

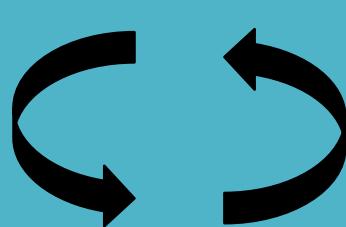
Impact: interrogating reach and significance

UCET Research 22/01/2019

Impact – criteria

REF2021

Assessed against two criteria:



Reach

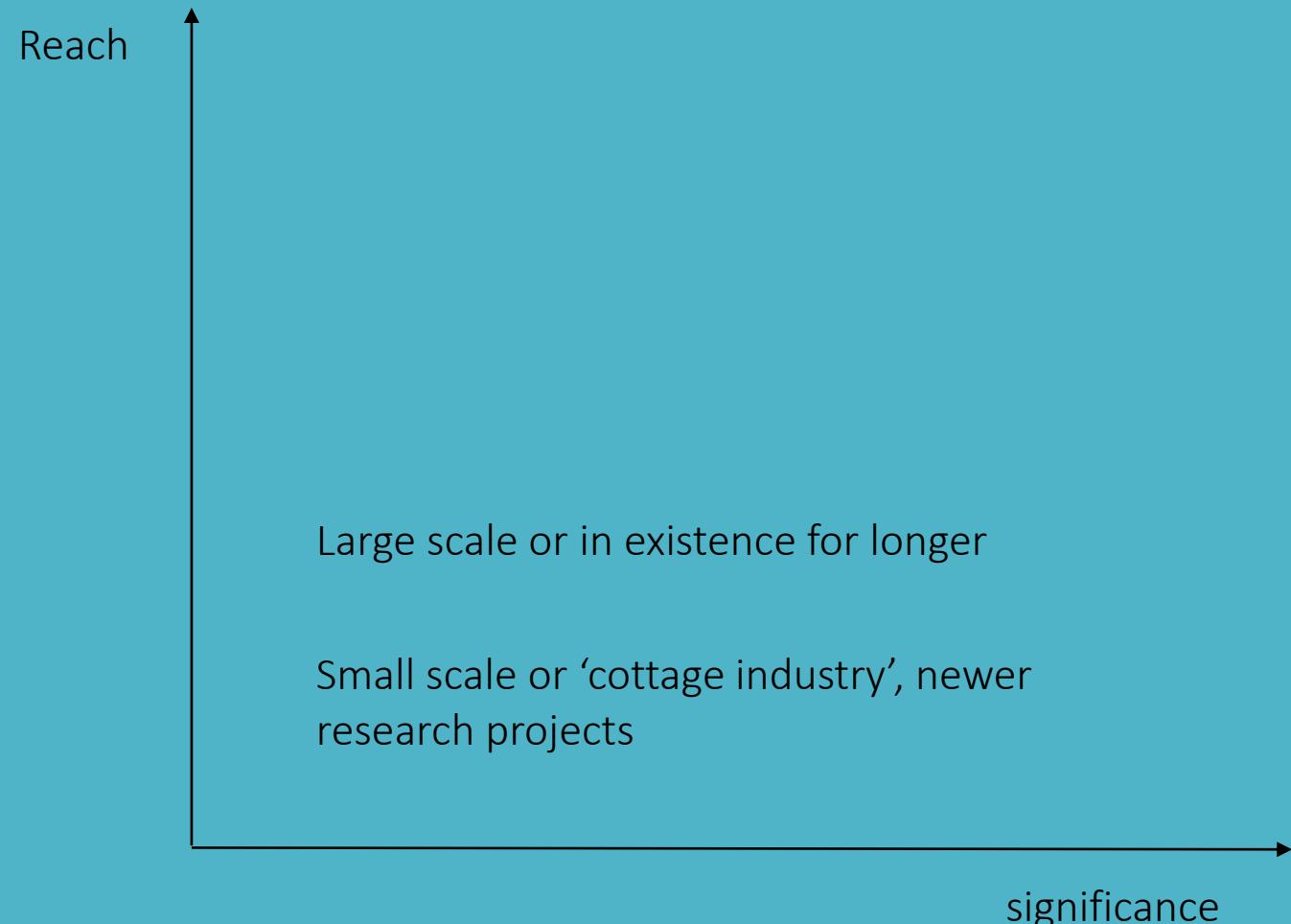
- the extent and/or diversity of the beneficiaries of the impact, as relevant to the nature of the impact. (It will **not** be assessed in geographic terms, nor in terms of absolute numbers of beneficiaries.)

