

Positive Outlooks, Stronger Community Ties

The Impact of Alumni Network Programmes on Educators –
a survey of schools in Australia, Kenya, Pakistan, and the United Kingdom

June 2022



In partnership with



Executive Summary

This study, the **first international study of its kind**, examined the impact of **alumni network programmes on educators in secondary schools**. Its survey findings provide ground-breaking evidence about the impact that networks of alumni (former students) have on teacher attitudes, skills, capacities and civic engagement.

The study surveyed educators (teachers and school principals/head teachers) in **Australia, Kenya, Pakistan, and the UK** whose schools are involved with organised alumni networks and programmes.

Survey **responses from 76 educators in 41 schools** in Australia, Kenya, and Pakistan are represented in the global survey data presented in this study. (Collection of survey data from UK educators was severely limited by COVID-19 restrictions and other factors at the time of data collection. Therefore, the limited UK data is not included in the main survey results and instead presented in the country summaries section.)

The study's main survey results found that alumni networks for schools in Australia, Kenya and Pakistan have **a dramatically positive impact on the professional capacities** of teachers and the ability of teachers and schools to **strengthen school culture and community ties**.

Teacher skills and satisfaction

The study revealed that alumni networks increase teacher skills and teacher satisfaction.

Ninety percent of all educators surveyed in Australia, Kenya and Pakistan said **alumni networks made them feel more positive about their role as an educator**. This is a significant finding given that many school systems worldwide are struggling to deal with low teacher morale, teacher burn-out and high staff attrition rates. The study also found:

- 93% of educators said alumni networks gave them **access to inspirational role models** for their students
- 86% of educators said alumni networks **increased their capacity to enrich the curriculum** and student learning
- 84% of educators said alumni networks gave them and their students **access to professional expertise that they do not have time to access themselves**
- 80% of educators said alumni networks keep them **up to date with their understanding of jobs** and workforce trends for students

Strengthening community ties within and beyond the school

The survey found that alumni networks for schools **increased civic engagement and community ties within schools and outwards to the community**:

- 91% of educators said the alumni network **fostered a stronger sense of community within the school**

- 88% of educators said the alumni network **builds stronger connections between the school and its broader community**
- 92% of educators said the alumni network **delivers a wider social good by shaping young people into successful adults**

In conclusion, the study shows **that investing in organised alumni networks for schools provides clear, practical benefits for teacher professional practice, pride and morale.** Alumni networks also improve a sense of belonging and community ties within schools and beyond the school gate.

Careers teachers are particularly enthusiastic about the impact of alumni networks on their professional practice and their ability to link the school curriculum with the contemporary workplace. **One hundred per cent of careers teachers said alumni networks helped their professional development and the subject they teach.**

These findings and more are covered in greater detail in the following sections of this study.

The study also includes a country-by-country breakdown of the main survey results and recommendations for school leaders, education practitioners, and policy makers.

Acknowledgements

This report and study were prepared and executed with the help and guidance of: Lorraine Langham and Leon Ward (Future First), Caroline Milburn (Ourschool), Kennedy Miruka and Paulina Wanja (Future First Kenya), Muhammad Umair (CARE Pakistan), and Ján Michalko (inHive).

The team also wishes to thank Abi Nokes (former CEO of inHive), and Maria Gallo (Alumni Academy) for their guidance and support along the way.

All of the participating organisations are members of NEXUS, a global network of network practitioners, incubated and powered by inHive since 2019.

The preliminary data analysis was conducted by students from the University of Cardiff, Agatha Scholes and Beth Head.

Study Overview

This study is the first **cross-country comparative exploration** of the **impact of alumni networks and programmes on educators** at secondary schools. There is already strong evidence about the positive impact that the engagement of former students has on schools and student learners – from financial support, through school governance and development, to providing inspirational, relatable role models to youth.

Less is known about the impact on educators in schools. This study fills a gap in our understanding **how alumni engagement influences educators' professional lives**. We focused on teachers, principals, and other education professionals working in schools, because they are key conduits to changing the quality of education and opportunities for young people. More specifically, the study aimed to discover the impact of alumni engagement on **educators' attitudes, capacities, skills, and civic engagement at schools involved with alumni programmes** delivered by Ourschool in Australia, Future First Kenya in Kenya, CARE Foundation in Pakistan and Future First in the UK.

Guiding Questions

- ❓ **Where do we see the biggest impact of alumni networks?**
- ❓ **Who amongst various educator groups benefits the most?**
- ❓ **Do alumni networks benefit educators across education and country contexts?**

We sought to offer insights into how alumni networks and community building can be used by educators in different contexts to maximize impact on teaching and student learning.

Data collection

The study was **designed by inHive and the four not-for-profit organisations – CARE Foundation, Future First, Future First Kenya, and Ourschool**. The four organisations identified the appropriate terms and concepts that could be understood across their different education systems in Australia, Kenya, Pakistan, and the UK. This meant, for example using survey options for self-identification as a classroom, subject, or careers teacher, some of which are not present in each country or school type.

The survey asked educators to assess statements about the impact of alumni networks at their schools within three categories (attitudes, capacities, and skills) on a strongly agree - strongly disagree scale. It also enquired into their own volunteering behaviours (see Appendix 1 for full survey questionnaire). The data was analysed for

trends across the countries and at a country-level basis, as well as by gender, years of experience or role, or level of engagement with the alumni network programmes.



76 educators from 41 schools in 3 countries are represented in this study

The survey participants were recruited from **10 - 20 schools in each country that partner with one of the four organisations helping them build their alumni networks** (CARE Foundation in

Pakistan, Future First in the United Kingdom, Future First Kenya in Kenya, and Ourschool in Australia) based on their willingness and availability. The participating schools in Australia and Kenya were public (government) schools, while in Pakistan they represented a mix of public and low-cost/ low-fee paying private schools (please see Appendix 2 for the full list of schools that participated)

The survey data was collected between **April 2021 and February 2022**. The surveys were emailed to the schools and educators across the four countries of Australia, Kenya, Pakistan, and the UK. The original design anticipated three respondents from each of 10 participating schools in each country would complete the survey. However, the study was conducted amidst various waves of the COVID-19 pandemic, which affected the four study countries' education systems in different ways at different points of time. So, we had to adjust the timelines, numbers of schools and respondents and ultimately a comparable size.

Note on the research in the UK

Due to only having seven educators from the UK the decision was made not to include them in the global analysis. Therefore, the global survey data is based on information from 76 educators from Australia, Kenya, and Pakistan and the insight provided from the educators in the UK are captured in the country page.

Identifying participants for a survey-based study in the UK was a challenge. Schools in the UK purchase membership of Future First and there is no member of Future First staff present in the school at all times. As such, during the pressures of COVID and nature of the business-to-business relationship between Future First and schools, engagement with a survey was hard to increase.

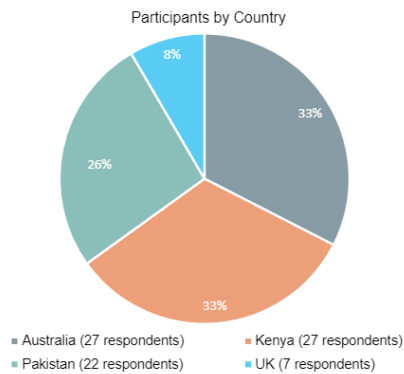
At the same time, Future First conducted other studies to gather insights into the impact that alumni were having at the schools, with whom they partner. This included a study into the impact on students' educational experience, career preparedness and insights into the world of work based on the Future First Pro workshops. The survey-and focus group-based study also showed positive impacts on pupils' orientations. For

example, students who attended the workshops with alumni reported an increased understanding of different career options (a 16% increase) and the relevance of what they learn to their future (a 12% increase). For more information about this study, please contact Future First.

