



CONNECTING CLASSROOMS

through Global Learning

Case studies of schools working together
across the world to broaden horizons and
enrich teaching and learning

www.britishcouncil.org/connectingclassrooms



FOREWORD

Global learning and international school partnerships have been a feature of educational practice in the UK for more than 20 years. Learning about the wider world has become an increasingly popular focus of school activities across a range of curriculum subjects. International partnerships, where schools in different parts of the world work together, have enabled this learning to have a ‘real world’ experience.

The launch of the Sustainable Development Goals, and their emphasis on quality education and learning that addresses themes of global citizenship, sustainable development and human rights, has given an additional international impetus to this support for global learning.

What the excellent case studies in this publication show is how learning about global issues through international partnerships and joint curriculum initiatives can enhance both teachers’ motivation and pupils’ understanding of areas that are becoming increasingly important to them. Young people’s concern for global issues has been recently highlighted by their drive to take the initiative to tackle the climate emergency. The Connecting Classrooms through Global Learning programme is enabling learners to deepen their understanding of these issues, and is helping them gain the skills to make a positive contribution to a more sustainable world.

These case studies highlight the importance and relevance of global learning and school partnerships for schools, teachers and pupils throughout the UK. They also show how learning can take on many different forms, including out-of-classroom activities, individual and group-based projects and connections to both local and global issues.

The Development Education Research Centre at University College London Institute of Education is honoured to have been an active contributor to the Connecting Classrooms through Global Learning programme. I have personally played an advisory role across the programme, and colleagues from our centre have contributed to teacher training, monitoring and evaluation and school-based research. Our centre sees the programme as a major contributor to encouraging all schools to see the value of learning about global issues.

At a time of increasing concerns about the impact of pandemics, future of the planet, the rise of xenophobia and economic insecurity, there has never been a greater need to put global learning at the heart of every school. Programmes like Connecting Classrooms through Global Learning can provide young people with the knowledge, skills and positive values they need to make a positive contribution to society, now and into the future.

Professor Douglas Bourn

Professor of Development Education,
University College London Institute of Education

INTRODUCTION



This is a life-changing experience. It brings the world into our classroom and empowers our students to become better citizens of the world.



Angélique Perraut

International coordinator, Glan-y-Môr School, Wales

Connecting Classrooms through Global Learning is a free and flexible global education programme for schools in the UK and around the world. It helps teachers to equip their pupils with the knowledge, skills and attitudes they need to make a positive contribution to their world. Connecting Classrooms through Global Learning is a partnership between the British Council and the UK’s Foreign, Commonwealth and Development Office.

International partnerships between pupils, teachers and schools across the world are at the heart of the programme. Using a range of free resources, including materials based on the United Nations’ Global Goals for Sustainable Development, teachers are encouraged to lead collaborative curriculum projects that help their pupils learn about other cultures and explore global issues.

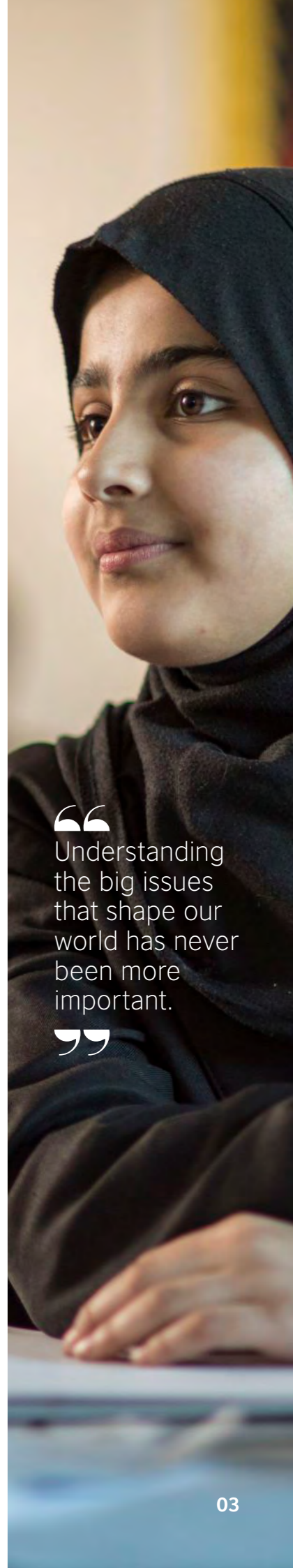
We know that young people have enormous potential to shape the future of their countries when given the right opportunities and support. These school partnerships are enriching teaching and learning and encouraging pupils to act more thoughtfully, ethically and responsibly as citizens and contributors to society.

The following case studies show this global learning taking place in school partnerships across the UK and countries around the world. Schools are working with one international partner or supporting each other in local clusters paired with clusters in another country. The projects span early years, primary, secondary and special educational provision. They are developing peer learning, strengthening ties within communities and creating support networks for teachers.

Each story in this booklet illustrates how Connecting Classrooms through Global Learning is making a difference to the lives of pupils, teachers and school communities in the UK and across the world. Through this programme, we can give young people the opportunity to learn about the wider world and inspire them to become global citizens and leaders of the future.

This project was co-funded with UK aid from the British people. The UK government is committed to empowering young people, giving them the chance to have their voices heard on development issues and to be proud of Britain as a force for good in the world.

The Foreign, Commonwealth & Development Office pursues the UK’s national interests and projects the UK as a force for good in the world. We promote the interests of British citizens, safeguard the UK’s security, defend our values, reduce poverty and tackle global challenges with our international partners.

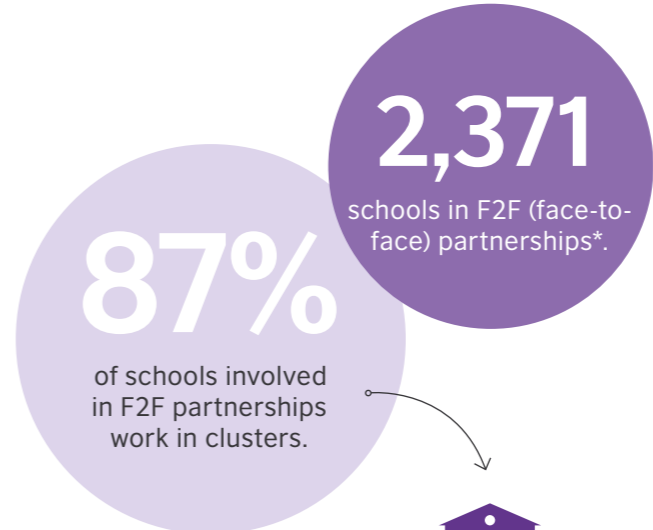


Understanding the big issues that shape our world has never been more important.



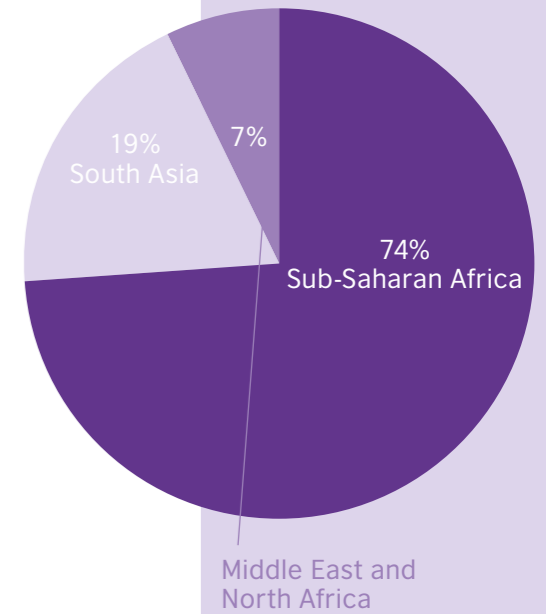
CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING AT A GLANCE

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REGIONS PARTNERED WITH UK SCHOOLS



3

THEMES

Top three Sustainable Development Goals (SDGs) studied by schools in Connecting Classrooms through Global Learning projects. Schools working in partnership often choose to focus on more than one Goal.



