



HM TREASURY

DFID Department for
International
Development



www.globaldimension.org.uk

The World Classroom

Developing global partnerships in education

INTRODUCTION

department for
education and skills

“International links can be a powerful way to support the global dimension across the curriculum, bringing the issues to life for students in both countries. One of the main aims of the DfES International Strategy is to enable every school in England to establish a sustainable partnership with a school in another country by 2010.”



“The profile of international education is rising in Scottish Schools – leading to increased learning, confidence, enthusiasm, and knowledge. One of the main objectives of the current curriculum review in Scotland is to prepare all young people to become responsible citizens, and to develop a knowledge and understanding of the world and Scotland’s place in it.”



“Collaboration will be a key feature of the new educational landscape in Northern Ireland. Links with schools in other countries can be a valuable way for young people to practise global citizenship and gain an insight into the experiences of young people in other countries.”



“The importance of global citizenship, especially in terms of developing mutually advantageous international links with schools throughout the world and in particular with Sub Saharan Africa, as set out in its Wales for Africa Framework, is a key priority for the Welsh Assembly Government.”

Photo cover: Giacomo Pirozzi / Panos Photos below: David Rose / Panos



Last year we had the privilege of taking two secondary school pupils from the UK – Lily and Jenade – to meet Nelson Mandela and visit schools in Mozambique. Their eyes, like ours, were opened to the challenge that pupils there face. Outside Maputo we visited a school where there are 4200 pupils and only 22 classrooms. Pupils there receive education for only 3 hours a day in separate shifts that change times each day and if it gets dark early there is no light to teach by.

But when we asked the children their ambitions, they wanted to do all that children here in Britain want – to be engineers, doctors, architects, scientists, teachers, nurses and carers.

Building links between schools here and Africa and the developing world helps young people to understand the differences as well as the similarities between their lives. School partnerships help us understand the challenges that we all face and how we can work together to overcome them.

Through school links, UK pupils will learn just how limited the provision of education is in so many countries and discover that across the world almost 80 million children – most of them girls – don’t go to school, today or any day. And many more go to schools many miles from their home, without enough textbooks, teachers and even simple things like toilets or classrooms. This is why the UK government is committed to working with others to pursue education for all children, everywhere.

Partnerships between schools help children to exchange ideas, understand different cultures and develop a rewarding relationship based on mutual trust and respect. They can open children’s eyes, and help them to be good global citizens in today’s changing world.

We saw this for ourselves when we visited a school in London with links to Kenya – where pupils exchange pen pal letters and link up now by the internet. And there are hundreds more links that can be developed round the World. This booklet says how it can be done.

We hope you will join in making these links, in building these bridges and in bringing together students across the world. So that they will understand better the challenges they face and start to discuss the solutions.