Participant Overview:

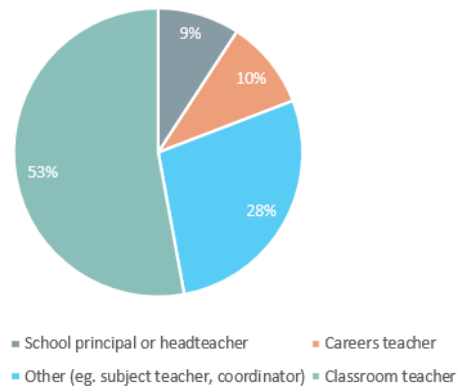


Participants by country



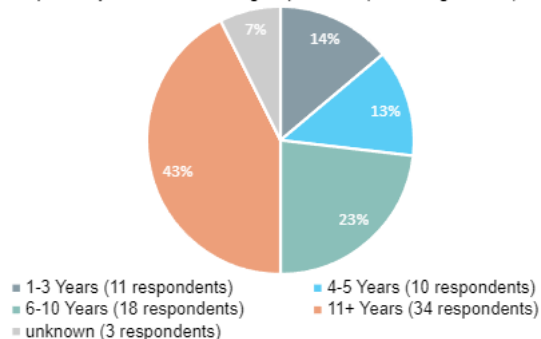
Participants by role (excluding the UK)

Participants by role (excluding UK)



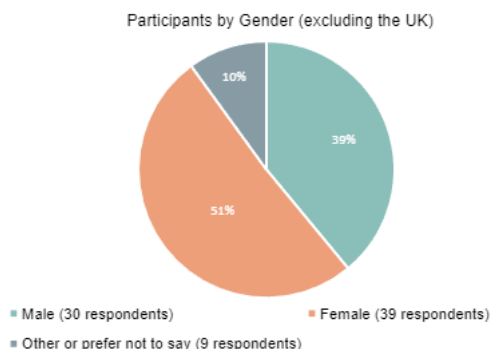
Participants by years of teaching experiences (excluding the UK)

Participants by Years of Teaching Experience (excluding the UK)





Participants by gender identification (excluding the UK)



Organisational Overviews



InHive exists to ensure every young person can make the most of their community, or hive, no matter where they come from. We help foster and grow networks because they are effective tools for social and systemic change and enable communities to leverage existing resources to enhance the wellbeing, resilience, and livelihoods for young people. Networks of diverse people with evolving interests and needs call for different processes and forms of leadership. At inHive, we have the skills needed, to work with organisations towards changing the ways we think, work, and do to help networks function and thrive.



Established in 1988, CARE Foundation is one of the largest non-profit organizations in Pakistan that envisions empowering society through offering quality marketable education to underprivileged children. Led by Ms. Seema Aziz, the organization was set up when a group of concerned citizens joined hands to rehabilitate the Sheikhpura District. In 1990, CARE built its first school and since marked a successful headway as the pioneer of public-private partnership by adopting several Government Schools across Pakistan. Currently, CARE is educating 300,000 children in its huge network of 888 own and government-adopted schools across Pakistan that follow the same curriculum as other English medium schools in the nation.



Future First are the UK education charity helping young people in state schools and colleges broaden their horizons by connecting them with former pupils. Our mission is to see every state school and college supported by a thriving and engaged alumni community, which improves students' motivation, confidence and life chances. Future First provides schools and colleges with the technology, tools and support needed to mobilise their past pupil networks.



Future First Kenya champions alumni engagement in Kenyan schools, learning institutions, and organizations. Future First Kenya's mission is to unleash alumni's potential as a resource for students, educators, schools, and society to thrive. It works to strengthen the Kenyan education system through the direct and indirect involvement of alumni in their respective alma maters. Educators that participated in the survey were drawn from Kenyan Public Schools in the Nyanza, Western, Central, Rift-valley and Nairobi regions of Kenya. These public schools serve most Kenyans from low-income communities in both rural and urban settings.



Ourschool is an Australian education charity devoted to helping public (state) high schools build thriving alumni networks to benefit students and their schools. Ourschool is committed to strengthening public education and increasing equality of opportunity for public school students, via supportive alumni networks. Schools partner with Ourschool to receive intensive help to establish and grow their alumni program. Ten Ourschool partner schools in Victoria took part in the inHive study. The schools represented a broad cross section of schools in terms of geographic location, size, and the socio-economic background and cultural diversity of their student populations.

The background is a solid orange color with a faint, light-orange graphic of interconnected circles and lines, resembling a molecular structure or a network diagram. The text is centered in the upper half of the page.

WHAT HAVE WE LEARNT?

KEY FINDINGS

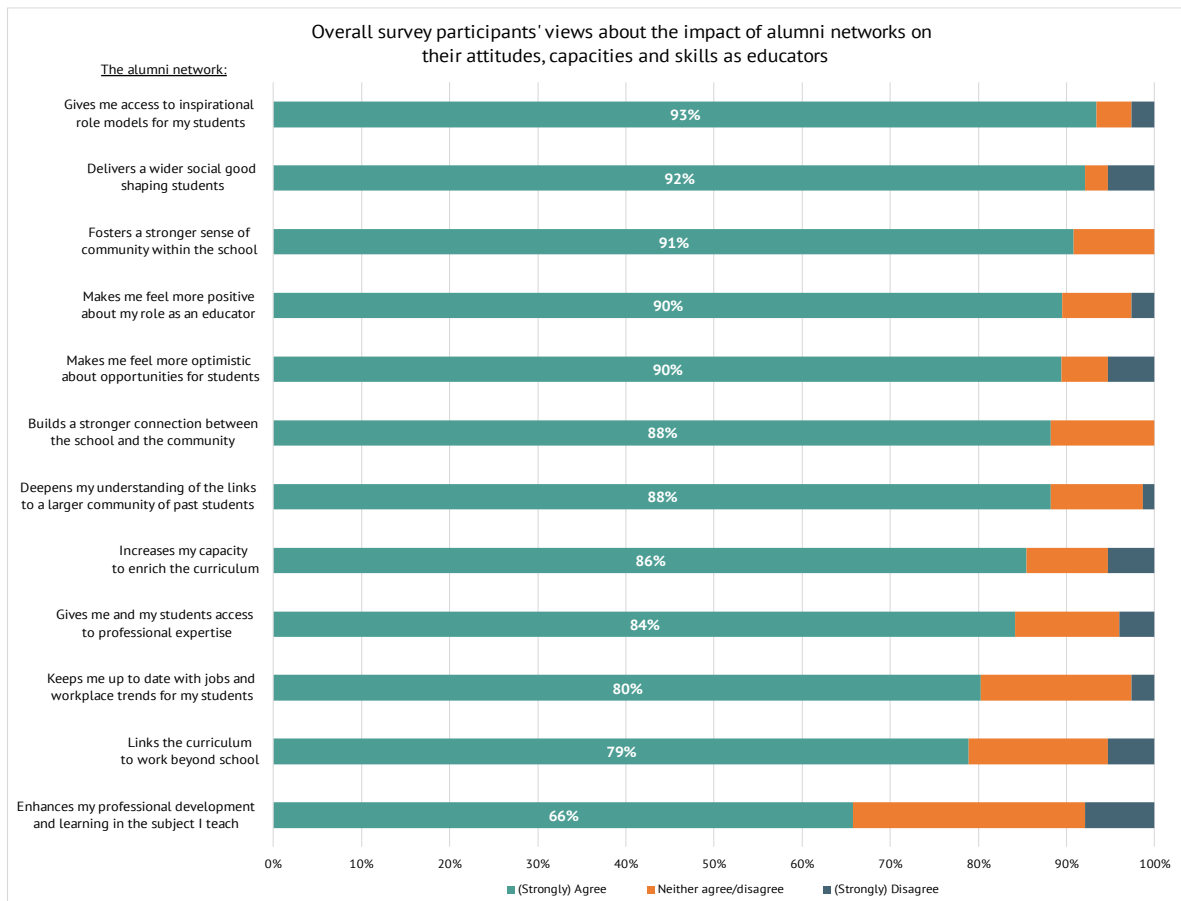
More than 65% of all educators surveyed said alumni networks had a positive impact across all areas measured.