20.9% of schools with a sole SDG focus chose **SDG 13: Climate Action**



22.4% of schools with a sole SDG focus chose **SDG 12: Responsible Consumption and Production**



26.9% of schools with a sole SDG focus chose **SDG 4: Quality Education**

* Schools involved in Connecting Classrooms face to face partnerships, up to 31 March 2020

** A cluster is defined as a minimum of four schools working together, one of which must be from a participating country outside the UK

FEATURED PARTNERSHIPS

Global Goalkeepers in Wales and Lesotho

Lead school: Glan-y-Môr School, South West Wales

Theme: Pupil Voice, **Partner school country:** Lesotho
Page 08

Sustainable fashion

Lead school: Stepney Primary School, Yorkshire and Humber, England

Themes: Responsible Consumption, Life Below Water, **Partner school country:** Sierra Leone
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Zero hunger gardens

Lead school: Selly Park Girls' School, West Midlands, England

Themes: Zero Hunger, Gender Equality, **Partner school country:** Zimbabwe
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Connecting coders

Lead school: St. Mary's Primary School, Co Armagh, Northern Ireland

Themes: Gender Equality, Coding, **Partner school country:** Nepal
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A special connection

Lead school: Brookfields School, North West, England

Themes: Quality Education, Communication, **Partner school country:** South Africa
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Planting ideas and trees for the future

Lead school: Tondu Primary School, South Wales

Theme: Zero Hunger, **Partner school country:** Uganda
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An award-winning international partnership

Lead school: Frances Olive Anderson C.E. Primary School, East Midlands, England

Theme: Children's Rights, **Partner school country:** Lebanon
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Enhancing community cohesion

Lead school: Falinge Park, North West, England

Themes: Community Involvement, Global Citizenship, **Partner school country:** Bangladesh
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Citizens of the world

Lead school: Lockerbie Primary School, Dumfries and Galloway, Scotland

Theme: Life Below Water, **Partner school country:** Occupied Palestinian Territories
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Throwing a light on affordable clean energy

Lead school: Framingham Earl High School, East of England

Theme: Sustainable Energy, **Partner school country:** Malawi
Page 26

Addressing Zero Hunger in different communities

Lead school: North Herts Education Support Centre, South East, England

Theme: Zero Hunger, **Partner school country:** Nepal
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Planning for the future: learn, think and act

Lead school: Rathfern Primary School, Greater London, England

Theme: Zero Waste, **Partner school country:** South Africa
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Connecting communities

Lead school: Kinlochbervie Primary School, Highland, Scotland

Theme: Community Involvement, **Partner school country:** Kenya
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Young global citizens: learn, empower, take action

Lead school: The Leys Primary and Nursery School, South East, England

Theme: Gender Equality, **Partner school country:** Nepal
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GLOBAL GOALKEEPERS IN WALES AND LESOTHO

Glan-y-Môr School, South West Wales

Glan-y-Moyeni is the name adopted by a long-term partnership between Glan-y-Môr School in Wales and Moyeni High School in Lesotho, who are empowering young people to take on roles to improve the lives of pupils and the wellbeing of their respective schools.

THE PARTNERSHIP

This group of schools from Carmarthenshire in Wales has been working collaboratively with schools in Lesotho for many years, and they officially joined a primary and secondary Connecting Classrooms through Global Learning cluster partnership in 2013, creating strong, equitable links. They are both bilingual schools – learning English and Welsh in Wales, and English and Sesotho in Lesotho.

ACTIVITIES

After past projects where the schools celebrated their two cultures, and groups of students visited each other's schools and communities in exciting exchange visits, the schools embarked on a project to empower students by developing pupil voice and equipping teaching staff in all the participating schools with the skills to develop and maintain effective school councils.

They began by sharing the [Quality Education for All resource](#) with staff and advisors, to develop project aims and plans. They also worked with a local Connecting Classrooms through Global Learning advisor, and training was given to the Welsh schools on how to build a sustainable equitable school partnership.

Social networking facilities enabled regular and efficient communication with the schools in Lesotho, along with emails, telephone calls and messages to enrich the relationships between all the schools and local communities.

Teachers worked together to empower students to find their voices, raising matters that were important to them, and identifying ways to improve the life of students and the school as a whole. One activity involved creating a film to promote the use of pupil voice in schools. The film included contributions from pupils at the various cluster schools and focused on the work of some of the pupil-led groups within their schools, including the school council, sports ambassadors, the eco committee, the LGBT club and the Global Goalkeepers, who work to raise awareness of the Sustainable Development Goals.

The pupils posed the following questions:

- What do we want to do?
- Why do we want to do it?
- Who will be involved?
- When and how often will we meet?
- Where will we meet up?
- How can we let other people know?



Partnership work was displayed and discussed across the cluster. The students showcased their findings and actions on social media and at celebration events. Wider community groups, such as local authorities (Wales), education offices (Lesotho), Dolen Cymru and the Lesotho-Wales Link, have also been engaged in the partnership, through various project activities and school visits.

IMPACT

The programme has had a significant impact in the Welsh schools, where students have seen the effects of pupil voice first-hand, and in Lesotho, where school councils are seen as innovative bodies. Staff report a significant rise in student engagement and believe pupils are now much better equipped to become global and ethical citizens. The pupils have gained knowledge along with personal, social and organisational skills, and are becoming familiar with group and democratic processes at local, regional, national and global levels.

Partnership activities have also encouraged pupils to take more responsibility for their own learning, and to develop their critical thinking, communication, digital literacy and leadership skills. Their oracy skills have also been strengthened through opportunities to express their own ideas to different audiences. The partnership has brought the school communities and their local areas together and have enhanced people's awareness that they are part of an interdependent world. The work has also been shared as best practice examples to other Basotho and Welsh schools during training and dissemination workshops at local, regional and national events.

NEXT STEPS

The schools will continue to work very closely as they embark on the next stage of their Connecting Classrooms through Global Learning partnership, with reciprocal visits imminent and plans underway to share and discuss their work with the local and wider community through social media and training events.

ADVICE FOR OTHERS INTERESTED IN STARTING A CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING PARTNERSHIP:

'Make real links with real people; the results are great.'

Lead teacher, Glan-y-Môr School.

Watch a short film about the work of this vibrant partnership at:

www.youtube.com/watch?v=8Qlv5Fn0ZM8

“The thing that surprised me was how similar their school is to ours.”

Pupil, Glan-y-Môr School

“I am finding that schools are interested in using the Sustainable Development Goals as a framework for the new curriculum in Wales and this programme is an exciting and motivating way of helping them do that.”

Polly Seton, Local Advisor Connecting Classrooms through Global Learning

SUSTAINABLE FASHION

Stepney Primary School, Yorkshire and Humberside, England

Learning about sustainability led to a fabulous fashion show in a Hull shopping centre for a group of Humberside primary school pupils.

THE PARTNERSHIP

This cluster of five primary schools in Hull began working with partner schools in Freetown, Sierra Leone, in 2010. Since then, they have embedded learning about the Sustainable Development Goals in every year group, right across the curriculum, and have been taking their message about plastic pollution to the residents of Hull in an innovative and eye-catching way.

ACTIVITIES

During a visit to their partner schools in Freetown, the teachers worked together to identify the issues that are prevalent in both communities. The teachers from Hull were impressed by the lack of waste that they saw, and this inspired them to create action plans and organise a series of activities that embraced the Sustainable Development Goals, with a particular focus on ways to reduce waste and live more sustainably.

Activities across the schools included developing planting schemes in the school grounds from re-used materials, taking part in cross-curricular lessons based on the book *Someone Swallowed Stanley* by Sarah Roberts, and holding school assemblies to raise awareness and share information about the dangers of plastic pollution. The schools had regular video chats with their overseas partners to share their progress.