Significance

- the degree to which the impact has enabled, enriched, influenced, informed or changed the performance, policies, practices, products, services, understanding, awareness or well-being of the beneficiaries.



Seems straightforward but what if the two axes 'are not necessarily harmonious?



Trail of evidence is simpler for newer and perhaps smaller research projects, particularly for significance. Such projects are perhaps less likely to have global reach, at least yet.

Whereas reach is more possible with older, more complex, large scale projects with many contributors. However, with such reach, it is perhaps harder to evidence significance as resulting from the original research.



versus



ROMtels

Improved access to and pedagogical practices for inclusion in education for Eastern European Roma in Europe.

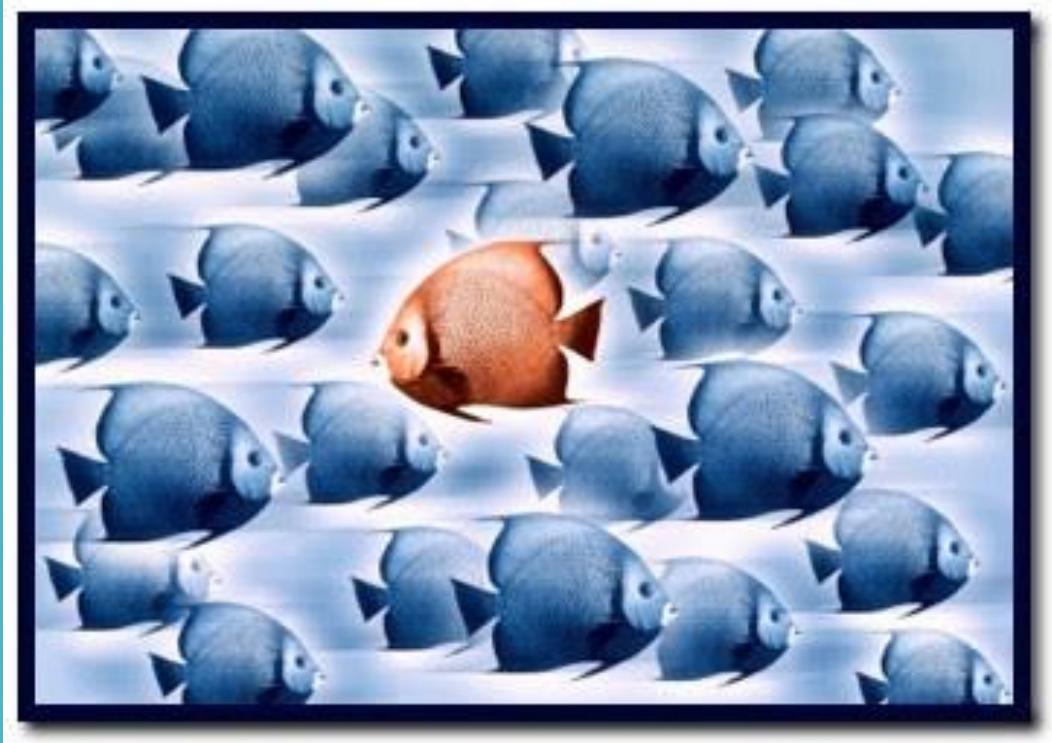
An example: 2 Impact Case Studies in Newcastle

Project X

A popular technology-based research project, which was entered into previous REF Project X: large and wide-scale reach. It even has its own Wikipedia page!