More than 82% of educators in all three countries agreed that they are **more optimistic about their students' futures** and are **more positive about their role** with the help of alumni networks at their schools

66% of educators involved in alumni network building **found it easy or very easy** to do with the help of the not-for-profit alumni organisation partnered with their school

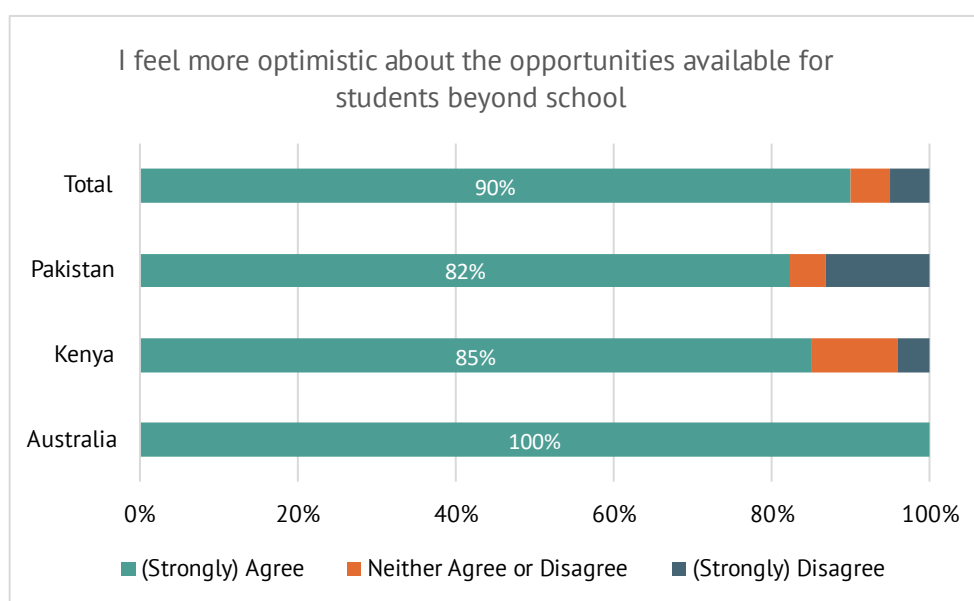
100% of careers teachers said alumni networks **helped them with their professional development** and the subject they teach

The following graph summarizes the combined survey responses for educators from three countries (Australia, Kenya, and Pakistan) across all questions asked about the alumni network programmes:



Optimism and positivity

The surveys show that bringing alumni into the schools fosters **educators' optimism for the future of their pupils and their positive self-perception about the role educators play and the contributions they make**. Seeing the former students thrive in their own individual ways and allowing the wider school community to see it too, enables educators to feel a sense of pride, satisfaction, and self-worth. This impact was most profound among educators in Australia. This could be tied to the close support that Ourschool staff provide to the educators for the first two years of their partnership, which fosters in them in-depth understanding of the benefits of the networks.



This **positive impact of alumni programmes on teacher attitudes is especially important in the context of the COVID pandemic and other crises**. Teachers had to take on multiple roles and responsibilities for social and emotional wellbeing of their students. They did so while also taking on increased risks for their own health, learning new skills for online or hybrid teaching and facing difficult conditions in their personal lives. The constantly evolving circumstances, ranging from school closures on one hand and pressures to catch up on lost time on the other, drained many educators who experience ongoing burnout.

Alumni engagement therefore offers a mechanism to boost morale and can be used together with other systemic solutions to support teachers, especially during times of crisis.

Community ties: strengthening sense of belonging in and around the school

The survey enquired into two community building processes. First within the schools themselves and second with the community in which they are located. Both of

these community ties were strengthened with the alumni programs. A slightly higher impact was recognized within the school gates with **91% of all educators feeling that a stronger sense of community is being achieved at their school** with the involvement of the former students. Alumni often boost the sense of pride and build the culture of long-term giving back and returning to their roots. This strengthens the feeling of togetherness.

The impact on the connection with the broader community varied in its importance across the three countries. For example, in Pakistan it was the second most recognized impact, while in Kenya it ranked ninth. This difference, while still having an overwhelming positive impact, can have multiple explanations. Firstly, there are various levels of mobility of alumni amongst the types of schools and regions we studied. In schools that we surveyed in Pakistan, many alumni stay within the area and are able to engage with the school as a local community.

In Kenya, on the other hand, many alumni are not local as they can be boarding students, for example and thus do not have a strong presence in their local community. In Australia there is not a deep-rooted culture of secondary schools actively participating in or being connected with their local community. Therefore, the alumni networks in this study were able to have a substantial, recognizable impact on creating a bridge and active connections between the school and the local community.

Helping with career insights for youth and enriching the curriculum

In the section of the survey that examined the impact of alumni networks on the skills of educators, the biggest impact nominated by educators is **in their ability to draw on a wide pool of diverse role models (93%**



93% of all educators said the alumni programmes enabled them to have access to a wide variety of role models for their students

of educators). Additionally, 84% of educators said alumni networks gave them access to professional expertise and networks that they would otherwise not have the time to develop or facilitate for the students.

Educators working at the secondary school level, face growing pressure to prepare their students for the world of work. Government, employers, and parents alike, have all been intensifying the expectations of schools to develop learners' skills that are relevant for the current and future job market. **Alumni networks can be a time-saving way to respond to this need over the long term.** While teachers are very busy and would not be able to set up or run alumni networks on their own, the programmes can offer them

timesaving over the long term once the alumni networks are embedded and self-organizing.).

