NWGEN Management Group for MSC story selection. Preparation of summary for DfID. Completion of final evaluation report. Feedback sent to schools

F. Biography of External Evaluators

Dr Davina Clarke has twenty six years experience in education, during which time she was active in teaching, assessing, curriculum development, curriculum innovation, quality assurance, peer review panels, external examining, and research supervision. Davina developed expertise in a qualitative research methodology that was practice-based, developmental, and interpretative. Currently she has a part-time lecturing contract in Education Studies at Bolton University. As an independent advisor she has been responsible for the design, facilitation, evaluation and presentation of sixteen professional/service/organisational development projects. She has recently been a learning advisor on a project for the Sustainable Consumption Institute at Manchester University.

Sandy Carter's career in the community education field has spanned nearly 30 years. Throughout this time, she has planned and developed innovative ways to evaluate projects that appeal to a wide range of audiences. By using 'non traditional' evaluation methods,

Sandy ensured that people, who might not otherwise be involved, participated in the whole project evaluation process. Whilst working as a Global Education Worker at Liverpool World Centre, the DEC for Merseyside, Sandy conducted a team exercise to identify the most effective ways the organisation could evaluate itself and its projects. Following this exercise, the techniques that were highlighted for implementation included participatory methodologies and traditional interview and focus group methods. Sandy developed a series of base line evaluation audits on the Global Dimension for teachers and primary school and secondary school pupils involved in the NWGEN's EES programme. Although base line audits had been developed previously for adults by organisations such as TIDE and OXFAM, very few had been produced for young people. These audits were later shared with the LENS Co-ordinators through NWGEN.

G. MSC Selection Participants

LENS Co-ordinators from the sub-regional Development Education Centres

NWGEN Management Group

Acknowledgements also go to all the schools who gave their stories for the evaluation process.

H. The MSC Stories

Below are the 34 responses we have had from schools in response to our invitation to comment on their Most Significant Change.

1) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

It made me think that children in our school are not really aware of the world around them – they are just in their Bubble!

Therefore it's our job as teachers to install this in our children – make them aware of global issues – it's our responsibility

As a result of the Cluster involvement, we are now considering linking up with a school in another country

2) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

We now do things differently in school

Making school links was a priority for us - we are now planning to link one of our classes with a school abroad via the British Council (helped by the DEC)

It was good to evaluate what we are doing in school in terms of challenging stereotypes etc Cluster meetings were excellent

3) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

The greatest impact in terms of the children has been working with the students from the high school. The students visited us and this was really powerful and exciting for the children and the learning was super!

We haven't really been able to embed the Global Dimension as we have too many projects on the go

We need to keep on forcing the issue in school and get the Senior Leadership Team on Board.

4) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Seeing younger staff develop and flourish in school when they have taken an active role in the Global Dimension

5) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Sharing ideas and planning together

Having something concrete to take back to the classroom and implement

6) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Sharing ideas and good practice

Having somebody able to come into school and help us incorporate the Global Dimension more effectively into our humanities curriculum – this was a vehicle of change and we have trialled the units this year

7) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Staff awareness of its many aspects and how you can transfer this message to pupils

Staff had limited knowledge of the Global Dimension previously

8) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

I am a positive person but the cluster was too small, consisting of one primary and one secondary school

The secondary school curriculum was so different to ours

We shared good practice but did not have much common ground

It was useful to develop actions plans with an international theme but we did not work together – we met individually with the DEC who helped us incorporate the 8 concepts of the Global Dimension in our curriculum – looking at different subjects through themes

9) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

We did not really collaborate with the primary school as we did not have much in common with them

It would have been more beneficial if we had worked in a cluster of secondary schools

Best thing though was the individual input from the DEC who helped us address the global gaps within school and offered us resources which we could use

10) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

The completion of the evaluation tool and discussion with DEC afterwards was the most useful aspect

The project has not had a great deal of impact as we used the one meeting that occurred to plan projects with the only primary school that attended, a school we were committed to working with anyway regardless of the LENS project.

11) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Increasing our awareness of what we are already doing about the Global Dimension in school and helping teachers identify which aspects of their curriculum can be globalised

As a result we have moved the Global Dimension to the forefront of our curriculum

It was good to get together to find out what other schools are doing and sharing ideas

12) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Forming greater awareness of global issues in school

It has helped Global Dimension in school to be stepped up a gear

School now has a second action plan – we are hosting a whole themed week on Community Cohesion and the Global Dimension in June

We have looked at local needs and the cluster has helped us address community cohesion issues – it has raised the profile of the Global Dimension in school considerably

13) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Listening to other schools' experiences of linking globally with schools

Finding out about sustainable schools and how to involve the school council in projects

Picking up ideas from others and looking at how these can be put into practice in our school

Finding out what others things/projects can be done in our school

14) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

The realisation of where our kids are in terms of attitudes

We used the RISC 'how do you know it is working' resources and the results were illuminating

This is now informing a big part of our curriculum development in school

15) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Meeting up with different schools and sharing ideas together

We were already looking at aspects of the Global Dimension but needed help on where it fitted into the different categories

16) ‘Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?’

Using the audit which showed us that lots of things have a global impact in school

Using the DEC to help set up a geography co-ordinators network in the authority

17) ‘Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?’

Sharing good practice

We have now got the intermediate International School Award which we did not know about before getting involved in the Global Dimension cluster

Working on our curriculum planning to see how Global Dimension fits in

I thought we weren't doing much on the Global Dimension but being in the cluster showed me that we were – we aim to go for the Full International School Award next year!

18) ‘Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?’

The Cluster workshops have proved to be valuable opportunities to find out what others are doing in their schools and to learn from them, also to share what we have learnt through our own Global Dimension activities.

