

**SCHOOL LINKING: SOUTHERN PERSPECTIVES ON THE SOUTH/NORTH  
EDUCATIONAL LINKING PROCESS: FROM GHANA, UGANDA AND TANZANIA**

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**Alison Elizabeth Leonard**

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## **Abstract**

This study investigates the South/North Educational Linking Process and sets out to discover how the Southern end is affected. It focuses on relationships described as links, partnerships, sister schools or something deeper and sustainable. It argues that the terminology used is important, enabling relationships to be positioned on a “Linking- Partnership Continuum”. My research question is addressed using a qualitative methodology, based on a mixed-methods case study approach. The empirical research is framed conceptually with ideas from Postcolonialism, Cultural Education and Development Education. The analysis is supported by Critical Pedagogical Discourse and draws particularly on work by Andreotti and Quist-Adade. The relationships investigated are set within a rapidly evolving literature, as well as UK policy decisions affecting Development Education.

A Ghanaian pilot study is used as a starting point. Key themes are then explored through in-depth studies of the S/NELP in eight schools in Uganda and Tanzania. The analysis draws particularly from two secondary schools and one children’s centre.

The study has found that in the context of school linking, teachers, students and schools’ local communities are affected in several ways. Teachers’ pedagogy develops through collaboration with UK counterparts, but reciprocal visits are rare. Science, Mathematics, Information and Communications Technology (ICT), English and Special Educational Needs and Disabilities (SEND) benefit. Students note less tangible outcomes, such as friendships with their UK peers. The S/NELP promotes engagement in development and Development Education/global learning. Capacity building identified includes physical infrastructure, library resources and facilities promoting income generation. Local communities are affected, contributing to progress towards the UN MDGs.

The focus of this study is Southern voices. The most important aspects emerging are those of power relations, funding arrangements and avoiding dependency. Southern schools must be able to set their own school linking agenda, without feeling obliged to fit Northern hegemony.

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## **Acronyms and abbreviations**

|         |   |
|---------|---|
| AfL     | Assessment for Learning   |
| AV      | Audio visual  |
| BARU    | Buigiri Adult Rehabilitation Unit                                     |
| BBC     | British Broadcasting Corporation                                      |
| BC      | British Council   |
| BPS     | Buigiri Primary School  |
| BSB     | Buigiri School for the Blind  |
| BSS     | Buigiri Secondary School  |
| CE      | Cultural Education  |
| CEO     | Chief Executive Officer   |
| COSTECH | Tanzanian Commission for Science and Technology                       |
| CPD     | Continuing Professional Development                                   |
| CRC     | Committee on the Rights of the Child                                  |
| CSR     | Corporate Social Responsibility                                       |
| DCFS    | Department for Children, Families and Schools                         |
| DE      | Development Education   |
| DEA     | Development Education Association (rebranded as Think Global in 2011) |
| DEC     | Development Education Centre  |
| DEEEP   | Development Education Exchange in Europe Project                      |
| DERC    | Development Education Research Centre                                 |
| DFE     | Department for Education  |
| DFEE    | Department for Education and Employment                               |
| DFES    | Department for Education and Skills                                   |
| DfID    | Department for International Development                              |
| DGSP    | DfID Global Schools Partnerships                                      |
| DSTV    | Digital Satellite Television  |
| DT      | Design Technology   |

|       |  |
|-------|--|
| DWP   | Department of Work and Pensions  |
| EAL   | English as an Additional Language  |
| ECM   | Every Child Matters  |
| EFA   | Education for All  |
| ELDC  | Economically Less Developed Country                                      |
| EMDC  | Economically More Developed Country                                      |
| ESD   | Education for Sustainable Development                                    |
| ESRC  | Economic and Social Research Council                                     |
| EU    | European Union   |
| GA    | Geographical Association   |
| GD    | Global Dimension   |
| GTC   | General Teaching Council   |
| GL    | Global Learning  |
| GSP   | Global Schools Partnerships (DfID's School Linking programme, 2006-2013) |
| HE    | Higher Education   |
| HEC   | Humanities Education Centre (London DEC)                                 |
| ICT   | Information and Communications Technology                                |
| IMG   | International medical graduate   |
| INSET | In- service training   |
| INGO  | International Non-governmental organisation                              |
| IOE   | Institute of Education, University of London                             |
| IT    | Information Technology   |
| ITE   | Initial Teacher Education  |
| KGSS  | Krobo Girls Secondary School   |
| KS3   | Key Stage 3  |
| KS4   | Key Stage 4  |
| LCD   | Link Community Development   |
| LEDC  | Less Economically Developed Country                                      |
| LGBT  | Lesbian, Gay, Bi and Transgender   |

|        |   |
|--------|---|
| LRTT   | Limited Resource Teacher Training   |
| MDG    | Millennium Development Goals of United Nations  |
| MEDC   | More Economically Developed Country   |
| MFL    | Modern Foreign Languages  |
| MSF    | Médecins Sans Frontières  |
| MSS    | Makunduchi Secondary School   |
| MUNDI  | Mobile Unit for Nottingham Development Issues   |
| N      | North or Northern   |
| NPO    | Non-Profit Organisation   |
| NGO    | Non-Governmental Organisation   |
| NQT    | Newly Qualified Teacher   |
| NSEP   | North South Education Partnerships (IOE Development Education MA module)                        |
| NSS    | Nakigo Secondary School   |
| NSSP   | North South School Partnerships - term adopted by Edge's research teams' work on School Linking |
| OD     | Olympic Dreams  |
| ODA    | Official Development Assistance   |
| OFSTED | The office for standards in education, children's services and skills                           |
| OSDE   | Open Spaces for Dialogue and Enquiry  |
| P4C    | Philosophy for Children   |
| PEAS   | Promoting Equality in African Schools   |
| PC     | Postcolonialism   |
| PFG    | Pupil focus group   |
| PHSE   | Personal Health and Social Education  |
| PR     | Public Relations  |
| QCA    | Qualifications and Curriculum Authority   |
| QCDA   | Qualifications and Curriculum Development Authority   |
| RE     | Religious Education   |

|        |  |
|--------|--|
| S      | South or Southern  |
| SC     | Solar Connect  |
| SEAL   | Social and Emotional Aspects of Learning                         |
| SEND   | Special Educational Needs and Disabilities                       |
| SJCC   | Stephen Jota Children’s Centre                                   |
| SLD    | Specific Learning Difficulties                                   |
| S/NELP | South/North educational linking process                          |
| STEM   | Science, Technology, Engineering and Mathematics                 |
| TDA    | Training and Development Agency for Schools                      |
| TES    | Times Education Supplement                                       |
| TIDE   | Teachers in Development Education- Birmingham based DEC          |
| TNC    | Transnational Corporation  |
| TOE    | Through Other Eyes   |
| UKAid  | Rebranded term for DfID funding                                  |
| UKOWLA | UK One World Linking Association                                 |
| UN     | United Nations   |
| UNDHR  | United Nations Directorate of Human Rights                       |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF | United Nations Children’s Fun                                    |
| UPE    | Universal Primary Education                                      |
| VE     | Visitor Exchange   |
| VSO    | Voluntary Service Overseas                                       |
| WOK    | Weald of Kent Grammar School for Girls, Tonbridge, Kent          |
| WTO    | World Trade Organisation   |



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## CHAPTER ONE

### INTRODUCTION: PERSONAL PERSPECTIVES AND REFLECTION

Any understanding or conclusions are based upon a reaction to the values, behaviours and understandings demonstrated by the people involved in the primary and secondary research process

(Pickering, 2008, p3).

This thesis investigates how school links affect the Global South. While there have been a number of recent studies of the South/North Educational Linking Process these have not directly addressed the Southern dimension. A lack of knowledge about the effects of the S/NELP in the global South is frequently remarked upon (Burr, 2008b and 2012; Fricke, 2006; Martin, 2007; Morgan, 2004; Pickering, 2008). My research addresses this knowledge gap, by including an appreciation of the importance of the S/NELP phenomenon from Southern perspectives. Those in the South embarking on new relationships could then draw on this and agencies promoting the phenomenon could access this prior to decision-making.

The Southern 'knowledge gap' about the S/NELP was particularly true in 2006, when I embarked on my current research journey. Views were sought primarily from the South, a deliberate strategy and a crucial element of my research and my final thesis, underpinned by Postcolonial theory.

My personal journey as a researcher has made me aware of how my educational and cultural background influences my research, since this relies heavily on conducting it in places where religion, education, race and culture are different from mine. This introduction allows the reader to grasp where I have come from; it concludes with the purpose of my research and why it is so important.

## Development Education, Postcolonialism and Critical Pedagogical Discourse

establish the rationale of my research. These are represented as strands in a rope (Figure 1, page 36). Tensions between these theories are constantly examined in this thesis, an approach I had not found in others' research on School Linking.

For me Geography is closely related to my own religion, race and culture, especially my concern for the environment and interests of unheard voices. From my Christian teaching about loving one's neighbour, personal concerns grew: responsibility to others, my desire for a new social order to mitigate the effects of materialism, as well as a fundamental sense of awe and wonder in nature. As climate change and sustainable development have become established as profound challenges facing world governments, so they have become encapsulated in the concepts that collectively contribute to "Development Education".

My experience as a psychodynamic counsellor emphasises the knowledge of where one has come from and the values and knowledge of individuals. In writing this account I became aware of the links to Critical Literacy of which De Souza (2007, p4) wrote "literacy is no longer seen as a technology or set of cognitive skills to be developed in individual minds, but as a socio-culturally situated practice involving the ongoing negotiation of meaning in continuously contested sites of meaning construction".

Both of these emphasise that knowing where you have come from, exploring the experiences which individuals bring to a therapeutic encounter or the examination of "text", or researchers and respondents bring to focus groups or interviews, are very similar. Counselling has assisted me as an interviewer and researcher, particularly when negotiating power relations.

I followed a Scottish Geography undergraduate course, including economics, economic history and psychology. All these, including some taught from a Marxist perspective, were when writings on Social Justice were new (Harvey, 1973). These furnished me with an eclectic mix of academic, cultural, social and political understanding. The interconnectedness of our world, issues of human rights, social justice, causes of ‘underdevelopment’, aspiring towards a world “in which power and resources are equitably shared” (DEA, 2006) were characteristic of this. These interests are core to the approach to learning identified as “Development Education”, one of the conceptual perspectives framing this research (See Chapter 2, Theoretical Perspectives, pages 28 and 30 - 33).

My emerging understanding of the social and cultural conditions gave meaning to geographical concepts and to Harvey’s challenge to an urbanism based in exploitation to accomplish transformation. These came to the fore of my values and understandings even before Spivak referred to “worlding of the West as world” - Western interests projected as world interests and becoming universally naturalised. Ideas from both Harvey and Spivak inform my understanding of Postcolonial theory and Critical Pedagogy and help to conceptualise this research.

Education is the most powerful weapon which you can use to change the world, Mandela (2003)<sup>1</sup>

(Cited in <http://www.un.org/en/globalissues/briefingpapers/efa/quotes.shtml>)

Education provides a route to choices, options and futures. People are of greater importance than commercial rewards, criticised in 2013 by some as a result of the financial crisis in which globalisation has come to mean that we are interconnected by financial mismanagement and global declines in economic growth.

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<sup>1</sup> [http://db.nelsonmandela.org/speeches/pub\\_view.asp?pg=item&ItemID=NMS909&txtstr=education%20is%20the%20most%20powerful](http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS909&txtstr=education%20is%20the%20most%20powerful). In a speech at the launch of the Mindset Network . Accessed 30 December 2013

Often unheard 'Southern' voices from the 'majority world' were a particular personal concern, probably rooted in my own cultural and religious understanding: religious organisations are at the forefront when providing development aid.

Strong memories of teachers who had not sought to achieve the combination of fostering the learner's interest and nurturing students' self-belief, left powerful visual images of a candle flame snuffed out. A similar image is conveyed in these two quotations; the first from Marianne Williamson, yet attributed to Nelson Mandela's inaugural speech as President <sup>(2)</sup>, the second from Matthew's gospel. These and my quotation from Mandela's 2003 speech entitled, "Lighting your way to a better future" convey similar messages:

And as we let our own light shine, we unconsciously give other people permission to do the same

Williamson (2012, p191)

<sup>15</sup> Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house

Matthew 5 (New International Version)

As a PGCE student I rebelled against the 1991 English Geography National Curriculum document (DES, 1991), consisting of 'required school geography' far removed from my personal geography. Later as an Initial Teacher Educator I relished the challenge of helping new teachers to devise curricula giving greater responsibility to teachers, recognising contributions to Citizenship, Education for Sustainable Development (ESD) and Development Education, which geography can make. Jim Knight, UK Schools Minister, at the 2008 Geographical Association Annual Conference urged:

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<sup>2</sup> <http://www.quotationspage.com/forum/viewtopic.php?p=2406> Accessed 30 December 2013

We have to support teachers to be the very best that they can be – to fulfill their own potential, so that pupils can fulfill theirs.

This arguably requires geographers to explore theory and pedagogy related to Postcolonialism and critical pedagogy. Teachers should want to tackle challenging, difficult, complex, relevant topics, espoused in the Geographical Association's manifesto: "A different view" (Geographical Association, 2009). Ideas from Postcolonialism and critical pedagogy contribute to the conceptual framing of this doctoral research.

### **An emerging personal interest in School Linking**

From what may have begun as an emotional response has developed a practical, empirical one that focuses on research into unheard Southern voices. This thesis analyses Southern perspectives, supported by an emerging evidence base on the linking process. In its interpretivist approach my lens is the constant.

### **What does a School link look like?**

It is any relationship in which teachers and students communicate between schools. Many links are informal, but formal links happen across the economic divide in order to facilitate visits, professional development or gain official accreditation. A North/South school link involves Geography: to swap data about daily lives (see my Ghanaian pilot, pages 189 - 190 and 194), social justice issues, and intercultural learning. Pen-pal exchanges (see for example Buigiri School for the Blind, page 327) and personal friendships may also develop (see plate 7, page 199, and plate 10, page 202, and pages 270, 299 and 309). Ideas about cultural differences and similarities from Cultural Education also give a conceptual framework to this research.

The curriculum topics that emerge in South/North links frequently relate to preparing young people for a global economy, for life and work in an increasingly

interconnected world; concerns about sustainability may be explored, particularly in relation to the environment (see my Ghanaian case, pages 201 and 214 - 215).

Fund raising and grants (see my Ugandan case linked with John Kyrle High School page 261) allow Head Teachers and teaching staff to meet face to face, as well as helping school partnerships to visit each other and take part in educational activities (see several of my cases, in all three of my Sub-Saharan African countries). Gifts are frequently exchanged, and resources often transferred from the North.

The context of learning in schools may coalesce into opportunities for Development Education (DE) or Global Learning (GL) content to be embedded in the curriculum, allowing misconceptions and unreliable stereotypes to be addressed (see for example my Nakigo Secondary School case in Uganda, page 277).

DE content might include concepts of social injustice resulting in debate on the opportunities for sons' and daughters' employment aspirations. Through formal linking programmes, such as those of NGOs, hundreds of schools have worked collaboratively, prioritising DE/GL. For almost a decade, ending in 2013, the formal linking landscape was dominated by DfID's Global School Partnerships (DGSP) programme. From 2012 the British Council's Connecting Classrooms initiative is the major player linking Southern and UK schools. These formal programmes are elaborated upon in my "Learning from others" chapter (see DGSP pages 91 - 95,, 98 , 100 - 101, 103 and 108 - 113 and Connecting Classrooms, pages 94, 98 and 242).

From 1999 the South/North Educational Linking Process (S/NELP) became a personal research interest for me, inspired by Development Education, "an approach to learning which is about reflection, sharing and testing new ideas, providing

conceptual inputs and learning from practice and experience” (Bourn, 2008a, p14). My noble intention in 1999, by linking with a Ghanaian primary school to improve my 10-11 year old students’ understanding of development issues and inspire them to take action in their own lives, is now tempered by awareness that mutual learning is a process of active engagement with experience (Dillon, 2003). Teachers need to accommodate contested, sometimes uncomfortable concepts and viewpoints, create classrooms in which debate is encouraged, discussion is de rigueur and “dominant ideological frameworks regarding the purpose, nature and form of education” are challenged (Bourn, 2008a, p13).

My clear and critical understanding is that my values and motivation are grounded in my culture and beliefs instigated by an exploration of Postcolonialism. I realise through Cultural Education that others from different backgrounds may perceive my actions as primarily charitable rather than friendly and practical, if accompanied by offers of assistance and aid. Much of my understanding emanates from the ideas of Cultural Education in a background of a White Western Christian values system.

I commenced my 2004 MA dissertation on School Linking stating that I had “taken a special interest in Development Issues and medical geography”, citing my personal interest as a teacher in the effects on Northern Geography students and teachers. I had not explored the origins of that research focus, or why I was uneasy about linking unwittingly reinforcing negative stereotypes.

My MA research left me concerned that little was known about how the S/NELP affects the South.

### **Purpose of research focus**

My thesis addresses that concern; it investigates the effects of School Linking in the



South. It represents different Southern voices. In my review of the literature this focus wasn't apparent. This is the primary reason why my research is so important. "How does the S/NELP affect Sub-Saharan African schools, in Ghana, Uganda and Tanzania?" is its guiding question. The genealogy of this research question's evolution into my research sub-questions/final areas of interest is explored in my Methodology Chapter.

### **Contribution of this thesis**

This thesis aims to make a major contribution to the debates on school linking by creating a vehicle for Southern voices; a focus which I had not found in the existing literature about the S/NELP.

Young people in schools, their teachers and others concerned with their education, voice their often unheard perspectives on the S/NELP, yielding rich, 'thick' data. In this respect this research is unique.

It investigates four sub-questions, framed in 2008 for analysis of my Ghanaian pilot, reworked to support analysis of my Ugandan and Tanzanian cases:

1. How important is the S/NELP to participants in Southern schools?
2. How does the S/NELP affect adults and students in schools and local communities in the South?
3. How does participation in the S/NELP contribute to understanding of Development Education?
4. What are Southern 'recipes' for successful S/N Educational linking relationships?

'Recipes' are combinations of strategies that contribute to the same outcome, a successful linking relationship.

## CHAPTER TWO

### THEORETICAL PERSPECTIVES

#### Introduction and Theoretical stance

This chapter establishes the interrelated theory (looking at, viewing, beholding, from Greek θεωρία) and genealogy (Lambert, 2011) that informs my research.

It outlines conceptual roles and relationships relative to my 2008 sub-questions, framing my pilot study in Ghana (See Chapter 4, pages 145 and 156 - 160).

It also addresses challenges that this study raises in terms of theories on learning and understanding partnerships. Models of continuous cyclical reflective testing and reappraisal have been proposed by Capel et al (2005), Kolb, (1976), Kyriacou, (1997) and Lambert and Balderstone (2010). These have supported my writing. 'Cognitive housekeeping' (Moon, 2004; see Appendix (ii)), has also helped completion of my thesis.

It draws extensively on unpublished work (including dissertations) from M-level students, notably my distance learning students of the North South Education Partnerships (NSEP) module of the IOE's Development Education course. MA students from other institutions have also given me access to their School Linking assignments and dissertations.

This chapter only makes reference to specific literature on the S/NELP when it directly relates to theories being explored. This is because much S/NELP literature relates to rapidly evolving policy, including changes in governmental support for the process at the Northern end of these relationships. That literature is dealt with separately in Chapter 3.

I show how my research question and research sub-questions from 2008 relate to supporting literature, drawn from three theoretical strands: Development Education (DE), Postcolonialism (PC) and critical pedagogical discourse (each includes Cultural Education (CE)). I suggest that DE, PC and CE sometimes exist in tension; these tensions primarily relate to rejecting or embracing Western (or Northern) concepts of development. Development Education is considered first for three reasons; firstly, schools taking part in the large-scale DfID Global School Partnerships (DGSP) programme, which ran throughout the decade 2003-2012, had often embraced ideas from DE in response to funding criteria (Bourn and Cara, 2012; Disney, 2008a; Leonard, 2008). Secondly, my thesis investigates how the S/NELP contributes to DE curricular content in the global South and perhaps most importantly DE is the field of study to which this doctoral research contributes.

My methodology and theoretical perspectives aim to create a vehicle for Southern perspectives, for voices in Ghana, Uganda and Tanzania to respond to the S/NELP. Through discussions in pupil focus groups (PFGs) Southern young people explain how participation in the S/NELP contributes to their awareness of DE. Young people's voices may not be sought when decision-making affecting the S/NELP occurs. Postcolonialism (PC) considers excluded groups' opinions. Its authors often originate from Southern diaspora. PC theory clearly supports my aim that Southern perspectives on the S/NELP should be heard.

My research seeks to establish if and how students experience DE when their schools participate in the S/NELP; I am not aware of existing literature that does this. In promoting different views that enable critical Southern voices to be heard, it replicates aspects of critical pedagogy. This is my third theoretical strand.

Cultural Education, is part of all my strands. Cultural Education (CE) explores different cultural attitudes and practices and intertwines through my theoretical strands. Even if schools engaged in linking are in the same country, the contexts of schools differ, so CE is relevant.

The focus of this research is not on the development process per se. Some development literature features in later chapters of this thesis, when my analysis demonstrates that the S/NELP contributes significantly to development (see for example infrastructure projects, pages 207, 265, 281, 294, 332, 334 and 358).

My research emerges from a combination of theories, largely DE, PC, and critical pedagogical discourse (including CE, see Figure 1).

It questions Postcolonial critics of fund-raising initiatives and interventions in local Southern communities. It suggests opportunities for the application of critical pedagogy, such as critical literacy. Primarily it locates itself within a “broad critical pedagogical discourse”, contributing to an evidence base of how the S/NELP can contribute to the field of study of Development Education.

My research sub-questions pertaining in 2008 are used in turn to structure this chapter (See Figures 7, page 146, 8, page 156 and 26, pp. 372 - 373).

1. How important is the S/NELP to participants in Southern schools?
2. How does the S/NELP affect adults and students in schools and local communities in the South?
3. How does participation in the S/NELP contribute to understanding of Development Education?

#### 4. What are Southern 'recipes' for successful S/N Educational linking relationships?

How my sub-questions have been arrived at is explored in Chapter 4 (see pages 145 and 156 - 160. Their genealogy in 2006 is explained in appendix (v)).

The following section begins with brief descriptions of DE, PC, CE and critical pedagogical discourse. It summarises the conceptual strands that underpin the analysis of my empirical research, and explains what I am referring to. Development Education is covered more fully than the others, since this thesis contributes directly to the contested field of study of DE.

##### **2.1 My conceptual strands: DE, PC and critical pedagogical discourse**

Several definitions of Development Education exist; like the UK government policy promoting DE it has evolved considerably since 1990. Irish Aid defines this field of study. It:

Promotes and supports education for world citizenship;  
Encourages people to consider the world through the eyes and ears of others;  
Promotes the voices and viewpoints of those who are excluded from an equal share in the benefits of human development internationally ... a set of experiences that create interest and engagement.

(Irish Aid, 2006: p6 and 12)

The European Multi Stakeholder Steering Group on Development Education (2007, p5) defines Development Education as contributing:

To the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development.

To enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by effecting change for a just and sustainable world.

I use Bourn's 2006 definition to identify DE's key features. Bourn took up a post as Director of the newly founded Development Education Research Centre (DERC) at London's Institute of Education in 2006. He has written extensively on DE.

Development education is about:

enabling people to understand the links between their own lives and those of people throughout the world;

increasing understanding of the global economic, social and political environmental forces which shape our lives

(Bourn, 2006b, p1)

Frequently topics explored through DE are taught in schools through the medium of geography (see for example Disney, 2004; Scoffham, 2007; Williams, 2006a, 2006b).

In participating schools DE themes may feature in the South North Educational Linking Process; the UK's Department for International Development (DfID) funding for its DGSP programme was granted to support linking relationships on that basis.

DE is "an approach to learning that leads to a greater understanding of (global) inequalities, of why they exist and what can be done about them" (HEC website); learners explore how global issues, such as poverty, affect their lives. DE challenges stereotypes, encourages independent thinking and seeks to "help people develop the practical skills and confidence" to bring about positive change<sup>3</sup>. I suggest that DE is encapsulated in the English 2000 guidance document entitled, "Developing a global dimension in the school curriculum" (DfEE, 2000). Graves (2002, p304) argues

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<sup>3</sup> <http://journals.academia.edu/InternationalJournalOfDevelopmentEducationAndGlobalLearning>  
[http://www.ioe.ac.uk/study/MMAGEO\\_07.html](http://www.ioe.ac.uk/study/MMAGEO_07.html) Both accessed 14 April 2013

that its 'key concepts' allow schools to prepare students for "the world in which they will live". The Global Dimension (GD) 'key concepts' of citizenship, interdependence, diversity, sustainable development, social justice, conflict resolution and human rights and values appear to this reader to also represent the essence of DE or global learning curriculum content. I use them in this context. My contention is that GD concepts can be more readily understood in a Southern context where DE may be less familiar. They inform my research instruments and analysis of findings on DE in later chapters of my thesis.

### **How is Development Education (DE) defined in this research?**

Development Education (DE) is an approach that encompasses curriculum content rooted in themes related to social justice, differing perspectives and pedagogy that encourages criticality. It enables learners to consider how across the global economic divide, particularly as globalisation has developed, the lives of young people and adults are increasingly interconnected. Often its practitioners assert that as a result of engagement in DE people become active global citizens to bring about change towards a "just and sustainable world" (DEEEP, 2013). My thesis identifies Southern examples of DE curriculum content resulting from the S/NELP.

DE is supported by a "community of practice"; this includes a variety of NGOs seeking to raise awareness about development issues, some engaged in development projects, some in education. In the UK DE is facilitated by a network of Development Education Centres (DECs), independent local-based not-for-profit organisations. In 2014 thirty three of these centres in England collaboratively make up the Consortium of Development Education Centres<sup>4</sup>. "Think Global", formerly the Development Education Association (DEA), was formed in 1993 to act as an umbrella

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<sup>4</sup> <http://globalclassrooms.org.uk/where-are-we/> Last accessed 18 March 2014

organisation for DE in England (Bourn, 2013). The organisation's declared role 2010 - 2013, in its "Vision for the future", is promoting global learning<sup>5</sup>.