Project X partner associations and those inspired by project X





Translanguaging versus English
only/primacy (Britishness
agenda)

Translanguaging with Roma pupils and parents to improve pupils' motivation and engagement with school work and to improve home/school relations.

Main ROMtels project (2015-2017)

€261,317 Erasmus+



ROMtels extension (2017-2018)
£9853.87 ESRC IAA award

Initial Impact on:

Pupils



Parents



Schools in Newcastle, Sète (France);
Järvenpää (Finland); Tinca (small
village in Romania).

Professionals



Newcastle University (PI); Montpellier University; Middlesex University; Helsinki
University; People to People Foundation, Romania.

Main outputs:

Guidance documents for teachers, teacher educators, and schools
(translated into French, Finnish and Romanian)



Example videos which are linked to the above documents



Software package of downloadable pedagogic tools and reconfiguration apps (to change topic and language)

Teaching enquiries video and image packages and apps (videos are in English and either Slovak/East Slovak Romani or Romanian/Ursari)

Enquiry space set up in one primary school in west end of Newcastle; multilingual captions in art gallery in Sete.



Parents as teaching assistants in Tinca school

Employment of Roma school parent Liaison officer at Newcastle Secondary school

New local EAL teacher network and resource website

ROMtels website:

<https://research.ncl.ac.uk/romtels/>

The screenshot shows the ROMtels website homepage. The header features the ROMtels logo (a stylized figure) and the text "Roma Translanguaging Enquiry Learning Space". Below the header is a navigation menu with links to Resources, Project strands, Events, Partner area, Links, Our team, and Contact us. A search bar is also present. The main content area includes a large image of children playing outdoors, and several smaller boxes with text and images related to the project's work, such as "ROMtels' translanguaging approach is a natural and innovative way to support high quality teaching and learning. Read more about translanguaging and our dual language approach.", "In ROMtels enquiries children work in groups to discuss and solve problems. Find out more about enquiries...", "ROMtels technology is new. Find out more about the software and hardware packages we're developing.", and "Our first enquiries are with Arthur's Hill Federation of primary schools in Newcastle, focusing on Roma children and families. Read more about the communities we're working with...".

Impact on pupils	evidence/type of evidence	More information/examples
Improved attendance (UK, Romania and France)	Factual knowledge – statistics provided by the schools – evaluation data	% of pupils with or above national average attendance increased from 21.4% to 44.7% in 1 year.
Improved educational achievement (UK and Romania)	Factual knowledge – statistics provided by the schools – evaluation data	% increase in Roma children reaching national phonics screening check required level: from NO child to 42% in year 1, and from NO child to 81.3% in year 2, in one year – improvement trend. Recent email from school in Bradford.
Learning in action (UK and France)	Video recordings	Available on website
Improved educational experience – engagement and motivation, developed sense of being a learner (UK, France and Romania)	<p>Interviews (one year after main project) in UK</p> <p>Video evidence (UK) <i>Interviews with extension school in UK</i></p> <p>Report from Tinca school (translated into English)</p> <p>Video evidence from France</p>	<p>Pupils expressed enthusiasm for work and for using Roma in school to learn.</p> <p>Children in France expressed feeling of safety and acceptance by teachers and school as accepted by parents</p> <p>Changed attitudes towards their skills as translanguagers and acceptance of their Roma languages as of equal value and educational importance.</p>

