THE WORLD

IN THE CLASSROOM

Guidebook 2014

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Introduction

What are the impacts of certain global processes on our everyday life? What is global education? How can a model program linking schools in the global North and the global South contribute to the achievement of the Millennium Development Goals (MDGs)? What steps to take and what resources to use to introduce global issues at schools?

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our **aim**

The main aim of our project, "North- South Connection: Partnership for a more just world between European and African schools" was to improve the sensitivity and critical understanding of global problems among high school students and to promote their active engagement in addressing these issues with a specific focus on MDGs, as well as to integrate global issues into the formal education system by developing global school partnerships between 16 European and 16 African schools.

our **contribution**

Summing up the learning outcomes of our two-year program, this guidebook provides interested teachers with the main theoretical and methodological basis on how to use school partnerships to integrate the global dimension in their teaching. Additionally, it gives specific suggestions for joint activities for each Millennium Development Goal.

Understanding Globalisation

Globalization is one of those popular concepts, which are anchored in our everyday vocabulary with such a taken for granted force that there seems to be hardly any reason to question its sense. The same holds for the two core assumptions that underlie its conventional use. According to the first one, globalization is a totally new phenomenon, a product of our modern life.

Globalization is one of those popular concepts, which are anchored in our everyday vocabulary with such a taken for granted force that there seems to be hardly any reason to question its sense. The same holds for the two core assumptions that underlie its conventional use. According to the first one globalization is a totally new phenomenon, a product of our modern life. The second tends to equate globalization with the negative side effects of intensifying contacts between societies, including the apparent loss of national sovereignty and what some regard as a "clash" between different value systems (see Huntington, 1996)[1]. In order to form a more nuanced understanding of the term, it is necessary to challenge both assumptions.

The first observation to be made is that the pattern of intense cultural contacts with other societies is not the exception in European history, but rather the rule. The reason why it is so easy to forget about this is that for hundreds of years European history books have set a frame in which contacts with other continents, if they have been mentioned at all, have been systematically presented in a rather unilateral way. It was always Columbus who "discovered" the American Indians and Livingstone charted "the unknown parts" of Africa, never the other way round. In these accounts, Europe looks invariably as the active party, progressing dynamically in its own way amongst static societies, which lack the capacity of development.

In reality Venice could not have been built without the strong economic and cultural connections it maintained with the Middle East, and the contemporary mode of living of the indigenous people in the deep forests of Amazonia is not the vestige of an ancient and disappearing culture, rather it is the outcome of complex contacts maintained with the colonizers over centuries.

Our societies, let we be Yanomami, Iranian, German or Hungarian, are much less homogenous as they appear to be at first sight. In a book written almost 50 years ago, the American Anthropologist, Eric Wolf (1982)[2] reminds us that the interconnections we experience in the world today have always been the mode of relations between people and societies. Our present day multidimensional, globalized world is nothing but the historic product of multifaceted relations in which empires, minority groups, rulers and small men have been entangled since immemorial times within and across continents.

However, if global connections have always been an intrinsic feature of world history, it is also true that today these connections tend to intensify and the transformations they generate accelerate. According to some authors[3] what specifies globalization as we know it, is precisely the intensification and diversification of social, political and economic relations and transactions on a transcontinental or trans-regional scale.

Although acceleration of the process multiplies cultural contacts, and these indeed might result in conflicts under certain circumstances, it is essentially not the increasing cultural diversity, which makes globalization a potentially disruptive force. Rather it is its embeddedness in existing power structures.

For the "global" is not just the combination of many localities (let them be as important as the Wall Street, Washington, Porto Alegre or Beijing), it is rather a web made of transnational institutions and networks, engendering a hierarchical political and economic order, the consequences of which are penetrating deeply into the experiences of ordinary people in specific localities. This means that for example in a typical contemporaneous African setting, those who are engaged in a fight for maintaining the traditional communal land ownership and those who advocate for land reform in order to individualize land entitlements are not only engaged in a cultural fight. Nor is it sufficient to interpret the dispute as the opposition between "traditional Africans" and some imaginary "modern Westerners". Behind this conflict, we find various actors connected in a complex network, having strong interests in liberating land ownership and, more importantly, possessing the necessary power to enforce this liberalization through legal, political and economic means. While on the other hand we find those who lack such power.

As a consequence, a better understanding of globalization means learning how to differentiate between cultural encounters and the systemic effects of social, economic, political and environmental injustice produced on a global as well as on a local scale. Such a learning process holds the promise that it is possible to change the unjust processes without renouncing the enriching effects of interconnectedness.

While it would neither be possible, nor desirable to stop the flows connecting people, societies and cultures, it is absolutely possible and desirable to fight injustice, exploitation and oppression. Refusing inequality and rediscovering the ties that connect societies across borders, (but also parts of societies within national borders), is not simply a question of solidarity in our times, it is a prerequisite for putting the right questions, which may enable us to make the world a better place – for all.

FURTHER READING, LINKS:

– **Global Policy Forum** – an independent policy watchdog that monitors the work of the United Nations and scrutinizes global policymaking
– **G8 Information Centre** – news, publication, reports on G8 activities
– **Personal site of Joseph Stiglitz** – professor of economics at Columbia University, Nobel prize winner, former senior vice president of the World Bank
– **Taking IT Global** – background information, resources for young people on the topic of globalization
– **World Social Forum** – a forum for critical thinking on social issues and networking
– **World Economic Forum** – an independent international organization to discuss and improve the state of the world
– **World Trade Organisation** – forum for governmental trade negotiations in the world

Global Education

Content, principles and methodology

Q: Why global education?

A: In order to recognize and to understand the complex dynamics of our globalized world today, we need to change the way we learn and systematize knowledge. The fragmented and hierarchical type of knowledge that is often at the centre of the school educational system does not correspond to the transnational, multifaceted and changing problems that the contemporary world offers. Today, when the dimensions of the environmental, political, economic and social issues are global, we need to put the learning in our schools also in a global context.

Concurrently, one of the biggest challenges for students and young people today is the need to work with a large amount of information, to which they have more and more access with the IT development. The challenge consists in the need to grasp and to understand the picture as a whole, with its multidimensionality. Morin (1999)[4] defines the global not just as a context, but as the entire with its parts, including the connections that exist in between. The separate, isolated, fragmented knowledge is not enough any longer. This knowledge can be useful for our young people, if we help them to put it in the global context.

Better understanding also holds the promise of collective action, which is the prerequisite for coming up with solutions to contemporary global challenges. This is another reason to integrate global education into the formal educational system.

Q: What is global education?

A: According to the definition of the Council of Europe[5], global education opens people's minds and hearts to the interconnections and similarities that exist between people and communities in the world. Global education provides young people with the knowledge, skills and values, which will help them make the future fairer and more sustainable. Most importantly, global education enhances young people's willingness to act to change the world for the better.

Q: How is the global education approach different?

A: The approach of global education differs from the traditional teaching, as it offers cognitive and also emotional learning possibilities. Global education, moreover, is based on the framework of knowledge, skills, values, actions for change that both students and teachers develop, while engaging with global issues.

According to David Hicks[6] there are several dimensions that define the originality of the global education approach:

Thematic dimension

The topics of interest for global education can be divided in four main groups: I. poverty and social justice II. human rights and cultural diversity III. peace IV. environment[7]. In class students learn about issues that help them understand the interconnectedness in the world today, and the role that their everyday choices may have in the life of people elsewhere in the world. Only then will students be able to realize the real dimension of their knowledge and the real impact of their actions.

1

Spatial dimension

The connections between the local and the global, the national and the international are another specific approach that global education teachers apply. Our community is not limited to our neighborhood, our city, our country. The national boundaries on Earth are not visible from space; they are only in our heads. All humanity lives on the same planet. When looking at the issues in a global context, teachers should not forget that changes start at the local level from our everyday life. Concurrently, influences go both ways - what is local should always seek for connections at a higher, global level.

