



# The Egerton Schools' Foundation: An Equitable Global School Partnership



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# The Egerton Schools' Foundation

The Egerton Schools' Foundation has been created to sustain in perpetuity the strong and established partnership between Egerton Primary School, Knutsford, UK and Egerton Primary School, Njoro, Kenya.

The mission of the Foundation is to promote an equitable, enriched and sustainable approach to the high quality global education of children in both schools.

Key areas of focus for the Foundation are:

- The development of an enriched global curriculum supported by joint project work, enhanced teacher training and the maintenance of visits between schools.
- The provision of better infrastructure at Egerton, Njoro, to improve the learning environment and aid communication between the schools.
- Increasing the impact of the partnership within the local communities in both countries and across wider professional organisations.

The partnership between the schools has been established since 2006. To date it has been financially supported and guided through the British Council and the Department for International Development. Now, as Government funding has ended, The Egerton Schools' Foundation has been established to continue the outstanding work that has been initiated.

*The Egerton Schools' Foundation will build upon an already strong global school partnership to continue to provide high quality global education for the children of both schools and to continue the development and training with other global school partnerships. The Egerton partnership has been instrumental in creating over 30 links between schools in the same regions of the UK and Kenya. Our work is far reaching and its impact is not only felt by the Egerton schools' pupils but by the wider school community and districts in which they belong.*

Alison Hooper, Head Teacher.



## The case for support



A case for support is an internal resource that states the reasons why anyone would consider supporting The Egerton Schools' Foundation, in any form. It is a clear, compelling and a needs-based expression of why The Egerton Schools' Foundation exists and what it can achieve in the future.

A case for support provides detail and clarity regarding our work so that people who read this are inspired and convinced to support The Egerton Schools' Foundation. By stressing our uniqueness, we can distinguish ourselves from others to make an even more powerful case for support.

The case for support therefore sets out:

- Who we are and what our core mission, vision and values are
- The current and future needs we aim to meet
- The potential motivators for support for the Foundation
- How The Egerton Schools' Foundation can make a difference
- The potential greater benefits in the future
- What makes The Egerton Schools' Foundation unique and the importance of respecting and sustaining the Egerton legacy

## Background

The Egerton Primary Schools' partnership is unique. Both schools were founded by the Egerton family of Tatton Park, Cheshire: one school in 1893 in Knutsford, Cheshire by Lord William Egerton and the other in 1939 in Njoro, Kenya by Lord Maurice Egerton. Their partnership was established in 2005 when both schools discovered each other by chance. Head Gardener of Tatton Park, Sam Youd, visited Maurice Egerton's Castle in Nakuru as part of the ongoing development of a legacy between the estates in Cheshire and Kenya. Whilst planning his visit Sam discovered Egerton Primary School and identified that the school had been established by the Egerton family.

In June 2006, Alison Hooper, Headteacher of Egerton in the UK visited Egerton Primary School in Kenya. This face to face contact enabled the Headteachers and the staff at the school to work together and develop a strong vision and partnership agreement based upon the following three principles:

- Equity
- Global Curriculum
- Sustainability

In the initial 13 years the schools have been successful in securing grants from the Department for International Development (DFID) and The British Council. Their partnership has been upheld by these two organisations as an example of outstanding practice. Both schools have

been involved in extensive research into the impact of a Global School Partnership and have featured in many published articles, presentations and toolkits to support other schools.

The Egerton Partnership has been instrumental in bringing together many more schools to form partnerships between Cheshire Schools and those in the Njoro and Nakuru districts of Kenya. The Headteachers of the Egerton Schools represented their Local Authorities on the Global Schools Partnership programme in 2010-2012 and have been involved in offering training and on-going support to new partnerships since then. Their work has resulted in 33 partnerships being formed involving more than 10,000 children.

The Manager of Tatton Farm in Cheshire has visited Tatton Farm

Both Egerton schools have a strong and equitable partnership. Their established practice continues to have a positive and significant impact upon its students, enabling them to fully appreciate and experience the true meaning of being a global citizen through a real and meaningful curriculum. A global dimension is firmly embedded into the curriculum of both schools and is used to deliver an international curriculum.