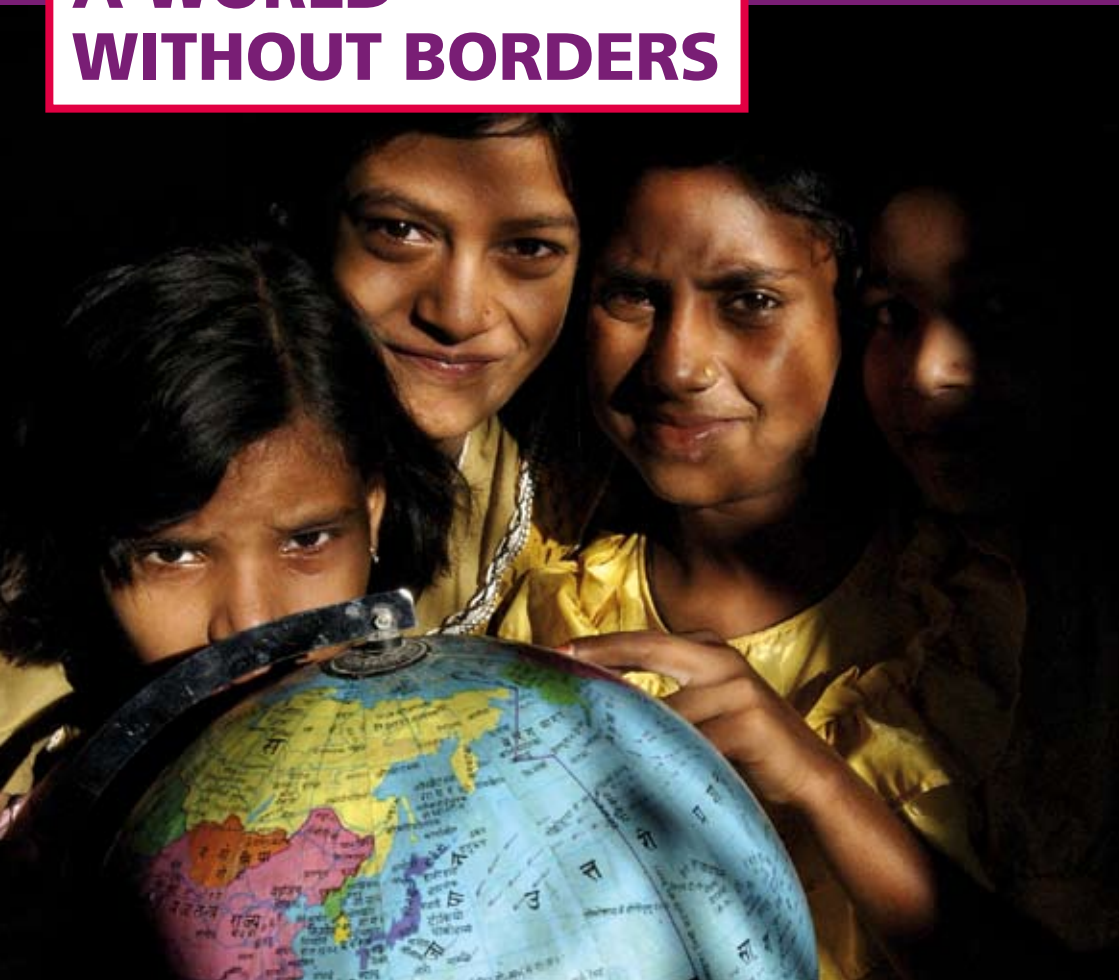
A handwritten signature in black ink, appearing to read 'Gordon Brown'.

Rt Hon
Gordon Brown MP
Chancellor of the Exchequer

A handwritten signature in black ink, appearing to read 'Hilary Benn'.

Rt Hon
Hilary Benn MP
Secretary of State for
International Development

A WORLD WITHOUT BORDERS



Our local communities in the UK are increasingly diverse, the food and clothes in our shops travel the world to reach us, the markets where we trade are global, the web that we surf has no passport control.

Today children and young people draw influences and inspiration from everywhere on earth – from the music they play to styles they adopt. And more and more of us find ourselves working overseas – in the future one in four jobs will relate to international trade.

Modern technology means that the everyday, humdrum decisions we make as individuals can make a difference to the lives of our neighbours thousands of miles away. Our energy choices can influence rainfall patterns or sea levels on another continent. Our consumer choices may dictate what a poor family earns – and whether they can send their children to school or afford health-care.

When we face challenges in this ‘interdependent’ world we have to solve them together. Which means we have to understand each other – to know each other better – and we need the skills and techniques to build trust and establish equal relationships.

Well planned school partnerships can help children from scores of countries learn more about the rich diversity of our global community. Many exciting partnerships between schools in the developed and developing countries already exist. This booklet is to encourage more schools to get involved – giving sources of advice on the many different types of partnerships available and what your school can do to set up a successful partnership.

Photo: Ami Vitale / Panos



Photo: Photofusion Picture Library / Alamy

There are now hundreds of partnerships around the country joining schools in the UK with those in Africa, Asia, Latin America or the Caribbean. And hundreds more when you include other links that also help build understanding – within the UK and across Europe.

Bringing the world into the classroom offers teachers, school leaders, children and their parents a depth of knowledge and understanding about life in different parts of the world. It is an experience that can have a profound and lasting impact on all those involved.