Next, staff organised a competition to design outfits made from re-used materials. Each class produced their costumes, and the Chair of Governors chose the finalists. The winners from each school were then invited to take part in a special event – a fashion show in a local shopping centre, where pupils could share what they'd learnt with people from the local community. During the event, the pupils modelled their recycled material costumes on a catwalk and shared their messages about the dangers of plastic pollution using information boards and flyers, which they handed out to members of the public.

IMPACT

Staff have reported an increased understanding of the importance of the Sustainable Development Goals across the school communities and have found effective ways to embed these goals meaningfully into their teaching and learning. Pupils have gained confidence in voicing their determination to tackle global issues, e.g., questioning why jelly was not served at lunchtimes in reusable bowls rather than in single-use plastic pots. Children on the International Pupil Council have also been interviewed on local radio and television, discussing many of the environmental topics they have become passionate about.

NEXT STEPS

The schools in Hull and Sierra Leone intend to continue to work together and are planning new collaborative projects linked to other Sustainable Development Goals. They are preparing for the next growing season, by planting the produce they will later harvest and cook and are busy creating exhibitions to share and celebrate what they have learnt together with the local community.



Pupils taking part in Recycled Fashion Show.



Classroom display in Stepney Primary School.

“The United Nations Sustainable Development Goals have formed the basis and backdrop for our work over the last few years. We are focussed on making the world and the global community a much better, cleaner and less polluted place.”

Lead teacher,
Stepney Primary School

ZERO HUNGER GARDENS

Selly Park Girls' School, West Midlands, England

Schools in England and Zimbabwe are working together to reduce hunger and explore attitudes to gender equality in both countries.

THE PARTNERSHIP

This cluster partnership brings together a diverse range of schools – a girls' secondary school and a local primary school in Birmingham, a co-educational secondary school in Darlington, County Durham, and three schools in Zimbabwe. With 15 years of experience in international education, Selly Park Girls' School had a one-to-one partnership before setting up the cluster, and has two international coordinators leading the partnership.

ACTIVITIES

All six schools explored the theme of Zero Hunger by learning about global issues relating to poverty and how to grow sustainable food. This led to them creating their own gardens to grow fruit and vegetables.

During a partnership visit to Zimbabwe, the teachers from the UK participated in a huge celebration event, where the schools showcased what they had been learning and growing. Following this, the UK schools began undertaking their own research and decided to grow a range of fruit and vegetables. Pupils from each school came together, along with members of the community and school governors, to sow seeds and plant a variety of vegetables and other plants. Older students from Selly Park Girls' School refurbished the garden, removed weeds and helped the younger pupils plant Brussels sprout and radish seeds, tomato plants and potatoes.

Students shared progress with each other and presented the results of their respective growing projects through PowerPoint and Skype presentations. They explained what were growing, shared pictures and described how each fruit and vegetable grows and what they taste like.

Alongside their work on Zero Hunger, students also embarked on a project to create a film documentary that explored the importance of Gender Equality, looking at where the students feel their country, and the world, stands with it, and how this might be improved. Several teachers, staff, members of the community and parents were interviewed as part of the project, and students at Selly Park Girls' School also ran training sessions for staff on the use of language associated with Gender Equality, explaining what made them feel comfortable or uncomfortable, and looking at the messages that certain kinds of language can send.



IMPACT

To assess the impact of the partnership, staff were interviewed at both the beginning and end of the project. All teachers have had professional training on how to introduce global learning into their schemes of work, and they are already seeing the benefits of being involved. For example, students at Selly Park Girls' School are studying the same scheme of work in French as their partners in Zimbabwe, and year 8 students have been using Skype to test each other on their French vocabulary. This has increased enthusiasm and attainment in language learning.

Feedback has shown that students have enjoyed being involved, and the school has strong evidence showing improved engagement, attendance and behaviour in lessons that included elements of global learning. Pupils can now speak confidently and knowledgeably about global issues, and their work with primary school partners, which saw them deliver presentations and lead training, has helped them enormously to develop skills in leadership, debating and critical thinking.

NEXT STEPS

The Zimbabwean teachers will soon be visiting the UK, where there will be another celebration involving all of the UK schools. Students will pick their crops, cook meals, create menus and make presentations on how everybody can make a difference when it comes to not wasting food and helping to look after our planet.

Students are also busy finishing their documentary film about perceptions of Gender Equality, and are creating a website through which all schools can stay in touch, collaborate and plan new projects.



It opens up the classroom to them and makes it real.



Lead teacher, Selly Park Girls' School



We intend to imbed global learning into our school curriculums, and working together is a vital part of that.



Alex Darwood,
International coordinator, Selly Park Girls' School

CONNECTING CODERS

St. Mary's Primary School, Co Armagh, Northern Ireland

Working with their partners in Nepal, pupils at a group of schools in Northern Ireland are developing their computer coding skills while deepening their understanding of Gender Equality.

THE PARTNERSHIP

This cluster partnership comprises ten schools in Northern Ireland, including primary, secondary, government and maintained schools, and seven schools in Nepal. In 2017, the teachers from Northern Ireland made their first visit to Nepal, and reciprocal visits have since taken place in 2019 and 2020.

ACTIVITIES

During the first visit to Nepal, the schools focused on environmental issues, such as waste disposal, recycling, water consumption and energy use. The teachers from Northern Ireland took photographs of the landscape, flora and fauna, and looked at how waste was disposed of in national parks. Back home, they encouraged pupils to carry out surveys and comparison studies to develop their understanding of the localities of their partner schools and, in particular, the effects of the devastating earthquake in 2015.

Next, the schools shifted their focus to Sustainable Development Goal 4 on Quality Education and Goal 5 on Gender Equality, and they started to look at ways to encourage more girls in both countries to get involved with computer coding. They also aimed to find the most effective ways to communicate with each other.

When the Nepali teachers visited Northern Ireland, joint training for all the teachers was arranged on the Sustainable Development Goals and Digital Literacy. They learnt about Google's suite of Apps for Education, which can be accessed on any device, at any time of day, helping to reduce communication delays between the schools. Teachers also received training in the use of iMovie Spero Robots and QR reader apps. They worked jointly on an action plan to create a problem-solving project using coding. The official launch of the project was attended by guests from the Department for Education, teacher training colleges, schools and funding bodies.

Each partnership created a teaching tool using a 'coding mat' containing QR codes linking to short embedded films about their various projects. This was taken on the next visit to Nepal to share with the partner schools. Pupils in Kathmandu, for example, saw a mini Sphero and coding mat containing a QR code that linked to a video of Primary 6 and Primary 7 pupils in Northern Ireland presenting their findings on a project about water.

IMPACT

Amongst the staff, the partnership has raised awareness of the culture and traditions of Nepal, and teachers have developed firm friendships through face-to-face meetings. However, the most significant staff impact has been on teachers' professional development, particularly in IT. The project has provided opportunities to help staff introduce innovative tools for teaching and learning and interesting ways to share project work.