## Future Challenges

The funding awarded to the Egerton partnership was only given due to the strong evidence presented by the schools as well as detailed future project work. By 2012 the partnership was well established and it is for this reason that the British Council wrote to both schools to inform them that it was not eligible for any more funding from DFID. It is at this point that the Governors of both schools recognised the need to establish The Egerton Schools' Foundation. Their established relationship and strong practice enabled the schools to actively engage with key 'partners' to enrich their project work and to accept financial support to sustain the vital work of this unique partnership to the benefit of its students, its wider community and other global school partnerships. In 2016 the British Council launched a new funded programme – The National Global Learning Programme. Egerton in the UK became an Expert Centre. The Headteacher became a recognised trainer of Global Learning and a British Council Ambassador. She trained over 85% of Cheshire primary schools as well as others across the North West of the UK. Egerton became a beacon of best practice and a film was commissioned to share their work.

In 2017 Connecting Classrooms through Global Learning was launched by the British Council. This was a funded programme to provide training for schools and offer opportunities to establish international partnerships. The Headteacher led the largest cluster group in the UK of 50 schools. This programme did provide funding for partnership work but ended in 2019.

The current UK government have no plans to reinstate funding for international partnerships. Therefore, the work of the Foundation is critical to sustaining this unique partnership.



## The Egerton Schools' Foundation today

### Our Mission

To sustain an equitable global school partnership between Egerton Primary School in Njoro, Kenya and Egerton Primary School in Knutsford in the UK . To promote an enriched and sustainable approach to the high quality global education of all children in both Egerton Schools.

### Our Objectives

- To enhance the quality of educational experiences of the children and the wider communities of both schools.
- Use the global themes of peace and conflict, diversity, social justice, sustainability and interdependence to empower the children to be effective global citizens with high aspirations.



### Our Vision

We will achieve these objectives by:

- Undertaking high quality shared project work to enhance the understanding and appreciation of the children through different aspects of their learning
- Building a joint curriculum of shared learning to meet the principles of the foundation.

- Ensuring a global dimension is continued to be delivered across the curriculum in both schools
- Supporting the delivery of high quality training for teachers and teaching assistants in both schools.
- Enhancing the opportunity for communication between both schools, through the provision of internet access and computer hardware. An Internet connection and computers would significantly improve their ability to raise standards and communicate effectively with their partner school and others.



- Providing improved infrastructure services to support the educational activities within the schools; such as improved power availability and sanitary provision within Egerton School, Njoro.
- Engaging with other professional organisations such as schools, Universities, sports organisations and Education Development Centres to share best practice and to evaluate and improve current practice
- Engaging with a variety of community groups to enhance their knowledge of the Foundation, its work, global education and to encourage their involvement to further enhance the learning experiences of the children
- Maintaining the reciprocal visits of teachers, Governors, parents, members of the community and interested partners

## Our values

The values which underpin The Egerton Schools' Foundation are:

**Equity:** The schools are equal partners within the Foundation, each bringing a wealth and variety of learning experiences to enhance the other. We will work hard to maintain this balance within the Foundation, with regard to all projects, activities and funding decisions.



**Sustainability:** The aim of our work is to build a partnership which can be maintained in perpetuity and to deliver the benefits in a sustainable way, benefiting our communities for the long term.

**Respect:** Whilst our origin and recent history is shared, both schools are independent and have developed in response to unique circumstances. We will respect the differences in our cultures, communities and curricula that we encounter through the development of the Foundation.

**Friendship:** The most significant benefit to the children across the Egerton Community has been the friendship that they have extended to and received from each other. It is key to the future development of the partnership moving forward that this continues to be a strong focus and is enhanced by the use of modern technology.

## How can the Egerton Schools' Foundation make a difference?

Since 2006 the partnership the staff and pupils of the schools have experienced a wealth of benefits from the partnership. Whilst these can often be difficult to articulate, the aspiration of the Foundation is to deliver the following benefits:

- **Children and staff with an enhanced understanding of the life in Kenya and the UK, appreciating the issues that face our two communities.** By learning and working together the children of both schools have a unique perspective on the world. At such a young age they understand so much more about the shared history of the UK and Kenya and the differences and similarities between each country.
- **An enriched curriculum for both schools; supported by diverse and unique projects, information and real life examples to enhance learning.** The partnership underpins the delivery of the global curriculum at both schools, enabling learning to be brought to life by real examples and shared learning.
- **Provision of improved infrastructure to support the learning opportunities in Egerton, Njoro.** The achievement of the children at Egerton, Njoro, would be enhanced by better access to services such as electricity and sanitation as well as internet access.
- **Igniting the aspirations of the children.** Opening a window on the world to children at such a young age helps to inspire them in the future. Young people who have volunteered time to support the partnership over the last few years have found that this has influenced their decisions about University courses and subsequent career choices.