In my thesis I have applied the term DE, recognising that during my academic journey as a doctoral student the term has been partially superseded by Global Learning (GL). Academic researchers including Hunt (2012), carrying out work in schools have used the terms DE and GL interchangeably, to ensure that they capture data which relates to DE. In Wales the preferred nomenclature is ESDGL, Education for Sustainable Development and Global Learning (incorporated in the term 'international dimension in education' (IDE)). While DE is recognised as a discrete field of study in academic circles, encouraged by initiatives that have promoted awareness of DE, such as DfID's decade-long Global School Partnerships school linking programme, those in schools may rather associate its curriculum content with more traditional academic disciplines. Anna Disney (2008a) proposed that for primary school students the traditional academic discipline of Geography lent itself particularly well to DE curriculum content, and that school linking could enable students across the global economic divide to pursue criticality and activism for positive change.

### **Why Global Dimension (GD) key concepts were used in my research**

Social Justice, Poverty Reduction, Human Rights, Conflict Resolution, Sustainable Development, Diversity, Values and Perceptions, Interdependence and Global Citizenship all feature as DE curriculum content areas. These were identified in England as Global Dimension strands (DfEE, 2000; DfES, 2005; Graves, 2002). To establish how the S/NELP contributes to DE I have used these as identifiers of DE curriculum content in my empirical research. In later scrutiny of data from my cases

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<sup>5</sup> [http://clients.squareeye.net/uploads/dea/DEA%20FutureVision\\_8pp-LR.pdf](http://clients.squareeye.net/uploads/dea/DEA%20FutureVision_8pp-LR.pdf) Last accessed 18 March 2014



they have been used to structure my analysis.

Some tensions may exist between DE and international development agenda, particularly if the latter is perceived as promoting Western or Northern hegemony. Schools engaged in the S/NELP may find themselves caught up in these, particularly when parties embark on action or activism. Students' actions to promote global citizenship could rely on funds from Northern partners, adopting Northern norms, for example in decision making. A Ugandan way of thinking might choose differently.

### **How is Postcolonialism (PC) defined in this research?**

I defer particularly to Andreotti (2011) to explain PC. Postcolonialism examines the legacies that colonisation (and more recently globalisation) has had on the coloniser and the colonised; it tends to be highly critical of international relationships and agenda, such as Overseas Development Assistance (ODA) and Aid transfers (Blum and Bourn, 2009). The S/NELP represents one such international relationship; it may also demonstrate 'Aid transfers'. Jazeel (2012, p66), who teaches Human Geography at the University of Sheffield wrote the following: "Any attempt to define with certitude what postcolonialism is seems incongruous with a field of research whose very trajectory has been founded on undermining certainties". I concur.

Andreotti has wrestled with this seemingly intractable task; I draw here on the introduction, first and concluding chapters of her 2011 award winning tome "Actionable Postcolonial Theory". Vanessa acknowledges that it is a contested term and there are different definitions, drawn from different perspectives, with ensuing critiques likely to emerge as a result.

In this thesis I have applied the term PC, recognising that:

Postcolonial theory enables a critique of the representations of 'a global North' as developed, democratic, objective, transparent, scientific, technological, ahead in history, educated, cultured, tolerant and evolved, in relation to 'a global South' with opposing characteristics. Postcolonial theory makes it possible to identify and unpack the resulting assumptions of cultural supremacy and 'civilising mission' of this global North trying to help, civilize or educate the global South, projecting assumptions of development, progress and human evolution as unmarked and universal...

(Andreotti, 2011, p327)

Whilst it:

Encourages a position of vigilance, hyper-self-reflexivity and critical dialogue with a view to enable negotiations of more equal relationships, more responsible practices and an ethical responsibility towards the Other.

(Ibid, p328)

I have constantly sought to heed her warning that like other theories PC should be treated with 'critical caution and care'. Personally I identify with the final of Andreotti's five 'problematic' purposes and communities for whom postcolonial theory can be relevant, as translator and potentially a catalyst: "In-between political communities who both benefit from and are critical of ethnocentric global hegemonies and who aspire to use their privilege / lines of social mobility in the work against the grain of ethnocentrism and hegemony" (Ibid, p9). I suggest that for this educational research PC theory meets two of her other purposes and communities, those in:

1. The global South... suffering the effects of ethnocentric global hegemonies and fighting to reassert their right to self-governance or self-determination;
2. Those bearing the brunt (sic) of the violence of ethnocentric hegemonies whose main priority are survival and who cannot afford to be engaged in political mobilisations.

(Ibid. p9, my numbering)

### **How is critical pedagogy defined in this research?**

Critical pedagogy promotes critical thinking skills, it inculcates in learners skills to explore complex, sometimes contested controversial issues. Discourse associated with such pedagogy ("systems of thoughts which are composed of ideas, attitudes,

courses of action, beliefs and practices” (Jazeel, 2012a, p11)) may conflict with traditional teaching methods and learning outcomes. Binary responses, for example, positive and negative, or advantage and disadvantage become replaced by more complicated analysis, in which a range of different perspectives is accommodated. Such pedagogy also promotes the development of learners’ understanding of the origins of differences and similarities between places and peoples.

Critical thinking means teachers and students need to question their own assumptions and understandings; it encourages learners to identify “how values and power relationships contribute to the formation of individual or organisational viewpoints and the ‘knowledge’ generated from those perspectives” (Shah and Brown, 2009, p5-6). Student/teacher relationships become more equal as a result and not knowing the ‘right’ answer is ‘de rigueur’.

Critical pedagogical discourse, such as critical literacy, can encourage an exploration of issues and tensions that might emerge in the S/NELP. As Martins (2011, p68) has summarised, critical literacy “offers a view of reality as something that cannot be concretely captured and definitively known”, this is demonstrated in my research. If there is not only one reality to which an observer (be it researcher, teacher or student) has direct access, but there are different possible realities, all equally valid because they are coherent with observers’ experiences, as claimed by Maturana (2001, cited in Martins, *ibid*), then this could apply within school links. A school’s relationship with a school (or schools) in a contrasting part of the world can enable teachers, students and other observers to engage with difficult, challenging aspects of the S/NELP and sometimes resolve them; this is evident in several unpublished practitioner reviews of linking (O’Neill, 2011; Price, 2010; Regester, 2011a). All S/NELP parties should be able to question ensuing outcomes, but frequently ‘student

voice' is ignored. Enabling young people and adults to air issues could promote 'deep learning' (Andreotti, 2007c) and 'thick description' (Geertz, 1973), with outcomes contributing to a skills base including a blend of intra- and inter-personal qualities. These lie at the heart of critical pedagogies.

**Figure 1: The S/NELP rope: 3 theoretical strands or lenses - a visual representation**



Three strands of DE, PC, and critical pedagogical discourse; to a casual observer not all are immediately evident, yet it is the tensions between them that create this research's theoretical strength. Cultural Education, shown above in pink, is part of all three strands.



Leonard, 2014 Adapted from Fig 121A (<http://doit101.com/knots/fancy.htm>)

The strands forming my theoretical stance are represented in Figure 1. The oppositional tensions between the strands, of DE, PC and critical pedagogical discourse strengthen the theoretical underpinning of my research. A postcolonial stance, for example, could constrain some Northern DE practitioners from helping the South.

### **Cultural Education**

Cultural Education arises from studies of cultures working alongside one another,

often studying how the South and the North encounter one another. This is a conceptual approach that is possibly more accessible in schools (Egan, 2010a) than Postcolonialism (Burr; 2008). CE encourages 'learning about' and from different cultures; it may result "from 'intercultural' exchange and dialogue on the local, regional, national or international level" (UNESCO, 2006, p17) and "go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of *understanding of, respect for and dialogue between the different cultural groups*" (*Ibid*, p18). Such education may result in Interculturality: "the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect" (UNESCO, 2005). It can provide accessible outcomes for teachers and students in a S/NELP. It could form the initial impetus for schools in the South to create a relationship with those in Northern schools (and their local communities). Cultural Education could present Southern perspectives that conspire against students determining the course of their own learning or engaging in critical pedagogy, when cultural practices accord a deferential role to teachers such that challenging adults denotes a lack of respect.

In this thesis my findings are not analysed in relation to debates about Cultural Education. When I identified in the analysis of my respondents' evidence themes related to culturality (or that of my informants, research collaborators or learner actors, see Figure 9) I have endeavoured to meet the challenge implicit in van den Akker's 2013 article entitled "Addressing Culturality". She advises that those:

In power inside the academe cannot afford to pull rank, withdraw and hide their personality behind their expertise ... They cannot afford the idea that different viewpoints are okay but only if they do not conflict with dominant viewpoints and the dominant status quo (p19)

I suggest that her personal experiences as a Culturally and Linguistically Diverse migrant, viewed as 'exotic' in Australian higher education (van den Akker, 2014), bear some resemblance to those that I enjoyed during this research journey, and many experience in the S/NELP.

In Figure 1 as the strands pull against one another the rope strengthens. The oppositional tensions force the reader of subsequent sections of this and later chapters to examine conflicts and oppositional arguments; they have challenged me in my journey towards my current theoretical stance and present further ongoing and evolving challenges (Disney, 2008a; Moon, 2004). Part of my research seeks to recognise where challenges could emerge. What they may look like and how they occur is also explored in my empirical study.

My theoretical strands are to an extent mutually dependent and often inextricably linked; none are autonomous or absolute. The tension between them is important for this research since it can stimulate debate and discussion; such discussion can contribute to a richer understanding of the phenomenon of the S/NELP. Glossing over tensions, criticism, hostility or antagonism within a S/NELP could lead to the dissolution of relationships to the detriment of students, teachers and local community members in the South and the North; such tensions are all relevant to this research (see for example pages 256 and 278).

## **2.2 Research sub-questions and theoretical perspectives**

The major section of this chapter now examines how my theoretical stance relates to my four main areas/research sub-questions pertaining in 2008. In places one or more of the strands may be prioritised, in comparison to other ideas. Each of the four research sub-questions will be briefly introduced and then linked to supporting

theory. Explanations for each sub-question are presented in my Methodology Chapter's section on research design, 4.2.1.

### **2.2.1 How important is the S/NELP to participants in Southern schools?**

Existing literature and theory does not answer this question, which is why this research is needed. Based on reviewing literature related to school links described in my "Learning from Others" chapter, experiences as a Northern teacher and discussions shared by others engaged in the S/NELP, I contend that the phenomenon of a relationship between schools in the South and the North may be found in a variety of guises. At its most simple it could be a Ghanaian school linked with a UK school. To a Northern school this could be just one educational initiative amongst many; for a Southern school its link with the UK could be viewed very differently, as a very important contribution to the school and its local community. A tension could result if such differences in perceived importance are not voiced and shared between participants. Critical pedagogical discourse could inform such airing of differing perspectives. These debates could allow a relationship to develop into a different, stronger phenomenon, based on the aspirations of the parties, or its negotiated ending. Failure to delve into such tensions could result in the premature death of a link's potential to develop into a sustainable partnership or something richer. While these tensions are unexplored there are risks of misunderstanding, misinterpretation and confusion, further complicated by cultural nuances; CE theory examines such subtle cultural differences.

PC owes much to contributions from Southern authors; their insights on hegemony are pertinent to my research on the S/NELP (see for example Andreotti, 2008a, Freire, 1996 and Quist- Adade and van Wyk, 2007). PC argues that Southern voices are often unvoiced or ignored; such is the power of Western hegemony. Graves, who

trained as a Rudolph Steiner teacher, argues the same (Graves, 2002). This is illustrated in a comment from a workshop that the “Southern Voices” organisation had run in Manchester with young people from Southern diaspora backgrounds: “I never hear about my father’s country unless it’s bad news” (*Ibid* p307). Graves is its coordinator. She criticized the DfEE ‘Global Dimension’ document (DfEE, 2000) for its omission of “discussion of cultural, social and spiritual heritage as wealth”, ignoring that “the so-called ‘less developed countries’ are rich in art, cultural expression and social traditions” (Graves, *op cit*, p306). Graves also criticized the production of the document, noting a lack of involvement of “Southern people’s organizations, Southern individuals” (*Ibid* pp 309-10). Just as Fran Martin’s teams’ Economic and Social Research Council-funded (ESRC) project seeks out Southern voices in its investigation “Global Partnerships for Mutual Learning” (Martin and Griffiths, 2011), on a smaller scale my research attempts the same, but for slightly different reasons. Their three-year project investigates two global partnerships between the UK and two Southern countries, India and the Gambia. It focuses on what teachers learn from study visit courses, and how they make use of what has been learnt back in their own educational settings and seeks to give equal weight to the learning of those in the North and the South.

Sharp (2009) has concluded a modern version of Western domination is promulgated through the medium of the Internet, the media and academic journals, through the domination of European languages, especially the privileged position which English enjoys (see also Pennycook, 1999; Regester, 2011b). Martins (2011) in a study of 17 participants on a 45 hour advanced English conversation course at the Federal University of Paraná, Brazil, entitled “Other Worlds”, noted “those who were (or seen as) more proficient in English were those who expressed themselves more



in the group” (*Ibid* p76). A participant, asked about his/her ease of expressing him/herself in the group in English commented that the process became easier as they got to know one another (Martins, 2011, p75).

Something similar occurs in my focus groups. Students’ perceived confidence in their spoken English could affect their participation. Some student perspectives might be unvoiced in these interviews as a result (see transcripts from my Ugandan and Tanzanian secondary schools, in appendix (xxiv)).

A lesson for my methodology could be that gaining the confidence to freely express themselves in English might be compromised by the restricted time-scale of my focus groups. Martins’ warnings (*Ibid*) about the ‘legitimated knowledge’ enjoyed by some, which could silence others, who perhaps feel that their opinions are not as valid as those who can elaborate their arguments better, should also inform my research. Chapter 4 explores this and similar issues.

When cultural values regarding criticism differ Vellai, (2011) has questioned the reality of a non-coercive relationship across the global divide, citing, for example, differences in cultural responses to evaluation and criticism as obstacles, arguing that the ‘criticising party’ then exerts supremacy over the party criticised. While a CE approach encourages the uncovering of different cultural values, it could in isolation stifle moves through Sterling’s first and second order changes to a “third order change and learning” (Sterling, 2001).

Distinctions between Sterling’s “orders” could be apparent in my study of the S/NELP; “first order” accommodates change within accepted boundaries, so that we do more of the same, but without reflection upon the assumptions that inform those

attitudes (Martins, 2011, p72). An example of such an attitude is that Western standards of personal hygiene at mealtimes exceed those practised by others, an inferred assumption being that non-Western practices are inferior. “Second order” change would demonstrate critical reflection.

My research confronts such challenges, uncovering examples of Western subjugation as analysis of interview transcripts, artefacts and other primary data takes place in later chapters. Drawing on the tensions between CE, PC and critical pedagogical discourse could elucidate Southern ‘evaluations’ of the importance of the S/NELP.

From a postcolonial perspective, behind the S/NELP are a number of important assumptions about how people see international relationships (in terms of culture, development, and unequal power, etc.), and these have a significant impact on how linking relationships operate and what sorts of effects they have. I suggest there are also questions about whether merely learning about people from another country, which can be underpinned by CE in isolation “actually gives people an increased depth of understanding about global issues” (Blum and Bourn, 2009). Postcolonial approaches suggest that for a depth of understanding to happen requires a different type of learning, e.g. learning which develops critical thinking (Andreotti and Newell-Jones, 2007; Martin, 2011a; Martins, 2011). If the S/NELP is viewed as important it could be because linking participants are enabled to engage in critical discourse.

In terms of understanding the relevance of PC literature to my research it is important to recognise the influence and importance of the Brazilian libertarian educationalist Freire’s key work, “Pedagogy of the Oppressed” (Freire, 1996), first published in 1970. I have become increasingly convinced of its relevance to my work . McCloskey (2009, p241) asserted this represented the ‘seminal development

education text', writing: "the themes, concepts and issues addressed by DE have been largely derived from the philosophical thought and practice of Paulo Freire". His claim demonstrates an interweaving and interdependence of the strands of DE and PC theory.

Freire referred to a term "conscientização", learning to perceive social, political and economic contradictions and to take actions against the oppressive elements of reality. This aspect of his thinking is pertinent to my research, when the parties in the S/NELP engage in dialogue, seek to respond to 'oppression' and this results in 'taking action'. This is a truism at the heart of the Development Education Centre (DEC) network, inherent in some DE approaches (Bourn, 2006a; LCD website) and the remit of the NGOs that may facilitate the S/NELP, but also underpinning the development agenda of Northern governments' Aid programmes. DECs exist to: "raise awareness of global sustainable development issues with people" locally. Their origins lie "in partnership with international development agencies and local structures and organisations to raise greater awareness of international development issues amongst young people and adults in the UK" (Leeds DEC website). DECs often support their local S/NELP (Burr, 2008a; Knowles, 2000; Whitehead, 2006). Tensions between some DE theorists may be relevant to this research when Sterling's "third order learning and change" takes place (Sterling, 2001) resulting in 'charitable action' or when critical pedagogical discourse leads to transformative learning (O'Sullivan, 2003). Yet Krause (2010) and DEEEP (2007), from a purely DE theoretical stance would prohibit such charitable agenda or campaigning activity. Simon (1997), a British geographer, expressed such interventions, including resource transfers as follows:

We - the wealthy and powerful of both North and South - cannot abandon our moral responsibility to the poor unless we see ourselves as café patrons who studiously if somewhat uncomfortably ignore the pavement beggar or we regard the struggle for survival and development of the poor in other cultures and countries as a leisure time spectacle akin to a latter day gladiatorial contest to be observed and discussed at a safe distance.

(*Ibid*, p198)

The effects of such actions could be judged to be of considerable importance by those in the South. A question asking about the general importance of relationships between Southern schools and schools, teachers and educational establishments in the North (specifically the UK) was therefore asked in all the institutions where my research was carried out, as well as at the Education Ministries in Kampala and Dar es Salaam.

PC theory warns against development agenda being constructed for the thinking of the 'oppressed'. According to Freire (1996) the oppressed, in this instance (of the S/NELP) those in the global South, must rethink their assumptions, produce their own ideas and act upon them, derive their own solutions, and bring about change; consuming the ideas of others must not constitute the process (*ibid* p89, my paraphrasing). Quist-Adade and van Wyk (2007) concur; five criteria that they devised for effective assistance are applied later in my research (see Figures 15, page 271, and 21, page 336). Freire's third chapter concludes in translation: "The important thing from the point of 'libertarian education', is for the people to come to feel like masters of their thinking" (Freire, *op cit* p105). It was followed by a robust attack on the role of Aid, and cultural 'invading' actions, which gave the impression that others are being helped, viewing this as oppressive. He stated that its exponents almost never perceive the engagement of professionals in such actions in this way. Elsewhere in his seminal text such action by "cultural invaders" is described as "false generosity". Those who see themselves as "promoters" of the people include their

“own objectives, their own convictions, and their own preoccupations” (p136).

If Southern voices perceive the S/NELP as important knowing how and why has implications for the management and evolution of linking relationships. Freire (1996) warned against a dependency relationship between S and N; he rather promoted a ‘dialogical’ theory, in which “subjects meet in cooperation in order to transform the world” (*Ibid* p148). The object of dialogical action is to make it possible for the oppressed “to opt to transform an unjust reality” (Freire, 1996, p155). He concluded that palliative solutions deceive, that limited aspirations of an oppressed people can be substituted by something more far-reaching. As an anonymous reviewer of the 1996 Penguin edition summarised, “every human being, no matter how impoverished or illiterate, can develop a new awareness of self which will free them to be more than passive objects responding to uncontrollable change” (*Ibid* back cover). Quist-Adade and van Wyk (2007) agree.

If “uncontrollable change” in the S/NELP threatens an important relationship, even one of long standing, my research could reveal mitigating strategies; this overlaps with the final area of my research, how those in the South conceive success in the S/NELP. A challenge for those in the S/NELP is to accommodate differences in importance attached to the process by participants. Critical pedagogical discourse could enable this (Martins, 2011), contributing to Freire’s dialogical action.

This section has demonstrated how Southern assessment of the importance of the S/NELP is informed by my theoretical stance; PC theory has dominated, but my other theoretical strands have informed the discussions. The inherent risk of dependency relationships forming is an aspect of the S/NELP that PC theory has highlighted for me; critical pedagogical discourse can provide a means to review the different

perspectives that may emerge.

The following section considers how the second main area of my research is informed by the interweaving, sometimes contradictory, literature from DE, PC, CE and critical pedagogical discourse.

### **2.2.2 How does the S/NELP affect adults and students in schools and local communities in the South?**

The effects of the S/NELP in the South can range widely.

Friendship (Griffiths, 2011; Raja, 2011), shared curriculum developments (Pickering, 2008), spoken exchanges with native English speakers or ‘dialogic processes’ and ‘genuine co-operation’ (Raja, 2011) may feature. Other effects include participation in Development Education, also referred to as global learning (Cook, 2010; Ellis, 2010) and awareness of ‘Global Dimension concepts’ (Lambert et al, 2004). Community engagement (Cook, *op cit*; Martin, 2011a) and educational and other resource transfer to Southern communities (Cook, *op cit*; Edge et al, 2008; Leonard, 2009) can emerge. Other potential effects include the recreation of a dependency culture “perpetuating the inequalities that exist” (Martin, 2010a, p2) or encouraging “actions that can be ethically questioned (such as fund-raising, sponsoring a child)” (*ibid* p2). Opportunities during Visitor Exchanges to experience another culture first hand (Griffiths, *op cit*; Martin, 2010a, 2011a, 2011b; Raja, *op cit*) or Continuing Professional Development (CPD) for teachers and school leaders (Cook, 2010; Edge et al, 2008a and 2009a; Leonard, 2010; Martin, 2011a, 2011b) can result. Table 1 illustrates how three of these effects relate to my theoretical strands of Development Education (DE), Postcolonialism (PC), Cultural Education (CE) and critical pedagogy (CP).

**Table 1: How potential effects of linking relate to theoretical concepts**

| Effects from S/N linking       | Relation to theoretical concepts   |
|--------------------------------|--|
| Friendship                     | <p>DE: may query different values and perceptions about friendship, interweaving with CE theory.</p> <p>PC: may question equity within friendships, asking if friends can become codependent.</p> <p>CE: raises issues related to how friendships function across cultures, such as how gifts are exchanged, how regular contact is maintained, whether friends ask for critical advice or material assistance etc.</p> <p>CP: may condition participants to explore how appropriate a particular gesture of friendship is, how its receipt might be perceived or could be interpreted</p>   |
| Shared curriculum developments | <p>DE: may affect the nature of the topics explored in a link, particularly if funding was sought via DGSP curriculum grants.</p> <p>PC: would query how appropriate it was to pursue some curricular developments, such as digital communications requiring use of IT facilities</p> <p>CE: might encourage participants to engage in developments which lead to heated, contested discussions about differing value systems</p> <p>CP: might discourage selection of developments promoted by Northern/Western educational agenda</p>  |
| Participation in DE/GL         | <p>DE: infers that opportunities exist for the parties in a link to devise curriculum developments under the umbrella of DE. Produced by the DE community of practice resources and activities exist which have been piloted by the DEC network</p> <p>PC: may interpret some linking material or finance as neo-colonial hegemony. Funds raised in the North, to facilitate DE/GL, are one such example.</p> <p>CE: would encourage those in a link to explore the moral mores pertaining in the cultures of linked communities, ensuring that where appropriate assumptions about values and perspectives are queried and unreliable stereotypes challenged (in relation to gender, family relationships, religion, or sexual orientation etc.)</p> <p>CP: could focus on analysis of DE/GL linking resources to identify Northern hegemony; it might apply critical literacy, as shown in Figures 2, page 80 and 3, page 81 .</p> |

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How supporting theory informs my research in relation to (a) resource transfer, (b) the experience of another culture at first hand, and (c) CPD/Professional Learning are now explored in this chapter, and all feature in analyses of my cases. All of my theoretical strands (see Figure 1, page 36) are relevant in the discussion.

Cook (*op cit*, p21) is wary of studies of the S/NELP that “use a small evidence-base from which to generalise and draw either ‘hugely supportive’ or ‘shocking’ outcomes”; she warns too of damaged relationships which can reinforce negative stereotypes and waste resources “including time and money” on all sides (Leonard, 2008). These concerns are shared (see for example Burr, 2008a; Disney, 2004; Gaine, 2006; Leonard, 2010; Martin, 2007, 2010; Pickering, 2008), and in my Methodology chapter I seek to establish a robust rationale for my research.

### **2.2.2.a Resource transfer**

Resource transfer experienced in the South is highly contentious (Binns, 2009a, 2009b; Harrison, 2008; Lambert and Morgan, 2011; Simon, 1997) and in the S/NELP, which can sometimes be viewed as a microcosm of development (Blum and Bourn, 2009; Garden, 2003; Leonard, 2009 and 2010). My doctoral research demonstrates that this can take the form of educational consumables, equipment and teaching materials (stationery; desktops or laptops, printers for computers and other supporting hardware, DVD players and DVDs, audio tapes and cassette recorders or ‘walkmans’, CD players and CDs or mp3 players; laboratory and other technical equipment, including calculators; books, for students’ or teachers’ use or school libraries; other teaching resources, such as flashcards) or physical infrastructure. School buildings “which the government cannot afford”, additional classrooms or toilet blocks in schools may feature, as well as income generating projects (promoting outreach from schools into their local communities).

Resource transfer is important in terms of my research because this can constitute one reason why some Southern institutions participate in the process, yet some of the literature reviewed in this chapter may obviate this outcome, particularly the canon of PC. The issue of resource transfer presents a major source of tension



between theories.