2

Temporal dimension

This characteristic proposes that whenever global issues are studied and discussed in class, the challenges of today should be related to the search for reasons in the past, as well as to the projection of possible futures, both wanted and unwanted.

3

Teaching as a process

This dimension relates completely to the methodology and pedagogy of teaching global issues. It reflects the new, changed role of the teacher today, who is not simply a holder of knowledge, but rather a moderator that directs discussions, stimulates research and shares knowledge with students. It requires an equal relation between teacher and students, as well as active participation of students through creative research, critical reflection, team work, presentations and actions.

4

Global education dos and don'ts

When engaging with global issues it is important to promote complex understanding and critical reflection on legacies and processes, otherwise problems may be simplified and cultures may be stereotyped. In order to avoid this, the teacher should:

– present different perspectives and try to create the understanding that all knowledge is partial and incomplete: we all see the world through different lenses[8] that continuously change and there are
no universally better or clearer views
(see Andreotti)[9]

– motivate students to search for the underlying causes of the problems discussed, and not take immediate reasons for granted. Often the problem has a more profound cause than what is seen on the surface.

– try to boost the spirit of tolerance within the class: everyone should have the right to express themselves without fear of be-ing 'looked down' by others and all students should be committed to listen to others with respect. No one should tell students what they should think. No one - not even the teacher - has all the answers (see Andreotti).

– when using images or messages, refer to the Dochas' Code of conduct[10] on images and messages: choose images with the permission of people concerned and take care to preserve people's dignity and avoid sensationalizing and stereotyping.

To sum up, the teacher who wants to provide global perspective in their teaching:

– discusses topics such as poverty and social justice, identity and cultural diversity, human rights and responsibilities, peace, sustainable development and environment - in the context of global interconnectedness;

– looks towards the future and to the possibility that each one of us has to make a difference;

– develops their students' global citizenship skills: communication and presentation skills, effective information search, critical thinking, creative problem solving, cooperation;

– affirms values such as justice, respect of diversity, responsibility, active citizenship.

– uses interactive methods of teaching, such as role plays, team work, discussions, brainstorming.

You do not have to have a special class in global education; you might decide to incorporate a global perspective in your regular classes. This will not only add new perspectives to your lessons and make your lessons more exciting, but also it will give your students tools that they need in order to realize their role as young global citizens.

FURTHER READING, LINKS:

– **North – South Center - Global education guidelines** – a comprehensive guide on key concepts and methodology in global education
– **North – South Center website on Global education** – events, publications related to global education
– **The official website of David Hicks**, one of the experts on the methodology of Global education
– **Oxfam's guidelines** on global education for teachers – key elements and curricular links
– A critical perspective on how to teach Global education by **Andreotti Vanessa**
– The **Australian perspective** of Global education
– Eight key **concepts**: a conceptual framework about educational goals in global education
– Case studies, educational resources related to the **Global dimension** in the classroom

From Millennium Development Goals to Sustainable Development Goals:

looking at their connection to global issues

Our project focused on the UN Millennium Development Goals (MDGs) as a broad framework for school partnership projects implemented by students with the help of teachers. On this occasion, we would like to give you a short briefing on the MDGs, their history and emphasize what their use can mean in practical terms. In order to realize their importance and meaning, we should present MDGs to students with the help of practical examples and also illustrate the reasons why some of the goals are difficult to accomplish in order to allow ourselves and students to be critical.

The Millennium Declaration, adopted on the Millennium Summit of the United Nations was signed by all 193 member states of the UN in 2000. States and organizations committed themselves to a global partnership and to reduce extreme poverty in the world with a series of timed objectives.

THE 8 MILLENNIUM DEVELOPMENT GOALS ARE:

1. Eradicating extreme poverty and hunger
2. Achieving universal primary education
3. Promoting gender equality and empowering women
4. Reducing child mortality rates
5. Improving maternal health
6. Combating HIV/AIDS, malaria, and other diseases
7. Ensuring environmental sustainability
8. Developing a global partnership for development

In order to achieve the MDGs, it is essential to have a strong political will for the implementation of effective national strategies to fight poverty and increase investments in basic health, educational and social care systems in ´developing´ countries. On the other hand, ´developed´ countries are obliged to provide development assistance (0.7% of their GDP); eliminate the debt of ´developing´ countries, promote sustainable economic growth and more equal access to international markets for 'developing' countries. Another important factor for success is to have partnerships with civil societies in ´developed´ and ´developing´ countries.

Photo credit: Peter Svarre

The MDGs represent one of the most sustained approaches to support development in the world. For the first time it offered a holistic and person-centered approach to development. Nevertheless, the achievement of MDGs has been proven to be a challenge in many countries across the world. Among the underlying reasons we find the global trade regulations which are often not fair towards ´developing´ countries. The truth is, for example, that African countries could easily produce the food they need, but in reality, the majority of their goods are exported to Europe and the USA on low prices, while little is left to the local farmers for investment in new technologies (see EurActiv-Oxfam)[11]. Instead of finished products with higher prices, rather cheaper raw materials are exported from African countries. This decreases profitability and may aggravate the environmental degradation. Another obstacle in achieving the goals is the high debt rates that poor countries still have to pay, instead of investing into their own social and health care structures.

The MDG agenda will be ended by 2015. UN member states, civil society organizations, national and local authorities have already been holding discussions on the post-2015 framework. An outcome document of the 2012 Rio+20 Conference on Sustainable Development called for the establishment of an open working group of the General Assembly to prepare a proposal for sustainable development goals (SDGs). The proposal contains 17 goals and 169 associated targets. The post-2015 framework is much broader based than MDGs. One of its major proposed principles is universality, which means that the goals apply to all countries. Issues like poverty and equality are addressed more broadly. For instance, Goal 1 is End poverty in all its forms everywhere.

MDGs and SDGs should not be a concern only to policy makers or to development professionals, their achievement will depend on a mass adhesion to the values they represent. This adhesion cannot be imagined without the effective support of the educational system. In this framework, the main challenge of education is to create a common feeling of interconnectedness and shared responsibility for the world and for its inhabitants. Social change begins with personal change, and we have to educate young people to be critical, to see the broader picture, and to know different realities and reasons behind them in order to take action. Additionally, the unpreparedness of political actors to take action on the ´developing´ countries' side is a problem, too. Not meeting the goals set for the increase in international aid is seen as another obstacle. Therefore the UN Secretary-General Ban Ki Mon emphasized the need to focus on MDG-8: A global partnership for development, in order to reach the MDGs (see MDGs report 2012)[12].

However, there is a need to be critical and besides the amount of spending, we should also look at aid effectiveness. Projects funded by European donors need to have a holistic perspective in order to correspond to the reality of the countries and to bring genuinely good and sustainable results.
In addition to international aid, MDG 8 concerns the management of trade regulations and international debt, whose conditions are still too often guided by the interests of the most developed countries.

FURTHER READING, LINKS:

– The **official UN website** on the MDGs
– The **work of UNICEF** related to the MDGs
– The **website** of the World Bank on MDGs
– The **post-MDG framework** – official website of the UN

Our vision
of school
partnership

As stated before, we live in a world of growing inequalities that keep undermining the potential of billions of people to live meaningful lives. These inequalities are reinforced in the messages and images used in educational programs and the media. Partners to this project believe in the importance of global education within schools as a vehicle of change for the better. School partnerships, if practiced well, can be a key for harnessing the potential of the global dimension in schools. But school partnerships can also end up doing more harm than good, by reinforcing existing stereotypes and differences.

Our approach to school partnerships is one with a fully integrated Southern perspective, where Southern partners are not just bystanders or welcomed guests to the project, but actually have an equal say in the way the project is manifested. We would like to establish partnerships in which we can learn from and with each other in order to transform our communities and reflect on the way we relate to one another.