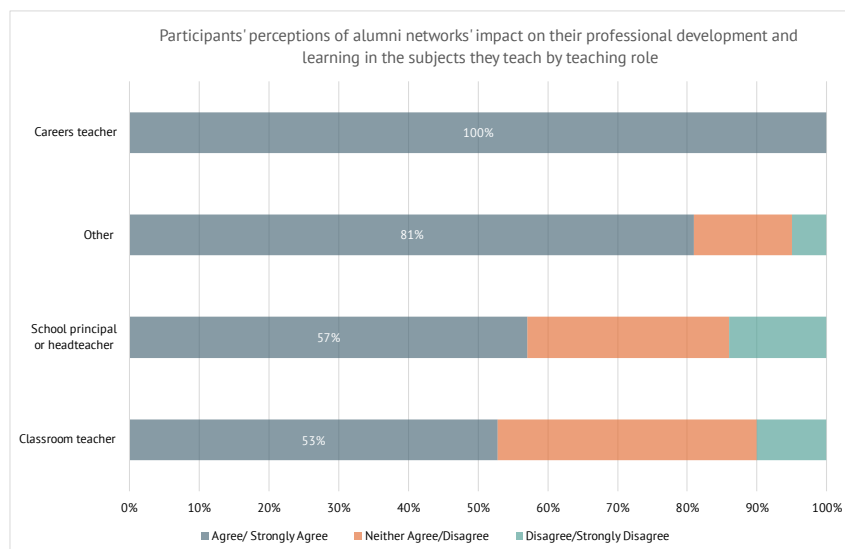
86% of all educators surveyed said access to alumni helped them enrich the curriculum. The impact varied amongst the three countries, however, with the most educators highlighting this contribution in Pakistan (96% of survey participants) and least in Kenya (76% of participants).

The ability of teachers to take advantage of alumni's skills and insights in the curriculum is very much shaped by the education system. For example, Kenya underwent a transformation from the so-called 8.4.4 system towards a **practical competency-based curriculum** (CBC) in 2017. The change responded to a review which identified a disconnect between school content and the world of work which manifested in youth unemployment. The system was more theoretical and examination oriented and while teachers were expected to stick to the syllabus, students were prepared to pass examinations. The current CBC prepares learners of good character and with relevant competencies to thrive in a rapidly changing world. It also **emphasizes parental and alumni involvement and aims to provide learners with access to relevant knowledge and capabilities applicable in the 21st century's global economy.** The system thus provides room for teachers, parents, and students to enrich their curriculum beyond what is provided for in the syllabus.

Improving personal professional development for careers teachers

The scope of alumni engagement in the classroom remains relatively narrow in most schools where the four alumni organisations work. It focuses on career advice and insights into the world of work and role modelling that is attached to it. This focus can explain why **100% of all career teacher respondents, felt that alumni networks help them with their professional development and career learning.** The second category of educators who found alumni most helpful included vice-principals, special tutors, and other subject teachers (labelled in the graph below as other).

However, only a **little over half of classroom teachers thought alumni engagement improved their subject knowledge.** This shows us there is room to grow and there is scope for more alumni experts and subject specialists being used in the classroom. Interacting with alumni who are at the forefront of STEM, for example, can also help classroom teachers feel they are developing their capacities (see appendix for more information).



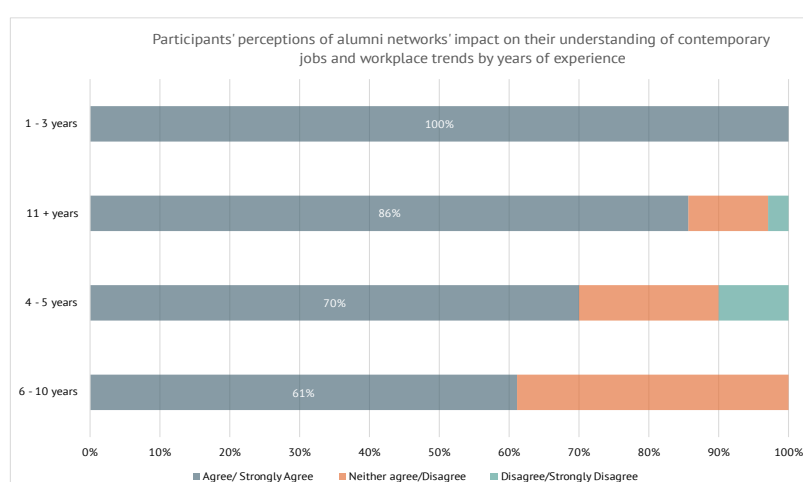
Educators said alumni networks had a positive impact on their **understanding of the contemporary jobs and workplace trends** that their students will face. This benefit of having access to alumni networks is especially strong for early career educators and those with more than 11 years of teaching experience. **All of the educators in our study with less than three years of experience recognized the help of alumni in understanding the job market their pupils will enter.**



All early career educators in the three study countries said that they benefit from up-to-date alumni knowledge about jobs and workplace trends.

This is understandable as many young teachers lack their own professional experience outside of the teaching profession to confidently advise their learners, while those who have been in the

profession for many years could feel out of touch with the latest developments and trends.



Volunteering under the influence of alumni volunteers

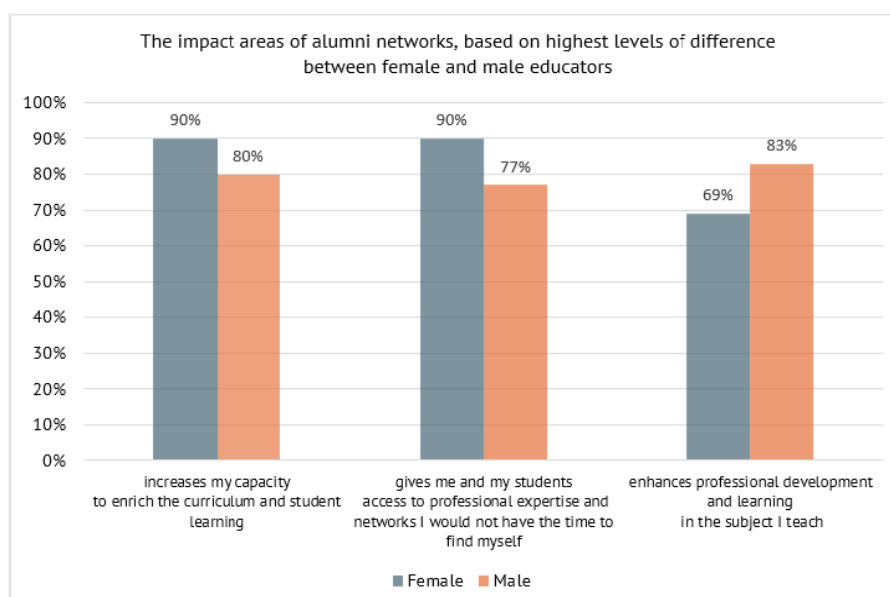
Alumni engagement in former schools is a form of volunteering. Seeing others give their time, talents and resources serves as an inspiration to adopt similar behaviours. In the study we asked educators to **reflect whether under the influence of alumni engagement at their schools, they became mobilized to volunteer themselves**, either in their own communities or as alumni for their own schools.

The most profound impact has been seen in the case of Pakistan where **64% of the participants began volunteering as alumni since alumni networks became used at their schools**. For many Pakistani teachers in our sample, however, this is partially because they work at their own former schools, and it was as a result of the programme that they realised their identity as alumni. On the other hand, in Australia many teachers are not teaching in the schools or even communities in which they grew up and studied themselves, making it harder for them to volunteer in their own school.

In the case of Kenya, between 41% and 44% of educators began to be more active in their communities and as civic volunteers after alumni networks were mobilized at their schools. For example, 41% of survey participants donated financially for the first time to their former schools and the same number also volunteered their skills in their own community.

