



DOING DEVELOPMENT EDUCATION THROUGH A GLOBAL SCHOOL PARTNERSHIP

A Global School Partnership (GSP) is a relationship between a school in Ireland and a counterpart school in the Global South that is based on joint learning, equity and respect.

CHANGING ATTITUDES DEVELOPING SKILLS GROWING KNOWLEDGE

A Global School Partnership (GSP) encourages participating schools to challenge their assumptions about other countries and people, and to engage with different ways of seeing the world. An effective GSP should serve as a vehicle for transformative learning that raises awareness and understanding of identity, diversity and interdependence.

If you have already been exploring development education in the classroom, or have an existing link with a school in a Global South country, then you may be ready to establish a GSP that will help deepen that engagement. A GSP can enable you and your partner school to explore different perspectives on local and global justice issues together.

A GSP can be an excellent way to put the key components of DE into practice:

- **Methodologies** which are learner-centered and participatory
- **Knowledge** about how the world works
- **Skills** of critical thinking, reflection, problem solving, analysis, teamwork
- **Values and attitudes** like solidarity, respect and empowerment
- **Action** to effect change for a more just and equal world

‘Teachers and students on both sides collaborated and the whole process developed very organically’.

-Diarmuid O'Brien Vice Principal, Ballyfermot College of Further Education.



Top tips for getting started with a Global School Partnership

1. Try to involve a range of people from the get-go. Support for a GSP may come from within the teaching staff, school leadership, the board of management or even from the parents committees, not to mention a team of students who can help drive the project forward. This should take place in both schools involved in the partnership.
2. All school partnerships are very different, and both schools involved will operate very differently. It is important to take your time when establishing a partnership. Really getting to know your partner school and each other's policies and practices is a slow process – but it will establish the basis for an effective working relationship and joint learning in the future.
3. Ensure that your partnership is founded on respect and equality. If you are primarily interested in helping, fixing or fundraising then a GSP isn't the right vehicle for you. However, if your main focus is on learning about the world and challenging preconceptions, then this could be an effective way to go about that.
4. The partnership agreement is a crucial building block for any effective GSP. A partnership agreement outlines the arrangements between the partner schools in a range of areas, such as the objectives and the agreed learning outcomes that will be explored between the two schools involved. Please see page 6 for a WWGS partnership agreement template.
5. Be prepared to have some challenging conversations with colleagues in both your own and partner schools. Establishing a relationship with a school from a totally different country and context is not a straightforward process. The learning benefits of such a project can be enormous, but it requires time, resources, patience and perspective. GSPs do not take place in a vacuum. The world we live in is unequal, and this is the backdrop against which you are trying to establish a partnership of equals. Tap into WWGS (and other) support as much as you can on this journey, and maintain the focus on DE and learning where possible – rather than getting into a dynamic of donor-recipient with another school.

“It would provide an opportunity for students and teachers to exchange knowledge & experiences. The students are eager to learn about the rest of the world”

- Esinelly Mbewe, Head Teacher of Kabulongo Girls School, Lusaka outlines her views on the potential benefits of a GSP.



Joyce Ncikambci and Kamizhi Kazhila students at Kaoma Community School during a discussion on global school partnerships.

CASE STUDY

Presentation College Carlow and Kaoma Community School

Presentation College Carlow have a Global School Partnership with Kaoma Community School in the Western Province of Zambia. It was established in 2006 with the help of the Presentation Order's Global Education Experience programme. The schools work and learn together to heighten students' awareness of our world and ensure that they truly become global citizens. The principal of Kaoma Community School, Beatriz Nosiku, says that their partnership is based on 'mutual equal understanding and agreement'. She says that 'sharing learning and teaching methodologies is the best thing for [my] teachers'. The exchange of knowledge is the most beneficial aspect for students, who are 'so excited about the partnership and having a link with a school in Ireland.'