Resource transfer may be driven by a need to make a gesture, to express empathy and to participate. Simon (1997) suggested that these may originate from those in both the North and South. Giving young people “a picture of the lives and work of the peoples of the world” had featured in UK school geography in the 1930s (Simon and Hubback, 1939, p237). Often such studies also elicited emotional responses of ‘sympathy’, “studying the lives of people in other parts of the world... and thus feelings of world citizenship” (*Ibid*, p239). Global citizenship initiatives, particularly in Northern schools, have further encouraged students and their teachers to regard others as fellow global citizens; this is reflected in literature supporting DE (such as Cook, 2010; Ellis, 2010; Leonard, 2005, 2008; Scheunpflug, 2008; Temple and Laycock, 2008; Young, 2010; Young and Shah, 2008) and in moves to rebrand DE as Global Learning.

I had found this desire in some UK schools to effect change in the South, to strengthen a S/NELP (Leonard, 2004, 2005), much as missionaries ‘helped’ the South in the past (McCloskey, 2009). Although NGOs promoting DE and the S/NELP, such as Plan, use the term ‘empathy’ if urged at the same time to “help rebuild the lives of children and their communities” through beneficence it is hard to separate these from ‘sympathy’ (see for example websites for: BBC World Class; LCD; Nsumbi Trust; PEAS; Plan and Smile International, cited in the references of this thesis). There is tension here between DE (Krauss, 2010) and PC theorists; while both may encourage participatory action for change the latter cautions against, unless it is the ‘oppressed’ taking action (Dobson, 2009; Quist-Adade and van Wyk, 2007). Inevitably a S/NELP encounters differences in wealth, power relations and social justice issues that

contribute to poverty. A PC framework and critical pedagogical discourse necessitate that different perspectives are acknowledged, and multiple causes of poverty envisaged. Action based on notions of justice and complicity in harm caused would replace 'humanitarian' or 'moral' grounds (Andreotti, 2008a), so that co-responsibility replaces an empathetic agenda. Seeking out multiple perspectives is central to critical pedagogy and the OSDE and Through Other Eyes methodologies (Andreotti, 2011; Andreotti and De Souza, 2008a). OSDE (Open Spaces for Dialogue and Enquiry) was devised by a group of educators and civil society actors and academics at the Centre for the Study of Social and Global Justice at Nottingham University in the mid 2000s (see for example Andreotti and Newell-Jones, 2007; Andreotti and Warwick, 2008 and Martins, 2011).

The OSDE methodology is justified by the team who created it as follows:

Addressing complexity, understanding interdependence and learning to question and use different modes of thinking may help learners see themselves as integral to the picture they are trying to change (both as part of the problem and the solution) and prevent the reproduction of mechanisms that generate or maintain the problems that are addressed.  
(<http://www.osdemethodology.org.uk/developmenteducation.html>)

Such an approach could underpin an understanding of how resource transfer is conceived and perceived from different perspectives; the form of such transfers could then perhaps be altered within a S/NELP, to accommodate co-responsibility rather than humanitarian values (see Chapter 7, page 331).

Dobson (2009), a postcolonialist, had argued that acts grounded on 'moral obligation' are easily withdrawn and both increase the vulnerability of the recipient and reproduce paternalistic power relations. When the S/NELP includes humanitarian interventions the same could be true in schools. The reasons for the ending of a S/NELP may relate to a range of factors, but withdrawal of funding from a

paternalistic Northern partner is one, identified by a British Council respondent in my research (Regeester, 2011a). Andreotti's (2007a) "Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness" (p7) could also possibly lead to the breakdown of the S/NELP, if the parties cannot overcome their dilemmas through dialogical action. A participant in my research concurred (Schell-Straub, 2009). An 'important', apparently sustainable S/NELP relationship could founder as a result.

Financial aid is highlighted here because an implied deficit response, the North supplying resources to support a S/NELP, relies heavily on neocolonialist values. Characteristic of PC, critical questioning of the aid industry, often as a result of personal experience, has led to DE adopting a more social justice based approach (Harrison, 2005). Walkington's work (1999) with UK primary school geography teachers found that the S/NELP has furnished such personal experiences; Martin (2009) supports such claims. My research shows similar critical questioning amongst Southern voices (see for example Buigiri Primary School's electricity supply issues, page 332). The participatory element, promoting individual action for social change, is one for which DE (Hartmeyer, 2008), Global Learning (Standish, 2012) and school geography have been criticised (Standish, 2007, 2009); yet S/NELP participants engage in my "3 As" - assistance, aid and action - to effect change (see Chapters 5 - 7, analysing my research findings). Exploration of this challenge overlaps with a focus on DE in section 2.2.3 of this chapter.

If resource transfer to (or within) the South is attributable to charity, PC and some DE practitioners decry this inequality in power relations. It is my contention that achieving resource transfer is not only a potential benefit from the S/NELP, but is one

that Southern education ministries promote (Collins, 2007), sometimes through the auspices of NGOs which support these relationships (Bourn and Bain, 2012; Bourn and Cara, 2013). As I have written elsewhere (Leonard, 2008, 2010) I suggest that PC and some DE critics of charitable outreach could hold back Southern educational developments, widening rather than closing the gap between North and South, to demonstrate theoretical expediency and Northern political correctness (and as a result holding back progress towards the UN's Millennium Development Goals (MDGs)). There remains a tension between these theoretical perspectives and pragmatic considerations that financial budgets of some Southern schools are inadequate to provide educational resources, such as current textbooks and ICT equipment, while the S/NELP could help. This global citizenship gesture could be supported by the S/NELP including commercial organisations (see recommendations made in my final chapter).

Griffiths (2011) cited an end of course evaluation, by a UK participant on a study visit to the Gambia, referring to resource transfer's potential to perpetuate (or recreate) a donor culture:

Previous to attending the course, I thought that participation in fund-raising activities such as red nose day and Sports relief<sup>6</sup> were okay as long as the children learned about the children they were 'helping' and saw them as real individuals. Now, even though I still think, on a one to one basis, reaching out to help someone less 'fortunate' than ourselves is commendable, unless it is handled sensitively, all it does is reaffirm the children's original belief that everyone in the developing world is 'poor' and in need of help because they are unable to help themselves (i.e. the danger of the single story<sup>7</sup>). It doesn't ...challenge the deep-seated injustice that has led to the situation in the first place.

(Presenter's notes to slide 10)

She added: "for many UK participants this (charitable giving and donor culture) was a

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<sup>6</sup> The former is a biennial series of events organised by the charity Comic Relief; the latter is also organised biennially. Many UK schools support both campaigns, as do commercial organisations. Red noses are sold through the supermarket chain Sainsbury's.

<sup>7</sup> [http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story.html](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html) Accessed 30 December 2013

tricky issue to work through” (Griffiths, 2011, presenter’s notes to slide 6). I suggest that critical pedagogical discourse could facilitate both a sharing of perspectives on the motivations and outcomes when such ‘outreach’ occurs and a means to “challenge the deep-seated injustice”. Griffiths (*ibid*) echoed Andreotti’s remarks (2007a) concluding: “Changing your habits of mind and being open to new perspectives may often result in troubling or uncomfortable experiences”... “Without supportive relationships it is easy to become so confused that you feel a sense of hopelessness and can’t move on” (Griffiths, *op cit*, presenter’s notes to slide 8). She claimed this as a ‘transformative learning process’; Sterling (2001) might identify it as “third order change”.

This section has demonstrated that tensions exist between PC theory and DE authors in relation to the potential transfer of resources within a S/NELP. Strict adherence to a PC stance could argue against any resource transfer between the parties in a S/NELP, particularly if this could create a dependency culture. Some DE exponents discourage charitable and campaigning interventions (Krause, 2010) yet seek to promote active citizenship. This apparent tension needs to be unravelled; this is one challenge that this research explores. CE and critical discourse can help relieve this uncomfortable tension.

#### **2.2.2.b Experiencing another culture first hand**

Enabling first hand encounters between people from N and S cultural backgrounds and facilitating their working together can be central to the S/NELP (Leonard, 2004 and 2008). Experiencing another culture relates closely to PC, CE and DE (Chaput et al, 2010; Keith, 2005; Mezirow, 2000; Pederson, 1995). This section reviews literature relating to challenges encountered: specifically responses to different cultural practices, issues of diversity, perceived exclusion, negative stereotyping,

typologies of reaction in intercultural encounters and neocolonialist values are explored. The role of Visitor Exchanges is central to this discussion.

Southern participants may gain firsthand experiences when as hosts they receive others from the S/NELP (Burr, 2008b) or occasionally as visitors engaged in overseas visits (see for example Bourn and Brown, 2011; Edge et al, 2011b). “Can the subaltern speak?” (Spivak, 1988), an influential PC text, undoubtedly challenged all those engaged in any work which investigates difference, power relations and ‘voice’, particularly those from the North. It forces the reader to examine the origins of concepts such as ‘development’ and ‘education’, with potentially irresolvable quandaries posed. Just as Spivak’s influential ‘subaltern’ work demonstrated that Indian and British [colonial] responses to the practice of sati (widows’ immolation on the funeral pyres of their husbands) and the ‘oppressed’ [subaltern] were problematic I maintain that engagement in my research agenda is similarly problematic for local Southern or Northern researchers and those in the S/NELP visiting their ‘partners’.

CE authors (including Chrisafis, 2011; Craig, 1984; Fennes and Hapgood, 1997; Geertz, 1983; Hoope, 1979) provide insights into potential encounters between different cultures. Such theory originated from work often undertaken by sociologists and anthropologists which sought to identify and explore manifest differences between peoples from a variety of backgrounds; racial, religious, ethnic or ‘national’ characteristics being viewed holistically as ‘cultural’. CE was particularly relevant in European discussions, in situations where immigrant populations from colonised nations moved to the mother nation, or persecuted religious minorities sought refuge in ‘welcoming’ host countries. In Europe, philosophical traditions that

celebrated the benefits of diversity, which have welcomed openness to a variety of peoples and viewpoints, whilst seeking community cohesion, are aligned with CE debates. The liberal social democratic parties who have held power in several Western European nations, including Scandinavian ones, have sought to celebrate cultural diversity and the contributions of minority groups, avoiding marginalisation and prejudice towards minorities, rather than promoting 'cultural integration' or 'assimilation', favoured by right wing thinkers and practised in France (Brown, 2011; Chrisafis, 2011). The language used, such as 'fundamentalist', to describe those promoting separatist strategies, has acquired strong negative connotations in some West European urban settings.

In the UK, minority diaspora communities from former colonies have been viewed, in the media and in politics, as existing alongside the majority, encouraging a view of British society as 'multicultural'. This may not be true in schools, particularly when they are located away from major urban areas (Gilroy, 1996). Maylor et al (2007, p3) claimed that "Analyses of the National Curriculum had criticised the apparent failure to acknowledge such cultural and ethnic diversity" (citing the Commission on African and Asian Heritage, 2005; Parekh, 2000), but did not specify which versions had been examined; other aspects of the NC documentation are also unspecified (which Key Stage or subject or under which government). Perhaps teachers' failure to consider how their curriculum areas could allow for these sorts of discussions was partly responsible for such omissions (Povey, 2003; Schuell, 1992). In the UK in largely White school catchments relationships with African schools can be a means of introducing learners to other cultures - in two of my cases, Nakigo and Makunduchi Secondary Schools, one reason why UK partners wanted to have a link was to facilitate this type of exposure. Maylor et al's (2007) DfES commissioned

work, to inform Keith Ajegbo's "Diversity and Citizenship Curriculum Review Group", found that "Pupils in multiethnic schools were more likely to experience a curriculum addressing issues of diversity, and to learn about minority ethnic groups" (p1). Their sample was composed of six schools; this represents a small evidence base from which to generalise about cultural diversity in English schools (Three primary and three secondary schools from five English regions. Three were predominantly White, three multiethnic schools).

A CE perspective can contribute to a raising of awareness of similarities and differences between the majority stronger culture and minority weaker culture, in terms of gender and other cultural norms (such as aspirations for educational attainment). In the aftermath of the 9/11 bombings in USA and the terrorist attacks of 11<sup>th</sup> July 2005 in London there has been a heightened attention to minority cultures in the USA and UK associated with the Muslim faith.

Banks et al (2005) discuss the developing of an understanding of diversity and shared values as a way of encouraging unity in culturally diverse societies, yet note the challenges inherent in dealing with 'difference'. Davies (2001) argues that 'differences' may merit recognition and validation, such that resultant inequalities can be challenged. Similar criticism has been made of the concept of a monolithic British identity by Maylor et al (*op cit*), whose research led them to note that "Any definition of 'Britishness' would inevitably be controversial and might well leave some students, both from minority ethnic groups and from some White groups, feeling that they were not fully included in the term. It was suggested that any definition would be likely to vary from school to school" (*Ibid* p4). Thus the profile of CE has been raised beyond academia, seeking to promote community cohesion and



greater understanding of groups from different cultural backgrounds, to counter notions that those from 'minority' backgrounds represent a monolithic bloc represented by negative stereotypes. This argument is supported by Adichie (2009), a Nigerian author, whose "single story" warning was alluded to in my quotation from Griffiths (2011) (see pages 52, 57 and 342).

Borowski and Plastow (2009) found in their African perspectives work in their LUCAS project with UK pupils, which enabled school pupils to work with post-graduate students from African diaspora, that the most popular words in pupils' pre-view questionnaires to describe African people were poor, sad and sickly ("no responses indicating an awareness of any rich African people", Borowski, 2009, p4). In the review they found a variety of attitudinal changes: in five of the eight classes, all were very much more positive after sessions with the African post-graduates. Two classes' attitudinal change was much less pronounced and a negative attitudinal change was observed with one. "Whether this was due to the nature of the class, in terms of behaviour or ability, or the effectiveness of the African post-graduate student to deliver the sessions" (*Ibid*, p9) was unknown. Borowski and Plastow (*op cit*) show negative language about Africa featured in a well-respected digital search engine's results. In an online BBC search for articles on Africa "they were invited to select from the following keywords: civil war, elections, famine, human rights, peace negotiations, political parties, war" (cited in Bourn and Brown, 2011, p18). The LUCAS project is relevant to my research since schools' links may set out to create Intercultural encounters through face to face meetings with those from different ethnicities, race, religions and cultures (this is returned to in my Ugandan findings chapter).

A Visitor Exchange as part of the S/NELP could do likewise. Fennes and Hapgood's CE commentary (1997) offered explanations which explored ideas related to gender difference, cultural norms for behaviour, patterns of thinking and interaction, and other characteristics of 'identity' shared by minority populations. They analysed the types of reaction when experiencing a different culture. All of these are relevant to the S/NELP. Referring in their section: "Visions of the world" to such intercultural encounters, they warned that these are:

Only accessible, and consequently, they can only be positive and fruitful if the culture which is stronger in this specific encounter renounces the use of force against or exploitation of the weaker culture.

*(Ibid pp 28-29)*

These claims are reminiscent of Spivak's PC ideas (Spivak, 1988); clearly they sit in opposition to the French desire for 'assimilation' and 'adaptation' of minority cultures (Hoope, 1979), evidenced in this Guardian newspaper report from April 2011:

France's ban on face veils, a first in Europe, went into force on Monday, and anyone wearing the niqab or burqa in public could now face a fine of €150 (£132), or lessons in French citizenship.

*(Chrisafis, 2011)*

In response Brown (2011) wrote the following:

This seems to me to be less about speech than about beliefs: it implies a claim that French citizens believe – or at least live as if they believed – in particular values... It is something that all states do, in fact, demand. In the case of France, there is a well worked-out set of principles to which all citizens are expected to subscribe... Values and people cannot be disentangled.

As stated earlier, one purpose of a S/NELP may be to create CE encounters, particularly when Visitor Exchanges take place. The social justice implications of the gender 'roles', as represented by the majority and minority cultures' 'interpretation' of the two items of Muslim female clothing, which Chrisafis referred to, revealed

how complicated, complex and multifaceted were encounters between French citizens. Geertz (1973), a cultural anthropologist and ethnographer, offered the following challenges when seeking to interpret cultures, referring to: “a multiplicity of complex conceptual structures, many of them superimposed upon or knotted into one another, which are at once strange, irregular, and inexplicit, and which he must contrive somehow first to grasp and then to render” (p10). Brown (*op cit*) too implied that an understanding of the intricate interweaving of ‘values’ and ‘people’ is integral to construe a community and culture’s nature; these have direct implications for the S/NELP.

A meeting described by Fennes and Hapgood (1997) cited a person brought up using a knife and fork to eat, encountering a culture in which the norm is to eat with bare hands. Their analysis made little reference to self-reflection in this setting, about the validity of using a knife and fork, as opposed to using your hands. This experience could be part of a S/NELP Visitor Exchange. There is a risk that adopting such a purely CE approach might result in participants replicating neocolonialist values; PC and critical pedagogical discourse would ‘dig deeper’, requiring exploration of contrasting cultural norms. Keith (2005, p16) suggests that if such a linking participant returns home “reinforced in the view, ‘I am so lucky’, then the experience is a failure” (p16) as a transformative DE experience.

Fennes and Hapgood (*op cit*) also offered explanations of JoAnn Craig’s tripartite typology of ‘cultural shock’ reactions (1984), which could apply to the S/NELP, since School links create intercultural encounters. Her three types, the ‘encapsulator’, the ‘absconder’ and the ‘cosmopolitan’, could be applied to S/NELP participants - although perhaps her metaphor is a bit over-worded. The first “has minimal contact

with the receiving culture and maximum contact with members of his or her own culture”; the second: “goes native”, the last: “adjusts to both receiving culture and the culture of members of his or her own culture in the receiving country” (Fennes and Hapgood, 1997, p30), evidencing Freire’s dialogical action.

Perhaps Craig’s types could inform analysis of the S/NELP. It would be interesting to consider if linking relationships that fail to thrive, or cease, demonstrate a correlation with her ‘encapsulator’ while those that develop into successful partnerships resemble her ‘cosmopolitan’. Fennes and Hapgood introduced two other types, the adaptor (sic), who preserves their original cultural identity, but adapts “to function effectively in the new cultural environment” (1997, p30) and the isolated (sic), who withdraws from the ‘foreign’ culture. These might apply during S/NELP Visitor Exchanges. Whilst Craig’s work was based on studies of expatriates Fennes and Hapgood’s was made in the context of ‘exchange schemes’ (*ibid* p32). Pederson (1995) identified five stages of cultural shock: the honeymoon, “retaining their old ways of thinking, living and loyalties”; disintegration (or as Chaput et al (2010) prefer, “disruption”); reintegration; autonomy, and interdependence. Applying Pederson’s stages Chaput et al’s research (*ibid*) suggests that in a two-week study visit for Canadian university students to Cuba, it was unlikely that many participants would surpass the first ‘honeymoon’ stage. The ‘disruption’ that was experienced by some of the students involved “the intrusion of the norms, cultural traditions and lifestyle of the host culture into those held by the students” (Chaput et al, *op cit*, p32). The course was an elective, “Global Education: International Field Experience” designed “to explore global issues (e.g. development, culture, gender, ecology, human rights, social justice) from the perspective of the local inhabitants”. In this respect it replicates aspects of Visitor Exchanges within some S/NEL

relationships; perhaps something similar might apply in my research. They note that few longitudinal studies of the effects of first hand cultural experiences have been carried out, an exception being Balais's 1999 work. She interviewed fifteen Canadian participants one and two years after a "social justice oriented study abroad experience in Mexico" (quoted in Chaput et al, *op cit*, pp39-40). It will be interesting to see if the ESRC-funded project coordinated by Martin (Martin and Griffiths, 2011) returns to UK, Gambian and Indian participants in their research after a similar time has elapsed. Balais's work (*op cit*) had not considered the effects for Southern participants; she did, however, refer to spiritual effects for some Christian participants (see my Chapter 1).

Gundara (2000), a renowned author who has published extensively in the fields of human rights and education in multicultural studies, mentions 'unlearning', one of Spivak's vehicles (1988) for effective 'deep' learning (and OSDE's). His analysis was firmly within a Northern discourse; he did not seek Southern voices, although he is from a Southern diaspora himself, growing up in Kenya. What it contributes, which an effective S/NELP also necessitates, is an explicit need to explore intercultural relationships. He urged that changes needed to be made in European schools, so that school-community links and networks of teachers are promoted. While Gundara (*op cit*) argued the need for "good intercultural educators" no reference was made to the S/NELP. Who decided what constituted good intercultural education was unclear.

The Geographical Association's International Initiatives Fund (GAIIF)<sup>8</sup>, awarded annually to geography educators "to promote educational initiatives involving

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<sup>8</sup><http://www.geography.org.uk/aboutus/committeesspecialinterestgroups/internationalsig/gaiif/>  
Accessed 23 September 2013

individuals and associations concerned with geographical education worldwide” could encourage this, enabling individuals to experience one another’s culture first hand.

How the S/NELP, and any overseas visits, are supported or not by theories, such as the ones that I have drawn upon, will influence the depth of understanding that emerges. In contrast to PC a conceptual framework drawn purely from CE is more likely to see international relationships as positive attempts/opportunities to engage with diverse cultures and lifestyles; S/NELP projects from this perspective promote awareness of and understanding and respect for other people and cultures. PC, which encourages engagement in thorough self-reflection, to unpick the underlying nature of our knowledge, to encounter difficult, complicated, unsettling, risky, uncomfortable questioning of a range of historical concepts and present day relationships would support a deeper, richer S/NELP. Young’s contribution to PC, for this reader, is that he offered a succinct introduction to PC that condenses postcolonial thinking “without the obscure theory” into accessible language and ideas, reverting to what he claimed “is what and where it should be” (Young, 2003, p6). He cited how the perspectives, which are juxtaposed, combine to mirror many DE agenda, whose practitioners, as advocated by Freire (*op cit*), overtly intend to change the world. Young distilled the coincidence between DE and the body of postcolonial perspectives, conceptual lenses through which the S/NELP and aspects of my research can then be viewed.

The major implication for the S/NELP from CE is that it encourages ‘learning about’ different cultures. It provides accessible outcomes for teachers and students. It could form the impetus for schools in the South and the North to create a link. CE may

support the S/NELP initially; it can anticipate the more challenging implications of PC. Placing of a particular S/NELP on 'Linking-partnership continua' that I have proposed (Leonard, 2008, 2010) and cite in this thesis, may relate to whether CE or PC best fits the relationship. CE can anticipate a desire for "thick description" (Geertz, *op cit*; Ryle, 1968) and a postcolonial stance. Critical pedagogy facilitates transition from CE to PC.

New cultural experiences emanating from first hand experience can create contexts within which the canons of DE, CE and PC offer theoretical enlightenment. Critical pedagogical discourse presents associated methodologies, such as OSDE and TOE to facilitate debate and discussion on the complex issues that can emerge as a result of firsthand Intercultural experiences. Themes discussed in this section (responses to different cultural practices, issues of diversity, perceived exclusion, negative stereotyping, typologies of reaction in intercultural encounters, neocolonialist values) have suggested that literature drawn from these theoretical perspectives offers insights into underlying challenges when people from different cultural backgrounds set out to learn together and from one another. By drawing on all my theoretical lenses, rather than just one, particularly ideas from PC and critical pedagogical discourse, Geertz' (*op cit*) and Ryle's (*op cit*) "thick description" can perhaps be achieved.

How the theme of continuing professional development (CPD), the third effect of the S/NELP reviewed here, is supported by my theoretical stance is discussed in (c), the concluding part of this section. CPD is addressed because it was shown to be an outcome valued in the South and remarked upon by Griffiths (2011), supported by Martin (2010, 2011) and Raja (2011). Additionally, this was identified in the context

of the S/NELP, in Edge et al's (2008a and 2008b; 2009) DfID-funded and NFER's review (Sizmur et al, 2011) of the DfID Global Schools Partnerships (DGSP) schools' linking programme. Other evaluations of S/NEL relationships (Cook, 2010; Martin and Griffiths, 2011), including Link Community Development's (LCD) school linking programme in Uganda and Plan's programme in African schools did the same. These two NGOs were responsible for hundreds in African schools engaging in links with UK schools. They have now ceased. Both NGOs' linking programmes emphasised educational provision (see for example Bourn and Cara, 2012), alongside commitments promoting development. The closure of LCD's programme left a legacy of linking materials for others to draw upon, hosted on the NGO's website (Bourn and Cara, 2013). 3.1.1 in Chapter 3 explores the policy decisions that brought about these closures.

#### **2.2.2.c CPD/Professional learning for teachers and school leaders**

The third potential effect of school linking reviewed in this section, CPD for teachers and school leaders, can be viewed from a PC critique. This section explores two contested implications from adults' professional learning: the domination of the English language, and the risk of devaluing indigenous knowledge, such as Southern pedagogy. Reference is made to adults' selection of critical pedagogy; Andreotti's approaches to the enquiry process are considered at length (Andreotti, 2007b; see appendix (i)).

It is possible that those in the South engage in some CPD only because their school is linked with the North. Such CPD may occur informally during a Visitor Exchange or formally, facilitated by NGOs, such as the British Council or LCD. A criticism made of CPD materials provided by these agencies is that they are often published only in English (Regester, 2011a). PC critics, including MacCallum (2012), a DE practitioner



working in Tanzania, attribute this to Western hegemony and vestiges of colonialism. This argument is supported by Vellai (2011) and Dobson (2006). CE theory could counter, that the use of English as the medium of communication unifies education systems in nations with several local languages. Critical pedagogical discourse would necessitate that different perspectives are acknowledged.

Spivak identified the supremacy of Western knowledge as “epistemic violence”, referring to the violence carried out on non-Western people’s ways of knowing (Sharp, 2009). Frantz Fanon, born in colonial Martinique, a Christian psychiatrist, suggested something similar (1963), indicating that on the demise of colonialism the colonisers were merely replaced with another Western élite, this time in the guise of Western dominated capital. From his work, which pre-dates the ‘naming’ of the globalisation process, Southern people remain with a psychological inferiority mindset (Adichie, 2005) despite decolonisation. Sharp claimed (*op cit*) that in Fanon’s argument negative character traits associated with the ‘colonised’ were rather the result of ‘colonialism’. The powerlessness experienced in the South being intricately associated with a stark ‘Manichean world’, in which the colonial values of the ‘white’ colonisers, their culture, system of rule and education were upheld as superior, to be aspired to and copied. Sharp expressed Fanon’s observation in harsh language: “the fact of blackness was a marker of inferiority which was inescapable” (2009, p123). This claim is supported by Adichie (2005 and 2009). Fanon’s ideas make for difficult reading 50 years later, for this Western researcher, from a multi-ethnic cosmopolitan world city, confronting this stark black/white binary.