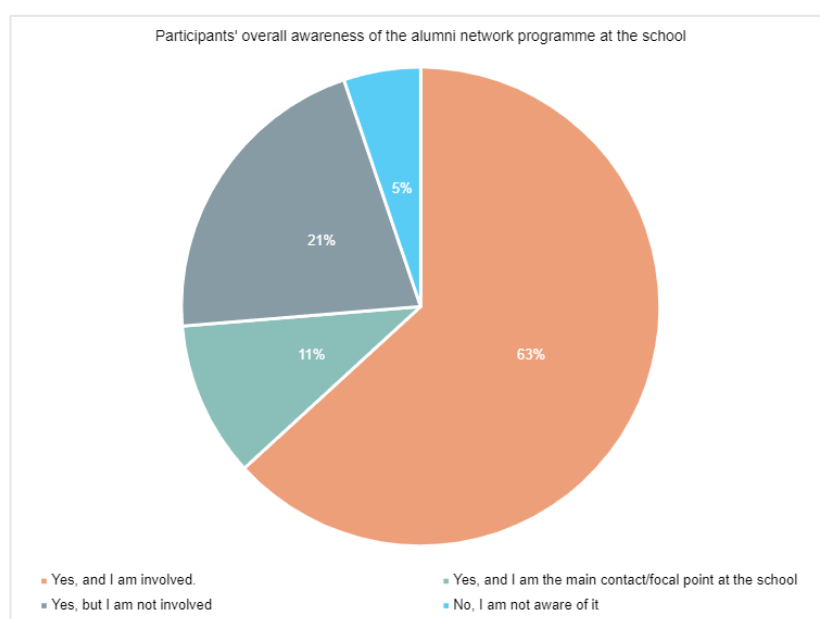
Female educators tend to rate the alumni impact more highly

Women tended to rate the impact of the alumni networks on their attitudes, capacities, and skills more highly than men, but in some areas the gendered differences were reversed. The biggest differences, of more than 10% were seen across three areas listed below.

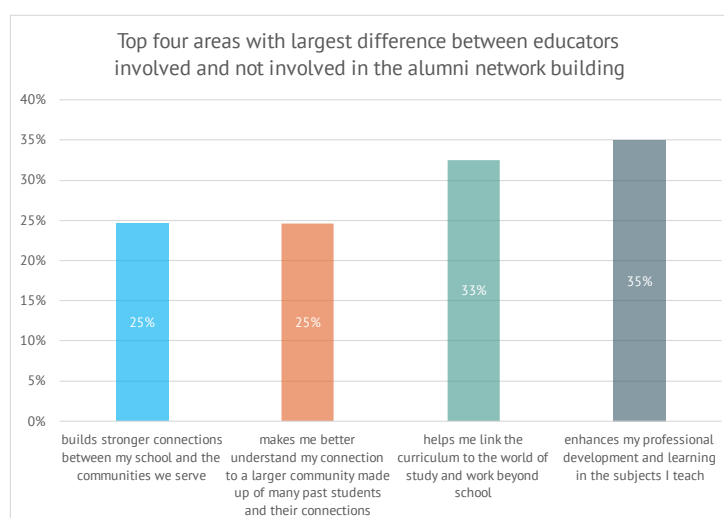


The more involved and aware educators are, the more they recognize the benefit of the programme

Comparing the responses amongst educators who were involved in the alumni network programme (either as focal points or generally) and those who were not involved, shows that the **more involved educators benefitted from the network and recognized the positive benefits it brought to their work.**



The biggest difference (of more than 25% between the two groups) was seen in the four areas in the graph below, starting with the appreciation for the enhancement of professional development and learning in the subjects they teach. This suggests **that the more schools can enable all teaching staff to engage with the alumni network**, facilitate international information sharing and keep educators aware of the networks' possibilities, the more staff will benefit from the alumni network at their schools.



Implementing alumni networks is easy for most, but we still can improve

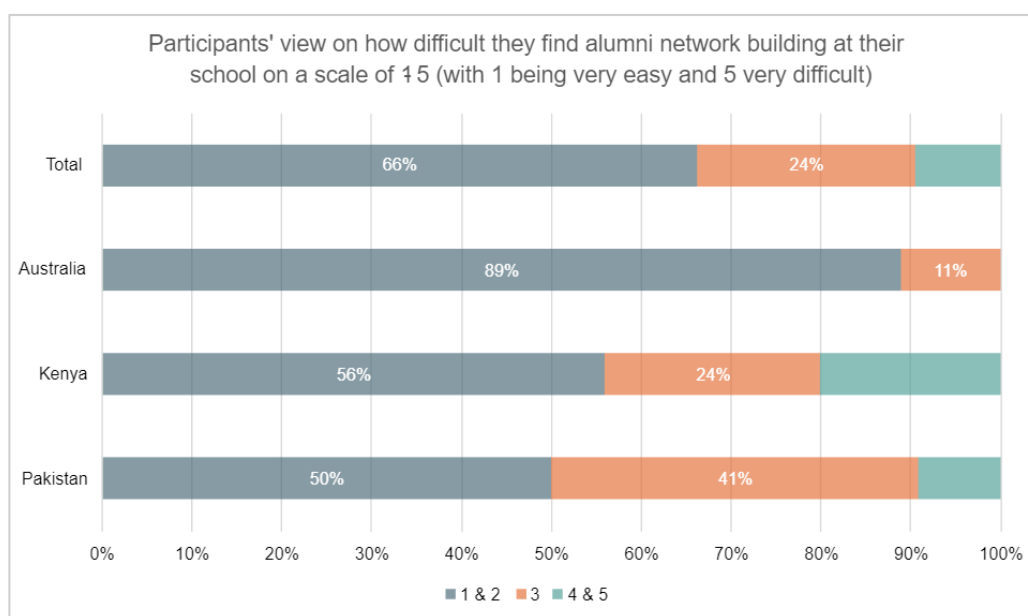
Overall educators working with the four not-for-profit alumni organisations have found the collaboration on alumni networks to be easy or very easy to do. About 20% of participants from Kenya found the process to be challenging, which they attributed to administrative and operational procedures required at the school, extensive workload and not enough space in the curriculum / timetable.

66% of educators said it was easy or very easy to build alumni networks with the help of the alumni organisations their schools partnered with



In the case of Pakistan, it was access to technology, which would enable easier communication with the alumni and mobilizing or utilizing their talents and skills in the school. Women

educators found the networks easier than men.



In each country the participants identified ways they would improve the alumni network building programmes. Overall, these included **more engagements between students and alumni, or in other words more visits and events at their schools**. The educators also wished for more links to curriculum (Australia); having broader activities (Kenya) and having access to more alumni success stories to raise awareness of (Pakistan).

The background is a solid teal color. Overlaid on this is a network diagram consisting of several circles of varying sizes connected by thin lines. The circles are arranged in a non-linear, interconnected pattern, with some larger circles and some smaller ones. The lines connecting them are also teal, matching the background color.