WHY PARTNERSHIPS?



“Pupils now see development issues as personal rather than theoretical as a result of meeting our Malawian partners and are now more enthused and willing to become more involved.” School teacher, UK



Photo: David Rose / Panos

It's one thing to google 'Nelson Mandela' but it's quite another to talk to children in South Africa about what Mandela means to them.

It's vital to study the changes that have fostered economic growth in China, but another layer of insight comes with spending a week with students in Beijing.

School partnerships help students understand the world beyond their shores – through accessing the experience of other children who are living in different cultures and traditions. When children work together on shared curricula – online or through letters, photographs, art or even exchange visits – they can begin to question their assumptions about life – both 'over here' and 'over there'. It works both ways and ensures that children from both developed and developing countries can broaden their perspectives and widen their horizons.

Photo: Jez Coulson / Insight / Panos

Such 'local-global learning' is a tremendous asset in developing understanding, skills, attitudes and participation that is relevant to a changing, interconnected world. The idea of introducing this learning into the school curriculum brings a wealth of opportunities for classroom activities and whole-school projects.

The **Anderson High School in Shetland**, for example, has a partnership with the South Peninsula High School in South Africa. Shared modules between South African history students and Shetland modern studies students have explored the theme of 'Sharing Pasts: Shaping Futures'. Discussions between year two biology students around shared videos of science experiments have highlighted the importance of avoiding HIV infection as part of healthy living.

Dorton House School for the Blind in Sevenoaks, has a partnership with the Milton Margai School for the Blind in Freetown, Sierra Leone. Pupils and staff in both schools are working to broaden the experiences of blind and partially sighted young people. Students have been exchanging Braille letters and some have formed lasting friendships. The schools are developing a joint scheme of work on Conflict Resolution, starting with a discussion on the meaning of conflict at a personal level, and broadening out to encompass conflict within the family, community and recent civil or international conflict.

School partnerships can provide a context for rich and topical content across a range of subjects, helping teachers and students understand development and global citizenship.

EDUCATIONAL BENEFITS



"Our partnership has been a turning point and the school's curricula have taken on new flavour. We appreciate the benefits of fostering bonds of friendship between future citizens of the world, who need to appreciate and respect each other more than ever before." School teacher, India

Creating worthwhile educational experiences from school partnerships requires thought, creativity, sensitivity and discussion on the part of educators – both in the UK and in the linked school. Of course, none of the benefits are automatic, and they are unlikely to be achieved through an occasional assembly or fundraising event 'for' the linked school. But a strong partnership can result in enthused pupils and teachers and an enriched curriculum and school ethos.

Benefits for children

Good school partnership programmes encourage learners to develop the skills and attitudes they need to become responsible citizens by developing understanding of international as well as local issues. By emphasising the genuine two-way exchange of knowledge and experience through the partners' participation, each benefits from the practice of working and learning together.

Photo opposite page: Chris Stowers / Panos
Photo below: Alwoodley / Paraguay



Photo: Photofusion Picture Library / Alamy



Photo: David Rose / Panos



Benefits for staff

By exposing staff to very different learning contexts, the partnerships enrich teachers' professional expertise. And teachers are not the only adults to benefit. All sorts of people can get involved, including support staff, headteachers, parents and governors. The more people who become engaged, the more effectively the idea of global partnership can become part of the educational ethos of learning.

Benefits for schools

There is increasing evidence to show that UK schools who engage with a 'global dimension' – for example, discussing issues such as diversity, human rights and conflict resolution – enjoy the benefits across all curriculum subjects, and notice improvements in daily life throughout the school.

HOW IT CAN WORK



"The link improves the students' humanity. It broadens their questioning. It is much more about understanding their different cultures and it pushes their powers of analysis. It shows that history has relevance today."

School teacher, UK

Partners: Hove Park School, Brighton, Sussex / Ghana's Cape Coast schools

The impact of links with Ghana's Cape Coast is felt across the history, Information Communication Technology (ICT) and citizenship curricula at Hove Park School.