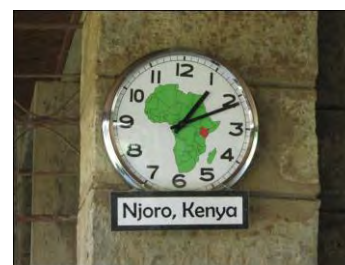
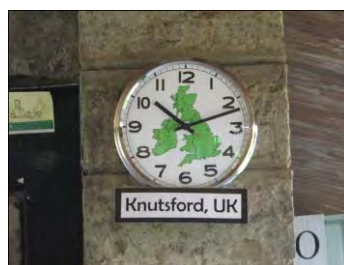


- **Maintaining the legacy of the Egerton family.** Both schools were founded by the Egerton Family of Tatton Park. The Foundation is a mechanism to maintain their commitment to education and the on-going development of the communities in the environs of both estates in perpetuity.



## What makes this partnership unique?

The partnership between the Egerton Schools is unique. Many schools across the world are twinned and whilst many of these partnerships are successful and flourish, none are known to have the unique heritage of the Egerton Schools. This shared heritage, along with the strong relationship that exists between the Headteachers and staff at both schools has created a strong and vibrant partnership that is deeply embedded in all that is done at both schools.



## Our Goals.

Whilst the partnership between the Egerton schools is established and thriving, the Egerton Schools' Foundation was only established in 2013. Much of the activity identified for the first three years of the Foundation was to stabilise the relationship without access to funding from the UK government and maintain the excellent curriculum based activities, which are already well established. It was recognised though that the limited availability of electricity and internet access constrains some activities and so it was a key goal of the Foundation to improve this if at all possible. Set out in the table below is an update of goals and those for the future our initial view of the primary requirements over the next 3 years.

	2013 - 2017	2019	2022
Stabilise the Foundation and clearly set out the mission, objectives, vision and values.	✓		
Secure initial funding to enable delivery of Yr 1 requirements.	✓		
Maintain a global agenda at both schools.	✓	✓	✓
Further develop the shared curriculum	✓	✓	✓
Deliver joint project work between schools	✓	✓	✓
Maintain teacher exchanges	✓	✓	✓
Supporting the delivery of joint teacher training	✓	✓	✓



Enhancing the opportunity for communication between schools.		✓	✓
Improving infrastructure services within Egerton, Njoro through installation of electricity (2014) and wifi (2019)	✓	✓	Bandwidth and hardware remain sig challenges
Improve engagement with other professional organisations.		✓	✓
Improve engagement within the local communities of both schools.		✓	✓

### Funding requirements to support our future goals 2023 - 2026:

	2024	2025	2026	Total
Maintain a global agenda	Delivered in-kind by teaching staff at both schools. £1k required annually to support resource provision.			£3k
Further develop the shared curriculum				
Deliver joint project work between schools including high quality training for teachers				
Maintain annual teacher exchanges (costs include; flights, accommodation and expenses)	£4k	£4k	£4k	£12k
Enhancing the opportunity for communication between schools (Costs include, installation of internet access, limited computer hardware and onward telecommunications and maintenance costs)	£2k	£2k	£2k	£6k
Improving infrastructure services within Egerton, Njoro – to be guided by the school eg sanitation needs	£1k	£1k	£1k	£3k
Sustain engagement with other professional organisations eg. Universities, research bodies	In-kind support			
Improve engagement within the local communities of both schools.	In-kind support			
				<b>£24k</b>



## Your support

To enable the outstanding work of the partnership to continue, funding is sort from businesses within the Knutsford area, North West based Industrial and Commercial Companies with links to Kenya, Charitable Foundations and other organisations.

Funding may be given in support of one off activities, such as the enhancement of the infrastructure in Egerton, Njoro – or to support the continual cycle of enriched learning and development.

Support is also welcomed ‘in-kind’ by organisations who would like to benefit themselves by working with the children of both schools to enhance learning. Support is particularly sought to enhance children’s learning in the fields of science, engineering, commerce and business administration.