Country Level Findings

Australia

KEY FINDINGS

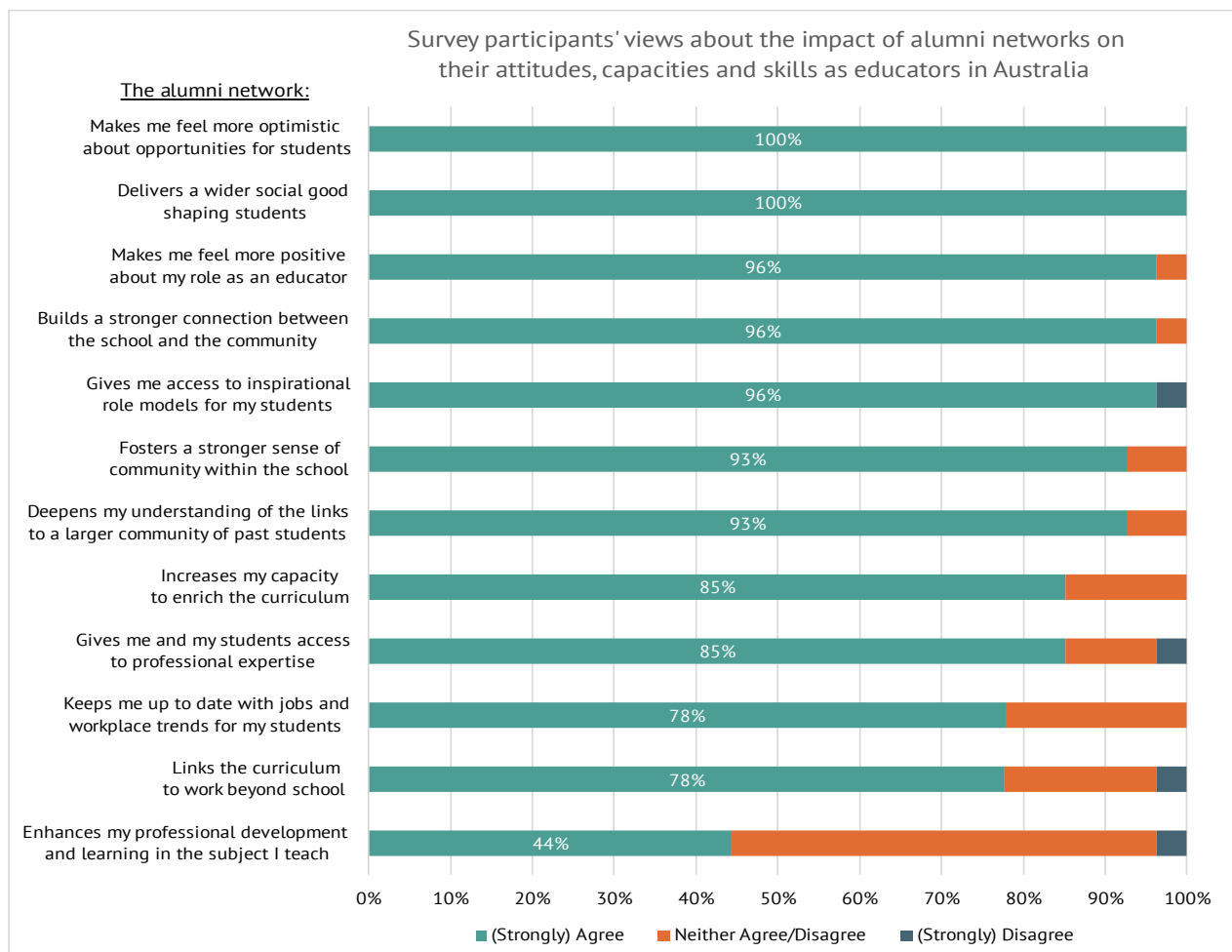
- 100% of teachers said the alumni network at their school made them feel more optimistic about opportunities for students beyond school.
- 96% of teachers said the alumni network made them feel more positive about their role as educators.
- 85% of teachers said the alumni network increased their capacity to enrich the curriculum.

Participants



67% of educators in the study identified as **women**
67% had **more than 11 years of teaching experience**
59% were **classroom teachers**

Summary



Kenya

KEY FINDINGS

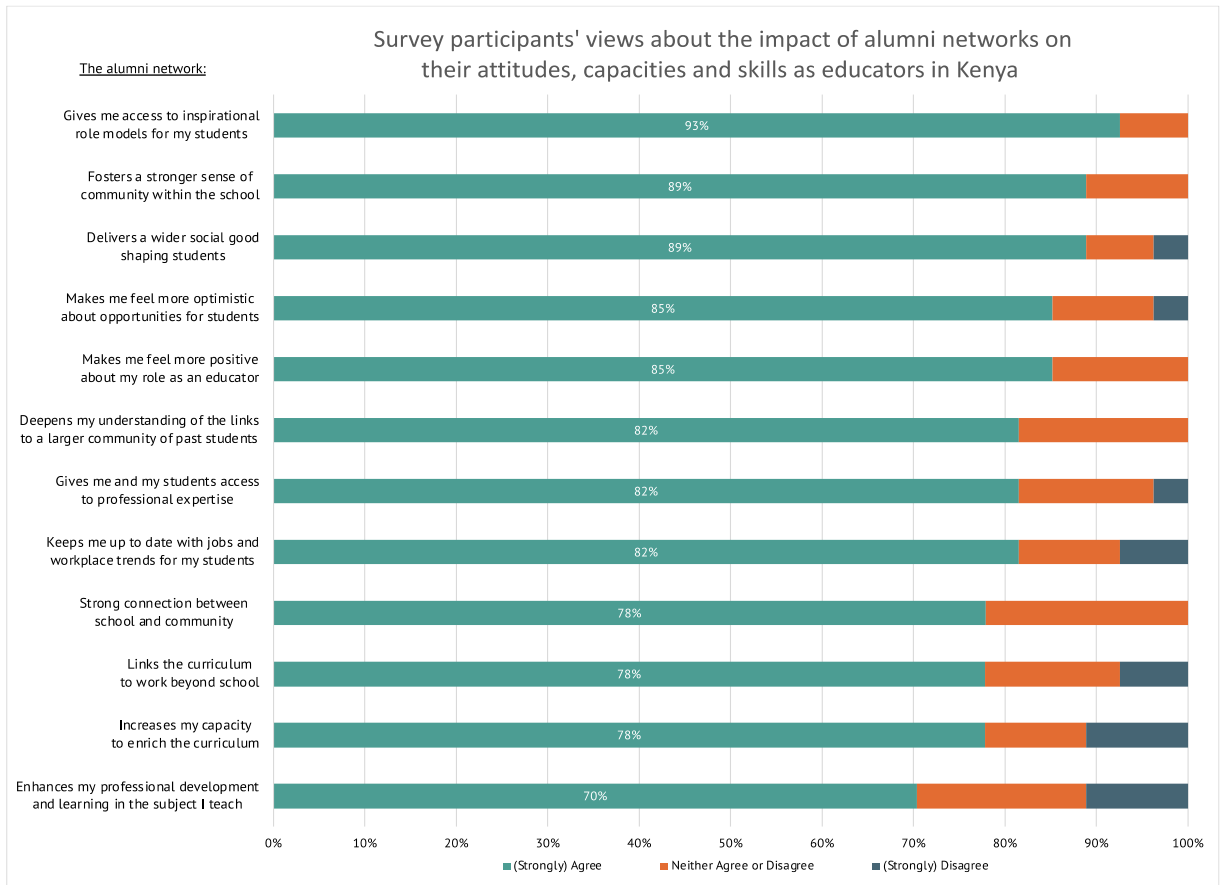
- The biggest positive contribution was seen in accessing role models with 93% of all educators seeing the alumni’s impact on their work
- 78% of educators agreed that the alumni network at their school increased their capacity to enrich the curriculum and student learning
- 85% of educators agree that alumni networks make them feel more positive about their own roles as educators and more optimistic about the opportunities for their students

Participants



67% of participants identified as *male*
73% had more than **11 years of teaching experience**
41% were *classroom teachers*