If teaching methods or school management norms from the North are regarded as

superior, without a questioning of other perspectives the S/NELP could demonstrate cultural imperialism (see for example Pickering, 2008), so that as Unwin (2009), a Yorkshire based DEC worker commented, the Western model “appears to be natural in other parts of the world”. Perhaps cultural imperialism is inferred by this quotation: “Several UK teachers spent a great deal of time with teachers from the partner school, essentially doing CPD with them. Much of this focused on pedagogy and child-centred education, for instance, but also on techniques” (Edge et al, 2011, p3). Southern schools in my research demonstrate receipt of formal and informal CPD; a PC critique would decry unchallenged “West knows best” assumptions (see pages 241, 280 and 372).

The S/NELP can create other tensions for teachers and leaders. Southern teachers may sacrifice autonomy in their classrooms by adopting Northern teaching methods; their students may raise contentious arguments, modelling their interactions on those demonstrated by their Northern peers. Others (Inspectors and observers) may question how resultant teaching and learning fits Southern government-imposed mores.

Improving educational standards is a goal pursued globally, by those ‘at the chalk face’, those involved in policymaking and those in a range of institutions keen to promote effective education, including private companies and Non-Profit Organisations (NPOs). Bourn maintained that DE theory raises “Fundamental questions about the role of an educator which should be to create a learning environment which enables the learner to critically assess in their own way and on their terms the subject under discussion” (Bourn, 2006, p8); critical pedagogical discourse can promote this. Andreotti, herself a former school links officer in Brazil, a

PC exponent and like Freire, a Brazilian educationalist, critiqued how 'criticality' is conceived (2008b). She warned that dominant assumptions could be reinforced 'if the understanding of criticality is also based on universalist' assumptions.

Pedagogies of critical thinking and critical literacy demonstrate how Bourn's assertion can meet Andreotti's challenge to avoid 'universalist assumptions'. The S/NELP can provide the context for such 'critical assessment', when 'critical pedagogy' such as critical literacy is applied (see for example Andreotti, 2008a; Bourn and Leonard, 2009; de Souza, 2008; Kumar, 2008; Saul, 2006).

CPD promoted by the British Council for those taking part in the DGSP programme introduces linking participants to critical pedagogy (see Chapter 7, and Brownlie Bojang and Najda, 2007). LCD cites quantitative data about raised educational standards in Ugandan primary schools<sup>9</sup> engaged in their linking programme; improved academic performance in participating schools is directly attributed to CPD (and resources) provided. Educational research often seeks to identify examples of good practice, which are transferable to other settings and then adapted in new contexts; much Initial Teacher Education (ITE) relies on this model (Brooks, 2009; Capel et al 2009; Kolb, 1976; Kyriacou, 1997; Lambert and Balderstone, 2010; Moon, 2004). Kyriacou (*op cit*) has warned that it is not unusual to see one country making a major change just as another has decided to move in the opposite direction (p2); critical discourse emphasises the importance of the educational context in any setting. A PC critique could challenge the value of CPD if an unquestioning "West knows best" message pervades.

Critical literacy advocates argue that without an understanding of "the lenses we use

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<sup>9</sup> [http://www.lcdinternational.org/uganda/about\\_us.htm](http://www.lcdinternational.org/uganda/about_us.htm) Accessed 5 October 2011

to make sense of the world”, (our assumptions and sanctioned ignorance, see my Figure 2, page 80) and their implications some of the challenges facing the planet, taught within geography curricula, DE and/or the S/NELP, would be oversimplified or possibly ignored. There are four dimensions key to adopting the OSDE approach and inherent in its originators’ espoused educational agenda, to promote ‘critical literacy’. These are the notion of interdependence of all living things, the idea of participatory democracy, an ethical engagement with difference and balancing ‘care and responsibility’ with ‘rights and justice’. These are found in DE, PC and topics taught within the academic umbrella of environmental and human geography genres (Plan, 2009); all can feature in the S/NELP.

The approaches adopted by educators however can vary considerably; Andreotti, (2007b) summarised how seven approaches can affect the ‘route to enquiry’ adopted (appendix (i)). She based these on seven areas, including the roles of education, the teacher and the learner, and the activities. I espouse the ideas associated within her ‘social reconstruction focus’, but identify overlap with those of the ‘cognitive focus’ too. Encouraging learners to follow their own interests and engage in critical thinking, often as problem solving, and seeking as a teacher to develop ‘open learning’ would all feature; where possible accommodating ‘individualised learning’ activities for students too. Other aspects may feature, but the ‘best fit’ for my work on the S/NELP is achieved in Andreotti’s social reconstructivism. This appears to relate closely to ‘critical literacy’ aspirations, although Cervetti et al (2001) could disagree. Figure 2, page 80, applies ‘critical literacy’ reading to a photo, contrasting this with a Liberal-Humanist approach to the same data.

Cervetti et al, (*Ibid*) summarised the importance of the role of the teacher and their planned activities as follows: “we suggest that there are no neutral, disinterested, or even naturally superior instructional practices. Instead, all practices are laden with assumptions about the world, society, and educational outcomes” ... “It is important that we openly acknowledge that education is always a contextually situated, socially constructed, ideological practice”. This agenda is common to PC, advocated by Andreotti, Newell-Jones and Barker, who developed the OSDE methodology, and the developers of *Through Other Eyes* (TOE).

Dealt with sensitively DE and the S/NELP can contribute to critical pedagogy, yet may conflict with traditional Southern ‘roles’ for teachers, learners and Senior Managers. Exposure to CPD as a result of the S/NELP could present insurmountable problems for some Southern teachers and leaders wishing to introduce elements into their practice; colleagues may question the appropriateness of the ideas, oppose approaches such as OSDE or on practical grounds reject their implementation, even if educational leaders/advisors at national or district level aspire to this stance. A Northern teacher, (Price, 2010) seeking to “Step back as the ‘pushy’ Northern keen individual teacher and hand over responsibilities to both the students and also the Southern teacher (something I know she would admit she is not used to)” might encounter resistance from her ‘oppressed’ colleague. PC theory may attribute both teachers’ responses to neocolonialism.

2.2.2 has demonstrated how three potential effects of the S/NELP can be informed by my theoretical stance. The third part of this section now examines how DE, PC, CE and critical pedagogical discourse theory can relate to my third main area of interest. The interweaving of theories constituting my approach (and an

interweaving of my research sub questions) is such that some of the following content has been introduced in earlier sections of this chapter.

### **2.2.3 How does participation in the S/NELP contribute to Development Education?**

Curriculum concepts featured in DE, such as interconnectedness, globalisation, diversity, social justice, human rights, citizenship, and education for sustainable development can be central to the S/NELP. Through school linking participants can explore a range of ideas and complicated issues within the umbrella of DE (Knowles, 2000 and 2012; Leonard, 2010; Regester, 2011b; Sizmur et al, 2011). Examination of the extent to which this is evident in my cases forms the third area of my research.

The award of funding from the North to support the S/NELP may require a DE pedigree, to prove, for example, how DE is integrated into school curricula (Disney, 2008a). This was true for schools seeking DGSP funding (see pages 47, 130, 183 and 204). Participants needed to prove their DE curriculum content credentials to qualify, a stance that PC authors have been critical of (Regester, 2011a). DE may feature when the S/NELP does not include such financial assistance. My primary research, which began with a Ghanaian pilot study, has explicitly identified how the S/NELP is used as a vehicle for DE curriculum content (Leonard, 2009a and 2009b, 2010).

To underpin this section of the chapter a selection of DE literature is now explored. This is not without issue, as outlined earlier in 2.1.1 what constitutes DE has presented an evolving challenge in both my exploration of DE for this chapter and my primary research.

To explore the remit of DE curricular content with Southern informants in 2008 I adopted Bourn's 2006 DE definition and the Global Dimension key concepts, current at the outset of this research journey (See appendix (v)). I identified considerable

overlap with the UN MDGs. For example, ESD is embraced in 'Ensuring environmental sustainability' (and MDG 7), while I contend that MDG 3, to 'promote gender equality and empower women', represents DE concepts of social justice and equality. Such an approach has been challenged (Bentall, 2009, 2011). Brooks (2011) questioned whether "they [MDGs] have a "northern" or "southern" voice themselves". Martin (2010a) on the other hand contested: "The MDGs are seen as universal because they have broad agreement across the United Nations. However, the interpretation of these goals within the UK indicates a modernisation approach to development and a view of education based on Eurocentric concept(s) of schools and schooling" (p9), although she does also suggest that they "respond to the world's main development challenges" (p20). I contend that the MDGs are universal yet problematic because most of them infer Western/Northern modernisation concepts of development present a universal model. In my view only MDGs 7, and possibly the final one, readily allow Southern countries to provide global role models.

I suggest, like Martin, that the globally dominant culture of the North can insinuate its influence as a result, devaluing indigenous values and knowledge. For example, MDG3: from a deficit position females' educational achievement can be stimulated, considered desirable by enabling more girls to complete their education (Deaton, 2013), yet compromising existing values in some patriarchal societies. This is demonstrated within some multicultural Northern societies, and is not a culture clash restricted to the global South. While MDG7 is an MDG in which the South can serve as a model to the North, particularly in terms of resource reuse and consumption, the North may still be viewed as the dominant source of Sustainability knowledge, expertise and technology.

The 'Global Dimension' concepts of global citizenship, interdependence, social justice, human rights, conflict resolution, ESD, diversity and 'values and perceptions' (DfEE, 2000) appear to me to be closely allied to the MDGs; this is why I use both in my research (Leonard, 2009, 2010). Further critical insight into the MDGs and their use in my research is included in Chapter 4, my Methodology chapter.

For four geography teachers on the English "Teach First" ITE programme these interpretations suggest DE is about exploring concepts often taught within school geography curricula (Leonard, 2011):

Developing development knowledge through education...  
Education about development although it could also be using education as a means of development...  
Raising awareness, understanding and knowledge about major inequalities between MEDC [sic] and LEDC [sic]. It can also be about raising awareness of sophistication characteristics (human geography) of LEDCs. Raising cultural awareness, respect for diversity, challenging Western hegemony...  
Education about differences in countries' progress; challenging stereotypes...

Their responses illustrate Bourn's 2006 DE definition and Ofsted's views of the role of geography in schools (2011), enabling young people to:

Critically examine their own values and attitudes; appreciate the similarities between peoples everywhere, and value diversity; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enable young people to make informed decisions about playing an active role in their own community as well as others

(Ofsted, 2011, p45)

As explained earlier other interpretations of DE relate to a community of practice, emerging from the network of DECs, as shown in McCollum's doctoral research (1996a). This presents a potential challenge in terms of tensions between DE and PC strands in my theoretical stance. The promotion of resultant DEC projects, such as "Positively Global", can appear to rely heavily on inputs from the Northern DEC.



While their materials and models of good practice were produced “to enable young people and teachers in the North and South to better understand and teach about globalisation”, a PC critique (and Freire) could still challenge underlying power relations in these nascent relationships.

In the Positively Global example which aimed to "raise young people's awareness of globalisation - international structures and processes - and North/South inequalities" in Nicaragua, Senegal, South Africa, England, France and Germany<sup>10</sup>, of seven decisions reported on the project's website, four would be carried out by Leeds DEC. Richard Borowski has experience as a teacher and a development worker in Mozambique; jointly with Adam Ranson he conceived the Positively Global project. “Leeds DEC felt it was important to have partners from countries in the South engaged on the project” confirms that the instigation of the project came from the North. While “the decision making partners from across the world get (sic) together to plan the project” to this reader there is again a strong hint that this was at the behest of the Northern DEC. It is unclear if such a project would (or could) have emerged at the behest of its Southern parties. The tension between my theoretical strands here is that without such an initiative, conceived by Northern parties, students, “young community educators (promotores and promotoras)” in Nicaragua, youth workers in German youth clubs, teachers and teacher trainers in their respective institutions might not have been exposed to other voices. With it there is a potential to challenge Western hegemony, to perhaps question “massification and oppression” (Taylor, 1993).

Positively Global challenges the dominance of English as the medium for training/

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<sup>10</sup> [http://www.positivelyglobal.org/project\\_partners.html](http://www.positivelyglobal.org/project_partners.html) Accessed 23 November 23, 2011

teaching materials (see for example Regester, 2011a). Sample downloadable educational activities, for example, offer two in French. Those in Spanish, like those in English, include five activities (none were downloadable in German). It would be interesting to know how or if the Nicaraguan parties use the project's materials with their Northern partners; is English the dominant language, or not?

Taylor (*op cit*) and Standish (2007, 2009) might also critique the geographical learning from the sample English Health 'mystery' activity: "Who is to Blame?"<sup>11</sup> In this students seek to attribute health issues amongst the Inuit people to a pre-determined selection of suspects; to transform the information gained "into a real act of knowing" (Taylor, 1993, p43). The application of critical pedagogy to a similar themed learning activity might result instead in more 'open-ended', complex learning for students.

NGOs promoting development, such as Oxfam, have provided many of the materials used by UK classroom teachers to teach 'about' distant places and peoples, specifically Southern countries (Harrison, 2005; Temple and Laycock, 2008); they may enjoy intimate relationships with the DEC network. Such learning was in the past 'about development' in other places; a CE theoretical approach could underpin this stance. NGOs still provide support for DE and several feature in my research on the S/NELP: the British Council and my 'long list': LCD, Nsumbi Trust, PEAS, Smile International, Village Aid and Zanzigap, working in Ghana, Uganda and Tanzania. While some exponents have sought to apply a restriction on charity (DEEEP, 2007; Krause, 2010; LSO, 2000) this is not evident in the case of my NGO 'long list'; all actively sought charitable donations.

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<sup>11</sup> [http://www.positivelyglobal.org/samples/Health\\_Activity.pdf](http://www.positivelyglobal.org/samples/Health_Activity.pdf) Accessed 23 November 23, 2011

Sterling and Huckle (1996) referred to adjectival education movements emerging in DE literature since the 1960s: 'internationalist', 'liberal', 'humanitarian' and later a 'global citizenship' focus. 'Adjectival educations' accommodate a multiplicity of perspectives and 'voices'. Each had its own origins and traditions, but shared common themes of lobbying and bringing about societal and personal change (see also Bourn, 2011b; Greig et al, 1987). These movements may have shaped long-standing linking relationships, affecting the nature of the S/NELP and the impetus for associated action. Pike and Selby (1988), other DE authors, applied 'global education' as an 'over-arching term' combining all the adjectival movements, with linkages to the global dimension themes of social justice, human rights, environmental (later ESD) and inter and multi-cultural education. Richardson (1990, pp6-7) noted a tradition of 'challenging inequalities in society', which the S/NELP often inculcates in participants. Critical pedagogy supports such developments, interweaving with DE and CE theory.

The designation in the late 1990s of the UN's MDGs had brought DE to a wide global audience, but arguably created a deficit position for many in the South (Bentall, 2009; Martin, 2010b). This is problematic in the context of my research from a PC critique, if the underlying causes and practices of the deficit are not explored. In Europe usage of 'global education' has been preferred over the term DE in recent years. Bourn (2011a) claimed that this is because authors such as Scheunpflug have stated development is an 'outmoded concept'. To achieve the MDGs by 2015 the 0.7% ODA pledge may be criticised for averting attention from unpicking the practices 'imposed by the North as a global institutional order', which created and sustained global inequalities in the first place (Dobson, 2006). Adopting a PC framework, Andreotti stated that: "what emerges is a moral obligation to help/

intervene based on a position of privilege” (2008a, p58). Within the S/NELP later chapters of this thesis demonstrate examples of helping interventions, which can be critiqued in similar vein (see for example Figures 13, 14, 16, 19, 22, 23 and 25).

From a geography teacher’s perspective in English schools DE may still refer to the process of students learning ‘about Development’, gaining knowledge of places ‘at differing stages of economic development’ (Lambert and Morgan, 2011; Leonard, 2011), in response to the requirements of the Geography National Curriculum documents (DfES, 1988; 1991; DfEE, 1995; DfEE, 1999; DfES, 2001; DCFS, 2007; Walford, 1995). This replicates a N/S relationship in which the South ‘provides’ educational resources for the North, as the North exploits Freire’s ‘oppressed’. ‘Topical geography’, based on a S/NELP can present the South from a deficit position; this position is challenged from a PC perspective (Martin and Griffiths, 2010).

Studies of climate change and ESD can, by identifying the “notions of justice and complicity in harm, or responsibility towards the other” shift learners’ interpretations from a deficit position towards co-responsibility, stressing the interdependence between peoples. Such studies can all be explored through the S/NELP (Pickering, 2008; Williams, 2006a, 2006b), a link presenting a context for such learning.

Kumar (2008), an Indian DE academic, also stressed the role of participation in DE theory: “One of the larger global goals of DE is to ensure that development is not pro-rich, monopolised and manipulated. Rather, it should be participatory involving people and communities at the grassroots level... in its pedagogic attempts” (p43). He claimed too, making a link to critical pedagogy, that “Over the past decade, DE has been advocating a more central pedagogic place for ‘voice’, ‘dialogue’ and

‘dialogical learning’” (Kumar, 2008, p44). His conclusion reiterates goals of DE (and critical pedagogy) cited by Teach First geography teachers:

To develop pupils’ ways of thinking; ‘deep thinking’...  
Equipping learners with more than just content and even perhaps the skills we automatically incorporate into teaching and taking that further to raise awareness, encourage reflective (sic) thinking and engage students in the why of their learning

(Leonard, 2011)

The participatory element, promoting individual action for social change, is one for which DE (Hartmeyer, 2008), Global Learning (GL)<sup>12</sup> (Standish, 2012) and school geography have been criticised (Standish, 2007 and 2009; Wilce, 2003). The context of the S/NELP can also be tricky, since resultant ‘reflective’ thinking may lead to action for change, ‘involving people and communities at the grassroots level’ advocated by Kumar. Krause (2010) recommended that DE actors/ stakeholders follow the European Development Education Consensus proposition (DEEEP, 2007), explicitly excluding Aid and charity: “Development Education and Awareness Raising are not concerned with activities that promote or encourage public support for development efforts per se... They are not concerned with charity” (Krause, *op cit*, p34). Yet a common objective of DE is contributing:

To the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development.

(DEEEP, 2007, p5)

I contend that participation may be concerned with charity; Smith (1999 and 2004) and Cross et al (2010) have remarked that young people’s understanding of DE in school was associated with charity fund-raising (See also Bourn and Brown, 2011,

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<sup>12</sup> <http://media.bloomsburymediacloud.org/media/global-learning-debate> Accessed 29 December 2013

p15). Such charity may engage S/NELP participants, not just those in the North; “participation in democratic actions to influence” could inspire critical consciousness in teachers, students and others (see Figure 2, p80). In many schools in the S/NELP, often in response to DE engagement, a desire to transform society and to bring about a just and fairer world creates a major dilemma (and tensions between DE, PC and CE). Cornford (1912) defined theory as “passionate sympathetic contemplation”. Students’ and teachers’ ‘sympathy’ or empathy for others in the S/NELP can result in development cooperation, or a ‘passion’ to transform situations faced in the global South, or for linking participants to aid others. Bourn and Brown (*op cit*) noted that young people participating in the “Act Global” students’ site explained their concern about global poverty was motivated by a sense of injustice and “often talked in terms of poverty being ‘sad’, ‘bad’ or ‘unfair’” (p24). Act Global was a Citizenship Foundation project, which through online fora and teaching resources supported DE (or GL) for young people.

Asbrand’s 2008 comparison of two young people’s groups’ DE engagement in Germany found that a volunteers’ group felt “certain about their knowledge and there is no consideration of non-knowledge or different perspectives”, when compared to her other group who only learnt about DE through discussions at school (Asbrand, 2008, p36). This suggests that the volunteers had gained a greater depth of intercultural awareness and openness to others’ perspectives as a result of their active engagement in Development Education. Something similar could occur, with a similar result of a “self image of being active” (*Ibid* p37) within a S/NELP, particularly when Visitor Exchanges ensue (possibly true for adults and students alike). The tension between DE curriculum content (represented in my research by the GD key concepts) and those seeking a transformational educational outcome are

evident. In a S/NELP this challenge could present when participants engage in resource transfer at the instigation of the parties in the relationship.

Critical engagement in advocacy and in the process of development is difficult and controversial. Scheunpflug (2008), a leading German academic, is insistent that controversy must remain controversial and requires that both dissent and a multiplicity of perspectives are manifest. She argued that to facilitate students' ability to discuss these different perspectives and different ways of achieving social justice NGOs require a clear understanding of the separation of their DE role from their lobbying and campaigning, whilst acknowledging, like Krause, that in practice these functions are interlinked. In the S/NELP these may rather be interwoven and intricately enmeshed, students' and teachers' responses to DE (perhaps inspired by a NGO's resources) contributing to Kumar's participation: "involving people and communities at the grassroots level" (Kumar, *op cit*). The creation of Southern schools may even result. All appear to negate Krause's exclusion of charity.

Shaul contends: "there is no such thing as a neutral educational process"; when education becomes the "means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world" (in Freire, 1996, p16) the process will lead to tension and conflict; I concur.

Subsequent chapters in this thesis make numerous references to examples from the S/NELP in which young people and adults actively take part in such non-neutral educational processes. Critical pedagogical discourse can facilitate such learning.

Figure 2, page 80, illustrates how this might apply in the S/NELP; the image it refers to, Figure 3, page 81, was captured during my data collection in a Ugandan children's centre (See Chapter 6). Two examples of types of reading are selected to

demonstrate this discourse, critical literacy and liberal-humanist critical reading.

**Figure 2: Distinguishing two types of reading.**

Adapted and expanded from OSDE: “How is critical literacy different from other forms of reading?”

(OSDE, undated, p.10) and Cervetti et al, (2001)

| <b>Liberal-Humanist Critical Reading</b><br>Types of questions: possible answers  | <b>Critical Literacy</b><br>Types of questions: possible answers  |
|---|---|
| What is the context of the image?<br>A primary school somewhere in Africa<br>To whom is the image addressed?<br>DE practitioners in Northern schools; infant school teachers in N and S schools.  | What are the assumptions behind the image?<br>That the ‘reader’:<br>Will engage with the photo content.<br>Will discern familiar resources and situations in the classroom.   |
| What is the intention of the photographer?<br>To show similarities and differences between this class and an equivalent UK primary school class.<br>What is the position of the photographer? [His/her political agenda?]<br>Agenda is to encourage collaboration between professionals.<br>What is the photographer trying to say and how is he/she trying to convince/manipulate the reader?<br>Primary school teachers may encounter similar circumstances in their daily routines.<br>Why has the photo been taken in this way?<br>To counteract stereotypes portraying negative images of education in African primary schools and show the reality for a Ugandan infant school teacher.<br>To illustrate progress towards UN’s MDG 2, to promote UPE.<br>To encourage empathy in those viewing the image and ‘reading’ its content. | How does the photographer understand reality? What is shaping his/her understanding?<br>The photographer has existing knowledge of teaching in a primary school<br>The photographer is familiar with the requirements of the curriculum being delivered<br>The photographer is aware of the constraints faced by the practitioner in her classroom<br>Who decides (what is real, can be known or needs to be done) in this context? In whose name and for whose benefit?<br>Taking “what needs to be done?” the teacher and her colleagues seek to provide activities which sit within the new National Curriculum for infant school students in Uganda. They aim to include appropriate materials, challenging learning objectives and a range of assessment appropriate to the context for the students in the class. |
| Reality: (ontology)<br>Exists and is accessible, but it is often translated into false representations<br>For example: this class is composed of students of similar age in a top infant class, some students are much taller than others   | Reality:<br>Exists, but is inaccessible (in absolute terms) - we have only partial interpretations constructed in language<br>For example: some of the students taught here are considerably older than the age cohort associated with ‘top infant’ classification.   |
| Knowledge: (epistemology)<br>False versus true interpretation of reality  | Knowledge:<br>Always partial, context dependent (contingent, complex and dynamic)   |
| Instructional Goals:<br>Development of higher level skills of comprehension and interpretation  | Instructional Goals:<br>Development of critical consciousness   |

Leonard, 2011



**Figure 3: Maths lesson in Ugandan children's centre top infants class**

Leonard, 2009



“With critical consciousness as a prominent goal of literacy learning, students not only read texts critically, but they also become actors to transform society” (Cervetti et al, *op cit*). Applying the types of reading from Figure 2 to the photo from my Ugandan children's centre an intended audience of UK infant school teachers reconceptualize what it means to teach Maths to a top infants class whose homes may be the school hostel predominantly occupied by HIV/Aids orphans, or a ‘slum area’ of Kampala, with “kids picking around the rubbish something to eat... if you moved to their homes, you could really cry” (NK, SJCC, 3-7). This quotation emanates from the centre's Ugandan financial bursar (not from a Northern gaze).

As our understanding of the causes of inequality in the world improves, which critical literacy promotes, through “educational practice that focuses on the relationship between languages and world views, social practices, power, knowledge, identity, citizenship, inter-cultural relations and global/local issues” (TOE Exeter University seminar, 2008) learners may seek to facilitate social (or political, economic or environmental) change. A geography student (or teacher) viewing Figure 3 might determine to become an actor ‘transforming society’ (Selby, 2001; Sterling, 2001), to instigate collaborative work with their counterparts in other schools (Plan, 2009), or

to work for an NGO or charity addressing educational disadvantage (PEAS, Teach First), or to pursue a leadership career in teaching.

In this section I have sought to demonstrate how the strands in my theoretical stance can inform an understanding of the role of the S/NELP in promoting DE.

The fourth and final part of this section examines how DE, PC, CE and critical pedagogical discourse can relate to my final area of research interest. Those in the South think of the term 'recipes' as sets of recommendations that can lead to successful S/NELP relationships. Again this aspect of my work is rooted in PC theory, but supported by critical pedagogical discourse. If those in the South seek to establish new relationships with those in the North there may be commonalities between their perspectives, these could represent good practice to others. Equally, should Southern perspectives suggest problems and omissions, hurdles that could create misconceptions, unreliable stereotypes, and the antonyms of characteristics supporting 'sustainable' S/NEL relationships then it is hoped that my research can make a contribution towards that understanding too.