We have benefited from global links. One school in the cluster has been a mine of information, advice and support throughout our linking process and the subsequent development of the link. The DEC, too, has been of great assistance in helping us to plan and develop our next steps and refine our thinking.

19) ‘Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?’

Seeing what other schools are doing

Seeing how the global agenda is taught in other schools

Giving advice to other schools on how to set up global links

Sharing ideas

20) ‘Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?’

Finding out and making links with people from other cultures – we now have local Islamic community links

Sharing ideas with other schools

Working with other schools whereby our pupils can visit the other schools and work with them on projects

Developing materials together for project work in school

21) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Someone to share ideas with

Making links and useful contacts which have enabled us to embellish the curriculum

22) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Incorporating Global Issues in the Curriculum – in literacy, numeracy and topic areas

Developing the transition project with schools in the cluster

Finding a school partner abroad – would not have happened without the help of the cluster

23) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Links made with primary schools

Raising the profile of citizenship and the Global Dimension in primary schools

Developing the transition project which will build upon the work Y6 do in primary when they come to the high school in Y7

24) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Made me more confident about what Global Dimension entails – I know now that Global Dimension has a wider community focus – its not just about recycling

We would not have advanced as quick in terms of our Global Dimension work if we had not been involved in the cluster

Sharing ideas with the cluster schools and learning from them

Global Dimension cluster has enabled us to enlighten the children in our school about different cultures

Good to have time to meet up and explore ideas – think with others

25) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Finding out that a lot of the things we are doing already are about the global dimension

Seeing that it would not be a huge task to embed the Global Dimension more into the curriculum

Staff becoming more aware that Global Dimension is not an 'add on'

26) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

The attitude of the kids - they are now more aware of the issues

Being involved with the cluster has kicked the Global Dimension off for us - it's led us to do other things such as running a Fair Trade tuckshop and a themed week about other cultures

27) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Increased staff awareness and knowledge of the Global Dimension

28) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Not much of a cultural mix in school, so this opened up lots of opportunities for children.

Lots of links

Achievement of award was good for the school

Now in Transition project working with primary schools in our area, developing relationships with them

Very positive view of the service provided

It was needed at the time, fitted with what we needed

Before everyone (other schools) was doing their own thing. They were able to share, brought us all together, meant we did not re-invent the wheel

29) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

It helped me to get some sense of it all, to sit with someone to go through it, someone to put the picture together, put pieces together.

I've been able to lead staff in the classroom across the school. I have more confidence. I lead assemblies and pass the information onto the children.

30) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

We have produced a revised KS3 Scheme Of Work for our PSHE programme which now includes Global Dimension lessons for years 7, 8 and 9. Next year we will be revising our KS4 Scheme Of Work and will be embedding the Global Dimension into it. Additionally, we have produced Magnet Day activities for the Global Dimension, including a World Cup

based activity day for year 8 and a year 7 'Global Food' day. I have, as recently as yesterday, trained colleagues from other departments on INSET days in order to promote the embedding of the Global Dimension in their planning.

31) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

We have incorporated it much more into our long term planning across the whole school. We use this as a starting point and find it very easy to incorporate a skills based and cross curricular approach to our teaching and learning. We have felt that we have been thoroughly supported by the staff at the DEC who have been able to give us ideas and examples of projects which the staff have then been able to run with. We haven't felt at all that there has been a rigid approach to our topic – quite the opposite we have been able to shape the curriculum to meet the needs of our school – personalising it to our own children. E.g. This year we have looked at the Rights and Responsibilities of the Child and this led us to focus our work over the year into 3 broad themes – Water, Food, Play. Through this we wanted the children to compare and contrast their experiences with those of children in other countries and we chose places that roughly fit on the same line of longitude as ourselves. Each class in KS2 focussed on a different country- France, Spain and Ghana and this has allowed us to celebrate the cultures of some of our own children – we have Spanish children in one class and a child with a French grand mother etc. This has opened up so many other opportunities – each classroom has art work to share, we are having themed menus in school this term, Y6 organised Fair Trade fortnight events in support of Ghanaian farmers etc.

...Involvement in the project has given us the evidence that Global Learning is embedded in our curriculum. It has always been there but now is better integrated and focussed. Support from staff at the DEC has also helped to enthuse and direct our school. As well as this a simple learning walk gave us extra validation that global citizenship, pupil voice and equality are an integral part of our school, great comfort prior to an Ofsted inspection.

32) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

I can only reiterate everything that one of our cluster schools has said as we have benefited from global links in much the same way. We have a much younger partnership with a school in Tanzania (and an older one in Germany) but one member of the cluster has been a mine of information, advice and support throughout our linking process and the subsequent

development of the link. The DEC, too, has been of great assistance in helping us to plan and develop our next steps and refine our thinking.

However, we have recently got a new head who, whilst supporting our links, has other priorities and a very tight budget. This has put pressure on the whole staff and has resulted in us delaying applying for further funding to continue the very valuable reciprocal visits. We intend to put together a long term school partnership/Global Links action plan that takes into account all the curriculum and financial implications of having over seas links. We also intend to reapply for funding next year subject to government cuts!

It is a great pity that at this time of political and financial flux, the Global Dimension of the curriculum is not seen as essential. Anyone who has had anything to do with links like ours will see how vitally important the skills are that the children learn which impact on their whole development and help to create responsible global citizens. How essential is that in the 'broken society' we are told we live in today!

33) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Probably the awareness that when planning you think of the Global Dimension in everything rather than just putting Global Dimension in separate areas

34) 'Looking back what do you think was the most significant change on global learning as a result of your involvement in the Cluster?'

Good to get together to share ideas and experiences with other schools

Finding out what other schools are doing – their difficulties and successes