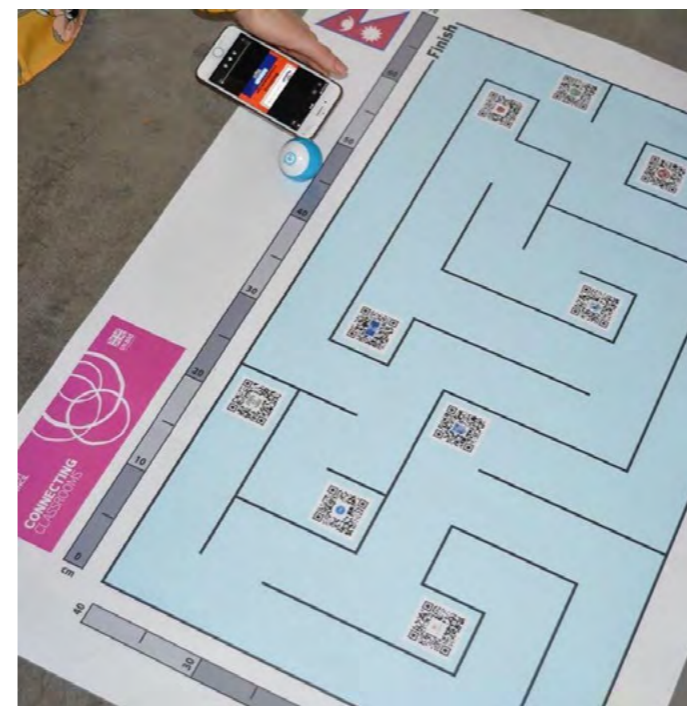
Pupils have been introduced to computational thinking, coding, programming and the use of Sphero robots as tools to share ideas to help care for the environment. They have also developed an increased awareness of their own identities and those of their Nepali partners, along with a general understanding of the importance of caring for their respective environments and the global issues that affect them both.

NEXT STEPS

Following the reciprocal visit to Nepal, staff will spend time reflecting on the visit and planning their next collaborative project. Lead teacher Ciara Crawley commented: 'face-to-face contact is so important to motivate and sustain partnerships.'

Find out more about the work of this cluster partnership at:

<https://nireland.britishcouncil.org/about/press/co-armagh-school-links-nepal-coding-project>



A coding mat with QR codes developed by pupils in Northern Ireland.

“Give yourself that chance and opportunity to take a brave step. It's something that you will carry for the rest of your life.”

Ciara Crawley,
lead teacher, St.
Mary's Primary
School

“Because of the technology, we have a window on the world.”

Teacher, St. Mary's
Primary School



A SPECIAL CONNECTION

Brookfields School, North West, England

This cluster partnership of special education schools is working to explore quality education for all and to develop communication and life skills in their school communities.

THE PARTNERSHIP

This cluster partnership grew from an initial one-to-one partnership into a group of six special schools in the north west of England and Cape Town, South Africa. Each of the schools provide inclusive and specialist education for pupils with a range of complex learning needs.

ACTIVITIES

Across the academic year, the schools explored key concepts from Sustainable Development Goal 4 on Quality Education, examining the characteristics of quality inclusive education in the UK and South Africa. They held 'focus weeks', where pupils undertook activities that supported and encouraged them to use their own communication methods to share their knowledge and ask questions, including:

- discussing what makes a school inclusive
- thinking about why some children don't go to school, and ways to address this
- creating and sharing posters and presentations on inclusive and equitable schools.

Pupils were encouraged to explore education in the UK and South Africa, to share their experiences and to compare how events such as World Aids Day and Remembrance Day are marked in each country.

The schools also designed motivational and meaningful activities to help their pupils to fully engage with learning. Brookfields School worked with Ocean View LSEN School to develop 'whole school' communication strategies. These included the Picture Exchange Communication System and Colourful Semantics, a sentence structure learning tool. During their visit to the UK, South African teachers also saw Lego Therapy in action and were keen to incorporate this into the project at their schools.

Dee Banks School and Blouvlei LSEN School looked at how they could develop social skills, an important part of Quality Education, through Forest Skills and outdoor learning. Hebden Green School and St Joseph's School for Sick Children worked on developing real-life skills by growing food, which could then be consumed at school or sold for profit. Both schools, who started their allotment projects at a similar time, went on to grow produce, either to sell or eat themselves, and developed plans to extend pupil involvement in the allotment projects to include as many classes as possible in the future.

Activities and photos of pupils involved in sessions were shared, alongside letters and messages, via email and social media, as well as through school websites.

Progress was reported to staff and governors at staff meetings, and special celebration events were held to share successes, where the UK schools were joined by visitors from South Africa partner schools, members of the local community and staff from the British Council.

IMPACT

The partnership has inspired pupils in all schools, providing a real-life context for global learning. Pupils have benefited from being involved in the project and have enjoyed knowing that their activities have been mirrored in a school in another country. Staff have noted that formal and informal assessments have shown significant progress in formal subjects, as well as in skills such as communication and social interaction.

At the same time, the introduction of new ways of learning and developing skills has excited both educators and pupils. The lead teacher believes the partnership has 'helped our students to have a much wider view of the world, and to recognise that we have more similarities than differences and the same hopes and dreams for our children across the world.'

Another real benefit has been the ability to share teaching and learning methods, which has led to staff building strong relationships across partner schools. One teacher notes: 'we made good friendships and shared a lot of information with each other. It was great to see how peers from a different country and culture go about doing a very similar job.'

NEXT STEPS

Based on meetings to discuss how the project was working, and how things could move forward in the future, staff are currently working together to plan new activities focusing on Goal 12 on Responsible Consumerism as the UK teachers have been inspired by what they saw in South Africa regarding recycling, repurposing and re-using, and reducing single-use plastics at school. They are also planning to expand the cluster, by introducing two new schools from each country.

ADVICE FOR OTHERS INTERESTED IN STARTING A CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING PARTNERSHIP:

'Have clear expectations about what you want to achieve. You don't have to do everything at once. Building relationships helps the partnership go from strength to strength.'

Judith Williams, lead teacher



This afternoon I attended the unveiling of a new mural in the grounds of Brookfield School to mark the twinning of Brookfield School and Ocean View School in South Africa. It was lovely to meet the visiting staff from the school in South Africa, along with the staff and pupils from Brookfields, and especially the school council members. I really had a wonderful afternoon with you all and look forward to seeing you again.



Mayor of Halton

PLANTING IDEAS AND TREES FOR THE FUTURE

Tondu Primary School, South Wales

Schools in this cluster partnership are planting trees together in communities in Wales and Uganda.

THE PARTNERSHIP

This cluster partnership comprises three schools in Wales – a primary, a secondary and a centre offering alternative provision – and schools in Uganda. They recently started collaborating to explore issues relating to Zero Hunger in both countries.

ACTIVITIES

During a visit to Uganda, the Welsh teachers discovered that horticulture is a big part of the Ugandan curriculum, and they were impressed by the large scale of healthy planting that they saw, including rows and rows of beans.

This inspired them to embark on a Zero Hunger project, which ran over two terms. Staff adapted activities from the [Zero Hunger Resource](#) to create a workbook of lesson plans about the causes and potential solutions to hunger across the world, which could be tailored to different age groups.

Through the partnership, pupils learned about life in Uganda. They used photographs to compare what each other had for breakfast, discussing how they might help to ensure all pupils have healthy school meals. They asked questions, exchanged notes and swapped photographs of each other growing different crops. They also created an African keyhole garden – a raised bed filled with nutrients to allow vegetables to grow in dry climates.

The younger pupils enjoyed stories with links to African food, such as *Baby goes to Market*, *Mama Panyayan's Pancakes* and *Handa's Surprise*, and they learnt about how communities come together for celebration feasts. Nursery class children created an African market display and role-played visiting the market, after a teacher in Uganda sent them video footage of a local market. Foundation-phase pupils enjoyed growing and cooking potatoes and pumpkin on an open fire during an outdoor learning day. They discussed how hard it was to collect the wood, to make the fire and to keep it going throughout the morning to be able to cook their food.

The local community was also involved, with visitors from Fair Trade Wales, the local allotment society and the Food Bank Project working with pupils to explore how they could help their own local communities, while also making choices that support people growing our food around the world.

Two particular highlights were a FaceTime session between Wales and Uganda during a whole school assembly, where pupils were able to exchange questions 'live' with their peers in Uganda, and the final celebration, which involved joint tree planting ceremonies of mango trees in Uganda and apple trees in Wales.



Photography by sripfoto on iStock

IMPACT

Pupils have developed knowledge and skills in a variety of different subject areas, and the partnership has provided opportunities to enhance digital competency, as well as bringing elements of the 'ethical, informed citizens' stages of the new Curriculum for Wales to life. In particular, the real-life experience of asking questions to their peers in Uganda has had a significant impact on pupils and staff, with many parents commenting on just how much this work has engaged and enthused their children.