#### **2.2.4 What are Southern 'recipes' for successful S/N Educational linking relationships?**

Freire (1996) contends that the 'oppressed' should not be spoken for. His contention and the urging of PC theorists to confront Western hegemony underpins the fourth main area of my research: to create opportunities for those at the Southern end of the S/NELP to share their views on what constitutes success and how it can be achieved.

Ideally, PC theorists might promote such Southern excluded voices being sought by a Southern researcher; this is evidently not the case in my research. However my

understanding of what constitutes 'oppressed' now extends beyond a simplistic N/S binary. If it is not the 'Northern' geographic positioning which is the issue, but rather an élite professional 'class' or intelligentsia, to which all researchers belong (Spivak, 2003), then there is no advantage gained by employing local Southern research personnel. The final area of my research creates a voice for Spivak's 'subalterns', so that "The marginal can speak and be spoken, or spoken for" (Spivak, 1994).

I would not wish to contribute to new disparities created as a result of this research process. I heed Andreotti's warning that by 'benevolent engagement' with Southern research 'collaborators', perhaps as an advocate, there is a risk of exacerbating problems (Andreotti, 2007a). In summary, Andreotti has argued that to understand recurring DE themes, those in the North and the South need to unpack their pre-existing dispositions, to 'unlearn' and then relearn. This requires time for personal reflection, the facility to identify the underlying influences on our 'knowledge' and openness to non-Western hegemony. Critical pedagogy supports such reflection, as promoted through the OSDE methodology and TOE.

In 2011 Andreotti succinctly identified her interpretation of the main contribution of PC to educational thinking thus:

It creates the conditions for "the possibility of theorising a non-coercive relationship or dialogue with the excluded 'Other' of Western humanism" (Gandhi 1998, 39) and for "thinking our way through, and therefore, out of the historical imbalances and cultural inequalities produced by the colonial encounter [through a] systemic critique of institutional suffering" (p176).

All my primary data collection in African schools took place in formerly colonised countries; in each case the Northern end of their links is in the UK, which represents a former colonising power (although colonisers had included others in Ghana and Tanzania). Young people in my focus groups and adults alike in interviews identify in

later chapters how these 'legacies' are experienced in the S/NELP. At present the 'South' (Gandhi's excluded 'Other') has a voice that is frequently only heard if the 'North' relays the voice and the message; a postcolonial critique could silence my attempts to broadcast and disseminate these Southern voices, if applied too stringently in this research process.

My response to PC authors such as Andreotti, Kapoor, Sharp, Spivak (1988, 1990, 1994, 2003) and Young (2003), indeed Freire too (*op cit*), is that 'subalterns' and/or those who represent them, should be free to make their own choices, even if such choices do appear to want to 'world the world as West' and this messenger is from the North. What a Southern school (or interested Southern parties) views as successful introduces an element of evaluation which could be difficult to achieve in my research, if my informants are unaccustomed to taking part in the evaluative process. Ring (2011) highlighted this, suggesting that in expressing critical opinions people are able to project more power, whilst those less comfortable voicing criticism can appear as losing power. This could occur in the S/NELP and my research.

In this brief review of relevant literature relating to the evaluative process more tensions are again evident between the strands in my theoretical stance. This section has briefly considered how Southern evaluations of success in the S/NELP can be informed by my theoretical stance. It has drawn particularly on PC authors, Freire's "Pedagogy of the Oppressed" (1996) and critical pedagogical discourse.

## 2.3 Conclusions

This chapter relates the S/NELP and this research to broader philosophical frameworks and perspectives in the theoretical literature. It was written to clarify and elaborate on the theoretical underpinning of my research. Four perspectives or lenses have been explored. Three DE, PC and CE have been shown to complement and challenge one another; all support the theme of 'critical pedagogical discourse', which is dominant in my research. Some may assume the last is subsumed by - or subsumes - the others (Lambert, 2011). They are to an extent mutually dependent and often inextricably linked, as shown in Figure 1.

All my theoretical strands now inform my research, in particular its methodology, to create an effective (and possibly a contested affective) platform for Southern voices in the complexity of the S/NELP.

CE applies to this research in African schools. A CE approach in isolation could cement unequal power relationships. In contrast PC would necessitate thorough self-reflection. Drawing only on a CE theoretical perspective could result in 'thin' learning, which Andreotti, (various), Disney (2004, 2007), Geertz (1973), Martin (2007, 2010), Ryle (1968) and I (2008 and in later chapters of this thesis) all rail against. Bourn's 2005 claim (citing McKenzie, 2003) merits consideration in this context:

One cannot learn and understand about the causes of poverty and inequality without the development of critical and analytical thinking, respecting views and having a commitment to social justice.

It is highly unlikely that those engaged in the S/NELP will never encounter what McKenzie describes. Hence an understanding of DE and critical pedagogical discourse are appropriate in this chapter and to this research.

The frameworks of PC and CE fit best the context of DE and the S/NELP. From them S/NELP relationships deliberately created 'across boundaries' between schools whose circumstances differ on a range of parameters, derive particularly effective critiques. Both support approaches to critical pedagogical discourse drawn from critical thinking (Cervetti et al., 2001) and critical literacy (See for example Andreotti, 2007a; Andreotti and Newell-Jones, 2007; Bourn and Leonard, 2009; Burr, 2008a; de Souza, 2008; Martin and Griffiths, 2010). The key lesson I took from Spivak's PC work is to be aware of the risk of research 'informants' or 'collaborators' taking part in my research 'worlding the world as West'. I should challenge any implications of Eurocentrism, and projection and reproduction of 'ethnocentric and developmentalist mythologies' onto Southern 'subalterns' or informants as their representatives (Kapoor, 2004), even if my help is sought by those individuals.

This chapter has identified implications originating from DE, PC and CE theory, and critical pedagogical discourse for this new research and the four areas of the S/NELP which it focuses on. Global understanding of culture, ethnicity, values, aspirations etc. is vital to humanity's progression; all are central to the S/NELP. The themes explored in this chapter have highlighted, in their various ways, how broader perspectives in the literature underpin the "multiplicity of complex conceptual structures, many of them superimposed upon or knotted into one another" (Geertz, *op cit*) found in the S/NELP. I have argued for a borrowing from the canons of DE, PC and CE theory, not just one, acknowledging that while there may be tensions between them, examination of these strengthens my theoretical underpinning. It has suggested that within a critical pedagogical discourse, which owes much to all three, the S/NELP can draw upon an approach such as OSDE.

This chapter contributes to the field in the following ways:

1. It sets out a combination of theoretical perspectives, reviewed in the context of my research sub-questions for the reader.
2. It raises issues in which tensions between DE, PC and CE theory are apparent and seeks to identify how these conflicting theories can strengthen my research. In seeking to promote the identification of different perspectives, to enable critical voices to be heard, this chapter has replicated aspects of critical pedagogy; I hope that this research may do the same.
3. It questions PC and DE critics of fund-raising and charitable initiatives and interventions in local Southern communities.
4. It suggests opportunities for the application of critical pedagogy. Primarily it locates itself within a “broad critical pedagogical discourse”.
5. Most importantly perhaps, it has identified a central role for Critical pedagogy, facilitating transition from CE to PC.

My methodology (see Chapter 4) specifically creates a structure for Southern voices in Ghana, Uganda and Tanzania to respond to the S/NELP. As a result of participation in this research, through focus groups young people in the South can explain how their participation in the S/NELP contributes to their awareness of DE. It is hoped that their perspectives will be disseminated through future publications, including papers presented at conferences. It is also an aspiration that these and other research findings can be shared with agencies promoting the S/NELP, adding to an evidence base of how the S/NELP may contribute to DE.

Following completion of this research others can access Southern perspectives of a

phenomenon that affects thousands of young people and their teachers, addressing concerns that while S/NELP benefits for Northern parties are evident outcomes in the South are less well understood (Collins, 2007; Gaines, 2006).

Other burgeoning literature, which has focused on the S/NELP over the last decade, in particular in response to changing UK government policy in this rapidly evolving area of work in UK schools, is critiqued now in Chapter 3.



## CHAPTER THREE

### LEARNING FROM OTHERS

The moral concern for teachers of geography is to help young people develop the ability to think critically

Geographical Association (GA), 2009

Literacy is no longer seen as a technology or a set of cognitive skills to be developed in individual minds, but as a socio-culturally situated practice involving the ongoing negotiation of meaning in continuously contested sites of meaning construction.

De Souza (2007, p4)

#### **Introduction: Development, Development Education and Geography teaching**

Development Education is an academic field that explores a range of concepts which can be taught within a geography curriculum in schools. A brief introduction to the origins of this relatively new phenomenon has demonstrated that NGOs promoting development, often perceived as charities, have provided many of the materials used by classroom teachers in Northern schools to study topics such as social justice, trading relationships between countries and material inequalities in development. At the same time a political desire to reduce financial inequalities between different people, particularly those with few material resources in the South and those rich people with much material wealth in the global North, through governments' Aid and ODA, has been a declared intention across International party politics. However the theoretical roots of this agenda sit more comfortably with the politics of the left and the ideas of Marx than with capitalism and right-wing governments.

I wrote in 2008 that one of the major areas of expansion in terms of UK government support for Development Education in the previous decade was through funding schools and NGOs, including International NGOs (INGOs) to promote and engage in linking between schools in the UK and the developing world, referred to in much of

the literature as North-South Linking, itself a reflection of the power imbalance between the schools engaged in these educational relationships. As Andreotti noted (2008a, p62) the terms “North” or “South” are used as metaphors relating to perceptions of privilege and poverty, as well as to global distributions of resources and power.

In the UK the S/NELP has a high profile within both Development Education and government policy interpretations of how best to deliver understanding and support for development issues within schools. Due to the complex nature of concepts such as international trading relationships, debt relief and why thinking geographically offers so much to the contemporary curriculum (Lambert, 2009) the critical literacy approach advocated by exponents such as Andreotti, De Souza and Spivak would appear ideally matched to promote the espoused moral concern expressed in the Geographical Association’s 2009 “Different View” manifesto and Lambert’s assertion in his inaugural professorial lecture at the Institute of Education that:

Geography is concerned with difference and diversity. So there are more questions: Who are these people around me? What is their family? What is their story? These are equally urgent questions for many and in addressing these we can take in various interesting and possibly challenging ideas such as ‘distant neighbours’ and ‘nearby foreigners’, diaspora, migration  
(Lambert, 2009, p14)

Geography curricula, taking each of the concepts espoused in this quotation from Lambert, can readily integrate the resources, activities, ‘real’ examples and lessons learnt, all through taking part in the S/NELP. Creative geography teachers, engaged in these relationships in schools, can bring their link into their classrooms or outdoor learning experiences, sometimes through the powerful learning of pupil-to-pupil interaction (Leonard, 2005). Cultural awareness and critical thinking that explores challenging ideas, can be taught through a link. To the quotation from Lambert I add other challenging ideas: globalisation, climate change, development, social justice

and increasing interconnectedness. These major concepts, which unite schools and the communities that they serve, make geography taught through the S/NELP personal, real and relevant for pupils and teachers (Knowles, 2000). While the S/NELP engages UK teachers from a variety of academic backgrounds geographers have instigated some educational relationships, actively promote the S/NELP (Disney, 2008b), or seek to integrate links into their curriculum (Pickering, 2008). Of 156 UK DGSP schools surveyed Edge et al found, for example, that geography was taught by nine per cent of respondents (2008a, p56).

This chapter's two main aims are firstly to address the context for the S/NELP and secondly to identify emerging issues and challenges these relationships pose for Development Education practice. The chapter commences with a review of UK policy changes since 2000, and recent debates in this area; it suggests areas that could focus future research.

Specifically based on existing literature and commentaries the chapter then elucidates three key areas: (a) How Linking relationships are defined, (b) Issues concerning evaluation of the S/NELP and (c) Why the S/NELP is a controversial issue, a theme outlined in my Theoretical Perspectives chapter.

This chapter attempts to isolate what makes an effective S/NELP.

In the light of responses to questions which I have raised, this chapter's conclusion poses five challenges, including those that have formulated my present research project, through my research question "How does the S/NELP affect Sub-Saharan African schools, in Ghana, Uganda and Tanzania?" As stated earlier, to explore this question, in 2008 the following sub-questions were constructed.

1. How does the S/NELP affect those in schools?
2. How does the S/NELP affect local communities served by these schools?
3. How does participation in the S/NELP contribute to Development Education?
4. How important is the S/NELP to participants in Southern schools?

These have undergone several revisions as my research has evolved.

### **3.1 Policy changes and their impacts on the S/NELP**

The reasons why a national government might be interested in the S/NELP may emanate from their domestic and international agenda.

The impetus may originate from different government departments, each with differing priorities and differing political agenda. In the UK since 1997 this has ranged from the Ministry responsible for Education known variously as the Department for Education and Skills (DfES), the Department for Children, Schools and Families (DCSF) and rebranded again in 2010 as the Department for Education (DfE), to the Department for International Development (DfID), with development aims, to H.M. Treasury. Arguably not all the underlying reasons sit comfortably with the aims of Development Education. This overlap and the need to streamline the UK government's approach led to a major consultation, citing:

The government is committed to continue its focus on promoting learning about the interdependence of our world through the UK education system. This means encouraging children and young people to think critically about development issues, for example, the causes and consequences of poverty, for both moral reasons and because our futures are inextricably linked

(DCSF, 2009; p5)

From a PC critique this quotation may hint at cultural imperialism. The exact status of the Conservative Liberal Democrat coalition government's policy on linking is not

completely clear. Praise for the school linking aspect of DfID's activities, in a major consultation in 2011<sup>13</sup> had been cited on the department's website in 2011. In an era of economic austerity, when other MEDCs' budgets for Overseas Aid have seen reductions in expenditure this had confirmed my 2008 claim about the UK government's dual belief in the S/NELP as an effective means in schools of raising awareness about Development and its role in promoting Development Education. In March 2012 the situation changed, signalling the 'closure of DGSP' the UK's flagship school linking programme, as demonstrated in this quotation from DfID's website<sup>14</sup>:

The Global School Partnerships (DGSP) programme has awarded final grants to schools, but will continue to provide support and advice to schools completing their grant activity until March 2013.

The Department for International Development (DfID) is committed to continuing support for school linking beyond the closure of DGSP and is currently looking at how this can be done to ensure a high quality service to schools that also represents value for money for the UK taxpayer.

For UK schools other major changes which may have affected the S/NELP, since 2000, include the introduction of Citizenship as part of the National Curriculum in England, Wales and Scotland, the DfES's "Putting the World into World Class Education- an International Strategy for Education, Skills and Children's Services" (2004), their guidance paper, "Developing the Global Dimension in the School Curriculum" (2005) and QCA's "The global dimension in action" (2007). Indirectly "Every Child Matters" (ECM) (DfES, 2003) and other initiatives, such as an emphasis on social and emotional aspects of learning (SEAL), (DCSF, 2007) may also have had an effect on activities associated with the Linking process. Confronted with stark differences between the lifestyles of North and South, for example, how do teachers help pupils to cope with their emotions of either helplessness to alter the

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<sup>13</sup> <http://www.dfid.gov.uk/Work-with-us/Consultations/Closed-consultation> Accessed 28 March 2012

<sup>14</sup> <http://www.dfid.gov.uk/Get-Involved/In-your-school/global-school-partnerships/about-DGSP> Accessed 28 March 2012

status quo, or their desires for active participation to effect change and create a 'better' world?

Alongside these changes has been the development of initiatives including the Commission for Africa, British Council led 'Global Gateway' web-portal criticised later in this chapter by Southern educationalists, British Council's Connecting Classrooms, DfID and HM Treasury's "The World Classroom" and the BBC's World Class project<sup>15</sup> with its emphasis on UK links with African schools. An apparent conflict was observed in published materials on the British Council managed web-portal of a case study between Northern schools' fund raising activities or 'aid' and DfID's refusal of DGSP grant funding applications where "there is evidence of a one-sided or charitable relationship". In 2008, of six case studies on the web-portal<sup>16</sup>, in one featuring a South-North Link a UK Primary School Deputy Head Teacher reported a School Linking visit and cited four out of ten ways forward which directly referred to such 'assistance' initiatives.

"The intention of the BBC World Class project is to raise awareness of the benefits of international school linking with our audience and support linking through our online service". In March 2012 DGSP's website also emphasised the digital aspects of the S/NELP, advising schools to consult the British Council's Schools Online site, for advice about "up to date information about new sources of funding".

I suggest that both present a disadvantage to Southern schools that cannot promise Internet access to potential Northern partners.

All of these initiatives have and will influence the nature and form of the S/NELP

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<sup>15</sup> <http://www.bbc.co.uk/worldclass/17272904> Accessed 28 March 2012

<sup>16</sup> [www.globalgateway.org.uk/default.aspx?page=3315](http://www.globalgateway.org.uk/default.aspx?page=3315) Accessed January 6 2008

between the UK and the global South. Possibly UK Linking with the South is witnessing a divergence between relationships with African schools and the Linking Process with other Southern participants (Egan, 2008; Leonard, 2012a). Perhaps the former is more akin to aims of Development, rather than the aspirations of 'partnership' or Development Education. If so then perhaps it is the contribution of such relationships to "promoting a global partnership for Development" that will shape future links and partnerships; this is also the final UN Millennium Development Goal (see Chapter 5, and Chapter 7).

In the UK both Citizenship and England's Global Dimension in Schools have arguably served as an impetus for the establishment of global school relationships, stimulated by DfID's increased funding from 2006 for its DGSP programme:

Following more than a doubling of present funding for DfID Global School Partnerships, the programme is announcing a significant increase in the number of grants available for partnerships between UK schools and schools in Africa, Asia, Latin America and the Caribbean

(DfID, London 28 June 2006)

What do we really know about the impact and effectiveness of such funding?

Whose interests did such additional expenditure serve? Do we know what happens to the S/NELP when such grants cease (Leonard, 2012a)? Will Linking help to bring about Andreotti's complex, complicated, difficult, worthwhile or potentially thin and superficial understanding about the themes which emerge when schools explore the similarities and differences between their respective communities? As Vavrus warned (2003) will some:

Adopt homogenising discourses which fail to capture the diversity and complexity of the developing world, trivialise poverty, and prioritise individualised responses to development problems? (sic) Representations of development which emphasise difference and reinforce us/them dichotomies between the 'First' and 'Third World' are unlikely to establish global interconnectedness or inform the practice of solidarity with the majority world; concepts which are central to development education's radical agenda. It is suggested, therefore, that some development narratives need to engage more deeply and critically with the structural dimensions of poverty as well as the international political-economic contexts and conditions that impact on society's capacity to 'develop'?

(Cited in Bryan, 2008, p 26)

Like Doe (2007) I have expressed similar concerns (2004 and 2005) about the drive to meet UK government targets for large-scale participation in linking set for 2010. Doe inferred that to accommodate the required number of 20 000 new links the majority, 17 000, would have to be in primary schools; can such young pupils achieve a deep understanding of the complexity of global interdependence or is tokenism inevitable, based on pupils' intellectual development at this stage?

The 2004 "Putting the World into World Class Education" launched by the then Department for Education and Skills (DfES) declared that every school and college in England and Wales should have, by 2010, a partnership with a similar institution somewhere across the world. As a 2007 DfID statement acknowledged: "a rapid growth in the numbers of UK schools engaged in partnerships with schools in the global South is being promoted by government departments". What the DfES could not confirm to me in 2006 was how many were intended to be with Southern schools. This question was posed again three years later to the rebranded DCSF but remains unanswered<sup>1714</sup>.

It is contentious to infer that laudable outcomes will always emerge from the S/NELP when project grants are awarded and teachers attend continuing professional development training or when Visitor Exchanges are organised. Some Southern

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<sup>14</sup> See correspondence with DfES and DCSF in Appendix (vi).



schools are no longer engaging as hosts in Exchanges since they question the reciprocity and Southern benefits of this aspect of the Linking process (Burr, 2008a). Cook and Maurice, the former of Cambridge Education Foundation, the latter of UK One World Linking Association (UKOWLA) commented for example that the “Putting the World into World Class Education” strategy “set in motion countless school partnership initiatives, some of significant value and others that resulted in detrimental relationships with their partnership institution”(Edge et al, 2009a, p3). If schools were to adopt Clare Short’s 1999 aim, declared when she was Secretary of State for International Development, of every UK school forming links with Southern schools, then I and several others currently contributing to our knowledge base on the S/NELP urge caution (Andreotti, 2007a, 2011; Burr et al, 2007; Disney, 2004; Egan, 2010b; Leonard, 2008, 2009, 2010, 2012; Martin, 2009; Pickering, 2008; Regester, 2011a; Ring, 2011).

Other UK policy changes that are likely to have impacted on the S/NELP include “The World Classroom” launched in January 2007,

Building links between schools across the world, bringing pupils together, sharing experiences and learning will help us tackle the challenge of providing education for all <sup>1815</sup>  
(Hilary Benn, in DfID, 2007 p2)

and the 2009 Sustainable Schools National Framework, which set long term UK government targets for 2020. This comprised “eight ‘doorways’ through which schools could choose to initiate or extend their sustainable school activity”, one of which is the Global Dimension:

By 2020 the Government would like all schools to be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

(DCSF, 2008, p4)

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<sup>15</sup> UN MDG2 is to achieve Universal Primary Education (UPE). This was stated when Benn was Secretary of State for International Development

The clearly expressed intention for UK schools to act as models of Global Citizenship might be viewed as another imposition of Northern values on Southern partners. This statement appears indicative of postcolonial paternalism and unequal power relations, rather than the reciprocal learning espoused by organisations such as the British Council, the Development Education Association (DEA), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and UKOWLA. Such an inferred 'civilising mission' could assist in maintaining the West's hegemonic position in the ongoing globalisation process; this could also exist within the microcosm of the S/NELP. Power relations are elaborated upon in Chapter 4.

### **3.1.1 UK Policy changes, May 2010-2014**

The change of UK government in May 2010, replacing a thirteen-year-old Labour administration, with a coalition government, of Conservatives and Liberal Democrats, has affected the S/NELP in several ways. Following a consultative exercise with agencies working in Development and Development Education (Bourn 2010; Fricke, 2010) the major change has been a removal of government-funded support for awareness-raising about Development and Development Education. In turn, several NGOs have lost sizeable financial contributions, necessitating a re-examination of their education roles.

For the S/NELP in Ghana, Uganda and Tanzania, this has had three main effects: (i) The DGSP programme has been withdrawn and is partially replaced, with a new British Council "Connecting Classrooms" partnership programme (see appendix (xiii)); (ii) Two NGOs with their own school linking programmes have ceased their engagement in the S/NELP (Bourn and Cara, 2013; Bourn and Kybird, 2013) and (iii) DfID support for Development Education/Global Learning coalesced into a major new scheme, the Global Learning Programme (GLP), introduced from 2013 in English

schools, working in collaboration with the Education publisher Pearson and several other interested organisations, including NGOs, the Geographical Association and academic institutions:

The Department for International Development (DfID) is funding the Global Learning Programme (GLP) to give every child in the UK the opportunity to learn about the world around them, about the essential facts of poverty and underdevelopment which face children their own age in other countries and to develop the knowledge and skills to make judgements about global poverty, its causes and what can be done to reduce it.

The GLP will target students at Key Stages 2 and 3 with the intention of having an impact in 50% of maintained primary, secondary and special schools across England.

(Update February 2013, Accessed 19 February 2013 <http://www.thinkglobal.org.uk/news>).

### **3.2 Defining School relationships in the S/NELP**

Bourn (2008) has outlined the historical context of Development Education and as he states, a degree of consensus emerged in the 1990s by NGOs across Europe to summarise the meaning of the term, although it is generally less well understood in the 'South'. There has however been far less consensus over what is meant by the language used to describe school participants in the S/NELP (Andreotti, 2006b; Doe, 2007; Fricke, 2006; Leonard, 2004; Martin, 2007; Whitehead, 2006). Schools may view their relationships as links, partnerships or something else; those engaged in these associations at the different 'ends' may select different language to describe their participation. The Central Bureau (for Educational Visits and Exchanges), subsequently part of the British Council, applied this definition:

A North-South link between schools in the UK and Africa, Asia, Latin America or the Caribbean, is a partnership which is long-term, fully reciprocal, and embedded in the curriculum

(Central Bureau, 1997)

Edge's definition of a school partnership (2009): "two schools working together for some purpose" is a basic, far simpler interpretation than the Central Bureau's 1997 often used description, yet this may conflict with how those engaged in the S/NELP interpret and value such relationships. If this basic interpretation underpinned her

“North South School Partnerships” (NSSP) teams’ research it suggests that a consensus was lacking.

The Central Bureau’s 1997 definition (*op cit*) however still underpins the idealised rationale for South/North linking espoused by several UK NGOs and INGOs supporting the S/NELP including the British Council, Cambridge Education Foundation, UKOWLA and Voluntary Service Overseas (VSO), the agencies which managed DfID’s DGSP linking programme until 2013.

The notion of an association between schools, in the context of the S/NELP can encompass a wide range of participants and phases in education, from early years (under 5) and primary (first stage compulsory education) through to secondary (aged 11 and over in the UK), including special schools and those in government and private sector schools. A school’s association with another institution may explore aspects of learning and understanding, both within and beyond the confines of the taught curriculum. These are explored more fully in my research findings chapters, Chapters 5 - 7. This might include developing an awareness of the richness of the other’s culture and ‘intercultural awareness’. It might also just be the enjoyment and positive experiences that come from enjoying the opportunity offered by a Visitor Exchange, although such a ‘tourist gaze’ is problematic too (Andreotti, 2008a; Burr, 2008a; Quist-Adade and van Wyk, 2007). Andreotti has argued (2008b): “From a Foucauldian perspective NOTHING is neutral or innocent”. Pupils and teachers talking together and potentially developing personal friendships or sharing in new activities, as evidenced at <http://schoolsonline.britishcouncil.org> and in a range of personal testimonies and reports compiled by participating schools, are other aspects of the S/NELP.