Summary




Pakistan

KEY FINDINGS

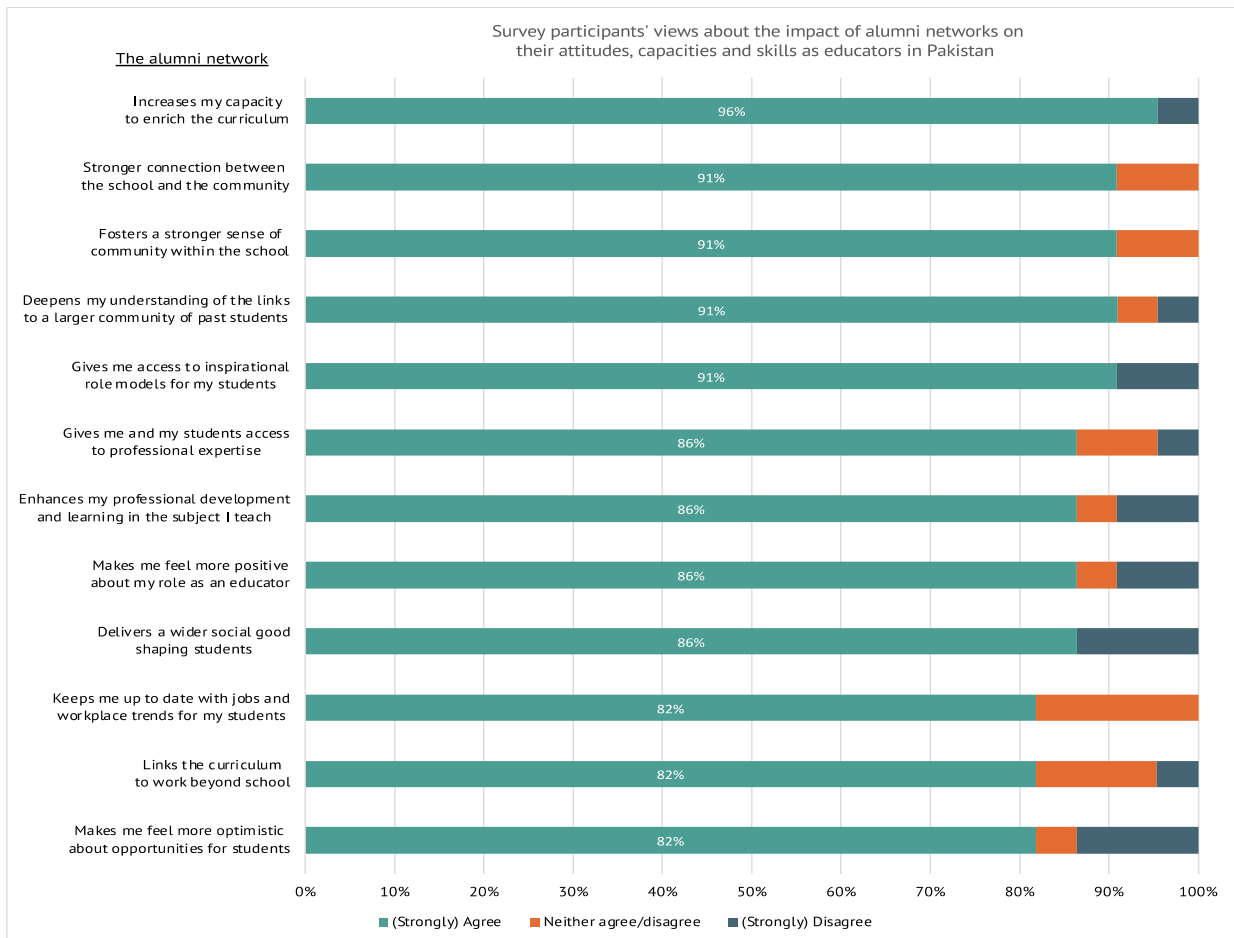
- 96% of educators agreed alumni networks improve their capacity to enrich the curriculum
- 91% of educators agreed alumni networks build stronger connection between the school and the community
- 86% of educators agreed alumni networks give them and their students access to professional expertise

Participant



68% of participants identified as women
no one had more than 11 years of teaching experience
59% were classroom teachers

Summary



United Kingdom

KEY FINDINGS

All seven educators in the UK sample (100%) (strongly) agreed that:

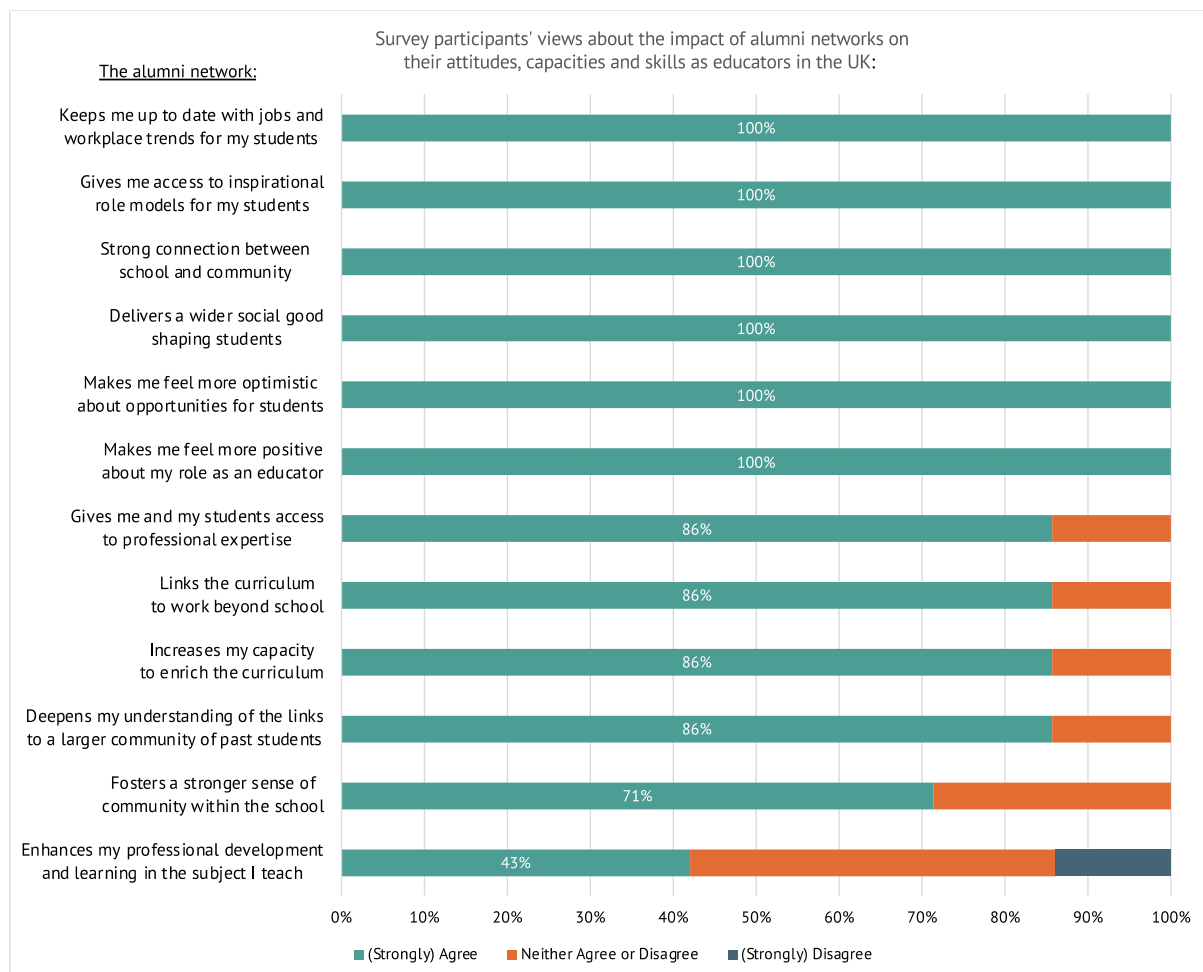
- the alumni networks at their schools kept them up to date with jobs and workplace insights
- give them access to inspirational role models for students
- and help their schools build strong connections to the community