In a joint statement, the head teacher and Head of Governors of Tondu Primary School said:

'The process of developing children's awareness of the wider world in which we live has been brought to life with the Connecting Classrooms through Global Learning project. Children so enjoyed the live link up with the school in Uganda. This provided opportunities for them to exchange questions and ideas about school life in Uganda. The project has had a lasting impact on our pupils, who have been keen to learn more about the world.'

NEXT STEPS

Preparation is underway for joint training and planning sessions for all teachers during the upcoming reciprocal visit of Ugandan teachers, as the partnership prepares to embark on its next collaborative project about Goal 6 on Clean Water and Sanitation.



I really enjoyed taking part in the Uganda project. It taught us a different way of life and learning. It made me realise how much of a privilege it is to have the opportunities that we do.



Pupil, Tondu Primary School



The school promotes pupils' cultural development well. For example, the school has a strong link with a school in Uganda that stimulates creative work and projects across the school. Pupils benefit considerably from these first-hand experiences and interesting follow-up activities.



Estyn Inspection Report 2019 on teaching and learning experiences

AN AWARD-WINNING INTERNATIONAL PARTNERSHIP

Frances Olive Anderson
C.E. Primary School,
East Midlands, England

At the heart of this cluster partnership, two very different schools are gaining accolades by helping pupils in England and Lebanon to experience and understand real-life situations by bringing the world into their classrooms.

THE PARTNERSHIP

In 2012, Frances Olive Anderson C.E. Primary School in rural Lincolnshire started a unique partnership journey with Mohamad Chamel Government School in Lebanon, which hosts over 400 young refugees from Syria, Palestine and Iraq. The school was shortlisted for the TES International School of the Year award in both 2015 and 2016, winning it in 2017, and has become a cluster partnership lead school, successfully bringing together 16 schools across rural Lincolnshire and Lebanon under their most recent international project.

ACTIVITIES

The partnership has jointly planned and carried out a range of innovative projects around global themes focusing on the Sustainable Development Goals. Pupils have engaged in activities to tackle topics of identity and belonging, sustainable living, climate change, conflict and peace, and fairness and equality. Pupils regularly exchange work, making books together and staying in touch through a range of methods, including video conferencing, Viber, Padlet, Skype and FaceTime, which they use to share and enrich their learning.

The international ethos is fully embedded in the school and underpins the whole curriculum. To ensure the partnership is sustainable, the schools maintain strong communication links.

Although in very different areas of the world, the two schools at the heart of the cluster are both committed to achieving high quality collaboration. Their latest project focuses on Children's Rights and Responsibilities.

IMPACT

Pupils have gained a heightened knowledge and a respectful understanding of difference, as well as a desire to learn more about the international communities in which they live. A recent inspection report from Frances Olive Anderson commented: 'the school ... is outstanding at meeting the needs of all learners. The school has links with Beirut and through this, welcomes visitors who follow other faiths. These encounters enhance learners' understanding



An A-Z of children's rights created by the pupils.

of their place in the world and richly support their spiritual development. As a result, learners are increasingly aware that they live in a multi-cultural, multi-faith world.'

Bringing the international dimension into the classroom has had a positive effect on the standard of pupils' work, motivation and attainment levels. Teachers have seen improvements in pupils' level of writing, as they are more motivated to write for a real audience. Pupils are also demonstrating increased self-confidence; they collaborate better, ask more searching questions and show greater interest in global issues by taking part in authentic learning experiences.

The teachers are now more aware of global issues, as well as the different pedagogical styles and expectations of other countries. They've also enhanced their experience and confidence in using ICT to link up with their international partners.

NEXT STEPS

Staff and governors are keen for the international ethos to continue and develop, and for it to be a high priority within the school. Lead teachers have taken on ambassadorial roles, supporting and mentoring other teachers. Plans have been submitted for a new collaborative project on Peace and Justice, including reciprocal visits and a British Council research project with the University College London Institute of Education on perceptions of the Middle East.

ADVICE FOR OTHERS INTERESTED IN STARTING A CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING PARTNERSHIP:

'Keep projects simple and don't be over ambitious at the start, and your partnership can go from strength to strength.'

Stewart Cooke, lead teacher.

Watch a short film about this partnership at: www.britishcouncil.org/school-resources/international-journey-teachers



We are very proud of our international work, which is deeply embedded in the curriculum and ethos of the school.



Stewart Cooke,
lead teacher,
Frances Olive
Anderson C.E.
Primary School

ENHANCING COMMUNITY COHESION

Falinge Park High School, North West, England

This one-to-one partnership has had a profound effect on community cohesion in a secondary school in Rochdale.

THE PARTNERSHIP

This partnership is between Falinge Park High School, a large multicultural school in Rochdale, Greater Manchester, and Hazi Rashid High School in Sylhet, Bangladesh. Many Falinge Park pupils are of Bangladeshi heritage.

ACTIVITIES

In 2018, two teachers from Falinge Park visited Hazi Rashid High School, where they worked with staff and pupils, experienced school life and took part in cultural events. Their collaborative learning focussed on developing Global Citizenship, the effective use of group work and an investigation to develop pupils' critical thinking. The visit was even featured on Bangladeshi television.

The following year, two members of staff from Hazi Rashid went to Rochdale on a reciprocal visit. To prepare for the visit, Falinge Park created a group of Connecting Classrooms through Global Learning ambassadors of Bangladeshi heritage, who spoke Bengali. The ambassadors worked alongside staff, planning the visit and assisting the guests from Bangladesh, to make them feel welcome.

During the visit, staff worked towards developing global education, comparing the schools in Rochdale and Bangladesh, and through this work found many opportunities to develop connections with the local community. This included a visit from the Mayor, work with a local primary school and participation in a flag-raising event at the town hall on Bangladesh Independence Day. The Bangladeshi community, councillors and officials were thrilled to see so many young faces, and the students said how proud they were to be a part of the event.

Falinge Park set up a successful blog on their website with photographs, a daily log and updates. Andy Burnham, the Mayor of Greater Manchester, also got involved in the project, taking part in a Skype session when he visited the partner school in Bangladesh.



IMPACT

The partnership has been incorporated into lessons and the wider curriculum, adding real enrichment to the school and inspiring an enthusiasm for international learning. The pride of the students involved in the project can be seen in their feedback, which was captured on film. Hana Aneesah, a pupil at Falinge Park, says: 'being an ambassador for the partnership gave me the confidence to speak to people from a different country.'

A member of staff says: 'we have heard so many stories from pupils who normally may not engage in conversation, talking about their own family in Sylhet, or the time they went to visit family in Bangladesh.'

NEXT STEPS

The schools are planning to continue to work on further creative projects with local primary schools, including Once Upon a Time, where heritage stories from childhood are retold through dance, drama and poetry.

“Working with Connecting Classrooms through Global Learning has been such an enjoyable, professional, personal and educational experience.”

Jenny Wystawnoha,
teacher, Falinge
Park High School

CITIZENS OF THE WORLD

Lockerbie Primary School, Dumfries and Galloway, Scotland

A thought-provoking partnership between two schools in Scotland and the Occupied Palestinian Territories has developed through a shared desire to explore and promote peace in both communities.

THE PARTNERSHIP

This well-established partnership between Lockerbie Primary School in Dumfries and Galloway and Al Shurooq School for Blind Children in Bethlehem is working on developing shared curricular projects across their school communities in Scotland and the Occupied Palestinian Territories.

ACTIVITIES

Since starting their partnership in 2005, the schools have worked together on a number of cross-curricular projects, including Culture in a Box, where pupils exchanged boxes containing ten items they chose to represent their culture, and have also taken part in language learning through song. Each year, the schools jointly celebrate the United Nations International Day of Peace, with all classes at Lockerbie, including the learning centre for children with complex and continuing needs, exchanging work with their partners in the Occupied Palestinian Territories on the theme of Peace.