If the S/NELP covers a wide range of approaches, forms and contacts between schools, I maintain that there is a need to discuss and debate how those in the 'South' describe their schools' S/NELP relationships and to plead for Development Educators' application of greater conceptual clarity and rigour in our application of terminology, whilst hearing the advice below. Other DE practitioners and academics have questioned the value in this exercise:

I'm wary of investing too much effort in the definition of terms having spent 20 plus years being involved in discussions about Development Education terminology. Having said this DGSP has deliberately gone for the term partnership rather than link to convey a more lasting, reciprocal relationship.

(Najda, 2008)

This is a structuralist view of language. Who should decide the universal meaning of things and the parameters for 'rigour'?

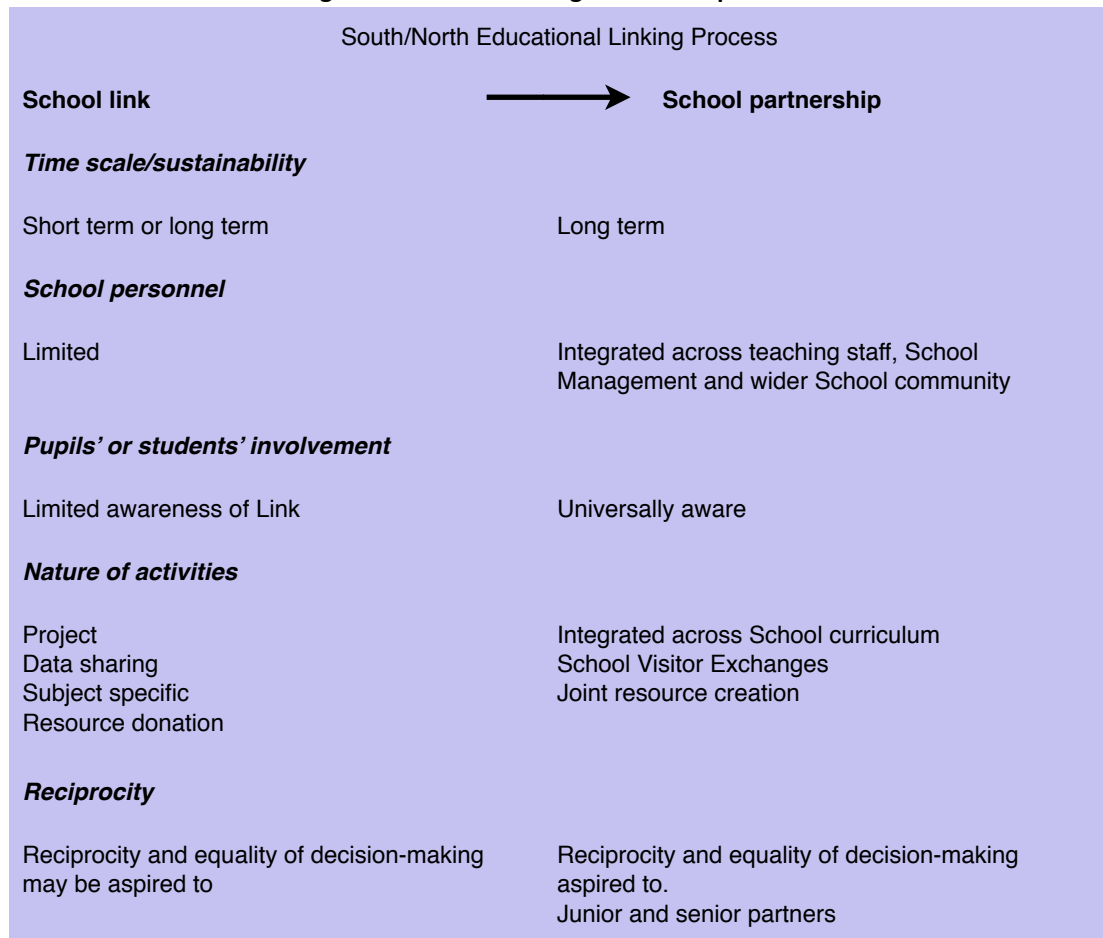
(Andreotti, 2008b)

A key question I still pose is a need to clarify what is meant in the South by a partnership or a School link ([www.ukowla.org.uk/main/toolkit.asp](http://www.ukowla.org.uk/main/toolkit.asp) Accessed 26 January, 2008: 17.43; Leaflet 3: Partnership). If relationships are long-term, fully reciprocal partnerships embedded in the curriculum, as in the Central Bureau's definition, they fit on the far right of my Figure 4, page 102, as 'School Partnerships'. This consideration of naming of S/NELP relationships, by those in the South, is returned to in Chapter 4 (see page 178).

Ashmead, (2004), Burr (2008b), Scoffham (2008) and Whitehead (2006), argue that we should value the outcomes from short-term associations, not just long-term partnerships and effective links may not be embedded in the curriculum. Short-term projects of mutual interest can serve as a way for schools to engage and longer term relationships may develop as a result of first working together. A variety of examples of the S/NELP can be located somewhere on my proposed continuum in Figure 4. If not all the 'School partnership' indicator characteristics are evidenced the parties are

still involved in the S/NELP.

**Figure 4: A School Linking - Partnership continuum<sup>19</sup>**



Leonard, 2008

Doe (2007) traced '1,667 overseas partnerships in 1,310 UK schools involving 105 different countries'. On behalf of UNESCO he trawled 'for as many UK international school links as could be found'. He drew on the BBC World Class website, entries to The Times Educational Supplement (TES) Make the Link Awards and relationships known to various NGOs, link support agencies and DECs.

What however is uncertain is the status of the associations he identified or their locations on my Figure 4. He noted:

<sup>19</sup>Indicator Linking-process characteristics are italicised

The continuation of all the links found in this search for known links cannot be assumed. In each case a link was counted if there was a public record of its existence and the identity and location of the school could be confirmed.

(Doe, *Ibid*, p8)

Edge et al’s research teams’ work focusing on the UK at the Northern end of linking relationships (Edge et al, 2008a; 2009a and 2009b), identified the pattern at the Southern end of the DGSP relationships, represented by schools in Asia and Africa, shown in Figure 5. They also recognised that “Since the mid-1980s there has been a growing interest in the development of partnerships between schools in the UK and Africa, Asia, the Caribbean and Latin America” (Edge et al, 2008a, p2). Their sampling was “based on the density of partnerships in each country... Country samples were selected to achieve a 95% confidence interval and the resulting sample from each continent” (*Ibid*, p9).

**Figure 5: Southern DGSP S/NELP participants, based on Edge et al (2008a, 2009a and 2009b)**

| Continent  | S/NELP surveyed respondents   |
|--|---|
| <i>Asia</i>  | <p>113 partnerships; 53 schools<br/>           26 in India, 20 in Sri Lanka and 7 in Pakistan<br/>           Detailed qualitative data in 2<sup>nd</sup> year: 7 cases<br/>           Response rate not cited in report.</p>  |
| <p><i>Africa</i><br/>           18 2<sup>nd</sup> year case studies were from schools in Ghana (3), Kenya (4), Uganda (3), South Africa (4) and Tanzania (4). (Source Table 1, 2009a, p7)<br/>           The full report (2009b) claimed only 17 were secured (p108)</p> | <p>631 partnerships; 321 schools<br/>           81 in Uganda, 82 in Ghana, 45 in Kenya, 34 in South Africa, 24 in The Gambia, 20 in Malawi, 18 in Zambia and 17 in Tanzania.<br/>           Detailed qualitative data in 2<sup>nd</sup> year: 18 cases<br/>           Rwandan schools were in the original sample, but none participated.<br/>           “Overall the response rate in Africa was 62%” (2008a, p52)</p> |

Leonard, 2010

The Africa landscape they studied comprised 321 schools, all in Sub-Saharan Africa; 163 in East Africa, 106 in West Africa. The final report (Edge et al, 2009 (a) and (b)) focused on the second year findings from 55 school studies across five African

countries. In 2012 I believed that they still hoped to publish “additional cases pending resource availability” for two South African and one Kenyan ‘school-level case study’, none from Ghana, Uganda or Tanzania (2009b, p124).

UKOWLA in describing when Southern and Northern schools form associations in which pupils, teachers and other members of a school or local wider community establish a working relationship, consistently refer to the term ‘links’ and not ‘partnerships’. UKOWLA therefore regard it as an important point that schools’ relationships or associations and links cannot automatically be defined as partnerships.

Writing to me as a critical friend Andreotti (2008b) remarked:

The question remains here: who should define and enforce the terminology? And even if this is desirable, with the split between practitioners and researchers in the educational contexts – is (this) viable in practice?

I would argue that those taking part in the S/NELP should ‘voice’ their perceptions of where their relationships fit or are located on Figure 4, page 102 - or indeed ‘voice’ other preferred definitions.

As noted in Chapter 2, my Theoretical Perspectives chapter, it could be claimed that in the last two decades of the twentieth century, Development Education was perceived as promoting greater awareness and understanding of development issues, sometimes adopting a postcolonialist approach (Andreotti, 2007a; Young, 2010). For some engaged in Educational Linking this meant gaining insight into the lives of those in the developing world, espousing rather that ‘intercultural awareness’ or ‘multicultural education’ theory underpins the S/NELP (Fennes and Hapgood, 1997; Gundara, 2000; Moree et al, 2008). For many the previous learning which had occurred in schools at both ends of the S/NELP was largely learning



“about the other”, by pupils and teachers alike, perhaps schools viewed these relationships primarily as ‘resources’ (Burr, 2008a). Today, however, Development Education generally focuses on exploring bigger global debates in education: Globalisation, Inter-connectedness, Sustainability and Interdependence. S/NELP relationships can facilitate such debates. Mark Collins, Director of the Commonwealth Foundation Council for Education in the Commonwealth warned (2007) that a ‘recent conference’ on the S/NELP held at Zonnebloem in South Africa:

Was a searching conference that raised quite a number of issues reiterated at a special session in the Stakeholders’ Forum of the Education Ministers’ Conference...The challenge for the future seems to be how to achieve a greater sense of empowerment in the schools at the developing country end, and how to encourage South-South links as well as North-South ones.

(Collins, 2007, p.4)

This section has posed the need to clarify our terminology, since within the classifications lurk dilemmas of power relations for people engaged in Development Education and for practitioners in the S/NELP. To what extent the debates on the S/NELP should be framed within and complement current debates in Development Education, (see for example Andreotti 2008a; Temple and Laycock, 2008) in relation to questions of power relations, social change, learning processes or Critical Literacy theory is less clear.

### **3.2.1 Power relationships**

Possibly the most important of the debates in terms of Development Education and the S/NELP is the issue of power relationships, which anchors this thesis. This theme is explored at considerable length in my Chapter 4 (see pages 164 - 169). When a Southern school embraces the opportunities offered by an association with a Northern one, Edge’s and DGSP’s definitions (Najda, 2008) imply they enjoy a partnership. Partners enjoy joint shares in a relationship, jointly take decisions and

complement one another. It can be argued that, “A partner participates in a relationship in which each member has equal status” (<http://www.thefreedictionary.com/partner>) and “works with others toward a common goal and hegemonic relationships”<sup>20</sup>. If we apply the term partner imprecisely to schools whose associations are merely links I worry that we are glossing over the uncomfortable evidence that schools may be far from equal. This potential power-imbalance is exemplified in a quote frequently referred to by Linking advocates, practitioners and researchers:

First you came to us as missionaries, then you came to us as colonisers, now you come to us as linkers.

(A Southern MUNDI conference participant in 2002)

I suggest we should view the process of South/North Educational Linking as a continuum, encompassing links and a variety of different types of partnership, as shown in my simplified model in Figure 4, page 102. Taking the ‘global dimension’ into difficult debates or dialogues that Bourn (2008b) has challenged Development Educators to explore, schools wherever they sit on such a ‘Linking-partnership’ continuum should not shy away from considering “previous assumptions and what they represent, where they came from. This involves not only accepting possible historical faults but analysis of economic and social divisions even within one’s country” (Sanches, 2010).

Critical Literacy advocates, such as Martin (2006) and Andreotti (2006a and 2007b), urge that suitably trained exponents should explore notions of educational change and tackle controversial, contentious issues within schools’ linking relationships. Or, as Disney (2004), has commented, the S/NELP could, without due care “come dangerously near to epitomising a new form of colonialism” (Disney, 2004a, p146).

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<sup>17</sup> [wordnet.princeton.edu/perl/webwn](http://wordnet.princeton.edu/perl/webwn) Accessed 21 February 2014

A question to consider is that perhaps a better term for many associations between Southern schools and their Northern counterparts would be 'global school relationships'. If the term 'partnership' is used too loosely I maintain that it devalues those relationships that are perceived as genuine 'partnerships' (2008, p70). Bourn (2008b) and Hicks' (2005) plea for Development Educators' application of greater conceptual clarity and rigour must be evident in our application of terminology. If we are describing a S/NELP relationship, in which the parties do not enjoy equality and common goals are not necessarily intrinsic to the association, but valuable educational opportunities can develop, it is a partnership if perceived that way by its participants. Applying Figure 4, page 102, students, teachers and members of the wider school community can still explore global concepts such as: interdependence, citizenship and stewardship, diversity, sustainable development, social justice, values and perceptions and human rights in a School Link. As stated in Chapter 4, since March 2005 these concepts comprised strands of the "Global Dimension" in English Schools. The term 'School Link' in my continuum acknowledges that until the financial element of the relationship and the role of linked schools in decision-making is one of equality it can be unhelpful, inappropriate or perhaps misleading to claim that schools already enjoy a partnership.

Andreotti (2008b) suggested:

To advance the debate at this stage, it would be necessary to establish some evaluation tools which could help educators identify and work through potential challenges (rather than criterias [sic] for classifications). The difference here is between normativism [sic] (establishing fixed universal parameters) and strategic (context dependent and limited) interventions.

There is also a need to clarify whose values are being used in the process, evaluation and research into the S/NELP. In response to Andreotti's suggestion (*Ibid*) the indicator characteristics to facilitate the placing of schools' relationships on such a

Linking continuum shown in Figure 4, page 102, were not intended to be exhaustive (An adaptation of Figure 4 is applied to my Ghanaian pilot study findings, in Figure 11, page 185). Figure 4 implies a need for care in the application of terminology, acknowledging that a continuum of global school relationships exists. I suggest that developments in a Linking process may not be unidirectional and participants in schools may not all share the same values. The parties in the S/NELP may perceive their relationships differently; sharing these differing perspectives could promote discussions about intended or hoped-for evolution of the process. Without such possibly difficult discussions perhaps the parties' relationship would encounter problems? Indeed advice to UK participants exists on how to discontinue S/NELP relationships, referred to as an "Exit Strategy" in guidance from the DGSP programme (Brownlie Bojang and Najda, 2007, p42).

Schools' entry points onto such a continuum may differ; schools may move either way along my continuum, perhaps from a link towards the Central Bureau and subsequently LSO's (2000) and DfID's 'aspirational' outcomes of mutuality, reciprocity, equality of decision making, durability, embedding in school curricula and concepts such as friendship or the DfID 'idealised view of partnership' evolution (Brownlie Bojang and Najda, *op. cit*). Such 'aspirational' outcomes may not or indeed cannot necessarily exist when the S/NELP starts; time and effort for teachers' continuing professional development (CPD), developing sensitivity and sustaining the relationship cannot be presumed at the outset.

Some participants may embark on a fixed term initiative with the understanding that one may or may not want to try to turn the association into a longer term relationship; others may not progress towards partnership, but choose to remain as

links (Burr, 2008a). Unforeseen changing financial circumstances, for example, may prevent some links evolving into partnerships. I wonder if that will prove to be evident for some schools which had not submitted grant applications to DGSP by the January 31<sup>st</sup> 2012 deadline, in what is now revealed to be the scheme's final round of DfID funding on this major school linking programme.

### **3.3 Valuing the S/NELP**

How do we avoid, what we call in the trade, just an enthusiastic 'victory narrative' without a robust evidence base?

(Gaine, 2006 p11)

I have doubts about the enterprise ...I think School Linking has dangers. It runs the risk of being superficial, or patronising, or short-lived, or uncritically benevolent... It runs the risk of reinforcing things as they are.

(*Ibid* p12)

The debates around terminology concerning relationships and partnerships, reviewed in Section 3.2, arguably pose questions of the purpose, value and impacts of these relationships between schools. For example, how the S/NELP impacts on students' learning or what time-scale should be used to judge its outcomes (See for example Baskeanaky (2010) in appendix (xvi)). At the outset of this research journey little published research existed at the Southern end of the S/NELP on these issues. In the intervening period of six years, 2006-13, several authors (some commissioned) have now focused on S/NELP relationships, in published and unpublished work (including Andreotti and Burr, 2010; Bourn and Bain, 2011; Bourn and Cara, 2012; Burr et al. 2007; Brownlie-Bojang and Najda, 2007; Cook, 2010; Disney, 2007 and 2008; Edge et al, 2008a and b; 2009a and b; 2010; 2011a and b; Fricke, 2006; Hillier, 2006; Martin, 2007, 2009; Naiga, 2009; Pickering, 2008; Scoffham, 2007; Sizmur et al, 2011; Williams, 2006a and b). Their focus has not generally been on the S/NELP's effects for Southern participants; it is this aspect of this doctoral research that identifies my research as novel. I seek in particular to

create a robust, if small, qualitative evidence base. Chapter 4 explores this more fully.

This thesis will also apply the term 'link' as a verb, to describe the action of joining schools, wherever participants perceive their school's relationship lies on the S/NELP continuum in Figure 4, page 102. Some participants may also prefer their own description for the nature of their participation in linking with others.

Finally, there is a need for comparative analysis of different forms of School relationships. Each of these areas will now be raised in relationship to reviews of current debates and research, and framing my 'research question' for this thesis.

### **3.3.1 Sustainability: Assessing lasting effects of the S/NELP**

Numerous researchers and commentators including me have forcefully advocated the prerequisite for an evidence base, to assess the effects of the S/NELP (Bond, 1996; Burr, 2003; Cook, 2010; Doe, 2007; Egan, 2006; Fricke, 2006; Gaines, 2006; Leonard, 2004, 2008; Martin, 2006; Najda, 2008; O'Keeffe, 2006 and Williams, 2006a and 2006b). This may have stimulated the large-scale funded research of the Edge teams, 2006-2011. The need particularly from a "Southern voice" was also noted (Burr, 2007 and 2008a; Heyes, 2006; Martin and Griffiths, 2010; Pickering, 2008; Schirmer, 2006). There is need for this evidence not only to underpin future policies, but also to promote best practice advice and arguably extend such initiatives beyond contemporary participants; this thesis forms part of this Southern evidence base.

In assessing the effects (i.e. the longer lasting, sustained consequences of a school link or partnership) a future research need is to monitor a range of participants over a longer time-scale than has presently been attempted: beyond pupils and teaching staff currently in linked schools. We should know, for example, how participation in

Visitor Exchanges and study visits subsequently affects pupils, teachers and other participants<sup>21</sup>? Such long-term follow-up of linking participants is probably more difficult to conduct than existing evaluations and research, yet to assess the effectiveness of the S/NELP should not be ignored. If we are to understand how these relationships impact on participants over time there is also a need to assess the efficacy of different types and manifestations of the S/NELP (see page 370).

The majority of the existing evidence base is of short-term impacts of the S/NELP often conducted by participants for those facilitating or funding these initiatives, such as the British Council and the UK's DGSP programme. Such evaluation may fail to pose difficult, controversial, contentious questions. If negative responses could be seen to threaten future participation in an alliance that brings educational advantages and possibly financial benefits, will participants' positive criticisms be recorded officially? They may remain unvoiced, for fear of threatening the process (Andreotti, 2008b). Since 2010 research has also been commissioned by two INGOs, Plan-ed and LCD, which have instigated the S/NELP between UK and African schools, applying a model with an overt Development agenda in the South, funded from UK parties (Edge et al 2011a and 2011b; Bourn and Bain, 2011; Bourn and Cara, 2012).

A potential compromise of the evaluative process is probably most likely to apply at the Southern end of the S/NELP, since the fund-holder, certainly for most links supported by DGSP, was generally the Northern partner<sup>22</sup>. Although Egan has challenged this:

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<sup>21</sup> These may include members of an extended School community, including parents, ex-pupils on gap-year placements, School governors (or equivalent elected officials), or staff members of Institutions of Higher and Further Education.

<sup>22</sup> Of Doe's 1,667 overseas partnerships identified earlier 1331 were DGSP supported.

Southern schools are increasingly taking the lead in grant funding applications to DGSP, and grants are not issued to schools where there is evidence of a one-sided or charitable relationship.

(Cited in Leonard, 2008, p89)

This did not encourage reciprocity in these relationships. There is an inherent risk that Southern participants may feel compelled to minimise formative criticism or assessment, demonstrating Disney's neo-colonialism referred to earlier (2004). I suggest that this could hinder a link's progress towards equality in decision-making and movement along my "Linking-Partnership continuum" towards partnership.

### **3.3.2 'Charitable colonialism'**

As I wrote in 2008, it would be illuminating to observe the evolution of new links established between Irish Schools and their Southern partners, since the publication of Irish Aid's Linking review (O'Keeffe, 2006). Lacking from the Linking process for existing Irish/Southern links are the vestiges of economic colonialism and paternalism that may impact Southern/British links or those between other Northern participants with links in their former colonial territories. However, since historically many Irish/Southern links have been associated with a 'missionary background' the charitable element of such links may also complicate such relationships, frustrating the development of the equality and reciprocity indicators that characterise the partnership end of the continuum referred to in Figure 4, page 102. Such links might demonstrate the vestiges of 'charitable colonialism' rather than economic colonialism, paternalism or neo-colonialism that can complicate North/South links.

I use this definition of neo-colonialism "The use of economic, political, cultural, or other pressures to control or influence another country; *especially* the retention of such influence over a developing country by a former colonial power" (Oxford



English Dictionary, online version 2007).

The two-year evaluation of DGSP for UK government<sup>23</sup> instigated in autumn 2006 has already been referred to earlier in this chapter. Burr (2007) an advocate of Critical Literacy and a 'Postcolonialist', in response to the project's consultation in the UK, noted "it can be seen as churlish to find fault with something so seemingly 'beneficial' as people forming links". Yet there are perhaps dangers of 'short-termism' and 'victory narratives', from such evaluations as Gaines (2006) intimated.

My analysis of the Nssp teams' subsequent reports (Edge et al 2008a, 2009a and b) suggests that detailed answers about the outcomes of S/NELP for Southern participants cannot be inferred from their findings. 'Deep' understanding of emerging challenges for Southern participants in the S/NELP is not evident. The 2<sup>nd</sup> year 'full' report organised by continent (*Ibid*), while citing benefits identified for teachers and pupils and referring to how schools' local communities gained, appears largely uncritical of the linking process to this reader, although the same authors had claimed to be "most interested in understanding how survey participants feel that their partnerships have impacted on their school and teaching and learning" (Edge et al, 2009a, p5).

### **3.3.3 Hearing Southern voices**

A large-scale longitudinal study of the S/NELP could revisit participants of the 516 global School Links established under the auspices of the "On the Line" project, which celebrated the Millennium (Atchison, 2001; Leonard, 2004; Moore, 1999; Temple, 2006). This was my first venture into the S/NELP, outlined in Chapter 1 (page

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<sup>23</sup> Edge (2006) the principal investigator described this at its inception as "A Study of the Impact of North-South School Partnerships on UK, African and Asian Schools" with "an advisory group of several high-profile interested UK organisations".

24), linking my Year 6 students with Sarah Bucknor and her class in Accra, Ghana (see also pages 126 and 131). Others extended beyond schools, between countryside rangers, while a West African project linked street children (cited in Leonard, 2004, p33).

Indirectly Nakigo Secondary School's (NSS) link was set up as a result of this project (see Chapters 4, page 139 and 6, page 277). The project sought to bring about change towards active global citizenship, matching schools along the Greenwich Meridian line. The project's newsletter was circulated to 5,500 schools. Atchison (op cit, p59) noted that "whilst the numbers are impressive, the impact has been variable".

Since the links were all established within a restricted time period they could provide a longitudinal study as advocated above. Another context would be to follow up student participants as adults, to identify personal outcomes, such as career choices.

### **3.4 Controversial aspects of the S/NELP**

Several aspects of school linking are associated with controversy; five are addressed in this section of the chapter. South-North School relationships have been dogged by a number of controversies and they mirror wider debates within Development Education related to issues of power, whose voices are being promoted, whose and what values underpin the practice and what is the relationship between learning and action. The key controversies raised briefly here are valuing South/North Linking relationships, taking action, mutual benefit and understanding; all are touched on in my research. In the context of the S/NELP the key issues are distilled into five questions: (i) Whose values matter in evaluation? (ii) Is 'Active participation' a desirable outcome of the Linking process? (iii) Is equality and reciprocity of benefits

possible, desirable or essential? (iv) Can linking relationships be viewed as 'Development Pornography'? and (v) Can S/NELP relationships result in 'thin', superficial understanding?

#### **3.4.1 Whose values matter in evaluation? Valuing the S/NELP and sustainable relationships**

If participation in linking relationships can be viewed as a values-laden conundrum, whose values or perceptions matter? Educators conducting action research and reflective classroom teachers refine their planning in the light of observed, sometimes unintended learning outcomes; this is promoted as good practice (Brookfield, 1995; Kolb, 1994; Moon, 2004; Tripp, 1993). If S/NELP participants similarly refine projects, personnel or practices, straying from planned, agreed criteria does that diminish the Linking process, when an evaluation is conducted? Are the views of pupils and others in a Link canvassed, or is evaluation restricted to teachers or even Linking coordinators? Are longer-term influences, referred to at the end of Section 3.3.3 considered at all? My research makes a partial contribution to these debates, particularly by seeking the views of students in focus groups.