Supporters of The Egerton Schools’ Foundation would:

- Financially contribute to the work of the Foundation
- Support the Foundation through ‘help in-kind’ such as visiting both schools and working alongside staff to support and enrich the students’ learning by sharing their knowledge and expertise and inspire future aspirations of students.

We will ensure that supporters are:

- Kept regularly up to date with the work of the Foundation in Knutsford and Njoro, through newsletters and annual school events.
- Able to use the Egerton Schools’ Foundation logo on their own websites and publications.
- Referenced on the Egerton Schools’ Foundation website and publicity material.

If you would like to support the development and maintenance of this unique partnership, please contact:

The Egerton Schools’ Foundation  
Egerton Primary School  
Bexton Road  
Knutsford  
WA16 0EE

## Our Current Partners

Whilst the partnership has been initially financially supported by DFID and the British Council, the following organisations have generously supported the schools in Kenya and UK in a number of other ways.



### Multiflex UK

Professional sports coaches from Multiflex UK Ltd are employed by Egerton in the UK to deliver 50% of the PE curriculum. Mark Webb, the Managing Director of Multiflex, clearly expressed a strong interest in the partnership very early in its development in 2007. He visited Kenya with three other coaches in 2008. They were very keen to learn about sport in Kenya and in particular how it is taught in schools. Their initial work was focused with Egerton. They observed lessons, held discussions with students and staff and were extremely impressed by the high standard of performance, especially given the lack of equipment and facilities. Multiflex provided the school with footballs, football strips and a wealth of sports equipment. Multiflex has visited Kenya every year since this first visit. Great changes have been achieved:

- Provision of training for Kenyan teachers in coaching specific sports with little or no equipment.
- Multiflex has supported the Headteachers of the Egerton schools in strengthening the new school partnerships they have created between schools in Cheshire and in Njoro. They have delivered sports coaching in these schools with students and teachers.
- In 2009 Mark Webb launched the 'UK/Kenyan Sports Festival'. This would involve 9 global school partnerships. A sports festival is held twice each year, once in Kenya and again in the UK. The children from partner schools compete and earn points for their partnership. The points from both festivals are added together and the overall Global School Partnership is awarded a winning trophy.



## Roberts Bakery

For many years Roberts Bakery in Northwich has been supporting the school curriculum in Knutsford, by visiting the school and delivering practical lessons with children. The children learn about the commercial manufacture of bread and ingredients that are used. They then go on to bake their own bread, with help from the Roberts team.

In February 2014 and 2016 Roberts Bakery visited Egerton in Njoro and take their unique 'bread project' to the Kenyan children.

*'We were very excited to have the opportunity to take our project to Kenya. We feel very privileged to witness first hand the reactions of children into different aspect of learning and are very keen to offer this to Egerton School (and others) in Kenya, and in our own way ensuring the ethos of the equitable partnership goes from strength to strength.'* Lindsay Occleston – Director of Roberts Bakery and a Trustee of the Foundation



### **Rotary Club, Knutsford**

The Rotary Clubs of Knutsford and Northwich were very keen to support the work on sports development. They have funded the provision of sports equipment for ten schools in Njoro as well as the grading of the school field at Egerton in 2016 to remove rocks and create a safer surface to mark out a football pitch. Egerton can now compete against other schools. Previously this was not possible.

### **Inner Wheel, Knutsford**

The Inner Wheel of Knutsford has kindly supported the development of the partnership through a number of donations. One generous donation enabled the construction and installation of school gates at Egerton, Njoro. The gates have enabled a safe area to be developed around the school, ensuring the children can play in safety during the school day.