Central to the partnership is making learning accessible to those who are visually impaired. On the last International Day of Peace, for example, the schools shared sensory tactile cards with messages of peace in Arabic and braille.

Their most recent collaborative project focused on Goal 6 on Clean Water and Sanitation and Goal 14 on Life Below Water. Activities included sharing resources and celebrating World Water Day and World Oceans Day. During their partnership visit, teachers from Al Sharooq School for Blind Children took part in a beach clean with Lockerbie pupils.

One group of pupils also met with their local Member of the Scottish Parliament and councillor to discuss their concerns over climate change and why this needed urgent action.

The project has been shared across the school community through assemblies, newsletters, staff meetings and social media. Two teachers and ten Primary 7 pupils also presented a seminar at the Scottish Learning Festival to showcase their Connecting classrooms through Global Learning projects.



Photography by SolStock on iStock

IMPACT

Projects are evaluated through discussion during teacher visits and with the pupils involved. Staff have reported a significant impact on their pupils' global awareness and understanding and in the development of core skills such as citizenship and student leadership.

During a recent school inspection, pupils at Lockerbie told inspectors how proud they were of welcoming visitors from another country.

Lockerbie Primary School's work to become an internationally focused school has been noticed far beyond Lockerbie, as the school has been awarded its third full International School Award and reached the finals of the Scottish Education Awards for International Citizenship and Languages.

NEXT STEPS

Plans have been introduced for new collaborative projects related to the Sustainable Development Goals, to add Arabic as a third language at Lockerbie and to further expand the partnership.

ADVICE FOR OTHERS INTERESTED IN STARTING A CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING PARTNERSHIP:

'Go for it! It will have so much added value for your school, and it's not extra work if you embed international projects into what you are already doing.'

Karen Carter, head teacher.



Since we took action and did the beach clean at the end of our project, we know how sensitive the world can be. We liked sharing what we had been working on with Miss Ruba and Miss Shireen from Al Sharooq.



Nikola and Saoirse, pupils, Lockerbie Primary School



Through work with our international partners, I have seen our pupils grow and develop their confidence and self-esteem. I am proud of their ability to be positive ambassadors for both the school and Lockerbie.



Karen Carter, head teacher, Lockerbie Primary School

THROWING A LIGHT ON AFFORDABLE CLEAN ENERGY

Framingham Earl High School, East of England

A group of schools in Norfolk have been finding out about different forms of renewable energy with their partner schools in Malawi.

THE PARTNERSHIP

This large and diverse cluster partnership of 20 schools in Norfolk and Malawi has been running for a number of years. The UK schools meet regularly for planning and training purposes, and recently had a session with experts from the University of East Anglia to develop staff knowledge and understanding of solar energy, in preparation for their latest project.

ACTIVITIES

Using the Connecting Classrooms through Global Learning [Affordable Clean Energy for All resource](#) as a starting point, the partnership planned a series of activities linked to renewable energy. As a number of the schools in Malawi are 'off grid', without access to electricity, the partners decided to use renewable energy as an 'umbrella' project, which could be adapted to the age, ability and interests of the pupils in their respective schools. The menu of learning topics included:

- deforestation
- energy efficient ovens
- windmills and turbines
- recycling.

Pupils in both countries were involved in preparing activities, and reciprocal staff visits allowed teachers from the UK and Malawi to deliver practical sessions in their partner schools, during which pupils could learn and ask relevant questions about energy use in their partner country.

Activities included drama presentations on the effects of deforestation and global warming, a celebration of the sun through discussion, song and dance, and practical sessions to show how solar and wind power is generated and how solar ovens are constructed.

Avenue Junior School worked with their partner school and a solar aid charity in Malawi to create a solar power legacy through a 'grow a £1' enterprise project. The pupils devised and carried out creative enterprise activities to raise money to buy solar lights, which cause less pollution than kerosene or wood and are rented out by the school in Malawi to local families as a sustainable business.

IMPACT

The schools report that all pupils have benefitted from learning through enquiry and have developed both a real understanding of life in Malawi and an excitement and enthusiasm for their solar energy projects.

These projects have encouraged collaboration, the development of practical skills, such as building and cooking on sustainable ovens, and an increase in communication skills and confidence, as students have presented their ideas to larger audiences and have developed their own spin-off projects. One pupil has created his own YouTube video to illustrate the problems of life without electricity. Another group is creating bags of reusable sanitary products, while others have set up their own eco club.

Many students have also developed a sense of personal commitment towards energy conservation, sustainability and the use of solar power. They recognise the dilemmas facing societies, and genuinely believe that it is in their generation's power to address and solve them.

NEXT STEPS

Through the project, links have been firmly established between the partner schools, and teachers have returned from their visits with new ideas, examples of work, photographs and resources to share.

The cluster schools are flourishing with new ideas and plans to progress their educational partnerships further and embed global learning across their curricula. More schools outside of the cluster are interested in becoming involved and creating a new cluster in the area.

ADVICE FOR OTHERS INTERESTED IN STARTING A CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING PARTNERSHIP:

'Involve the whole school to make your partnership sustainable over time. Being in a cluster gives you great mutual support and can make the enterprise seem less daunting.'

Judy Jones, lead teacher.

“Take a leap of faith – it will pay off. It was one of the most exciting projects I have been involved in.”

Dan Lowe, lead teacher, Avenue Junior School

ADDRESSING ZERO HUNGER IN DIFFERENT COMMUNITIES

North Herts Education Support Centre, South East, England

A pupil referral unit in the UK is working with a school in Nepal to deliver global learning projects.

THE PARTNERSHIP

North Herts Education Support Centre is an outstanding pupil referral unit that serves the whole of North Hertfordshire. It works with permanently excluded pupils and those at serious risk of permanent exclusion. For the last two years, it has also collaborated with Nobel Academy School in Kathmandu, Nepal, on a project focusing on Zero Waste and Zero Hunger.

ACTIVITIES

Designated cross-curricular lessons have been built into the pupils' weekly timetable, within which global learning modules can be delivered. As part of the Zero Hunger project, pupils at North Herts learned about different types of farming, which countries produce crops and why hunger may occur in different regions of the world. They identified their favourite meals and researched which countries the produce has come from. They shared this information with their partner school in Nepal. Pupils learned about their partner countries and about some of the issues surrounding hunger and vulnerability within both communities.

Both schools looked at how they could grow their own vegetables in a sustainable manner, by making Eco-bricks, plastic cloches from bottles and wind-spinners to keep birds away from seeds they had planted.

Pupils at North Herts also worked on a project to create their own food donation centre, a place to collect contributions for a local charity that helps the homeless and those who are struggling on low incomes. Local businesses have supported this initiative by donating food and toiletries.

The pupils celebrated their success by sharing their projects around the school, displaying photographs and write-ups in public areas, and writing articles for the school newspaper, which is received by parents, carers and mainstream schools. They received certificates for their participation and shared all documentation with their partner school.

Cloches made from recycled bottles and wind spinners designed to protect the growing plants, at North Herts Education Support Centre.



IMPACT

The project was evaluated through feedback from the community and discussions with the senior leadership team. Staff feel that being involved in the partnership has enabled them to broaden the pupils' global horizons, which can be challenging at a pupil referral unit, where, as staff report, learners can have quite a narrow view of the world because of their personal issues.

Pupils have taken pride in making a difference and are starting to grasp how seemingly small factors can affect communities, sometimes catastrophically. The lead teacher is particularly pleased with the way pupils have responded to the visiting head teacher from Nepal, including encouraging her to overcome her nerves and take part in the school horse riding provision during her visit to the school.