#### **3.4.2 'Active participation': Taking Action 'Aid' and 'Assistance'**

Fricke (2006) and Regester (2012b) identify a dilemma when participants taking positive action, especially fund-raising activity is central to S/NELP relationships; others concur (See for example Andreotti, 2006c; Burr, 2007 and 2008a; Disney, 2004, 2008; Doe, 2007; Egan, 2008; Leftwich, 2006; Martin, 2006; Najda, 2008; Osler, 1994 and Williams, 2006a). This educational drive, for pupils to play an active role as future citizens and members of society, is identified by Martin (2006) as central to why there is controversy over the South/North Educational Linking Process. Such effects arguably reinforce paternalism. Some contend that stringent constraints on

fund-raising aid or assistance are imposed on all School Links (LSO, 2000), but potential participants might then desist from engagement in the Linking process. If a link is effective at improving resources in schools and Education systems that is a desirable outcome, contributing to a school's individual improvement agenda or national and international educational goals (See introductions to all my Research Findings Chapters, 5 - 7). By including fund-raising within a Linking relationship, even if it is a follow-up outcome, Martin (2010) warns active participation can reproduce dependency relationships; others agree (see also Cook, 2010, Disney, 2008a and 2008b, Egan, 2010 and Thakwalakwa and Najda, 2012).

### **3.4.3 Equality and reciprocity: Mutuality of benefits**

The question of equality and reciprocity is therefore a key issue within the S/NELP. Leftwich, a UK linking coordinator completed two unpublished Masters Assignments that evaluated the impact of her School Link. She explored its impacts on students and how outcomes of CPD arising from the Link contribute to personal, departmental and school developments. In both she raised concerns and issues requiring further analysis and academic study. In response to my question about her major concern she responded:

I suppose the same that always comes up - equality whilst remaining ever aware of the cultural differences and emphases. All grants are led by the Northern partner and it can be a very stressful experience when the Southern partner doesn't understand why things have to be done in such a way - because the grants are all Northern created and written as well.

(Leftwich, 2006)

Doe (2007) identified similar concerns were shared by Southern participants and educationalists:

The success of such links, however, depends on the perception of mutual benefit. At the Cape Town ministers' conference and the Commonwealth Consortium for Education conference on school *linking* which preceded it, suspicion was expressed by some that the expansion of UK school partnerships was intended to enrich the UK curriculum rather than benefit schools in partner countries

(*Ibid* p5)

Particularly, when schools form *ad hoc* links, through initiatives such as Global Gateway, which was:

Seen by some as resulting in arrangements between partners which may not be equal and which did not engage with developing countries' own school improvement agendas.

(Doe, 2007 p5)

It is not possible to accurately identify how many such links have been established.

Doe referred specifically to South African assessments of the effectiveness of the Linking process, one even questioning: "if there was any real benefit from North-South partnerships – particularly those based on the idea of exporting first-world technical expertise to the expertise-poor" (*Ibid*, p6).

The appropriateness of ICT provision, including sharing of ICT skills presents a linking dilemma, particularly if the Southern school lack electricity; yet Southern schools may actively seek out the support of their Northern partner in enhancing such provision. Another 'Southern voice', Naledi Pandor, South Africa's Education Minister, regretted that political rhetoric was not matched by current Northern Linking practices:

Gordon Brown signalled an important shift in thinking away from *ad hoc* links towards a focus on the benefits of partnerships for schools and education systems in the South. Unfortunately most funding agencies and policy-makers in the North have not shifted with him and are still mainly concerned about the advantage for children of the North.

(cited in Doe, p5)

Is the thinking of policy makers 'joined-up'? Was Doe correct, that U.K ministries had yet to attempt this with regard to the process of the S/NELP? In 2010 a series of consultation meetings referred to earlier suggested that there was an attempt to

address this criticism (Bourn 2010; Fricke, 2010) but a change in UK government before the original consultation deadline elapsed left the outcomes of these deliberations in limbo until 2012-13<sup>24</sup>.

#### **3.4.4 'Development Pornography' and outcomes for pupils' learning**

This part of the chapter draws heavily on the work of Charles Quist-Adade, a Ghanaian-Canadian professor. His work, with co-author Anita van Wyk helped to structure analysis of my research findings.

The S/NELP might exemplify a 'charitable' relationship with a school in the North raising funds or other resources for its poor, inadequate, dependent and inferior link in the South (Fricke, 2008), an aspect of the process which may smack of neo-colonialism in the eyes of some observers. This could replicate what Quist-Adade and van Wyk (2007) refer to as 'development pornography'; defined as a kind of perverse enjoyment people get out of looking at other people's suffering (Gidley, 2005, cited in Quist-Adade and van Wyk, p69). It is uncomfortable to apply these pejorative interpretations to a process which is promoting active citizenship, but in a North-American context they argued that with the assistance of INGOs, Canada and the USA maintain a hegemonic position in the ongoing globalisation process in Africa (and by association global inter-connectedness, sustainability and interdependence, which characterise Development Education). School links would arguably fit within their definitions of NGOs: the label 'non-governmental organisation' is used to describe a wide variety of organisations, variously known as 'private voluntary organisations', 'civil society organisations' and NPOs (Johnstone and McGann, 2006, cited in Quist-Adade and van Wyk, 2007, p71)

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<sup>24</sup> <http://www.telegraph.co.uk/news/newstoppers/politics/conservative/7735786/Cutting-waste-at-DFID-has-only-just-begun.html> Accessed 21 February 2013

Advocates of Development Education and the S/NELP have included prominent British and Irish political figures (Benn, 2007; Brown, 2005<sup>25</sup>; Lenihan, 2006<sup>26</sup>; Short, 1999). They celebrated the benefits for participating Northern pupils. At the time there was relatively little research literature focused on empirical analysis (Burr, 2008a; Irish Aid, 2006). My earlier research in English secondary schools (2004 and 2005) had revealed that some statistically significant differences in pupil learning about Development Issues did occur when schools formed such educational alliances. The quality of teaching and learning in the “Global Dimension” were affected by participation in the S/NELP. Positive outcomes were qualified as being those that challenged stereotypical, simplistic views of development and sought critical engagement by learners and teachers alike. Such outcomes could lead on to discussions that leave the teacher and pupils facing difficult tensions, such as “How can ODA bring problems to recipients? Should our school not help its Southern partner in this way?” Proponents of Critical Literacy, including those who devised the OSDE or TOE methodologies, would urge that such dilemmas merit deeper investigation.

The differences between the pupils’ responses in my linked and non-linked school samples were statistically significant in response to five of the ten questions analysed: the associations brought to mind by “developing or third world”, views that “There is more that unites us than divides us from people in poorer countries”, “Third world countries often bring poverty, famine and crises on themselves” and “I would be interested in watching more television that shows everyday life, history,

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<sup>25</sup> Quoted in DfID/H.M. Treasury (2007); Gordon Brown was Chancellor of the Exchequer at the time and subsequently UK Prime Minister, until May 2010.

<sup>26</sup> Quoted in Irish Aid (2006); Irish Minister of State responsible for ‘Irish Aid’ and Human Rights in Éire.

culture and people in developing countries” and pupils’ responses to “the most positive thing that you can do to help build a global community?” However I noted that proponents of a Linking process might have been disappointed by some students’ learning outcomes, such as the persistence of some perceived ‘development stereotypes’ (See also Atchison, 2001). While Burr cautions: “we all know examples of where links have been detrimental to Global Dimension understanding” (2008b); Disney (2008), Martin (2008 and 2010), Pickering (2008), and Rogers (2009) argue likewise. Those watching with interest the developments emanating from the Guardian’s Katine project in Uganda may sit uneasily with its potential to do the same, perhaps concerned that Quist-Adade and van Wyk’s ‘development pornography’ could emerge (2007).

My analysis (2004, 2005) of outcomes for UK students linked with Southern schools was restricted to pupils studying Geography at Key Stage 3 (aged 11-14) and therefore the claimed impacts of the S/NELP were narrowly defined. Williams (2006a, p2) queried: “Was it the links that made the difference or were these linked schools predisposed to a greater commitment in this area anyway?” Anecdotal evidence has indicated that sometimes negative consequences (Martin, 2005 and 2009), or inaccurate stereotypes can even become further ingrained as a result of linking, while school Visitor Exchanges can be particularly problematic. How, for example, “do you compare twenty students for example going from the UK with the much smaller numbers coming here, often only a couple?” How should we respond to Southern students reportedly dropping out of school because they will never have what they have seen in the West (Burr, 2007 and 2008a) or the brain drain’s impact on the medical profession in Africa? Adichie decries the loss of medical and legal expertise to the USA and UK, in her novel “Purple Hibiscus”. She denounces Western



undervaluing of Nigerian education and training, and Nigerians' resultant lack of self-esteem:

All my years in Cambridge, I was a monkey, who had developed the ability to reason... Every day our doctors go there and end up washing plates for oyinbo<sup>27</sup>, because oyinbo does not think we study medicine right. Our lawyers go and drive taxis because oyinbo does not trust how we train them in law.

(Adichie, 2005, p244)

There remains a need to investigate further the nature of both positive and negative effects of the S/NELP<sup>28</sup>, not only on the nature of pupil learning but on wider aspects, including those on teachers' CPD (Martin, 2007) and the transfer of understanding gained to the wider community in which Linked Schools sit, at both ends of a South-North Link, as advocated by Burr (2003):

Linking provides a unique opportunity for young people to engage with, and learn from, others. It can facilitate direct involvement in an issue, such as raising awareness on the plight of the Western Saharans in refugee camps. It can help to broaden horizons, stimulate involvement and most importantly provide young people with a voice and make them aware that they, themselves, can effect change. The benefits of Linking are often clear for schools in the 'North', but for Southern partners the benefits are not so clear and each link needs to be considered carefully.

Part of linking preparation must be in educating each participant's expectations of the other (Burr et al. 2007; Brownlie-Bojang and Najda, 2007). This chapter however will not explore this issue. We do still need to know why this disparity happens and how it could be overcome.

What is clear from reviewing literature in this area is that there is still very little in depth empirical data to make any substantive claims for the effects of linking on Southern pupils' learning, although the Edge NSSP teams' reports had sought to isolate some in their two-year investigations. Recently commissioned research for

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<sup>27</sup> Oyinbo = white person

<sup>28</sup> An ethical concern rarely voiced by African participants about pen pal relationships "could be a more common feeling that is not expressed freely in other cases" (Edge et al, 2009b, p93)

LCD does seek to address this omission (Bourn and Bain, 2011; Bourn and Cara, 2012). This 'gap' clearly has to be addressed if this area of educational practice continues to receive resources and policy support, especially if it could be reinforcing a hegemonic position in the processes of Interdependence and Globalisation. See power relations in Chapter 4, Research Methodology (4.5.4, pages 166 - 171).

### **3.4.5 Can Linking relationships result in 'thin' understanding?**

Williams' assessment (2006a) of the impact of Linking activities as true of most current literature, encapsulated by Pandor's criticism, examined Linking outcomes for Northern students. Two schools, Oldfield School in Bath and Mtengwane Senior Secondary School, in the Eastern Cape, South Africa were linked following Williams' participation in a LCD global teacher placement in 2001. LCD linked around 800 schools with development projects in rural Ghana, South Africa, Uganda and Malawi involving 1500 schools<sup>29</sup>. Williams' research questions included: Are UK students aware of the link? To what extent do they understand the physical, cultural and economic conditions in which their fellow learners live and, when faced with an opportunity to make a difference, are they more likely to take action?

He found that S/NELP events didn't necessarily generate a depth of involvement; the 'thin' understanding of Development Issues, which Bourn (2006) and others alluded to. Andreotti (2006a) argues that if we fail to examine the complex "web of cultural and material local/global processes and contexts" we may end up promoting a "civilizing mission", reproducing power relations similar to those in colonial times. She advocates that we should move towards an approach based on critical literacy and independent thinking (Braun et al, 1981; Lissner, 1977), which crystallized into the OSDE initiative. As first explained in Chapter 2, this is a methodology for the

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<sup>29</sup> <http://www.lcd.org.uk/uk/lsp/about.html> Accessed January 6, 2008

introduction of global issues and perspectives in education, and potentially pedagogy for Development Education, including the S/NELP at both Northern and Southern ends of school relationships (Alexander, 2004).

Andreotti's aspiration to facilitate a learning environment in which the complicated, difficult concepts can be grappled with to greatest effect must be adequately resourced, however as Osler (1994) noted producing worthwhile materials required resources and teachers' time and co-operation.

Writing in the context of projects that could help to break down perceptions of the "Third World or South as a monolithic bloc", Osler raised eight questions before such projects should begin, three directly related to funding issues. She also effectively encapsulated a challenge for teachers as educators, which OSDE methodology relies upon, claiming educators need to "recognize that the deficiencies of our own education" may compromise efforts to become effective development educators, warning further of the dangers if teachers fail to address questions of development at an adult level.

Williams' students (2006a) demonstrated an interest in International Development Issues; however with high profile International campaigns such as "Make Poverty History" fresh in pupils' recent experience it was difficult to isolate the influence of the Linking process. He questioned, for example, what students actually understood the diverse "Make Poverty History" campaign to be: "Were the majority taking a simplistic view such as "helping poor children in Africa"?" (Ibid p7)

Evaluating the effectiveness of the Linking process in changing attitudes and promoting pupil action he concluded: "we can say that there was an impact on the

older students”, but there remains an inherent difficulty in identifying exactly what had caused the change in attitude which his students reported. It would appear that this dilemma might compromise other researchers’ efforts to isolate and distinguish the impact of the Linking process from pre-existing dispositions, as this Nigerian Igbo Proverb, quoted in “The Argument” in “Our Common Interest” claims:

Xamul aay na, laajtewul a ko raw.  
Not to know is bad, not to wish to know is worse

(Commission for Africa, 2005, p17)

### **3.5 What makes an effective South/North School relationship: A ‘Southern’ perspective or a ‘Northern’ agenda?**

A School Link isn’t essential to developing your pupils as global citizens; it’s only one of a whole range of ways you can do this. School Linking shouldn’t be developed simply to tick the box marked “global citizenship”

(Temple 2006, p14)

To provide authoritative advice on good practice we must seek to isolate the characteristics which promote Linking effectiveness, potentially stimulating more Schools’ relationships to choose to move along my Linking-Partnership continuum in Figure 4, p102, even if such analysis reveals surprises, questions current orthodoxy, funding and policy, or may radically challenge the location of school links. ‘North/South’ Linking has dominated the pattern, especially in the UK’s experience; South/South, (Collins, 2007; Doe, 2007) North/North and urban/rural models (Heyes, 2006) deserve evaluation; the traditional bilateral, school-to-school nature of the Linking process may prove an outmoded model in future (Egan, 2008; Whitehead, 2006).

The wide variety of forms of school links is summarised in DfID sponsored research (Edge et al, 2008a, 2009a and b, referred to earlier in Sections 3.3 and 3.4).

Can development and Development Education goals co-exist in the linking process?

A key feature of the modern S/NELP is the complex array of supporting agencies

engaged in providing advice and support to schools, which by their very nature pose questions about motivations behind promoting linking. These range from funding, to education for social change, to supporting, primarily, educational agenda within Southern countries, as Doe remarked (2007). There is a need to consider such relationships and whether they can complement each other or whether in reality the needs of educational projects in the South cannot be seen alongside agenda for raising awareness in the North. This relates to the issue posed: Should we “distinguish between programmes that are based on promoting Development Education and a global dimension, and those with other aims”? (Egan, 2007) Should we be concerned that pupils may explore the origins of global inequalities as a result of their schools’ participation in the linking process, yet arguably perpetuate these by engaging in ‘active participation’ to ‘aid’ their partner schools- particularly through engagement in fund-raising activities? Southern voices may disagree if their education systems can benefit as a result. Fund-raising may not be manifest in ‘charity’, although several UK based charities have engaged in promoting school links. Perhaps we should distinguish between trade and aid in such efforts, preferring to stimulate the former?

### **3.5.1 Reciprocity: Funding for ICT provision. A return to the Three ‘A’s**

As intimated earlier some might advocate that ‘active participation’, ‘assistance’ and ‘aid’ be discouraged, claiming they represent linking paternalism or ‘development pornography’. Funding for ICT provision in a Southern school by its Linked Northern School may represent a laudable aspect of the S/NELP, but it could equally be viewed as ‘technological paternalism’ or as Pandor hinted (Doe, 2007, p49), mainly for the advantage of Northern pupils. How many out-dated, ‘cast-off’, unused Personal Computers (PCs), for example, lie languishing in Southern schools, shipped and

donated by magnanimous yet possibly unthinking Northern partners (Burr, 2007)? Do donors fully research the implications before generously donating their old equipment; do they ask if it was needed or ask what was needed? Would an Academy in London, Manchester or Birmingham happily receive 'charitable' donations of worn-out Physical Education equipment from a commercial Sports Equipment sponsor, or would they feel exploited?

When linked with a Ghanaian school as part of the "On the Line" project, for example, it was an exciting prospect for my pupils in London to communicate electronically with our partners in Accra; fund-raising carried out to facilitate this purchased new equipment in Ghana, which could be affordably serviced locally. In 2005 and 2006, on Exchange visits to KGSS (See Ghanaian pilot study, Chapter 5) equipment donated several years earlier was either redundant or locked away in an underused ICT facility, its use further compromised by intermittent electricity supplies and the high cost or unavailability of replacement parts and problems in local servicing (see my criteria for appropriate technology, Leonard (2012), p32).

### **3.5.2 Where are Southern Linked schools located?**

A further controversial aspect of S/NEL relationships is where the schools are located in the South. Researchers have questioned whether a desire for Northern participants to communicate with the Southern end of a Link using Information and Communication Technology (ICT) may skew the location of Southern participants to locations in urban areas, which enjoy such facilities, possibly further disadvantaging educational provision in rural areas (Cutler, 2005; Petersen, 2005) if participation in the Linking process is viewed as an advantage by Southern schools. Petersen was not constrained by the current apparent Western 'anti-assistance' rhetoric; arguing forcefully that wider participation and benefit from the observed improvements in

teaching and enthusiasm and participation from pupils could result. It is arguably a Northern imposed Development Education value to restrict 'assistance' and hence itself another example of paternalism. If the Southern school's infrastructure, including its ICT provision can improve (Gallwey and Dolan, 2009) and development proceed through such actions, promoting Information technology skills development of pupils, teachers and others in the local wider community, such examples of 'Development in action' should rather be celebrated than castigated.<sup>30</sup>

This quotation from Quist-Adade, expresses similar attitudes from a Ghanaian diaspora viewpoint:

While I am skeptical (sic) about foreign aid to Africa, since much of it tends to be palliative, merely touching the symptoms rather than root causes of the continent's problems, donations of books and computers are exceptions. They are worthwhile investments in human development; the appropriate books and relevant technology can empower and pave the road to self-empowerment and self-reliance... twin problems of irrelevance and environmental hazard ha(ve) exercised my mind for a very long time, but until African governments can set their priorities right and invest in appropriate technologies and create and, at least, assemble their own computers, I am afraid, this is where we must go for now. (Quist-Adade, 2009)

While a Ghanaian teacher had confided in him: that he trained himself how to use computers and had to use his own money to pay for his students to use the computers in the internet café, half a mile away:

ICT has been introduced into the school curriculum and students are required to pass exams in it, yet many of my students have never seen a computer before<sup>31</sup>

Some NGOs which have engaged in promoting the S/NELP under the umbrella of their work, LCD and Plan-ed UK, for example, required Northern parties to contribute financially to development projects in Southern countries. These are

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<sup>30</sup> The UN's MDG's Target 8F states "In cooperation with the private sector, make available the benefits of new technologies, especially information and communications" <http://www.mdgmonitor.org/goal8.cfm> Accessed 2 September 2009

<sup>31</sup> <http://www.ghanaweb.com/GhanaHomePage/diaspora/artikel.php?ID=147124> Accessed 30 December 2013

often intended to serve local communities, not just the Southern schools in these relationships. Should we prevent such projects as DE practitioners? Some might claim that this perpetuates the inequalities in the power relationships between North and South. I maintain rather that such projects and financial commitments can instead help to promote the sustainability of these links and extend their influence locally in the South.

### **3.5.3 Educational reasons for linking: Teachers' CPD and pupils' learning**

Martin (2007, 2008, 2009 and 2010) forcefully warns against Temple's inferred Linking as a 'panacea' for Global Citizenship, that difficult, controversial dilemmas lack easy answers. Like Fricke (2006) she cautions against School Links which quickly become educationally meaningless, but concludes in a more positive light that the process can be challenging in an exciting and enjoyable way for all involved, acknowledging that her own participation in study visits to the Gambia have contributed significantly to her thinking on the topic. She reviews how different ideologies and values affect the S/NELP, suggesting that the driving forces for the process provide their own cultural, political, ideological and educational contexts and this is where some of the tensions begin. She urges clarity in the educational reasons for linking; claiming teachers should engage with and question their own assumptions and values about Development Issues to seek out why initial inequalities exist, to dig deeper to develop understanding. This echoes a postcolonialist perspective and other researchers' advice that learning takes time and is profoundly affected by different cultural expectations. She also cites Scott's work (2005) indicating that when participants have incompatible value-sets learning can be particularly useful if teachers and pupils then challenge their prejudices and reassess their views, but cautions that intercultural contact does not necessarily lead



to this type of learning. Burr (2007), Disney (2005, 2008b), Leonard (all citations), Pickering (2008) Quist-Adade (2009) and Williams (2006a) concur.

### **3.5.4 A typology of South/North School Relationships**

Should the traditional bilateral model of Linking be rethought. Multi-agency, multi-participant<sup>32</sup> and cross-phase Links in education- combining primary and secondary schools and Institutions of Higher Education (HE) or Initial Teacher Education (ITE) may prove more effective relationships than the simple school to school, link which dominated the last thirty years of S/NELP relationships (See for example Cogan, 2003 and Stevens, 2003, in Leonard, 2004; Newell-Jones, 2005; Whitehead, 2006). A financial commitment, or charge incurred by Northern participants as referred to earlier, to ensure the maintenance of such links could prove useful in promoting the association's sustainability, thus advancing long term developments in a Linking relationship. Or, should this funding element be regarded as:

The type of regressive model that perpetuates unequal and neo-colonial relationships [?]  
This model inevitably accentuates the problem of the Southern school being the grateful and uncritical recipient of a Northern benefactor, and takes the focus away from learning and education and back towards charity and aid

(Egan, 2007)

A British Council proponent of school links, formerly charged with providing DGSP

CPD materials for participating schools at both ends of these partnerships, wrote the following:

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<sup>32</sup> The British Council's first "Connecting Classrooms" programme, involved a three-way linking process. Each consisted of three clusters of three schools from the UK and two sub-Saharan African countries. For successful applicants: "Each partnership of nine schools is entitled to £15,000 per year to fund project costs including travel." <http://www.britishcouncil.org/learning-connecting-classrooms.htm>, Accessed 6 January 2008

The key things to address are motives/purposes and processes of partnerships/links...the whys. Typically North-South school partnerships are either about learning (about, from or together) or about development (helping or being helped). The DGSP programme has prioritised learning together within a Development Education context. This is an innovative and challenging approach for schools in the UK and in the South. It also provides a logic which informs our approach. School partnerships between North and South and the motivations development (versus) development education and the blurring that so often happens in practice raise some very interesting issues about the relationship between education (especially in a formal education setting) and development.

(Najda, 2008)

Again there is a need to assess which types of relationship are most effective in which circumstance, whilst remembering that impacts in the local wider community too should be considered. Does it matter if schools participate in linking relationships which might be viewed as paternalistic? If the UN's final Millennium Development Goal, MDG 8: to "Develop a Global Partnership for Development" is promoted as a result of the S/NELP some Development Education practitioners should rather learn to sit uneasily with this compromise.

### **Conclusions and thesis research question**

This chapter has isolated five challenges facing the future direction of the S/NELP.

There is a need to clarify terminology and a continuing requirement for evaluation and in-depth research into the S/NELP across a range of forms and locations, particularly in the South.

There is a need to identify characteristics promoting effective linking (See Question 5 in semi-structured interviews and focus groups: appendix (v)) and the adoption of OSDE as a preferred methodology or pedagogy to promote 'deep' learning and understanding.

Opportunities to undertake longitudinal studies have also been identified (not pursued in this thesis).

Practitioners, supporters, policy makers and researchers should apply care in how they define school associations. In defining terminology for the S/NELP a continuum of relationships has been proposed: some participants may embark on a link, which can develop into a partnership - but even then the association may have junior and senior, rather than equal partners, as shown in Figure 4, page 102.

There remains a need for the educational research community to create an evidence base on the effectiveness of a variety of forms of S/NELP relationships, judging 'success' from a Southern and a Northern stance; to investigate the nature of Linking impacts, not only on the depth of pupil learning but on wider aspects, including those of teachers' CPD but also to examine the reach of Links into the wider community.

Traditional bilateral, school-to-school, pupil-to-pupil linking may prove outmoded models in future as the linking process diversifies into new forms. If differences are emerging between the nature of the South-North linking process with African schools and with other developing countries in other continents (Egan, 2008) perhaps future analysis may need to distinguish between linking relationships in different parts of the world, rather than regarding global school relationships as a monolithic bloc.

Hence these should be distinguished in the research process.

To pursue a large-scale longitudinal study of the S/NELP several opportunities exist for researchers to revisit Linking participants. Firstly, to study links established under the auspices of the "On the Line" project (Atchison, 2001; Leonard, 2004; Moore, 1999; Temple, 2006). Secondly, to study Northern Irish schools embarking on the

Linking Process in response to the compulsory introduction of Citizenship at Key Stage 3. Thirdly, it would be interesting to evaluate the evolution of new links between Irish Schools and their Southern partners. Since historically many Irish/Southern links have been associated with a 'missionary background' a 'charitable colonialism' element may impact these links (Gallwey and Dolan, 2009; O' Keeffe, 2006). This challenge was undertaken by an Irish NGO student, in a recent unpublished Masters level assignment <sup>33</sup> (Toland, 2010). Links between schools in the Czech Republic and the global South could be reviewed as these develop in the future, lacking the historical vestiges of both traditional and charitable colonialism.