In doing so, we are faced with the following challenges:

• Fixed ideas about self, the Other and the world, including ideas about development and development issues

• Present-day inequalities in decision making, giving voice, funding resources, time, access, support and training

• Historical inequalities in the value attributed to individuals, communities, societies and their contributions

In order to address these challenges we need to develop skills as part of the project that will enable teachers and students alike to unlearn some of the things we know, listen to the other, learn new things and reach out to the other. Global education, with the combination of knowledge, skills and values that it offers, is a great opportunity to pursue this.

Some issues we need to address are the following:

Colonial discourse:

As a result of colonialism some societies see themselves as developed, civilized and advanced and others as primitive and backwards. In order to address limitations presented by these beliefs we need to look critically at our images and ideas about the Other and to open up to different understandings. Our model school partnership is an opportunity to unpack our cultural baggage and challenge perceptions presented by colonialism

Eurocentrism in history:

History is often presented in European and African schools and universities in a Eurocentric manner. The contributions of Africa and Africans to Western civilization are omitted or falsified. Imhotep, for instance, practiced medicine, at least a millennium before Herodotus and according to many is the true Father of Medicine.

Eurocentrism also manifests itself in the meanings and connotations of certain terms used in schools. The term 'tribe' is derogatory but is used widely in African and European schools and media. European explorers are still credited to have 'discovered' major African lands like the 'Victoria Falls'. Does this not dehumanize the Africans who lived at the Mosi-oa-Tunya before David Livingstone came to see them? It would be proper to say that Dr Livingstone discovered Mosi-oa-Tunya for Europeans.

In order to address the imbalances and issues discussed above, we pursued the following actions and approaches in the project:

1 Identify common objectives between African and European schools at the first teachers' visit. This should be done in a manner that all participants have an equal opportunity to decide.

2 Communicate in a respectful manner! The cornerstone of the project is communication. All participants should realize that they have a lot to learn from and with each other. Technology is a key component in facilitating this communication.

3 Organize joint workshops, discussions for African and European teachers during visits. Joint workshop on global education, school partnerships and intercultural communication were implemented in Africa to address issues mentioned above.

4 Ensure that proper computer facilities, internet access and IT skills for both parties are in place. Otherwise, technical difficulties may lead to the reinforcement of stereotypes. Retrospectively, more funds should have been allocated to support the IT access of those African schools that were in need. The on-site support of coordinating NGOs is also crucial in this respect.

5 Encourage and facilitate students' dialogue. The fact how students communicated, worked and learnt from and with each other was a key to the impact of the project. The students and schools are also encouraged to disseminate the information and skills to their peers and local communities.

6 Discuss sensitive issues sensitively. These issues include, among others, politics, religion, sexual orientation, gender issues.

7 Ensure that the project stays a partnership and not a development, humanitarian or fund-raising project.

FURTHER READING, LINKS:

– Free online study program for educators highlighting indigenous perspectives on the development agenda: **Through Other Eyes**
– Exploring the ambivalent relationship of diversity and equality in school partnerships: **DGSP: Delving deeper**
– **UKOWLA** – explores linking beyond school partnerships including community and faith based groups

Tips and recommendations for establishing school partnership

Q: What is a school partnership?

A: A global school partnership is a method to incorporate a global perspective in the teaching within the existing curriculum. Partnerships are educational collaborations between schools where students have cross-country dialogue and the aim is that the whole school ultimately benefits from the partnership.

Well-functioning partnerships therefore often extend over a long period of time and are not exclusively dependent on individual teacher involvement. In order to achieve this, it is crucial that school management supports the partnership and also sees it as an opportunity to develop the global profile of the school. Although schools in a partnership can be very different both in terms of economy, size and school culture, the fundamental idea is that the partnerships are symmetrical in the sense that both schools are equal participants and decision makers.

Q: How can a school partnership make a difference?

A: The partnership serves as a framework to inspire and enable a global perspective in the education while creating understanding among students for global issues and motivation to deal with them.

Although coordination and collaboration with a partner school will take extra time from the teacher, the activities themselves should not be extra tasks but rather another way of doing the same thing by identifying parts of the existing curriculum where joint activities can take place.

Participation in a school partnership helps develop and strengthen both teachers' and students' global competences. By adding a global perspective to specific issues and encouraging dialogue with students from another part of the world, the issues become much more relevant and motivating for the students.

Some of the global competences that the partnership helps build are:

• Challenging values and assumptions

• Experiencing connectedness across countries and cultures

• Co-operating across differences

• Studying global themes and connections – in a global setting

• Getting a more diverse picture of the world

• Adding a dimension of "reality"

Another World is Possible

Step 1: Find the right partner school

In this project the schools were matched with partners by the coordinating organizations. However, schools which start a partnership without the assistance of an organization can find partner schools in the British Council partner database called Schools Online[14]. It contains "contact ads" from schools around the world which are already familiar with the school partnership method and are interested in a partnership. You need to register your own school before you can contact others.

Recommendation:

Select 5-10 schools and write to them. Some of the contact ads are old so there is a risk that schools no longer need a partnership and therefore do not respond to the inquiry.

Step 2: First contact

Send an introductory letter to the headmaster where you explain why your school is interested in a partnership.
The first e-mail should include the following:

• Information about your school
• Your objectives with the partnership
• Indication of the subjects to be included initially
• Indication of the grade/ age groups to be involved initially
• Expectations to means of communication (e-mail, Skype, blogs or other?)
• Maybe some ideas on activities and frequency

A School Information Form can help ensure that you get the relevant information exchanged. Send a blank form to the partner school and ask them to fill it in. If the initial contact point is the headmaster, the partner school needs to appoint a teacher. Use the Teacher To Teacher Information Form to exchange teacher information (see annex).

Recommendation:

Maintain management level contact to ensure continued management support to the partnership. Between partner teachers monthly contact is recommended but more frequent contact will be needed in the beginning and when joint planning takes place. Sometimes e-mail correspondence is slow so if you need a quick answer, it is a good idea to follow up with a phone call.

Step 3: First activities

Engaging in a partnership means finding common themes for collaboration, but the two schools can decide to approach the theme in different ways and maybe just have a few exchanges during the course where students present or discuss their work. Keep the first projects as simple as you can. Conducting joint teaching activities does not require that all activities are done jointly or carried out at both schools. It is, however, crucial that the students get to interact in one way or another. It may be a good idea to make an activity plan that covers the next whole or half school year to ensure that both parties agree how frequent and extensive student contact should be, what form it should take, what main milestones/deadlines are set, and whether it should be scaled up over time. Flexibility is a key. If certain means of communication do not work in practice, try another one. For instance, initially you may set up a common blog, but if it does not work, you may try a common Facebook group etc.

Especially during the initial activities, it is important to be careful not to reinforce existing prejudices but rather to create a more complex impression of the partner country and the partner school. The international organization Oxfam has listed a number of do's and don'ts for teaching about other countries, peoples and cultures[15]. The overall advice is:

• Provide a comprehensive picture of places, countries or people when presenting them to students, by showing images of both rural and urban, modern and traditional, rich and poor, old and young, leisure and work. Try to avoid generalizations - it is as difficult to describe an "African house" as a "European house". Be aware that a link to one school in a country does not provide the full picture. Use other sources as well.

The partnership process

• Consider how student activities will promote understanding of diversity. How will they challenge stereotypes? Do not think of certain cultures as exotic or primitive and help promote positive images of other cultures and countries.

• Consider the context. Building materials, food, transport etc. often have an explanation in local conditions. Encourage students to recognize and respect other ways of doing things and avoid unfair comparisons.

Recommendation:

If possible, use several means of communication in the collaboration (e-mail, blogs, Facebook, Skype, phone etc.). For exchanging videos it is recommended to upload short videos to YouTube where it is easy for the partners to watch it. Even with a whole school approach, it is recommended that initial activities are limited to a few classes or subjects in order for the school to concentrate its resources and to ensure focus on activities. Over time more subjects, teachers and students should be involved.