Impact on parents/local community	Evidence/type of evidence	Further information
Improved attendance at school events	Factual information provided by schools in UK, France and Romania	42 parents attended the enquiry space opening event <i>New statistics provided by local secondary school</i>
Improved attendance at home/school meetings	Factual information provided by schools in UK, France and Romania	<p>NOTE: the families in Sete live in squats far from the town and the school. Improved attendance for pupils and parental involvement with the project meant travelling substantial distances regularly. As a result of being employed as a translator with the project, one family were able to gain official accommodation (this is captured in a video of a conference at Newcastle).</p> <p><i>New statistics provided by local secondary school</i></p>
Improved understanding of school systems and processes	<p><i>Interviews and video (UK)</i></p> <p><i>Videos (France)</i></p> <p>Minutes from local pro-Roma group meetings (and photographs) – 15 families</p>	<p>Parent autobiography video</p> <p>Examples of parents' contributions in Slovak/Roma to Tapestry (school's online home school communication portal) improvement from 52% to 68% in one year.</p>
Improved relations with schools	<p>All of the above + report from Headteacher</p> <p>Extension project – <i>interviews with parents</i></p> <p><i>Testimonial from Head of Inclusion at the local secondary school.</i></p>	See later case study.

Comments

Elena Axinte Relative

- 05 Feb 2017 06:40 PM

Ma bucur mult ca Delia este incurajata de o echipa de profesori minunati.
Multumesc.

Suzanne Prudhoe Mother

- 05 Feb 2017 08:23 PM

Thank you so much. We really appreciate all your support.

Comments

Alzbeta Potova

Relative

- 02 Mar 2017 08:21 PM

Very nice...

Martin birthday day...very happy today

by Alzbeta Potova - added 14 Mar 2017 09:18 PM

Children: Martin Kondas



Impact on professionals	Evidence/type of evidence	Further information
<p>Improved attitudes and understanding of Roma parents and children – reduced stereotyping which can and had led to discriminatory behaviour; and removal of deficit perceptions of Roma culture and languages.</p>	<p>Feedback from ROMtels conferences</p> <p>Prevention of harm evinced in: School presentation slides – internal CPD Staff interviews (UK)</p> <p>Testimonials from teachers, leaders and specialits, teacher educators (UK and <i>Barcelona</i>)</p> <p>Factual information: hiring of Roma liaison officer</p> <p>18 Romanian teachers signing up at local University to learn Romani– report of factual information in email</p>	<p>Held at Newcastle, Oradea University, Romania and multiplier event in London (attendees from X countries). Feedback from Oradea (translated to English) is critical here.</p> <p>Parents seen as supportive with expertise to offer schools; pupils seen as able to learn.</p> <p>A major achievement in this school and with funding restrictions imposed.</p> <p>This is unheard of in Romania for non-Roma teachers.</p>
<p>Improved knowledge of translanguaging as inclusive pedagogy/ Influence on professional development and teacher education</p>	<p>Feedback from ROMtels conferences (as above)</p> <p>Testimonials from teachers, EAL teams</p> <p>Weblinks by professional education organisations, e.g. ACERT, EAL-Research email list; <i>NALDIC</i></p> <p>Website analytics: to date – approximately 273 users have accessed guidance handbooks; 4588 users overall from at least 105 countries.</p>	<p>Feedback from London is critical here (45 delegates from 8 EU countries and 1US)</p> <p>e.g. Middlesborough EMAG, Vienna University, Barcelona University, local primary school</p>

Feedback from Romanian teachers attesting to their changed attitudes (translated from Romanian):

Putting us in their shoes, and thinking about how we would like to be treated, and then treat the Romas the way we would like to be treated

We can learn how to avoid the stereotypes

How can we be the factor that values the lost potential of the children?

It is important to know the past in order not to make the same mistakes

To be a voice against discrimination

A factor of changing and recovering of the lost potential

Challenging the teachers to treat the same the romas as the normal children

Avoiding discrimination against romas in order to challenge them to go to school

The change is within us

Teachers to start act normal and equal with roma children

Explain to our colleagues why it is important to have knowledge about the Roma traditions and language

To encourage them to use their language ant not to be ashamed of who they are

The discrimination affects our work with the children



Examples of feedback and reporting:

"Through the school's participation in this project:

Teachers' professional awareness of the educational challenges faced by the Eastern European Roma Community raised significantly;

Opportunities taken to reinforce the school's inclusive ethos;

Opportunities taken to challenge any negative attitudes, assumptions and stereotypes

Attendance at staff meetings linked to Erasmus: full attendance = **90 staff [teaching and support staff across federation]**"

(Headteacher at Newcastle school)

Some examples of feedback from London multiplier event (policy makers in plurilingualism and Roma education):

Beautiful – so inspiring; eye-opening; very useful; very important to clarify these principles; great; extremely valuable; informative; particularly interesting; very good; wonderful; excellent;

Nothing to add - simply wonderful! And essential.