NEXT STEPS

In the coming year, North Herts is hoping that pupils will be able to volunteer at the charity as part of their work experience. They are planning lessons that link to Sustainable Development Goal 13 on Climate Action, as well as a collaborative art project with their partner school, which will become part of a travelling exhibition. Staff are also looking at the possibility of taking pupils with them on visits to their partner school in the future.



My advice would be to dip your toe in the water. Don't think too big at the start, just take small, manageable steps.



Christina Charalambou,
lead teacher,
North Herts
Education Support
Centre

PLANNING FOR THE FUTURE: LEARN, THINK AND ACT

Rathfern Primary School, Greater London, England

Ministers from government departments have seen for themselves how a cluster of London schools has embedded global learning within their curricula.

THE PARTNERSHIP

This cluster partnership of London schools has developed strong links with schools in South Africa, and together they have forged a deep-seated commitment to social action and social and environmental justice.

ACTIVITIES

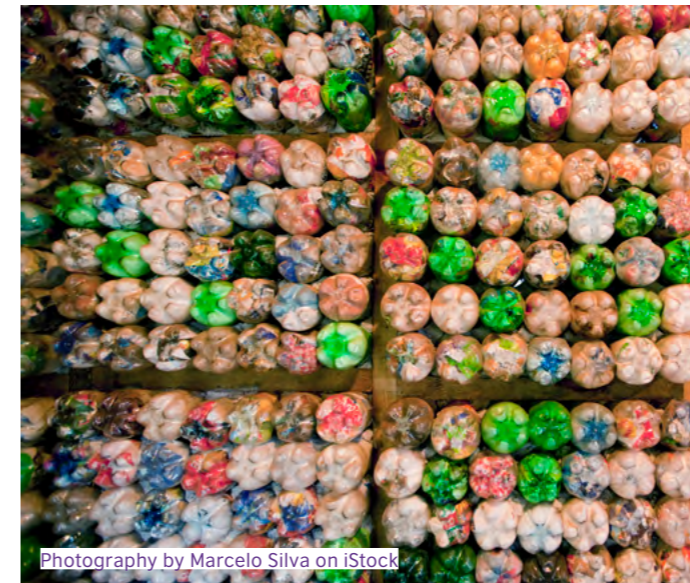
The curriculum at Rathfern is designed around global learning principles and a Rights Respecting programme, to help pupils learn about their rights and responsibilities as citizens and their role in a globally interdependent world, and to allow them to explore strategies to make the world more just and sustainable.

The London schools maintain regular contact with their South African partners through planning meetings. At a training session for all cluster staff during a visit by the South African teachers, they planned together how they would embed the Sustainable Development Goals, not just into their curricula, but into the ethos of their schools.

They decided initially to focus on Zero Waste, taking inspiration from a visit by the UK teachers to South Africa when drawing up curriculum plans for their project. The teachers at Rathfern encouraged pupils to be less wasteful and introduced weaving and the making of skipping ropes from recycled plastic into Art and Design Technology lessons, just as they had seen in South Africa. They also created a community garden incorporating an Eco-brick station, where they made Eco-bricks from recycled materials to create raised beds around the school. In these they planted fruit and vegetables and worked with the local community to create spaces around the school grounds that would help to promote cleaner air.

Pupils at Rathfern were able to take a lead role on these projects through a number of key initiatives across the school. One of these is the Leading Citizens Scheme, where pupils attend weekly meetings to reflect on actions linked to core values of responsibility. As part of this initiative, pupils investigated how to tackle and reduce food waste in the school dinner hall, raising awareness of the issue, weighing the food waste produced by each class and presenting the data graphically.

The Debate Mate initiative, a weekly club run by university mentors, helped pupils improve their communication and higher order thinking skills by debating topical issues from around the world.



Ecobricks made from recycled materials.

Photography by Marcelo Silva on iStock

IMPACT

Being involved in the partnership has encouraged pupils to be critical, active and engaged learners, who can understand their responsibilities as citizens to promote equality and social justice. As part of a pupil survey in one of the cluster schools, 97 per cent of pupils commented that they would like more learning linked to Global Citizenship.

Ministers from the Department of Education and Department for International Development, as well as the Mayor of Lewisham, have all visited Rathfern to see for themselves the impact of the programme and the importance of continuing and growing these projects further. One visit included a live chat with the head teachers and school partners in South Africa, where pupils asked interesting and insightful questions to the visiting Ministers about their plans to meet the recommendations of the Sustainable Development Goals in the allotted time span.

NEXT STEPS

The cluster will continue to evaluate the impact that the partnership has had on all schools involved, and it will undertake a further programme of activities and events. There are plans to hold a public exhibition to celebrate the learning, and they will be making contributions to a global learning conference for schools, taking place later in the year.

Curriculum planning for the next phase of the partnership at Rathfern includes pupils working with Lewisham Sustainability Department to reduce carbon use and to use cleaner energy, with the aim of creating a 'net carbon zero school' as part of their learning around Sustainable Development Goal 13 on Climate Action.

“ Education is about opening minds, communication and humanity, and developing a deeper understanding of people. ”

Naheeda Maharasingham, head teacher, Rathfern Primary School

CONNECTING COMMUNITIES

Kinlochbervie Primary School, Highland, Scotland

A collaboration of school and community is at the heart of this successful partnership.

THE PARTNERSHIP

The Kinlochbervie cluster is made up of an associated group of four small schools in a remote area of northwest Scotland. The smallest school currently has just six pupils, while the largest has 45.

In 2015, they formed a partnership with four schools in the Eastern Rift Valley in Kenya. The four Scottish schools have set up an active Connecting Classrooms through Global Learning group, bringing staff together from early years to secondary levels. They meet regularly to discuss ways to take the partnership forward.

ACTIVITIES

At the early stages of the partnership, pupils learned about their different schools and shared the games they played in the playground and views from their classroom windows with each other. The teachers went on to make memorable visits to their partner schools, where they taught lessons and developed a shared understanding of the very different climate, landscape and life in their partner communities.

During these visits, teachers worked together on many exciting projects related to the Sustainable Development Goals. The most recent focused on developing pupils' knowledge and understanding of the United Nations Convention on the Rights of the Child. Pupils learnt about the difference between 'wants' and 'needs' through a series of lessons, adapted for different age groups, which helped them to solve problems, make decisions, think critically, communicate effectively and work well within teams and groups.

The secondary level pupils discovered how teenage girls can regularly miss school through not having access to adequate sanitary products. This 'period poverty' was evident in both Scotland and Kenya. Pupils examined the issue further and this led a reusable sanitary towel project to make products available where needed.

IMPACT

The collaborative projects and visits from Kenyan teachers have had a significant impact on the schools and their communities. Teachers report that partnership activities have played a key part in teaching aspects of Learning for Sustainability, which is an entitlement for all pupils within Scotland's Curriculum for Excellence.

The partnership has also contributed to fostering positive attitudes to diversity, and has provided an invaluable framework for exploring values and ethics. Pupils can now make informed decisions and talk with much greater clarity and confidence about global issues that are beyond their own experience.



There has been a noticeable impact on leadership and teaching, as teachers work together across ages and stages and with their international colleagues, providing regular supportive and reflective dialogue. The effect on the local community has also been profound - strengthening ties within the community. Parents, the countryside ranger and the church minister have all been involved, helping to provide additional resources and support. During the Kenyan teachers' visit to Scotland, different village communities hosted social evening programmes each night, which featured community meals, entertainment, games, Scottish music and dancing. These evenings were well attended by pupils, families and community members.

The local church minister is also now involved, and the Church of Scotland is providing funding for her to travel with the Scottish teachers on the reciprocal visit. She is developing her own church links in the same region. In Kenya, Scottish teachers met council members representing the Molo region, who are very keen to continue to widen community links even further.

NEXT STEPS

The schools are using the partnership to look for new ways to enhance learning. Pupils are now exchanging photographs of seasonal celebrations, sharing detailed updates on progress in their school gardens, and taking part in mental maths games.