Participant



57% of participants identified as **women**
57% had more than **11 years of teaching experience**
43% identified as a **careers advisor, lead, or coordinator**

Summary





RECOMMENDATIONS

The findings of this study show the benefits of alumni network building programmes for schools and educators. From this study's findings **we have distilled three actions for school leaders, education practitioners, and policy makers** to enhance the positive impact that alumni networks can provide to further improve the quality of teaching, professional development and satisfaction of educators.

1. Invest in alumni networks to help educators better address youth unemployment and skills gaps between formal schooling and the world of work.

Alumni networks give teachers an up-to-date understanding of jobs and workforce trends for their students. This is especially beneficial in school systems that have a young teacher workforce. Alumni networks create links to the private sector and the community for jobs.

By investing in alumni networks, for example by providing funds as a government or philanthropic organisation, or by alleviating teachers' time and improving other resources at the school, you can enable educators to tap into a school's alumni network.

2. Enable educators to have the room to engage alumni by changing norms in the education system.

This study revealed that educators want to use alumni more in their profession. They want to provide more alumni encounters for students to boost student aspirations and to make teaching more interesting and relevant. Educators do not always have the space in the curriculum to do so or are encouraged to do so.

By creating school cultures and curriculum structures that value soft and critical skills as much as other standard measures of educational attainment, educators will be better able to take advantage of the power of alumni as role models and members of the labour force.

3. Fund and support more research and data collection on the impact of alumni networks on the education systems and society at large.

Educators in many countries are over-surveyed and face many reporting demands. Yet, there is still a lack of large-scale and long-term data into the use of alumni networks in the education space and its ripple effects in wider society. This is especially the case for low-resourced communities.

By incorporating alumni engagement data into existing research and school metrics or funding organisations that conduct school-based research to collaborate better, more

high-quality evidence can be generated to support systemic change to improve schooling.

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APPENDIX

Appendix 1: Survey Design

Q1. What country is your school located in?

- Australia
- Kenya
- Pakistan
- UK

Q2. What is the name of your school?

[insert school name here]

Q3. What is your main role as a teacher at the school?

- Classroom teacher
- Careers teacher
- School principal or headteacher
- Specify other

Q4. How many years have you been a teacher at your current school?

- 1 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 + years

Q5. Are you aware of the alumni network/ program at your school?

- No, I am not aware of it
- Yes, but I am not involved
- Yes, and I am involved
- Yes, and I am the main contact/focal point at the school

Network Impact: Attitudes

On a scale of 1 to 5, with 1 being strongly disagree and 5 strongly agree, how much do you agree or disagree with the following statements about the alumni network? Tick the scale box that suits you best for each statement.

Q6: The alumni network at my school...

	1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree
makes me feel more positive about my role as an educator					
make me feel more optimistic about the opportunities available for students beyond school					
demonstrates to the school community that my work as a teacher delivers a wider social good by shaping young people into successful adults and citizens.					
builds stronger connections between my school and the communities we serve.					
fosters a stronger sense of community and belonging within the school					

Network Impact: Skills

Q7 On a scale of 1 to 5, with 1 being strongly disagree and 5 strongly agree, how much do you agree or disagree with the following statements about the alumni network? Tick the scale box that suits you best for each statement.

	1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree
makes me better understand my connection to a larger community made up of many past students and their connections					
increases my capacity to enrich the curriculum and student learning					
helps me link the curriculum to the world of study and work beyond school					
enables me to have access to a wide variety of inspirational, relatable role models for my students					
gives me and my students access to professional expertise and networks that I would not have the time to find myself					

Network Impact: Capacities

On a scale of 1 to 5, with 1 being strongly disagree and 5 strongly agree, how much do you agree or disagree with the following statements about the alumni network? Tick the scale box that suits you best for each statement.

Q8: The alumni network at my school...

	1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree
enhances my professional development and learning in the subjects I teach					
helps me broaden and keep up to date my understanding of contemporary jobs and workplace trends that my students are likely to face once they leave school.					

Q9: Since the alumni network has been launched in the school:

	Yes	No, I am not doing this now	No, because I have been doing this already
For the first time, I volunteered in my own former school,			
For the first time, I donated financially to my own former school,			
For the first time, I have volunteered my time or skills in my community			

Q10 In general, do you think that an alumni network/program can help to improve your students' understanding of how to succeed in life and work once they leave school?

- Yes
- No
- Don't know

Q11 On a scale of 1-5 how easy (1) or difficult (5) is it to engage with the alumni network/ program?

- 1 very easy
- 2 easy
- 3 neither easy or difficult
- 4 difficult
- 5 very difficult

If you have chosen an answer from 1-3 go to question 13;

If you have chosen an answer from 4-5 go to question 12

Q12: If you find it difficult or very difficult to engage with the alumni network or program, what are some of the reasons why? (select all that apply)

- I am too busy with other tasks
- It adds too much to my workload
- I don't have access to appropriate technology/ equipment
- Support is not easily accessible
- Resources are not easy to use
- There is not enough space in the curriculum / timetable
- Administrative and operational procedures required at my school
- Other

Q13. If you could change one thing about the alumni network/program, at your school to improve it, what would it be?

Demographic information

The questions in this section are voluntary. The information is intended to help us monitor inclusion and diversity of alumni networks/programs at schools.

Q14. How do you identify?

- Male
- Female
- Other/ Do not identify
- Prefer not to say

Q15 How many years of experience do you have as a teacher?

- 1 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 + years

Appendix 2: List of Participating Schools

Australia

Fountain Gate Secondary College
Kew High School
Maryborough Education Centre
Matthew Flinders Girls Secondary College
Melbourne Girls' College

Point Cook Senior Secondary College
Rowville Secondary College
St Albans Secondary College
Upwey High School
Western Heights College

Kenya

Adega High School
Agoro Sare High School
Asumbi Girls High School
Friends School Kamusinga
Gatumaini Secondary School
Lifunga Girls' Secondary School
Loreto Convent Girls Secondary School
Makunga Secondary School
Mangu High School
Marani PAG Girls

Nairobi School
Ndururi Secondary School
Ngiya Girls High School
Nyanturago High School
Pangani Girls School
Saye Mixed Secondary School
Sega Township Mixed Secondary
Sigalame High School
Sironga Girls' High School.
Soklo Secondary School

Pakistan

CARE Adopted CDG Girls High School,
Fateh Garh
CARE Adopted CDG Boys High School
Qila Lachman Singh
CARE Adopted CDG Girls High School
Qila Lachman Singh
CARE High School No. 1 J.A. Zaman
Campus

CARE High School No. 2 Sheikhpura
CARE 3 High School
CARE 4 High School
CARE Fazal High School No 5
CARE 8 High School
Nishat CARE High School