Photo credit: Kristine F. Tolborg

Step 4: Teacher exchange visits

If possible, mutual teacher visits can play a vital role in building a common understanding of the role and purpose of the partnership. In addition, the meetings provide teachers with the opportunity to work together and learn from each other's methods and approach to teaching and learning. A good way of doing this is by planning co- or guest teaching during the visit.

Recommendation:

It is recommended that a teacher exchange is placed relatively early in the process, however the partnership should be established and formalized before the visit takes place. That way the teachers can focus on the educational cooperation rather than the establishment of the formal framework. It is also important to have time to prepare for the visit properly to get the most benefit out of it. Reserve at least one day to the planning of the joint projects. Remember that travels and visits provide opportunities to get press coverage in local media.

Step 5: Partnership Agreement

Start early in the cooperation to discuss and develop a partnership agreement. The agreement forms the basis of the partnership and ensures that the intention from both schools is a long-term cooperation which is prioritized. It should address points such as educational objectives, timeline, roles, responsibilities, evaluation etc.

Recommendation:

Make sure to develop the agreement together so it reflects the wishes of both schools. Have principals from both schools sign it.

Step 6: Involving the whole school

A school partnership based on the initiative of a single teacher is not sustainable so it is important to consider - and to discuss with the school management - how the partnership can be expanded:

• How to involve more subjects in the partnership?
• How to involve multiple classes?
• How to involve the whole school?
• How can the partnership play a role in students' leisure activities?
• How can the partnership play a role in the local community?

Recommendation:

To ensure that the partnership is not based on a single teacher, set up a coordinating group or project team at the school including at least two teachers and a headmaster. At the same time, students can be encouraged to form student committees so partnership activities are not just teacher-led but also based on student initiatives.

FURTHER READING, LINKS:

– Manual in establishing school partnerships by the British program DGSP: Building Effective Partnerships
– Oxfam manual to school partnerships: Building Successful School Partnerships
– Plan-ed manual to school linking: School linking: A Guide and Educational Resource for successful linking
– Partnership Agreement check list

Framework of

Joint Curricular Projects

Photo credit: CIE Archives

In this chapter, we summarize our experiences of school activities and provide guidelines for the planning and implementation of joint curricular projects. Our partner schools cooperated for the first time and the time set for the realization of joint projects was one school year. We do hope that these partnerships will evolve into long term cooperation and whole-school involvement, however, at the start realistic aims were just as important as long term visions. As the experts of DGSP (a former program specialized in school partnerships and supported by the British development agency) suggest: "a number of well-executed, complete, successful small projects are preferable to one ambitious, perhaps incomplete, large project"[16].

In our case, joint projects ran from September 2013 to June 2014. Within this year, schools realized two smaller projects; each lasting one term (approximately 3-4 months). Each project encompassed a minimum of 10 units/sessions that included all work around the project: teaching activities, in-class discussion of student assignments, dialogue with students from the partner school etc. Thus, throughout the year, each partnership worked on two themes consecutively. This brought out the benefit that the evaluation of the first project, its themes and methods of communication etc. could feed into the planning of the second project. Retrospectively, teachers wished to have more time for setting up contact between students. Thus, we conclude that extending the duration of implementation from 10 months to 18 months would have been desirable.

As we stressed in the chapter on Global education, the central aspect of this educational paradigm is the strong focus on the promotion of action – in other words it " invites...learners to act dynamically for a more just and equal world for all"[17]. Within our vision of school partnerships, thus, we emphasized the need to use the learning gained from the partnership to motivate students to act within their reach and local context.

These steps did not follow each other in a strict chronological order, rather they were built upon each other in a flexible manner,

Accordingly, our framework for school partnerships included 7 key stages

1. Preparation

2. First contact between students

3. Teaching activities

4. Student work

5. Dialogue

6. Action

7. Reflection, promotion

and re-appeared from time to time. What did this process look like in reality? What difficulties did emerge? What solutions were found?

Step 1: Preparation

After having established contact between teachers and having familiarized oneself with the background and work of their partner teacher(s), the preparation work began. In our case, the study visits of European teachers to Africa were an opportunity to get to know their African colleagues, to choose their common theme, to plan the steps of the project and the involvement of students. Together with their colleague(s) they identified the theme of the project, selected the background material that was used in class, designed the methodology. It was important to make a preliminary work plan that showed the planned activities and the times for exchange and communication. We recommend defining main milestones and setting specific deadlines.

As emphasized before, partnerships do not have to be add-ons, they can be much more beneficial if the theme is integrated into the regular scheme. Based on our experience, we suggest that you identify similarities in your current teaching plans and build the project upon themes that you are bound to deal with. It is also important to discuss whether you would like to engage in a cross-curricular or a subject-tied project (DGSP, 2012)[18].

Step 2: First contact between students

Getting to know each other, building trust was just as important for the students as for the teachers. Before engaging in the theme, students were given the opportunity to introduce themselves, greet the other group and learn the basics about the partner school. This happened via sending photos, videos, parcels with objects, creating presentations or collages.

For us, it was also important to map the initial expectations and preconceptions of students. This mapping was repeated at the end of the project and based on the difference, the success of the partnership was evaluated.

Photo credit: Peter Svarre

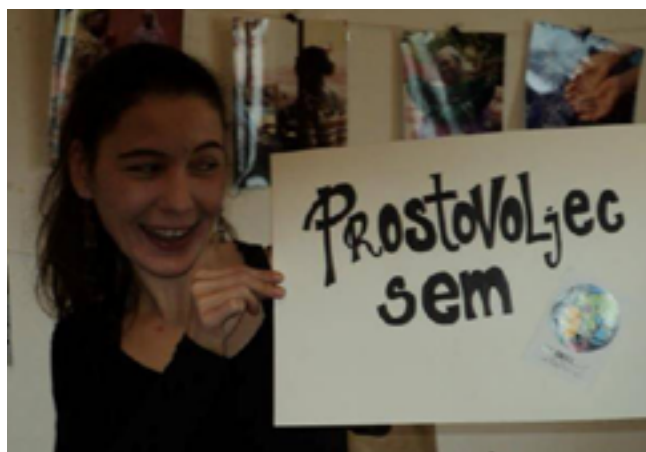Photo credit: Kristine F. Tolborg

Photo credit: Voluntariat Archives

Photo credit: Voluntariat Archives

Step 3: Introductory teaching activities

Having passed the stage of greeting and getting to know each other, it was important to create an educational basis for the joint work by familiarizing the students with the overall theme and awakening their curiosity to go deeper in its exploration. Different types of resources were used for this: books, articles, films, internet sources, music, simulation games, thematic debates, group discussions etc. Later on, we provide some specific tips and thematically organized resources for a range of global issues. Methodology is just as important as content: use a different range of attractive, participative, creative and flexible activities.

Step 4: Student work

Based on the initial teaching, students were given an active role to explore the issue further, go deeper and reflect on their personal position on the topic. This took many forms, creative writing, producing essays and articles, using art work, making quantitative investigations, doing research on the internet, interviewing people, doing experiments etc. Visit our **website** to get to know great examples of student work across Europe and Africa.

One of the main conclusions of our project was that in order to share results effectively, teachers should define carefully the concrete outcome(s) of the activities: may these be blog entry, a presentation, a video, an essay, a collage, an art work etc. Besides sharing their results with the partner group, students should also come up with specific questions for the partner school to respond to. By soliciting concrete feedback, the communication becomes much smoother.

Step 5: Dialogue between students

Follow up discussion and feedback on shared outcomes are crucial parts of school partnerships so that communication becomes two-way. This this again took place on different platforms: via email, blog, youtube, facebook, skype, video etc. If one-to-one communication between students is not feasible for technical reasons or ethical considerations, follow up can be organized between groups or whole classes. It was important to agree on the methods of communication and also to decide who and how will moderate, supervise the discussion.