Plans are currently underway for transition projects that will enhance dialogue between the primary and secondary schools, as well as an exciting joint social enterprise project with secondary level Business students called Lions' Den. There are also plans for a student visit to Kenya in the near future, and the cluster is looking to expand, by linking up with another associated school group for their next Sustainable Development Goals project on Zero Waste.

Meanwhile, out in the community, plans are being made to hold courses in beginners' Swahili and Kenyan cooking, as more and more people in Kinlochbervie are inspired by this thriving partnership.

Start small and look at the things you have in common with your partner school. Plan activities based on things you are already doing and discuss how you can make links with your international partner to embed international learning across the curriculum.

Katy Lee,
lead teacher,
Kinlochbervie
Primary School

YOUNG GLOBAL CITIZENS: LEARN, EMPOWER, TAKE ACTION

The Leys Primary and Nursery School, South East, England

Pupils from this cluster are pitching ideas to civic leaders to help make their community more equal, fair and sustainable.

THE PARTNERSHIP

This cluster partnership is a relatively new group of 13 local primary schools in Stevenage, with partners in the Nepalese cities of Kathmandu and Pokhara. The participating schools began working together in 2019 and are all passionate about providing their pupils with the knowledge, skills and values that will enable them to play an active role in their communities.

ACTIVITIES

Staff from schools in Stevenage visited Nepal at the start of the academic year, where they discovered that the schools there wanted to reduce inequalities. This inspired some schools in the cluster to explore Gender Equality through Citizenship in their collaborative projects, by looking at how gender roles and expectations influence identity and rights. The aim was to inspire pupils to question norms and encourage gender equality.

In addition, students got involved in exciting new challenges run by the charity Practical Action, which saw them developing solutions to problems caused by plastic waste. This offered opportunities for pupils to engage with science investigations and enquiry-based learning by designing and making products from waste plastic, for a UK or international market.

Partner schools also worked together on a wide range of smaller projects, investigating one or more of the Sustainable Development Goals, with Pupil Parliament groups helping to identify ideas of ways to support both local and global initiatives.

IMPACT

Involvement in the project has increased pupils' knowledge and understanding of poverty, sustainability and development issues. The assistant head teacher at The Leys Primary and Nursery School believes it has also helped to change mindsets, moving beyond a charity mentality to one of social justice, helping students to find meaningful ways to engage actively in issues such as poverty and inequality, by, for example, becoming involved with the work of a local homeless charity.

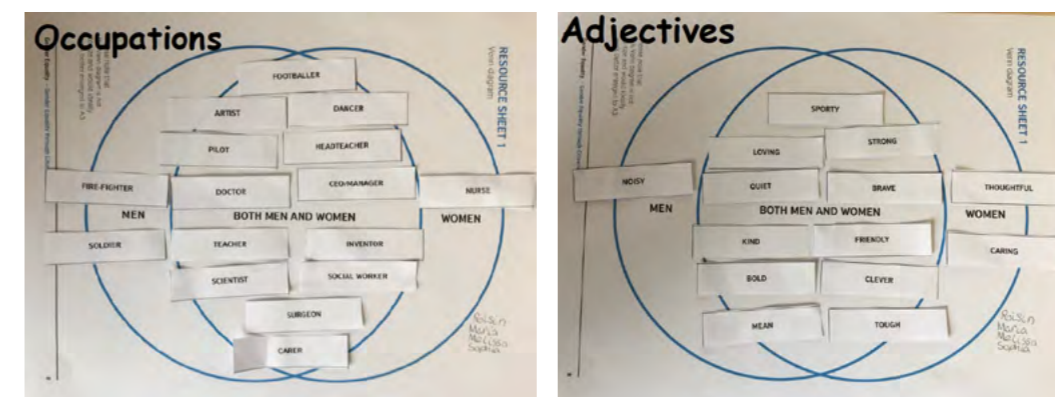
The partnership has developed teachers' understanding of Global Citizenship by exploring its relevance for their students and comparing it with the views of teachers and students from overseas. It has also enabled teachers to make relevant and meaningful connections with local and global issues, which helps pupils to develop an international mindset alongside their awareness of their own local identity.

From a school leadership perspective, the partnership has supported whole school development, by helping to create a meaningful and relevant school ethos focused on 21st century learning skills, and tolerant and inclusive values. It has also contributed to broader school aims in staff development, pupil motivation and engagement, and school-community links.

NEXT STEPS

To further enhance the sense of collective responsibility and ownership, participating schools have been given the challenge of identifying an initiative they could undertake to address poverty, development and/or sustainability issues. Pupils from each school will pitch their ideas to a 'Dragon's-Den-style' panel made up of global learning experts and local civic leaders. The winning initiative will be implemented in the local community.

The success of the partnership will be celebrated at a community event (which will coincide with the visit of the Nepali teachers to Stevenage), where each school will get the opportunity to showcase the ways they are supporting the Sustainable Development Goals. Partner schools will also look at how they can continue to collaborate (both locally and globally), and this will, in part, be determined by the outcome of the 'Dragon's Den' event.



Examples of student work exploring issues linked to gender equality.

“The advice is very simply: “go for it!” You or your school may be questioning if you have the time or expertise to get involved in the programme, but the benefits are so far reaching that you will not regret it.

Dr Andrew Christie, assistant head teacher, The Leys Primary and Nursery School

New potential partners are also actively exploring how to build on the educational link established between Stevenage and Nepal. Schools in the Budhanilkantha municipality of Kathmandu have expressed an interest in partnering with local schools, and it is hoped that many other Stevenage primary schools will come together to form a second Connecting Classrooms through Global Learning cluster.

The Stevenage schools involved in the partnership are also looking to forge closer links with the local Borough Council, which has recently launched its strategy to address the global climate emergency and work towards becoming a carbon neutral town by 2030. Closer ties with schools will ensure that the pupil voice is heard.

With so many different activities and clubs being set up as a result of local school participation, those involved are seeking to bring them all together under the banner 'Our Stevenage. Our world.' Pupils are constantly reminded of the active part they can play in shaping their future, through the use of the phrase 'Young global citizens: learn, empower, take action.'

The schools in the cluster are also keen to highlight the benefits of Connecting Classrooms through Global Learning to a wider audience and have shared their experiences at regional teachers' conferences. They've also approached the School of Education at the University of Hertfordshire with a view to bringing the project to the attention of trainee teachers.



Photography by Wojciech Kozielec on iStock



FIND OUT MORE

CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING OFFERS:

A range of free downloadable classroom resources available to teachers in the UK and across the world. These resources, based on the United Nations Global Goals for Sustainable Development, have been designed to adapt to any curriculum. They offer creative and engaging ideas to bring knowledge and core skills to life in the classroom and inspire students to take action on global issues. Find out about our global learning resources designed to address topics which are high on the agenda for governments around the world here: <https://connecting-classrooms.britishcouncil.org/resources>

Free in-depth professional development around core skills and international collaboration, helping teachers and school leaders to prepare young people for life and work in a globalised economy. Find out more at: <https://connecting-classrooms.britishcouncil.org/courses>

Support for partnerships between schools in the UK and countries around the world, helping teachers to share knowledge, skills and experience with other teachers. More details on how to find a school partner can be found here: <https://connecting-classrooms.britishcouncil.org/partner-with-schools/find-partner-school>

For further information on this programme go to: <http://www.britishcouncil.org/connectingclassrooms>

If you are based in the UK, you can get in touch with our local advisors to find out more about the options available to you: <https://connecting-classrooms.britishcouncil.org/help-and-support>

Further information about the Sustainable Development Goals and what you can do to take action to make them a reality can be found at: <http://www.un.org/sustainabledevelopment/student-resources>

Many thanks to all those schools and teachers who very kindly gave up their time to contribute to this publication and who make Connecting Classrooms through Global Learning such a success.

Author: Alison Willmott