Excellent – needed in Netherlands;

Very important to create bonds with students and their parents and to help develop a sense of belonging

Solidly grounded in current advanced research

Huge potential for schools. Optimistic approaches. Heart-warming.

I was impressed by the mutual respect shown

It showed the creativity of the team – a very moving session

In order for there to be trust and respect, the school has to be giving up some of its power. I've long been an advocate of anti-racist education which is something a bit more than multiculturalism. This is what I think I've been listening today.

Prevention of harm!

Evidence or wider reach:

Continued invitations to work with teachers, schools, professional organisations – local e.g. NALDIC RIG meeting, at least 6 local schools, and European, e.g. Belgium seminar for teachers.

Inclusion in an audit of research on language policies (invitation by British Academy Language Advisory Group)

Inclusion on ACERT website; hopeful for further professional links.

Approach adopted for Roma pupils in Bradford school

Invitation to speak with teachers and student teachers at a 2 day conference event at University of Barcelona resulting in the work included in their teacher ed courses.

Project X organisations have estimated that a total of over 2.5million children have had some contact with X, though **the nature of that contact varies** (with so much variation that this big number might be inconsistently calculated)

In contact

X Argentina

Start X (Cleveland, USA)

X Mexico

X Colombia

X Australia

X Spain

Granny Cloud (Suneeta Kulkarni, India)

Schools in Gateshead, North Yorkshire, Isle
of Man

Limited contact

- Projects for all; Hello World (Uganda and Nigeria)
- The Literary Genius Foundation (Jamaica)
- Pencil of Promise (Ghana)
- X South Africa
- Greece
- X Japan
- Lightbulb (Trinidad & Tobago)
- X Italy
- X NYC (Natalia Vega)
- ...

Note the difference between partner organisations in contact with Project X Central, and other projects inspired by X then going their own way – far more difficult to evidence

Project X Colombia

- Libraries/Colombian state (Grandes Preguntas en las Bibliotecas Públicas, using X as an approach in kiosks where computers (c.50% have internet) have been installed by other Colombian government projects: 8k public digital kiosks, 44k schools, 1400 public libraries (Vive Digital Kiosks in schools, Point Vive Digital in public libraries)
- Evaluation in partnership with Colciencias (Colombian Government agency - Administrative Department of Science, Technology and Innovation, MINTIC (Ministry of Information Technologies and Communications), National Network of Public Libraries, EAN University, x Colombia
- Training librarians and managers as X Ambassadors for other regions of Colombia. Example quote: "*We believe this strategy will help us to better instruct users, especially the younger ones, to better use technology tools available in the library*" (X Ambassador)
- Piensa en Grande project, report by Telefónica Foundation (2016: 18k students in 100 schools grades 9-11; 2017: 36k students in 224 schools grades 9-11)
- Colombia Territory Renovation Agency (government agency, with UN) project on use of X with ex-FARC combatants. Project aim is to get ex-combatants and community members to come together, with practical discussions and projects contributing to larger intense conversations towards reconciliation. Aiming for further scaling of X, target to reach 180 post-conflict municipalities in Colombia, especially for use in developing and planning public policy for next 10 years)

Would need to distinguish between what participants believe **could be** the future potential/uses of X, and what is the evidence of the impact of X thus far

In short, it may be tricky to have many ‘new’ impact case studies which have the reach of older, more large scale studies; whereas longer term research studies with wider reach may find it more difficult to evidence significance as resulting from the research.

Thoughts?