Since 2003, the school has been involved with the Fiankoma Project, named after a small town in Ghana and funded through the DFID Development Awareness Fund. The scheme uses digital technologies to boost communications between teachers, schools and communities in Ghana and the UK – providing a discussion forum on cultural and development issues in both countries through students comparing their day to day lives.

The project was also the catalyst for a supporting teacher programme, which links teachers and students from seven schools in Cape Coast and three schools in Brighton and Hove. "During my time in Ghana I saw the castles where slaves were kept before transportation," recalls Judy Cooper, Head of History at Hove Park, who took part in a teacher exchange. "This has really helped in my discussions with year nine students and has led us to talk about human trafficking as a contemporary issue as well as a historical fact."

The links have deepened the students' maturity, and some of the previous year nines spoke at a recent symposium on comparing slavery, bullying and the Holocaust. And participating in a technology-based project has had spin-offs for her students' ICT skills. "Next year, year nine will create a website on the issues of modern slavery and racism" she says.

Partners: Alwoodley Primary School, Leeds / Colegio Aula Viva, Asunción, Paraguay


A partnership between two schools separated by thousands of miles led them to look more closely at unfamiliar communities on their own doorsteps.

Pupils in Paraguay, researched the indigenous community of the Maka, exchanging visits, participating in group games and other cultural experiences including dances which they then shared with pupils and staff at Alwoodley Primary in Leeds. Students in Aldwoodley in turn researched the Traveller, Gypsy and Roma communities in Leeds, setting up an exhibition of artefacts and participating in an art workshop led by a Roma artist.

Students in both schools questioned existing stereotypes in their own countries as well as overseas, culminating in a joint exhibition celebrating Human Rights Day – exploring the theme of migration and diversity funded through the DFID Global Curriculum Project grant.

Photo: Alwoodley / Paraguay

PLANNING A SCHOOL PARTNERSHIP



"We try to bring the world into the school by taking every chance we can to celebrate international occasions such as the World Cup, and inviting people from other countries to share their knowledge and experience."

School teacher, UK

Ask yourselves these questions:

Motivation

- ▶ What are your reasons for wanting a partnership?
- ▶ Do you have a vision?
- ▶ What do you hope to achieve, in practical terms?
- ▶ How will your partnership enhance the goals of your school?

Involvement

- ▶ How can you involve as many staff in your school as possible?
- ▶ How will learners contribute to the partnership as it evolves?
- ▶ What opportunities exist in your local communities for involvement in partnerships?
- ▶ Have you got the support of your Senior Management Team? How can you get them on board?

Resourcing

- ▶ Does your school have the capacity to enter a partnership at this time?
- ▶ Are you prepared for any additional resourcing needs/costs the school may incur?
- ▶ Can you identify sources of support and expertise in your local community?

Your partner school

- ▶ Where in the world might you look for a partner school?
- ▶ What are the advantages and disadvantages of different options?
- ▶ What might be the expectations and motivations of your partner school?
- ▶ How can you ensure that your partner school also gains educational benefits from your partnership?

Get advice

Whether you are involved in an established partnership or looking for a partner school there's a wealth of development education expertise to call on – providing advice and guidance on the best way forward.

Access funding – there are grants available for schools both in the early stages of partnerships and those whose partnerships are more established.

Get training – there are workshops and training courses for teaching staff.

Get expert advice – from **Global Educators** with experience of living and working around the world who will visit your school.

Through the contacts at the back of this booklet you can get sound guidance and support – from an Introductory Workshop to get you thinking about what type of partnership you want to specific ideas for activities to undertake in the early stages of a new link.

TAKE YOUR PARTNER

There are a number of options to help you find a suitable partner school, or additional support and funding if you are already involved in an established partnership. These contacts provide a starting point for you to begin to explore.