## A Final Word

*'Every child is a global citizen with a clear right to the best education possible. The Egerton Schools' Foundation has a shared and equitable approach that makes learning 'real' for UK and Kenyan children to empower them to be effective global citizens with high aspirations. The future should be bright for every child.'*

*Alison Hooper*

*Headteacher of Egerton Primary, Knutsford, UK*

*'The Egerton Schools' Partnership has already had a lasting impact upon their pupils. The schools will still forge on and endeavour to be sustainable regardless of challenges honouring the legacy of the Egerton family.'*

*Florence Kimani*

*Headteacher of Egerton Primary, Njoro, Kenya (until 2018)*



# Appendix: Our Work So Far

## 1. Developing a joint curriculum.

Since 2008 the schools work collaboratively to decide upon their curriculum projects each year. Initially, a three year plan was created detailing the projects to be covered by each school. Through face to face discussions during visits of teachers at both schools the unique idea of each school creating a thematic pack for each project was developed. These focused on their country and would include lesson plans, resources, artefacts, photographs and examples of children's work. Once these packs were complete they were 'exchanged' in the next face to face visit. The impact of this approach has resulted in the following:

- The exchanging of the teaching packs involved whole staff training to ensure a shared understanding of the contents and approach to delivery. Teaching strategies were shared and modelled in the classroom.
- Complementary teaching resources for Kenya and the UK were produced and some were purchased. Projects included; Landscapes, Games and Sport and Food.
- Follow up discussions resulted in a greater appreciation of curriculum structure, local and national agendas, pedagogy and approaches to assessment.
- Pupils benefited from high quality resources and consequential learning experiences of key aspects of the UK and Kenya. Comparisons of culture and lifestyles has led to a greater appreciation of similarities and differences that has enabled the children to appreciate the importance and enriching effect of diversity.
- Two copies of project books were produced containing work from children from both schools to enable each school to have a copy. These books are used and appreciated by children of all ages.
- A greater appreciation and understanding of our respective cultures.
- A high level of curiosity and desire to learn more about our partner school and their country also resulted in a greater appreciation and pride in our own country and culture.
- Successful funding applications to the British Council facilitated face to face visits in each school. These visits served to strengthen and deepen our relationship. Teachers immersed themselves in the school community. Teaching was of a very high standard and pupils' excitement and level of engagement with teachers from their partner school served to enhance and enrich their learning experiences.
- Face to face visits enabled teachers to reflect upon current practice, its impact and to plan for the future. Our Partnership Agreement was reviewed each year serving to accurately represent our equitable approach to continuing to develop and strengthen our curriculum by embedding all eight aspects of the global dimension. This approach is now used across the whole curriculum and not solely on the work of the partnership.
- This 'real' partnership enables both schools to challenge and break down stereotypes.

- Parents and the wider school community have learnt to appreciate the impact of the partnership as face to face visits were planned carefully to include them. Dance workshops and parent council meetings are just examples of their involvement.
- The shared work of the schools has enabled the UK school to refocus its own distinct school vision regarding the children's appreciation of education which is so clearly visible in the Kenyan schools. The schools' vision statements are:
  - 'Hard Work Pays' – Egerton, Kenya
  - 'Every Day Matters' – Egerton, UK

## 2. The Egerton Schools' Exhibition

Maurice Egerton lived in Kenya for seven months of every year. He lived in Nakuru and developed a large estate in that area. He introduced roses to Kenya and, as a result, they are now one of the biggest exporters of roses in the world. He worked closely with the local community and was the biggest employer in the Njoro and Nakuru region. His generosity is still talked about today, many years after his death in 1958. The people of Njoro talk about him with great fondness and respect. He built homes for his estate workers as well as two schools for their children; Egerton Primary School and Ngata Primary School.

Maurice lived at Nakuru Castle, a large house situated approximately 12km from Nakuru town. Following his death this castle was ransacked and the furniture stolen. Finally, in January 2006, Egerton University gained ownership of this building. Maurice also founded the University so his legacy to this region in Kenya is well known and revered. It's agriculture department has a research farm, Tatton Farm and has its namesake at Tatton Estate in Cheshire. The Manager of the farm in Cheshire has visited the farm and worked alongside colleagues there. The University are continuing to work on developing Nakuru Castle into a tourist attraction. The Headteachers of the Egerton schools were very keen that that his commitment to providing education be recognised and therefore, requested that a room be provided to develop an exhibition so that visitors could learn about how the two schools are now working together. This permission was finally granted in 2010.

The exhibition was planned, produced and displayed by teachers from both Egerton schools. It tells of the chance discovery of each other and the journey they have taken to develop one of the strongest global school partnerships as recognised by the British Council. Visitors from across the world have written words of great support and appreciation for their work in the visitors' book provided.



This exhibition was only made possible by the determination of both Headteachers to secure agreement from the University and by the schools using what little funding they had to put together the materials needed, this included the display boards.