Joyce Nakamba, 15, a student in Kaoma Community School says that she likes learning about traditional ceremonies, and what the issues facing teenagers in Ireland are. The Irish and Zambian students are exploring development issues together and learning about the different contexts for the issues in both countries. In 2013/2014, the schools created a cookbook of recipes from both countries following a process of joint learning about food and agriculture in their countries.

Stages of Global School Partnerships

Stage 1: GSP Getting Started	Stage 2: GSP Developing the Partnership	Stage 3: GSP Sustaining the Partnership
<p>PLANNING</p> <ol style="list-style-type: none"> 1. Discuss the idea/pros and cons of a GSP with school management, teachers and students. 2. If there is general enthusiasm for the idea, establish a support team for the project. 3. Find a partner school which is also carrying out steps 1 & 2 - please refer to page 7. 4. Contact WWGS to discuss ideas/ plans and to find out about support/training. <p>PROCESS</p> <ol style="list-style-type: none"> 1. Establish regular communication channels with partner school –with the lead teacher, then the support team, then students. 2. Small steps! Focus on getting to know each other first and maintaining regular contact. 3. Exchange a partnership agreement template and discuss. 4. Avail of WWGS training. <p>RESULTS</p> <ol style="list-style-type: none"> 1. Jointly drafted partnership agreement is in place. 2. Both schools are aware and supportive of the partnership. 3. Next steps have been discussed together e.g. potential thematic/ curricular areas for collaboration. 4. An awareness event takes place to raise the profile of the GSP. 	<p>PLANNING</p> <ol style="list-style-type: none"> 1. Review how the first year/stage of the partnership has gone – identify opportunities and challenges for joint learning. 2. Identify which areas you and your partner school can most effectively collaborate on – e.g. curricular or thematic areas. 3. Decide on teacher visit dates/ process. 4. Update/discuss with WWGS. <p>PROCESS</p> <ol style="list-style-type: none"> 1. Initiate 1 joint learning project (e.g. between the same year group) first. Then evaluate before expanding joint activities to other areas/student groups. 2. Ensure teacher visits take place during school time, are hosted in local community and maximise time spent collaborating with peers. 3. Maintain regular communication. <p>RESULTS</p> <ol style="list-style-type: none"> 1. The partnership agreement has been revisited and updated. 2. Awareness and understanding of GSP exists at multiple levels in both schools. 3. Plans are in place for the coming year’s activities. 4. Regular updates on the GSP take place e.g. via school newsletter or noticeboard. 	<p>PLANNING</p> <ol style="list-style-type: none"> 1. Expand members of the support team for the GSP in both schools to ensure wide representation from students, teachers and management. 2. GSP planning/review meetings take place on a regular basis. 3. Joint learning activities are embedded in key year groups/ curricular areas/extra-curricular activities. <p>PROCESS</p> <ol style="list-style-type: none"> 1. Ideas for expanding joint learning in further curricular and extra-curricular areas are discussed e.g. a joint project for YSI or the Young Scientist Exhibition. 2. Shared local/global concerns form the basis of additional elements of the GSP. 3. Problems/successes are discussed and shared; the direction of the GSP is jointly agreed and facilitated. <p>RESULTS</p> <ol style="list-style-type: none"> 1. The GSP is an established reference point for development education in both school communities. 2. Reflection and evaluation of GSP activities take place each year via partnership agreement review. 3. Successes of the GSP are celebrated and shared widely – whilst limitations also acknowledged.

‘We look for the best education we can for both schools. We don’t look down at each other. We don’t look beyond education - that’s our focus.’

- Nasilele Kangowa, Teacher at Kaoma Community School

WorldWise Global Schools Partnership Agreement Template

This is to serve as a guide to schools involved in Global School Partnerships to be used at the start of the partnership and to be revisited on a regular basis. This gives the partnership a good foundation and helps to ensure that the partnership is on an equal footing.

1. Vision

What is your shared vision for the project?