Step 6: Action

Having located problems both on the local and global level and having identified their links, students were motivated to take action and organized themselves to influence their school community or their immediate environment. We suggest to maximize the level of youth participation and initiative! Class discussions can first focus on what concerns students the most. Identify together what makes them angry, annoyed or worried. Try to find points that smaller groups of students agree on. From here you can analyze what would be the ideal situation, what change is needed, and how students could contribute to bring about this change (Plan-ed, 2008)[19].

There are no limits to be creative. Students can:
• pledge to change their personal habits and behavior,
• join or start a campaign,
• write letters to stakeholders and urge them to act,
• engage in awareness raising in their school

Photo credit: CIE Archives

Photo credit: Voluntariat Archives

by writing articles in the school newspaper, making an exhibition, giving presentations in other classes or organizing a school debate,
• prompt changes in school practices, and infrastructure,
• volunteer in a local community organization,
• organize a flash mob or a street campaign to raise awareness,
• involve the local media etc.

It is also useful to document your actions with photos, videos and share the actions with the partner school.
Within the scheme of our project, however, we excluded charity actions and fundraising for the partner school as it may have unintended consequences and endanger the original aim of the partnership. Charity actions may perpetuate outdated views of development by creating the impression that Southern countries are reliant upon charity from Western countries. It may also affect the parity between collaborating teachers, as well, many teachers who are the recipients of funds could find it difficult to collaborate as professional equals with their counterparts. (DGSD, 2012)[20]

Step 7: Reflection and promotion

Reflecting on achievements and learning is just as important as the actual work. At the end of the project we provided room for students to reflect individually (and in a group) on their personal learning throughout the project. What knowledge did they gain? What skills did they improve? In what way did their values or attitudes change?

Reflection and evaluation should also be done on the level of teachers: what did you gain from the projects? What room do you see for improvement? How could the initiative be expanded to a whole school approach? It is also important to share your results with the greater (school) community. This ensures continued support from the management and may motivate new teachers and students to join in.

FURTHER READING, LINKS:

Partnership activities:

– Methodological manual (designed for students between 12-16 years) building on partnerships of Czech and Ladakhi Schools dealing with the themes of identity, ethics, migration, water management (among others).
La Ngonpo, a meeting point – Multicultural and Global Education Methodology for Partnership of Schools
– Practical toolkit by Plan-ed with activities focusing on the following themes:
1. Getting to know each other
2. Rights, respect and responsibilities
3. The environment
School Linking: A Guide and Educational Resource for successful linking
– Project ideas developed by the British council, mainly for primary students
(7-11 year old), nevertheless, it is a great source of inspiration on how to build up your own: **Template projects**

Action in global education:

– Global Competence Matrix developed by Edstep demonstrating the process of research – share – act from a slightly different angle: **Global Competence Matrix**
– Great educational projects based on the method of learn-research-act developed in the project, Global Action Schools
www.globalactionschools.org
www.schools2communities.eu

A Student perspective

In the traditional approach to college and high school teaching, most class time is spent with the teacher lecturing and the students watching and listening.

Without underestimating the valuable work of teachers and teaching plans, sometimes taking point of departure in the ideas of the students can foster fruitful and innovative school projects. Student involvement and student centered teaching gives students the opportunities to create ideas and visions that can boost their learning experience and create tremendous engagement.
Student-centered teaching methods shift the focus of activity from the teacher to the learners and can be carried out in many ways:

• Student-centered teaching methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain and debate during class.

• Cooperative learning, in which students work in teams on problems and projects defining and finding their own paths to knowledge.

• Inductive teaching and learning, in which students are first presented with challenges they need to address and hereby learning the course material.

Students as a resource

Establishing school partnerships with foreign schools from far away continents is new ground for everybody involved. Therefore working with global issues through school collaboration and student-centered teaching has proven superior to the traditional teacher-centered approach.

Students often know better what works regarding communication channels and the success of a school partnership is dependent on good communication.

As part of the North South Connection project, 48 students and 16 teachers from four different European countries took part in the Summer Camp „Eurolinks" in Slovenia in August 2014. This camp created an inclusive environment where students were able to come together and generate ideas on how to work with the global dimension.

The ideas from the camp were so great that we want to share some of them with you:

I. A program for working with gender equality

Gender equality is one of the MDG's that can be very hard to talk about in the framework of international school partnership programs because the topic is very delicate in some societies. However, the students participating in the North South Connection project showed great interest in it. During a single afternoon, a group of 8 students thought out and designed a full length program centered on this topic with the purpose of integrating it into the school curricula:

1. Research and conduct surveys on opinions at the school.

2. Find examples of inequalities from your own local society/school.

3. Write essays on gender stereotypes.

4. Visits and workshops with female firefighters, male babysitters etc.

5. Exercise: Divide the class into groups with representatives from different religions and have them discuss different related topics, arguing from a religious point of view.

6. Interview your partner school in Africa or a neighboring school on gender differences such as clothing (school uniform), sports, family patterns, food.

7. Exercise: Divide the class into boys and girls and see how the teaching goes. Evaluate on the differences, if any.

8. Analyze and discuss the role of the media with a focus on objectification. Make posters and student presentations.

9. Do school debates on topics such as 'Rape culture' and 'Forced marriages.'

10. TAKE ACTION: An awareness campaign made by the class with different activities such as conferences, online blog, flyers, articles for school paper, You Tube videos etc.

Photo credit: Appalachian Magazine

II. Preparing and sharing materials

The use of internet and social media offers an unmatched opportunity to enhance and diversify communication over great distances. It is therefore central for international school cooperation projects. However, inequalities exist between different countries, in terms of access to computers, access to the internet, knowledge of the use of social media.

Despite some difficulties due to the inequalities in terms of access to computers and access to internet between European and African countries, online communication was the main (and sometimes the only) way for the students to get in touch with each other in the framework of the North South Connection project. Based on their experience, the students came up with several ideas on how to use this means of communication more efficiently:

Spreading awareness about global issues

As the students had been learning about the MDGs and doing some projects in their own communities to contribute locally to the solution of global issues, they found that they could spread the message more efficiently through social media. This way they could reach a wider audience and also use more attractive forms of delivering their message, such as DIY-videos posted on YouTube, sharing music, photographs etc. Students also suggested that these tools are used as a means for peer-to-peer education and serve as an easily accessible means of communication between them. Some social media are suitable for the sharing of books and reports and by using them the students could have access to the papers, reports and other texts produced by their peers, which are in most cases otherwise only read by their teacher.

Learning about each other's daily lives and culture

One of the greatest benefits of international school cooperation is to be able to introduce students from different parts of the world to each other. They tend to show a particular interest in the way of life of their peers, their daily routine, the way their school day is organized, their hobbies, their music preferences etc. In this respect social media are an unparalleled tool and although many of the students did establish relationships on Facebook, this trend was not universal and was sometimes limited, which led the students to point it out as an aspect that should be more stressed in similar projects. Of course, providing the counterparts with access to computers and internet (when necessary) is the first step, but it should be followed by an encouragement of the students to use it to communicate and share.

Taking action

As they have come to realize that global change often comes with local actions, students have expressed their willingness to take their involvement with global issues a step further – to their communities. Once again they identified social media as the best means to spread information and reach a maximum number of people. The students saw it as a tool to inform the community about how it could contribute to fight problems such as waste, racism, gender inequality or deforestation to introducing it to the foreign culture that the students have discovered during the project.

III. Waste Management

The questions of ecology and environment protection proved to be among the most interesting topics for the students. Looking for local solutions to global problems brought them to finding innovative ways to make a change in their lifestyle. Below are some of their ideas:

Food and water packaging

Provoked by the curious fact that drinking water is sold in plastic bags in Sierra Leone, Hungarian and Sierra Leonean students sought ways to re-use them. The Hungarians identified the chips packaging as the equivalent of the water bag in their country and joined an initiative aimed at collecting and recycling them. Their peers from Sierra Leone collected water bags and used them to plant plants in the vicinity of their school.