How can we find a partner school?

www.dfid.gov.uk/funding/globalschools.asp

DFID Global School Partnerships promotes partnerships between schools in the UK and schools in Africa, Asia, the Caribbean and Latin America. The programme provides advice and guidance, professional development opportunities and grants to schools that are using partnerships as a way of developing a global dimension to their curriculum.

www.globalgateway.org.uk

The Global Gateway includes a database of schools interested in establishing school partnerships. You can also register a profile of your school on this site, so that other schools can search for your details.

www.bbc.co.uk/worldclass/twinning_map

Will help you find out if other schools in your area already have a partner school or to find out more about other organisations involved in school partnerships.



Photo: Penny Tweedie / Panos



Photo: Photofusion Picture Library / Alamy

How can we develop a partnership and build a global dimension into our curriculum?

www.globaldimension.org

Global Dimension is a DFID funded on-line guide to teaching resources – books, videos, posters and websites. From climate change to poverty, water to fair trade, you can find resources for all age groups and subjects. Follow the link to the '**Global Dimension Community**' to find your nearest Development Education Centre, learn about professional development opportunities, read ideas and lesson plans from other teachers, learn more about school linking and find groups that offer speaker services.

www.dfid.gov.uk/pubs/files/dev-global-dim.pdf

Developing the Global Dimension in the School Curriculum – this key publication will help place the school curriculum within a broader, global context, and shows how all subjects can incorporate a global dimension.

www.mundi.org.uk/learning-resources/page4.html

A Good Practice Guide to Whole School Linking (£25.00) This publication is the result of a school linking project carried out by MUNDI Development Education Centre in Nottingham. Funded by DFID, it contains practical suggestions of issues to consider and of educational uses to be made from international school partnerships.

www.build-online.org.uk

www.ukowla.org.uk

Building Understanding through Links for Development and the **UK One World Linking Association** offer general information about involving the community in your school partnership and a comprehensive Toolkit.

www.dea.org.uk

The **Development Education Association** is a national network of around 250 member organisations that share a commitment to development education and may prove useful in your search.

www.cewc.org/aspnet

UNESCO Associated Schools Project. Ideas and support for theme based school linking on sustainable development, intercultural learning, peace, human rights and democracy, world concerns and the role of the UN.

What funding for school partnerships is available?

www.dfid.gov.uk/funding/globalschools.asp

The **DFID Global School Partnerships programme** has a grants programme that provides schools with the opportunity to develop their partnerships through reciprocal visits and curriculum development activity.

www.britishcouncil.org/globalschools
and

www.britishcouncil.org/globalschools-grants-support.htm

The **British Council** manages a range of programmes that will help you and your partner school to develop a lasting and successful relationship.

Photo: David Pratt



EDUCATION FOR ALL

School links provide pupils with new horizons and new opportunities. But many children do not have even the opportunity to go to school. The UK Government is committed to ensuring that all children, everywhere, have that chance in life.

Education is vital in the fight against extreme poverty in developing countries. Education enables people to fulfill their potential and helps combat the spread of diseases such as HIV and AIDS. Girls' education also helps to reduce the rate of child mortality and to improve the nutrition and prospects of future generations. Yet every day almost 80 million primary school aged children are denied an education.

There has been some progress on getting children into school but not enough to ensure that all children, irrespective of their birth, have the opportunity to complete primary school education by 2015. Getting children into school will cost each person in the rich countries of the world only \$10 a year – or two pence a day for every person. For two pence a day we could finance the schooling of every child denied it today and give girls the same chances as boys.

Getting children into schools and ensuring that they have the teachers, books and facilities to help them to learn, isn't just about money. It is about ensuring that poor countries have long term education plans and the long term predictable financing they need to train teachers, pay teachers' salaries and to provide and maintain school facilities and equipment.

Many developing countries are already developing long term education plans to get children into school. Rich countries have already committed to increase aid to poor countries. Achieving free universal primary education does not mean making new commitments. It simply means delivering on the commitments made in 2005.

For our part, the UK has announced that, for the first time, we will enter into 10 year agreements with developing countries to help finance their education plans and that we will spend at least £8.5 billion (\$15 billion) on aid for education over the next ten years. We will continue to call on other donors to support poor countries' long-term education plans.

DFID, the Department for International Development: leading the British government's fight against world poverty.

www.dfid.gov.uk

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