2. Quality

- Is the main focus of your project on educational outcomes for all participants?
- How will your project contribute to quality teaching and learning about development and global issues?
E.g. what themes will you both cover and in which curricular/extra-curricular areas?
- What resources will you both use to support teaching and learning about these themes?

3. Educational objectives

- What are your agreed educational goals?
- Have you identified areas of potential or actual curricular collaboration?
- Will educational outcomes:
 - Support mutual respect between learners
 - Challenge and inform perceptions of development issues
 - Develop critical thinking
 - Encourage open-mindedness
 - Develop participatory skills

4. Values and principles

- What are the schools' values and principles?
E.g. To encourage active and productive citizenship, personal development and enable students to participate in the development of their countries.
- How do these complement each other?
- Are there any non-negotiable expectations concerning values and principles?

5. Mutual trust and respect

- How can mutual trust and respect be established?
E.g. Through regular communication, openness and conflict resolution if necessary.
- How will a breakdown of trust and/or respect be dealt with?

6. Sustainability

- How integral is the partnership to the schools involved?
- What resources (people, time, skills, finance, and external support) are needed to sustain the project?
- How might you make the project more sustainable?
(E.g. involving parents, communities, greater numbers of students and teachers, etc.)

7. Inclusiveness and equality

- How inclusive is the project?
*Does it include all students or a certain year group?
Does it include teachers of various subject areas?*
- How can marginalised individuals and groups (in schools and local communities) be more involved?
- What can be done to ensure that the project is based on equality?

8. Obligations and responsibilities

- What roles and responsibilities does each school have?
- What rights and obligations does each school have?

9. Reporting, reviewing and reflection

- What frameworks will be used for reporting, reviewing and reflection?
- What will be done to ensure that this is a two-way and on-going process?
E.g. communication will be through post, phone, email, Skype and social media depending on Internet access. Regular contact will be maintained once a week.

10. Monitoring and evaluation

- How will progress be measured, including the development of the project itself?
E.g. the WWGS SAT or similar evaluation form for students and teachers and anyone else involved in the project.
- What will be the indicators for success?
- Who will determine these?
- What will be done to ensure that this is an open and collaborative process?
E.g. continuous evaluation and open lines of communication will have input from both teams of teachers.

11. Timelines

- Are there indicative and actual timelines related to specific tasks and outcomes?
- How necessary are these?

12. Conflict resolutions

- What mechanisms will be used to resolve conflicts?
- What role might third parties play (if any)?



Students of St Mary's Academy Carlow with their teacher Aileen Tennant & teachers Sarah Mulunga and Nelson Makundi from their partner school Bethsaida Secondary School, Dar Es Salaam during their teacher visit to Ireland.

How to find a partner school

The following can be useful starting points if you are trying to establish a partner school for a GSP:

- Existing relationships/links that your school may have with a school in the Global South can be a good starting point. However, if the relationship has primarily been one of fundraising to date, these parameters will need to change if a joint learning partnership is to be established.
- Parish/Community links with the Global South, which your school can connect into.
- Contacts established through teachers who have carried out overseas work/volunteering during their holiday time.
- Existing links through members of the student body – particularly students who were born outside of Ireland.
- Tapping into communities of people from the Global South who live in your area. Members of such communities can be invaluable in helping to set up and guide your partnership project.
- Searching online via websites such as www.globalgateway.org.
- Establishing a link via an external organisation such as an NGO that will help to facilitate your partnership project.

'It must always be seen as a committed effort by both sides of the partnership'

-Daniel Fwambo, Principal of Evelyn Hone College, Lusaka, Zambia.

WWGS provides a supporting role for schools engaging in a GSP, particularly in terms of how to facilitate joint learning between both schools. We provide training for teachers to plan and develop their partnerships, as well as pre-departure training for those teachers undertaking a visit to or hosting a visit from their partner school.

Contact the WWGS team

The WorldWise Global Schools team is available to provide advice, guidance, training and resources for development education in post-primary schools in Ireland.

WorldWise Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8
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WWGS is being implemented through a consortium comprising Gorta-Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.

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