Fashion show

Another provocative and innovative way to raise awareness about the problem of pollution and overconsumption was the organization of a fashion show with clothes made entirely out of rubbish. The show organized by Hungarian students was shot on video, which was then shared on social media, thus contributing to its popularization.

Photo credit: Apáczai Gimnázium

FURTHER READING:

National Center for Case Study Teaching in Science – a collection of resources for case-based teaching within science
Princeton University – overview of Student-Centered Teaching Methods from Princeton University
Re-shaping Learning: A Critical Reader – anthology edited by Anne Booddington and Jos Boys on how to create new spaces for teaching and learning. Published by Sense Publishers 2011

Project ideas

for the
classroom

After the general guidelines on how to plan and implement projects in schools, we propose some activities and refer to a variety of resources to cover the issues of the Millennium Development Goals in the classroom – these ideas can be used as inspiration and be adapted according to the age level of the students and local context.

MDG 1: POVERTY AND HUNGER

Theme: Poverty threshold

Activities

Let students research on poverty in a national and global perspective. How is poverty defined (in relative vs. absolute terms)? Is it reasonable to talk about poverty in rich countries? Look at conventional indices of well-being: GDP, GINI index, HDI. Put the accent on the fact that poverty is a complex phenomenon. Not only can it include the lack of financial resources, but also the lack of access to health care when needed, the impossibility to go to school, the lack of freedom to express your opinion etc. Encourage students to identify linkages, be critical and come up with their own scale. Go deeper and discuss the main causes of poverty. Why is poverty sustained on the local and global scale? How can poverty be eradicated in the local context? You may refer to Nelson Mandela who proposed that "overcoming poverty is not a gesture of charity, it is an act of justice."

* Note to teachers: This activity can reproduce stereotypes students have about the global South. Teachers need to be informed and sensitive when discussing issues of poverty and development. The listed indeces offer few perspectives on how to measure development, not connected uniquely to economic factors. The subjective well-being/happiness of people may be quite different and these indices also leave out values such as spirituality, connection to nature etc. There is a risk that students start to feel pity for 'poorer' nations and start to put themselves in a superior position, as the ones who are better off and, thus, can save the less fortunate. We think it is important to avoid this kind of behavior, since we are promoting equality and exchange on equal terms.

Resources

Dataviz – online tool: You, Poverty and The World
Facts and teaching activities on poverty reduction, with case studies from around the world
GINI index statistics by the World Bank
Happy Planet Index: calculating wellbeing based on life expectancy, experienced well-being and Ecological Footprint
Gapminder: visualized statistics – online tool
Taking IT Global - Poverty: publications, organizations, statistics
Through the Other Eyes: indigenous perspectives on poverty and development
UN Human Development Index statistics, maps, graphs
WhyPoverty short film: Can you feed a family out of a bag?
WhyPoverty campaign: movies and resources

Photo credit: Edina Tarján

Photo credit: Voluntariat Archives

Theme: Hunger

Activities

Let students research the eating habits of their families (what food they eat, where they source it from, what is the ratio of fresh and processed food etc.). They can create food diaries over a week and compare it with the partner school. You may use the photo series by Peter Menzel for a global comparison. Compare findings with the partner school. Thereafter, you may discuss the role of the current system of agricultural production in the prevalence of hunger and come up with action steps that you share with your partner school. You may also organize a debate in the two classes on whether the GMO production can be an answer to hunger in the world and compare the results from the debate. An additional 'hot' issue is land grabbing that is the large-scale land acquisition of large pieces of land in 'developing' countries by domestic and transnational companies, governments, and individuals. Discuss with students, what impact does this have on hunger and poverty in their opinion?

Resources

Land grabbing in Southern Africa: the many faces of the investor rush
Oxfam's resource center contains several tools, workshop ideas on the food system
Via Campesina: an international organization promoting food sovereignty as an alternative to the current mode of factory farming
What the world eats, a series by Peter Menzel

Photo credit: Zsofi Fila

MDG 2: UNIVERSAL EDUCATION

Theme: Why is education important?

Activities

Start with a discussion on why education is important – e.g. why it is important for the students to go to school, why it is beneficial for the country to have educated citizens. Please bear in mind that for students often this is a given fact therefore it could be surprising for them to talk about this. You could make a mind-map on flipcharts with the students' ideas, ask them to make collages, or even make them create video-clips, as public service announcements about the importance of education.

Generate another brainstorming activity about what can hinder children in your country from going to school. Design together with students a group research about the reasons for not going to school, or for dropping out. Think about gender differences or about economically disadvantaged groups and ethnic minorities which have challenges completing their education. Let the partnering schools exchange the result of this research.

Resources

Hans Rosling's TED talk on how education relates to other MDGs (especially 3 and 4). A great video to start a discussion.

Photo credit: Jonathan McIntosh

Theme: The rights of the child

Activities

Ask students at both schools to think about a typical childhood in their country. Sample dimensions may include: birth, kindergarten, school, family,home, spare time activities, work/duties. Exchange the descriptions with the partner school and discuss similarities and differences. Based on the descriptions, discuss the rights of children as defined
by the UN Convention on the Rights
of the Child and the MDG goal for universal education. Are the rights being respected? What can be done to enforce them?
Use the MDG Map or GapMinder
to compare universal education
in different countries/regions.

Resources

Link to: The UN Convention on the Rights of the Child
Taking It Global: Education
Taking It Global: Child and youth rights
UNESCO game, Mind The Gap: Education and Gender
Online tool: MDG Map - Compare Countries
Online tool: GapMinder - visualized statistics on different subjects
UNESCO tool: topics – education

Theme: Access to education

Activity

Place two piles of paper and pencils at the front of the class: one pile with materials equivalent to 1/8 of your class and one pile with a number equivalent to 7/8 of your class. Divide the class into two groups: a small group (1/8 of your class) and a large group (7/8 of your class). Tell the larger group to sit in an area that is 1/8th of the classroom (they should sit on the floor if necessary). The smaller group sits in the remaining area of the classroom. Tell the class that they will be taking a spelling test. They will be given six dictation words and must write their individual answers on the paper provided to them. Distribute the large pile of paper and pencils to the smaller group and the small pile of paper and pencils to the larger group. At this point the larger group will realize their disadvantage. Dictate spelling words (e.g. education, resources, share, group, problem,

Photo credit: JS.Ramya

etc.) at a challenging pace but a speed at which students in the small group will do well. Respond to objections from the large group by telling them to do their best with what they have. Do not allow them to leave their places. Collect the sheets and announce who passed the test. Reveal that this was a simulation and not a real spelling test. Ask students how they felt. What words describe the situation that was created? How is learning affected when children don't have access to schools, teachers or enough school supplies? What might be the long-term effects of this on children and communities?

Theme: Every child can go to school

Activities

Discuss with the students the article 23 of the Convention on the right of the child – e.g. do students know children with disabilities who go to school even with this difficulty? How do these children do? Do they need further support and do they receive it? Are we in school respectful to these students? Students may further research how the support for children with disabilities is organized in their school/city/country.

Resources

Sioned's problems teaching tool for students
UNESCO tool: topics – disability awareness
Intouchables – movie depicting the friendship of a quadriplegic man and his young caretaker

MDG 3: GENDER EQUALITY

Note to teachers:

The term gender role refers to the set of social and cultural norms that are generally considered appropriate for either a man/boy or a woman/girl in a social setting[22]. Gender roles differ greatly according to the cultural-historical context. The basic premise of working on gender issues is that all we do, the way we perceive the world, the way we behave, the way we think of ourselves, is influenced by our gender with an additional impact of our race, ethnicity, class, religion, age etc. Educational projects can look at the ways these factors are all interrelated and ask the same set of questions. What differences and similarities exist between gender roles? To what extent are these differences related to gender and what role do other factors (class, race/ethnicity, religion etc.) play? Whom do these differences favor and whom do they leave out? Could students imagine their communities otherwise?

While treating these themes, surely issues of unequal rights and discrimination of women will come up, but it is important to place these into the larger context, and to understand the role of economic, political factors together with the cultural dimensions. Additionally, it is important to leave room to imagine gender relations differently depending on the local context: equality does not necessarily mean sameness. Otherwise, there is a risk that the project may reinforce stereotypes that equate the West with modernity and the rest of the world with backwardness.

Theme: Gender equality

Activities

Students may conduct a survey on the school opinion related to gender equality, make interwiews about gender differences related to different themes (e.g. clothing, sport activities, participation in family life), find examples of inequalities from their own local society/school, and write essays on gender stereotypes. You can also have a look at typical female and male professions: how these are rewarded in economic and symbolic terms, and how this has changed in the past decades. Connected to this research, students may interview a person in their local community who has an atypical job (e.g. a female fireperson, a male kindergartner teacher etc.) and share these with their peers, as well. Results can be compared with the partner school.

Resources

Project on Gender Equality designed by students during the North-South Connection summer camp

Global Lives – an ever-expanding collection of films that faithfully capture 24 continuous hours in the life of individuals from around the world

Daily charts – an example comparing daily schedules between Afghan and British schools

Theme: Education and gender

Activities

The link between gender and educational performance, educational aspirations, career choices may be explored through different activities. To start, you may divide your students into small groups, half of them are to invent a life story for a female newborn baby (e.g. 'Jane'), and the other half invent a life story for a male newborn baby (e.g. 'John'). Discuss any differences between their lives and the reasons for it. In the research phase, students may interview their schoolmates and make a quantitative and qualitative analysis related to these themes. Are there any subjects that girls or boys favor? Are there any subjects that girls or boys are better at? What about career choices? Is there a gender difference? If so, what could be the underlying reasons?

Resources

Guidelines for a gender equity workshop by Jo Sanders containing the activity on the imaginary lives of Jane and John (p. 6)
TEDtalk: Shabana Basij Rasikh on the power of education in the Afghan context
UNESCO game, Mind The Gap: Education and Gender

Theme: Media representations

Activities

Look at advertisements in printed and other media. How are girls/women and boys/men represented in the media? What are the key messages? What is presented, emphasized or left out (race, ethnicity, class, body image etc.)? You may compare advertisements from 20-30 years ago with current images used. Ask students to create their own advertisement that subverts conventional messages and share these with the partner school.

Resources

See Me – the media, the world and me: a great website with lesson plans including the activities above and suggestions on how to integrate diverse digital media and ICT tools into working with these issues

Theme: Leadership

Activities

What defines a leader? Collect characteristics and current examples of people that students consider to be leaders. Define together in what positions people may exercise leadership: being the head of a family, the director of a school, the CEO of a company, media celebrity, politician etc. Do women or men get these positions? What are the advantages and disadvantages of that? Let the students come up with solutions on how to promote gender equality in their own country. Exchange suggestions with the partner school.

Resources

UNESCO game, Mind The Gap: Education and Gender
United Nations statistics: Men and women
Teach UNICEF Videos: Gender equality
Taking IT Global: Human rights
Online tool: GapMinder - visualized statistics on different subjects
TEDtalk: Kavita Ramdas on the alleged opposition between tradition and feminism

Photo credit: Artemisszio Archives

MDG 4-6: CHILD MORTALITY/MATERNAL HEALTH/HIV/AIDS

Theme: Health

Activities

MDG 4, 5 and 6 all concern health issues. One way of dealing with the theme is by having students at both schools reflect on the major global health challenges. Which are the most important ones? Compare health challenges in rich and poor countries.
How can they be addressed? The students can watch and discuss Hans Rosling's TED Talk "The good news of the decade".
Which factors does he mention as the most important ones in order to reduce child mortality?

Theme: What affects our health?

Activity

Let students from both countries discuss in groups and collect information about what affects our health. This could be done by looking at different levels and presented on a flipchart paper: Individual/household level, Community level, National level, International level. Ask each class to do this and then to compare results between partner schools. Encourage students to do a research in their own country about health care, especially including alternative health care provision. They may do a poster about alternative medicine treatments or herbs used for health issues in both countries.

Resources:

Online tool: GapMinder - visualized statistics on different subjects
TED Talk: Hans Rosling - The good news of the decade?
TED Talk: Hans Rosling–The best stats you've ever seen
Inspiration: Taking IT global - Health
Mindmapping the three MDGs – an activity to discuss the connection of MDGs – you may focus on selected ones related to health issues
UNICEF website with statistical information by country – you may use this database to research on different indicators and look for connections between them (e.g. child mortality, adult literacy rate, maternal mortality

MDG 7: ENVIRONMENTAL SUSTAINABILITY

Theme: Climate Change

Activities

Calculate and/or perform experiments based on different aspects of climate change, which will provide students with insights into the theme. The calculations and experiments can be supported with data from NationMaster. Let the students discuss and propose different changes in (their) lifestyle which could contribute to reducing the CO_2 emission in their own country. Have them rank the possibilities: which ones would the students like the most/least to undertake themselves? Exchange and discuss the calculations and proposals with the partner school. Use Google Spreadsheet in the cooperation.

The relationship between economic growth and environment can also be discussed and problematized. Use theories of International politics to discuss the position of different states. Ask students to do small vox pops in which they confront people on the street or at the school with facts and dilemmas in the climate debate, for example the difference in CO_2 emissions between the partner countries.

Resources

Online tool: calculator of carbon footprint for nations
Online tool NationMaster: Compare two countries
Taking IT global – inspiration on climate issues
Movie by Yann Arthus-Bertrand: "Home"
Guide to Climate Change by BBC
Google Drive: Google Spreadsheet

Theme: Waste and resources

Activities

Discuss waste in a global perspective. Which problems are related to the global production of waste? Look into how waste is treated in different countries: what kind of waste is produced? Where is the waste transported to? What kind of waste is recycled?
You may enrich the activity by organizing field visits, for instance, to a waste treatment center or to a protected natural area. Discuss proposals on how to reduce and handle the production of waste in students' own community/country and in a global setting. Students can present challenges and possible solutions by making online interactive posters with Glogster or a Prezi presentation which can be shared with the partner school. For closing the project, we propose different action ideas: writing a drama play on Waste Reduction, creating art objects or fashionable clothes from waste and recycled material, establishing a recycling program at the school, setting up a school garden or participating in a community cleaning action.

Resources

Inspiration: WhyPoverty Campaign
WhyPoverty, short film on food waste: Why can´t we feed the world?
Short animations about different product cycles: The story of stuff
Trashed – a documentary exploring the global waste problem
Online poster tool: Glogster
Online presentation tool: Prezi

Theme: Water consumption

Activities

Let students list for what they need and use clean water every day. They might be asked to make a week long documented research on their own water consumption. Documentation can be made and shared via Google Form or Spreadsheet. Discuss with students some facts: e.g. for daily activities we need from 5 l to 30 l clean water. In some countries a person uses more than 500 l every day. Ask them to imagine that they do not have more than 25 l water per day, what will they use it for? Discuss water issues on a global scale such as watershortage, pollution, poor living conditions. What are the possible solutions? The students can present them by making online interactive posters with Glogster or a Prezi presentation which can be shared with the partner school.

Resources

Water consumption facts from The Institute Water for Africa
Animated movie from Oxfam about climate change "Face the music"
Google Drive: Google Spreadsheet and Google Form
Online poster tool: Glogster
Online presentation tool: Prezi

Theme: Development aid

Activities

Let the students read about and discuss development aid based on the documentary Stealing Africa. Make a role play where students are representing the positive view and the negative view on development aid and have them carry out a debate: What are the pros and the cons? What could be alternatives to development aid? How can partnerships and cooperation between countries contribute to development? What role do local and international NGOs play? They may set up interviews with professionals working in the development field. Students can produce short essays summing up the debate on pros and cons and share them on a blog or as Google Docs. Exchange perspectives from the discussion with the partner school.

MDG 8: PARTNERSHIP FOR DEVELOPMENT

Resources

WhyPoverty, documentary: Stealing Africa
WhyPoverty, short film: Finding Josephine - who benefits from charity?
Resources from Oxfam: Explore Overseas Aid
Spoof campaign: Africa for Norway
Inspiration from Global Issues website:
Foreign Aid for Development Assistance
Google Drive: Google Doc
Blog from Blogger

Resources

Resources from UNICEF: Just Living (see page 30 for comparison on food prices between countries)
The Economist: Big Mac Index
Resources from Cafod on fair trade
Trading Visions: Chocolate scorecard
Photo sharing: Picasa
Online poster tool: Glogster

Theme: Fair trade

Activities

As an introductory activity, ask a group of 7 students stands in circle. Each person is given one of the following roles: Cocoa farmer in Ghana, Chocoholic, Director of a chocolate company in Europe, Cocoa exporter from Ghana to Europe, Roaster, Small shop owner in Europe, Milk manufacturer in Europe. Give one student the end of a ball of string and ask them to pass the ball to someone he/she is "linked" to (e.g. the chocolate company can be linked to the cocoa exporter). This person then passes the ball to someone else, while still holding the string. Thus a web is formed in the circle. Ask students what the web shows them? Tell the group there has been a drought affecting the cocoa farmer. Tell the cocoa farmer to wiggle the string. The whole web should move, showing that everyone is affected. Ask the other students how they think they were affected.

Delve deeper and discuss price indeces and salaries in different countries of the world. The discussion could be based on the "Just Living" resource from UNICEF describing how many hours you have to work in different cities to buy a sandwich. What could be the reasons for these differences? Students could also take photos of vegetables and fruits produced in their own country (sold in local markets or supermarkets) and find out how much farmers are paid to produce the selected vegetable/fruit. What type of goods could the farmer buy with that amount of money? Compare with the partner school. Students can share photos on Picasa or present them on an online poster or blog.

Photo credit: David Blackwell

Theme: Media consumption

Activities

Map the daily media consumption of the students for a week in the two countries. Include both traditional media, such as radio and TV, and new technologies, such as mobile phones and computers. Which medium is used the most and how much time per day? What are they used for? Use Google Form or Spreadsheet in the cooperation and discuss similarities and differences between the two countries. Based on the movie "Blood in the Mobile" students can look into where their mobile phone is produced and where the media parts come from. They can discuss the global problems related to the production and what local and global actions could be taken.

Resources

Short film on mobile phones: The Call of Nepal (2011)
Movie by Frank Piasecki Poulsen: Blood in the Mobile (2010). Movie Facebook-page.
Taking IT global: Media
Google Drive: Google Spreadsheet and Google Form

Photo credit: Edina Tarján

GENERAL RESOURCES ON THE MILLENNIUM DEVELOPMENT GOALS

– Teachers guide from One World Youth Project on the MDG´s: **Educators Guide to Millennium Development Goals**.
– Online tool: **MDG Maps: Compare the nations on the goals**
– Online tool: **GapMinder – visualized statistics on different subjects**
– Online tool: **Worldmapper – statistics visualized as unconventional worldmaps**
– OXFAM's educational resource uses posters and activities to introduce children to the Millennium Development Goals: **Change the world in eight steps**
– This activity developed by OXFAM introduces pupils to the views of a range of development experts and organisations interested in the post-2015 framework: **Getting critical**
– The units, lesson plans, videos multimedia, and stories in the collected by UNICEF are intended to raise students' awareness of the problems facing children worldwide **MSGs**

Photo credit: Márti Sipos

ENDNOTES

1 Huntington, Samuel P. (1996), The Clash of Civilizations and the Remaking of World Order, New York, Simon & Schuster

2 Wolf, Eric Robert (1982), Europe and the People without History, London, University of California Press

3 McGrew, Anthony (2000), Sustainable globalization? The global politics of development and exclusion in the New World order. In T. Allen and A. Thomas (eds.), Poverty and development in the 21st century, Oxford, Oxford University Press

4 Morin, Edgar (1999), Seven complex lessons in education for the future, UNESCO

5 Maastricht Global Education Declaration (2002), last accessed April 11, 2013, available online in http://doku.cac.at/globaleducationguidelines.pdf

6 Hicks David, Holden Cathie (2007), Teaching the global dimension, Routledge London

7 This is a conditional division; global education can also be seen to unite already existing approaches: peace education, development education, intercultural education, environmental education, etc. It adds a global dimension to them and shows the interlinkages between these fields.

8 Of course, asserting cultural relativism is not equal with stating that views that degrade certain groups, individuals should also be accepted.

9 Vanessa Andreotti's methodology is explained on her web site, last accessed April 11, 2013, in www.osdemethodology.org.uk

10 Code of conduct on images and messages of Dochas, last accessed April 11, 2013, available online: http://www.dochas.ie/code/

11 Oxfam, Africa can produce the food it needs, last accessed April 11, 2013, available online http://www.euractiv.com/development-policy/researchers-bolster-investment-f-news-517025

12 United Nations, The Millennium Development Goals Report 2012, last accessed April 11, 2013, available online http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2012/English2012.pdf

13 British Council, Schools Online Program: http://schoolsonline.britishcouncil.org/home

14 A toolkit: Building sustainable school partnerships (2012),DGSP, p6.

15 Oxfam, Building successful school partnerships, last accessed April 11, 2013, available online http://www.oxfam.org.uk/~/media/Files/Education/Teacher%20Support/Free%20Guides/oxfam_gc_guide_building_successful_school_partnerships.ashx

16 Global education guidelines: A handbook for educators to understand and implement global education (2012), North South Centre - COE, p18.

17 DGSP (2012), A toolkit: Building sustainable school partnerships, DGSP

18 Plan-ed (2008), School Linking: A Guide and Educational Resource for successful linking, http://www.plan-uk.org/resources/documents/42633/

19 DGSP (2012), A toolkit: Building sustainable school partnerships, DGSP

20 Additionally, some cultures identify a third gender or some people identify themselves as transgender or queer i.e. outside of the conventional gender continuum.

Annex I

School Information Form

School name:		
School address:		City:
Area Code:	School Phone Number:	
Age range of students:	Number of Students:	Number of Teachers:

Describe the type of daily scheduling your school follows:

During what periods of time throughout the calendar year are students on holiday or vacation:

Why are you interested in establishing a partnership in your school? What do you hope your students will learn from the partnership?

Describe your student body (their background, interests, aspirations):

Describe the community in which your school is located:

If you already have ideas for partnership activities or know which class(es) would be involved, please describe.	
What makes your school unique? What would you want a partner school to know about you?	
Please describe you school's technological capacity and students' access to computers in classrooms. Please include your school's internet bandwith.	

Partnership coordinator name (and subject taught):	Principal:
Work E-mail:	Work E-mail:
Work Phone Number:	Work Phone Number:

Annex II

Teacher to Teacher Information

Name of school:		
Name of teacher:		
E-mail:	Phone number (incl. country code):	Skype:
Classes taught (incl. average age of students):		
Subjects taught:		
Suggestions for joint themes/ curriculum activities:		
Time frame (when would joint activities best fit into curriculum):		
Other relevant information (expected timeframe of involvement, expectations, etc.):		
Personal information and interests:		
Insert photo, link to video-introduction or link to introduction through blog:		

THE WORLD IN THE CLASSROOM

Guidebook for teachers on School Partnership projects