I suggest that other questions remain: Should the Northern and Southern agenda of development and Development Education coexist, rather than coincide? How is mutuality manifest in the Linking process? Is there an effectual voice for the South?

There is a need to assess which types of school relationships are most effective, whilst remembering that impacts in the local wider community too should be considered during the research process. Different aspects of the S/NELP should be isolated, to distinguish how relationships support learners, teachers and others.

What gains are there for Southern schools and their educational improvement agenda? What are the impacts from teachers' Linking CPD, positive and negative?

The potential role of Links in helping to raise educational attainment is an aspect of the S/NELP which should be analysed at both ends, over a longer time-scale than has presently been attempted. To provide authoritative narratives, analyses and advice on good practice, researchers must continue to isolate the characteristics that promote successful school relationships using Southern judgements of success

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<sup>33</sup> Those who constructed this Institute of Education (IOE) Development Education Masters module used the term "North South Education Partnerships".

(hence the wording of the final formal question in my semi-structured interviews: see appendix (v)) even if such analysis reveals surprises, questions current orthodoxy on sustaining such relationships, funding and policy, or challenges the future location and nature of School Links.

In the political context, a review of the impacts of UK political initiatives offered at the beginning of this chapter has suggested that UK schools may embark on School Links in response to government imposed criteria. I have indicated that the creation of links resulting from such large-scale initiatives is questionable in terms of the profundity of understanding that emanates, whilst some even doubt that mutual benefits accrue. Do or even should, UK and other Northern governmental policies serve the interests of Southern schools and Southern governments? How far will the UK's 2007 "World Classroom" initiative, UNESCO's "Education for All" campaign and school links complement one another (Regester, 2011b)? Or may well-intentioned, yet irresponsible 'tokenism' flourish as South/North Links, or even 'Partnerships'? Should Southern Linking proponents promote a methodology such as OSDE, fostering depth of understanding, addressing a contentious combination of the aims of development and Development Education? Would this encourage the deep, complex, complicated, difficult, challenging learning, which its advocates have identified in a Northern setting in the UK and Southern learners in contexts outside Sub-Saharan Africa have claimed? (See for example Martins, 2011)

### **Thesis research question**

It is as a result of the background to the S/NELP reviewed in this chapter, my theoretical perspectives explained in Chapter 2, and my personal engagement in such relationships (see thesis Introduction: personal perspectives and reflection) that the research question for my thesis, “How does the S/NELP affect Sub-Saharan African schools, in Ghana, Uganda and Tanzania?” was formulated. As shown in Chapters 1 and 2 this was sub-divided into these four sub-questions in 2008: How important is the S/NELP to participants in Southern schools? How does the S/NELP affect adults and students in schools and local communities in the South? How does participation in the S/NELP contribute to understanding of Development Education? What are Southern ‘recipes’ for successful S/N Educational linking relationships?

My Methodology Chapter explains their origins and genealogy; these sub questions (or their subsequent versions) help to structure Chapters 5 to 7, which report my research findings.

## CHAPTER FOUR

### RESEARCH METHODOLOGY

This chapter reviews the methodology that informed my research approach, describing, explaining and justifying why my study of the S/NELP was suited to a qualitative methodology. It conceptualizes the overall approach as a 'case study mixed methods' strategy, drawing in particular on the work of Yin (1994; 2008) and a range of considerations applicable to this approach that he has identified. I discuss the criteria for interpreting my pilot study findings, before reviewing power relations in interviews, since interviewing is the data collection method upon which my approach relies most heavily. I finish with a discussion of lessons learnt from piloting two research instruments in July 2008.

#### **Introduction and theoretical perspectives**

By its nature, my research question: "How does the S/NELP affect Sub-Saharan African schools, in Ghana, Uganda and Tanzania?" aims to elaborate and yield "rich, nuanced and detailed data" (Mason, 2002, p4). Although some hypotheses have been mooted to frame the questions posed to interview respondents (see appendix (v)), I was seeking to investigate if and how Southern schools and the communities which they serve are affected by being part of a South/North link. I was seeking to undertake the three tenets of qualitative research that Lopez (2008) isolated: describing, understanding and explaining these phenomena. Robson (2002, p178) describes a case study approach as:

A strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence

I adopted a 'case study mixed methods' approach for conducting my research

because it is a strategy that best fits the intended outcomes for my brief. My research proposal matches Robson’s description. Yin (1994) and Stake (1995) identified several sources of evidence in case studies, including documents, archival records, interviews, physical artefacts, direct observation and participant observation; I intended in 2008 to use mainly the first four, see Figure 6.

**Figure 6: Planned ‘case study mixed methods’ approach**

| <b>Studying</b>   | <b>Looking</b>  | <b>Listening</b>                                    | <b>Asking</b>  |
|---|---|---|--|
| Consulting research documents, emails, reviews and data bases | Lesson observations in Ugandan children’s centre and Tanzanian secondary school | Audio-recording of semi-structured adult interviews | Interviewing- semi-structured interviews and focus groups of students            |
| Keeping a reflective diary in Tanzania                        | Gap year or students’ diary or journal analysis                                 | Audio-recording of pupil focus group interviews     | S/NELP nomenclature question on Informed consent pro-formas                      |
| Reading UK pupils’ School assembly scripts                    | Photography of physical artefacts in situ                                       |   | Concept mapping  |
| Reading research findings & professional publications         | Photography of murals, signage and physical infrastructure                      |   | Checklists   |
| Reviewing archival evidence of S/NELP and school performance  | Photography of evidence of schools’ performance                                 |   | Personal constructs from students on the Institute of Education’s NSEP MA module |

Leonard, 2010

adapted from Andrew Pollard - A typology of enquiry methods (see my Figure 10, page 173)

A ‘case study mixed methods’ approach was adopted because it facilitates investigation and analysis of a large number of features, studies naturally occurring cases (Southern schools and their local communities) and seeks to understand the case. The selection of cases is acknowledged to be a difficult process (Yin, 1989; Stake, op cit). Literature on case studies confirmed the ‘fit’ of such a strategy to the focus of my research (Flyvbjerg, 2006; Leonard-Barton, 1990). Others refer instead to comparable amalgams of approaches as ‘bricolage’ (Disney, 2008a; Kincheloe and Berry, 2004; Levi-Strauss, 1966), in selecting a variety of methods during a necessarily evolving research process. Kincheloe summarised: “Bricolage is typically understood to involve the process of employing these methodological strategies as



they are needed in the unfolding context of the research situation” (34 p7). I experienced an ‘unfolding context’ over the interrupted period of collecting my field data and analysis of my findings.

Yin’s ‘major components’ in asserting the reliability of case study research (1994) inform the structure of section 4.1 of this chapter. 4.2 explores my research design; 4.3 examines criteria for the interpretation of my findings; 4.4 considers the subsequent presentation of my findings. 4.5 identifies tensional aspects of my researcher’s role; differences in power relations are discussed at length, since this is a major issue likely to influence interviewing. 4.6 discusses limitations of a case study approach. A short discussion of my Case Study Protocol, in 4.7, precedes discussion of lessons from piloting two research instruments, in 4.8.

#### **4.1 Initial rationale**

My rationale is justified in terms of seeking to be representative, based on demographic data of where African schools linked with the UK are located, and the time spent in schools (Appendix (vii) shows the time-line for my data collection).

I sought to ally myself with educational philosophies and theories of Cultural Education, postcolonialism and critical literacy as explained in my Theoretical Perspectives chapter, which marry the chosen context of my study, the S/NELP, and the broader educational context in which this often falls: Development Education. The foci derived from social reconstruction and difference, relied heavily on a postcolonial stance and critical pedagogy (See Andreotti’s 2007 table and its later development, (Andreotti and de Souza, 2008b) in Appendix (i)). It is within the latter that the choice of a ‘case study mixed methods’ strategy would appear to be

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<sup>34</sup> [www.freireproject.org/articles/node%2065/Research/Bricolage.doc](http://www.freireproject.org/articles/node%2065/Research/Bricolage.doc) Accessed 11 April 2012

particularly straightforward since the impossibility of being 'neutral' is key (Burr et al, 2007; Burr, 2008a; Freire, 1996; Mason, 2002).

#### **4.1.1 The focus of my 'case study mixed methods' approach**

The focus of my study was a set of cases of schools in Ghana, Uganda and Tanzania. Whilst a concern of mine had been that my background, values, attitudes and behaviours would affect the nature of the researcher/respondent relationship when I was in the field, having consulted researchers who have engaged locally based personnel to carry out interviews on their behalf (Mejias, 2008; Stephens, 2008 and 2009) I concluded that this alternative means of attaining responses brings its own inherent set of problems, which can themselves affect the 'truth' of interviewees' responses (Dowling, 2009).

I identified three 'special issues'<sup>35</sup> because my primary data collection was to be carried out outside the UK. It would not have been possible or desirable to seek neutrality as a researcher (Freire, 1996). Seeing through the researcher's eyes was to be an integral part of my research process (Gomm et al., 2000). The major tensional aspects anticipated related to differences in values and traditions, respondents' first language and time and funding constraints.

Firstly, different values and traditions inevitably made my research project one in which sensitivities to differences in culture and traditions would feature. This is a key aspect of the nature of Cultural Education and Development Education, found at the heart of the Critical Literacy epistemology (Andreotti, 2006d; DEA, 2008) with which I am closely allied. Guidance in sensitivity to cultural differences was sought from local African teachers, fellow academic researchers and from Northern partners of some

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<sup>35</sup> See Ethics proposal forms in Appendix (iii)

of my cases (See appendices (vii), (x) and (xiv)).

Secondly, arrangements for speakers of first languages different from my mother tongue might have been necessary. Since the unifying language of education is English in my three Sub-Saharan African countries there was a common language, even if respondents' mother tongue was different from my own. This situation is now changing in Early Years education in Uganda. Specialist local advice was sought when literacy issues arose. By the conclusion of my field studies only on one occasion was a local interpreter's help required (see Figure 18, page 310, Buigiri Primary School). This reduces Dowling's concerns (*op cit*).

Thirdly, time and funding constraints were important, since my overseas travel had to be restricted to school/university holidays. If Southern institutions could have accessed IT facilities some of my overseas travel might not have needed to take place. Telephone interviews can achieve similar cost advantages; although this and video-conferencing can restrict responses in interviews.

#### **4.1.2 How was the study bound?**

The study was 'bound' based on a range of factors. It was intended in 2006 that five linked Southern schools form my selection. My final selection covered more, (See appendix (vii)) whilst excluding a Tanzanian secondary school from my intended sample. Serendipitous opportunities facilitated by local mediators arose to include additional cases.

Four of the proposed five cases had informed my MA data collection (Leonard, 2004 and 2005). I had applied similar justification to that cited here to my selection process in 2004. My fifth case, in Ghana, was the pilot for this research. The major sources of evidence were derived from semi-structured interviews and pupil focus

groups.<sup>36</sup> For both local advice was sought on appropriate cultural practice, including how best to accommodate any perceived hierarchy of prestige.

It is not implied that my selection was in any way perfect. When self-selecting respondents volunteered my sample was expanded. After July 2008 I hoped that my final selection would include representatives from élite groups, including Department of Education officials, however without official recognition for my research the willingness of 'prestigious' representatives to participate could not be guaranteed beforehand. If my research had been accorded Ministerial and/or British Council in-country support then perhaps the intended sample might have expanded further by 'snowballing'. Unanticipated compromises encountered included my failure to anticipate local public holidays in Tanzania or the personal circumstances of individuals, resulting in respondents' absence from their place of work at previously agreed appointment times.

Four factors determined my selection: (i) Urban and rural schools, (ii) Geographic distribution across sub-Saharan Africa countries which replicated the DGSP distribution shown in Figure 5, page 103, (iii) A variety of forms of School Link, and (iv) A range of links' longevities.

#### **4.1.2(i) Urban and rural schools**

It was anticipated that the rural or urban location of schools might result in differences in a school's resource provision, as explained in Chapter 3; it would not have been appropriate for the selection to focus on only one, this could create bias. The contexts of each case are briefly outlined in introductions to Chapters Five to Seven.

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<sup>36</sup> Exemplars of my questions can be found in Appendix (v)

#### **4.1.2(ii) Geographic distribution in Africa**

Quantitative surveys locating DGSP linked African schools existed (see Figure 5, p103). My qualitative research could complement these by seeking to create similar patterns of Sub-Saharan African schools which other authors had found (Edge et al, 2008a, 2009a and 2009b). This was attempted by focusing my cases in three countries in which they had identified large numbers of S/NEL relationships, yet not carried out their own case studies. My selection was drawn from Ghana in West Africa and Tanzania and Uganda, in East Africa. It was practical to combine several schools in one country on each overseas visit; it was impractical to carry out data collection as a lone researcher in several countries in periods restricted to two to three weeks' maximum duration.

#### **4.1.2(iii) A variety of forms of School Link**

Schools in my three countries are funded from government and private sources, including NGOs; so it was important to include both. Since access to educational opportunities is not equal for boys and girls it was important that Pupil Focus Groups (PFGs) representing a mix of genders could be created. This would be relevant when analysing DE curriculum content data, including UN MDG 3, relating to gender issues and equality.

#### **4.1.2(iv) A range of links' longevities**

Finally it was anticipated that the longevity of relationships could affect the nature of the S/NELP, so a range of links' duration was sought, to subsequently allow exploration of the sustainability of the S/NELP. In March 2010, after several unsuccessful attempts over a two year period to establish contacts in Tanzania with St Bede's' Southern partner, the UK school's former Linking coordinator explained that this relationship was in abeyance. Their Tanzanian secondary school partner was

therefore omitted from my final sample (Gibbons, 2010; see appendices (iv) and (vii)).

It was inevitable that my own values and attitudes would have some effect, as would those of my respondents (Andreotti, 2008b). Perhaps it is partly because in the past when seeking to teach about the process of development teachers may have ignored their personal values and attitudes and those of the learners in their classrooms that I sought to demonstrate when such often-unacknowledged personal values operate (ibid; see also Knowles, 2012; Martin, 2007).

Case studies are multi-perspectival analyses. As Lopez explained (2008):

This means that the researcher considers not just the voice and perspective of the actors, but also of the relevant groups of actors and the interaction between them

As mentioned in Chapter 1, I was particularly keen to give a voice to the powerless and the voiceless actors (Young, 2003), in this instance to ‘Southern’ African voices, including those of young people. I was aware from the outset of my current research journey that most studies of the S/NELP present from élite Northern viewpoints; in contrast I sought to create largely ‘Southern’ perspectives on the S/NELP. This is a deliberate, novel characteristic of my research.

My investigator subjectivity was acknowledged at the outset and while remedies to counteract this were sought, (Yin, 1994) I anticipated that some tensions would de facto persist. The agenda for Development Education, particularly viewed from a postcolonial theoretical perspective necessitates that such tensions are acknowledged. As I stated in Chapter 2 it is through the unpacking of such tensions, many embedded in my theoretical perspectives, that deep, critical thinking is promoted.

### **4.1.3 The unique context of this research**

My investigation seeks to identify how 'Southern' schools and educators in three African countries view their S/NELP relationships. This is important because the balance of empirical evidence about the effects of Linking is dominated by views from an élite in the North. Lying at the heart of my research stance, this investigation is unique. The over-arching research framework of my thesis is justified in Table 2, page 144.

Research in school linking may take a number of positions. Some published reviews by academics adopt positivist positions, adhering to scientific rules (Edge et al, 2008a; Bourn and Bain, 2012). My preference is for the term interpretivism, because as Carson et al (2001) note, my research emphasises the involvement and personal interpretive processes involved in understanding and making sense of phenomena in specific contexts in school linking. This choice of research philosophy has, to an extent, required me to get involved with the material being researched (See Figure 25, page 346, and appendices (xii) and (xiii)). Although some work on case study methodology (Yin, 1994) is positioned towards the positivistic end of Carson et al's positivism/interpretivism spectrum (op cit, p14) I concur with those authors that a case study (mixed methods) methodology can be approached from an interpretivist direction.

The foundations of this thesis's research framework come from an interpretivist perspective, rather than the traditional scientific/positivist perspective which I had adopted in my MA School Linking dissertation and my undergraduate research training.

**Table 2: Over-arching Interpretivist research framework of my thesis**

|   | Interpretivist approach - derived from Carson et al. (2001, p.6)               | My approach  |
|---|--|--|
| Ontology  |  |  |
| Reality   | No single external reality   | A variety of types of school links identified.   |
|   |  | Respondents experience a range of linking realities  |
| Epistemology  |  |  |
| Grounds of knowledge/ relationship between reality and research | Understood through 'perceived' knowledge                                       | Through perceptions from the Global South  |
|   | Research focuses on the specific and concrete                                  | Specific focus on S/NELP   |
|   | Seeking to understand specific context   | Contexts of nine Southern schools explored in depth  |
| Methodology   |  |  |
| Focus of research   | Concentrates on understanding and interpretation                               | Underpinned by DE, PC and CPD conceptual strands (encompassing CE)                                     |
| Role of the researcher  | Researchers want to experience what they are studying                          | Limited immersion in Southern school communities   |
|   | Allow reason to govern actions   | Evidenced by IOE's ethical clearance   |
|   | Use of pre-understanding is important  | Reviewing literature relating to my conceptual strands, S/NELP policy and practice and personal stance |
|   | Distinction between facts and value judgements less clear (than in positivism) | Value judgements of research collaborators sought, with facts relating to the S/NELP                   |
|   | Accept influence from both science and personal experience                     | Evident in my thesis   |
| Techniques used by researcher                                   | Primarily non-quantitative   | Formalised statistical and mathematical methods not featured in empirical research                     |

## 4.2 Research design

Having justified the rationale for my over-arching research framework, this section of the chapter addresses the five components of case study research design that Yin identified as important (1994 and 2008). Yin has written extensively on this methodology and is much quoted by exponents of similar approaches (See for



example Gerring, 2007; Robson, 2002; Seidman, 2006). Together, these components provide a 'well done' rubric that refutes critics of case study approaches, such as Schuller (1988).

#### **4.2.1 The evolution of my study's main areas of research/sub-questions**

My research question is, "How does the S/NELP affect Sub-Saharan African schools, in Ghana, Uganda and Tanzania?" Initially in 2006 I had created the sub-questions shown in the right hand column of Figure 7, page 146. An 'apparent loss of power dimension' is evident in the shift away from the language of inequity in the 2006 questions in the right-hand column of Figure 7, to those that are more neutral in the left-hand column. For example, the first question on the right asks whether Southern participants benefit from the link, and whether there are negative effects as a result of engagement with a dominant culture. Whilst these are both undoubtedly loaded questions, they explicitly address the power imbalances evident in many school linking projects as identified in my literature review. The final question instead asks 'How does the S/NELP affect adults and students in school?' This is neutral, matching closely a Nssp research sub-question; it demands a descriptive interpretation that may or may not highlight instances of inequity, so there is a potential loss of the power dimension in my reframing of this question. I contend that my analytical framework ensured that in aiming to be neutral my criticality was retained. My decision since 2008 to closely replicate questions used in the Nssp teams' research was a pragmatic one. Their work had not presented detailed Southern cases of how the global South is affected by the S/NELP. My work deliberately sought detail – to elaborate upon what was known about linking in the South. To an extent the power dimension is itself a Northern construct and for schools and others in the South my final main areas of research/sub-questions are more suitable.

**Figure 7: How original 2006 research sub-questions relate to final areas of research**

| <b>Final areas of research/sub-questions</b>   | <b>Original research sub-questions- devised in 2006</b>  |
|--|--|
| How does the S/NELP affect adults and students in schools?   | Does participation in Visitor Exchanges benefit Southern participants, if so, how? Can familiarisation with Northern values have a negative impact? In developing shared activities with Northern schools, is it one way, in terms of materials created? |
| How does the S/NELP affect local communities in the South?   | Are Southern schools disadvantaged if they are in rural locations and/or do not have Internet access?  |
| How does participation in the S/NELP contribute to (DE)?   | Is there a qualitative difference in Southern pupils' knowledge and understanding of UN MDGs and DE, when schools are linked?  |
| How important is the S/NELP to participants in Southern schools? What advice do Southern participants offer, to promote successful S/NELP relationships? | What lessons from their experiences of the S/NELP, would Southern schools wish to share?   |

Leonard, 2012

Concerns about dependency and sustainability of links form threads weaving through all these sub-questions. (A detailed explanation for my original sub-questions is presented in Appendix, (v) B)

In Figure 7 the bottom row of the table relates to: how those in the South perceive the importance of the S/NELP. This sub-question crystallised in the light of the review of literature, which informs my Theoretical perspectives for this research, reviews of policies impacting on the S/NELP and responses from practitioners engaged in the process, those facilitating and/or promoting links between schools, and others researching the S/NELP (Explored in Chapter 3: Learning from Others). Section 4.3 identifies and elaborates upon an intermediate set of sub-questions/themes devised for my pilot study.

In the light of undertaking my pilot study my original sub-questions were revised through Moon's (2004) cognitive housekeeping ideas, shown in my Figure 8, p156.

## 4.2.2 Case study propositions

In 2006 I had identified two propositions: “School Links and partnerships take a variety of forms” and “Some features of the S/NELP may be common to all”. These propositions were retained throughout my research journey, surviving numerous reflections and revisions (Mayring, 2000; Moon, op cit).

### 4.2.2.1 School links and partnerships take a variety of forms

It was never intended to restrict my sample of Southern schools to one type of S/NEL relationship. However, my research did not focus specifically on links between primary schools; I anticipated rather that Southern schools educating pupils in the age range 4-11 could be included. Although in Scandinavia S/N school links do not include any element of aid or assistance (LSO, 2000) it was intended to include Southern schools which experience assistance from their Northern partners - indeed this is frequently identified and celebrated by Southern school leaders, teachers and students, as integral to school links.

Since there is no typical school link, it was not a practical consideration to create a ‘typical’ sample. However, the selection of participants as explained in 4.1.2 was planned carefully, being informed by theory (Lopez, 2008; Yin, 1994 and 2008) at the design stage. E-learning South-North links between students across the global development divide, such as those promoted by the auspices of the *Gemini* project<sup>37</sup> (Ashmead, 2004) or [Rafi.ki](http://www.rafi.ki)<sup>38</sup> can create powerful learning opportunities for students to ‘own’ the learning outcomes which such personal contact could generate, in

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<sup>37</sup> This enables Southern schools to access the Internet and arranges synchronous linked projects.

<sup>38</sup> <http://www.rafi.ki/about.php> Accessed August 28, 2009 claimed: (i) In terms of “Opportunities to interact globally and make friends across the world - 56% of students have used Rafi.ki to speak to users from 2 to 5 countries. 20% over 5”, (ii) 96% of teachers assert that it is able to motivate the most disengaged learners and (iii) 91% of students use it both in and out of school. (“Rafiki” is Kiswahili for friend)

contrast to similar relationships which are monitored and negotiated by teachers. E-learning links were not studied in my doctoral research.

#### **4.2.2.2 Some features of the S/NELP may be common to all**

The features that may be common to all school links are that teachers, students, parents and the wider communities served by the Southern schools experience effects, which might not accrue without the S/NELP. This extract from INGO Smile International exemplifies the resource gain in Sub-Saharan African local communities that can accrue when schools engage in the S/NELP.

As a result of funding secured by Smile...our friends... have built a new classroom block and toilets which have enabled them to improve the children's education. Previously, Smile has sent a sea container full of aid, including computers, sewing machines, clothes, shoes and educational equipment, to the school....Smile supporter... has made several visits to Ghana, helping to raise further funds to see a borehole sunk, desks and chairs bought, a fence established around the perimeter of the school to increase security and to see the building redecorated.

(Together Magazine, Issue 16, Spring 2010, p13)

I knew of scant empirical evidence about how schools' parents and wider local communities are affected by S/NELP. Since education in the developing world is inextricably linked with the process of development, as instanced by the UN's MDGs, it was important to ascertain how the S/NELP extends beyond schools. I also hoped, after 2008, to understand how Southern Ministerial and local education officials view the S/NELP or other forms of school linking, including S/S links.

As a researcher questions about the S/NELP which I identified were not yet posed or evidenced in the literature, and remained unanswered include: Are those seeking to improve Southern educational standards supporters of S/NEL relationships? Do these officers seek to expand the coverage of these links? Are local officials actively seeking overseas Northern partners for their schools? Do government officers value both short and long term educational relationships with Northern schools? How

important are considerations of reciprocity, equality and sustainability to Southern educationalists? Do tensions between the aims of Development Education and those of Development and Aid, which feature in the Northern literature on the S/NELP, also concern Southern education officials and linking participants? I hoped to address some of these in my research.

#### **4.2.3 My case study's unit of analysis**

The unit of analysis for my research is a Southern school (and its local wider community) linked with a Northern partner/s. S/NELP relationships including several partners in the South featured in my primary data collection. Five African South/North relationships as explained in my 'initial rationale' made up my originally planned selection. Serendipitously my final sample was expanded to nine, following the cooperation of an INGO-linked children's centre in Uganda<sup>39</sup> and the interventions of a Ugandan Head Teacher and a local INGO agent in Tanzania acting as mediators.

My pilot was a Ghanaian secondary school; in Uganda I visited three schools, the other five were in Tanzania, with an in-depth case in Zanzibar forming the major part of my Tanzanian data. (See appendix (vii))

#### **4.2.4 The logic linking the data to my research**

Data collection derived from multiple sources, see Figure 6, page 136, all designed to allow insight into how the S/NELP affects Southern participants was planned.

Interviews provided the major source of primary data. Artefacts relating to the

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<sup>39</sup> Their addition demonstrates the range of types of link which make up the S/NELP landscape, to include Stephen Jota Children's Centre (SJCC), a Primary day and boarding school linked with two UK primary schools, St Olaves in Eltham and St Johns in Penge and Kisiki College, a Secondary mixed boarding school linked through the auspices of the local Bishop in Uganda with John Kyrle High School and Sixth Form Academy in Ross-on-Wye. Some SJCC pupils' fees are sponsored by supporters of Smile International and Nsumbi Trust INGOs.

African schools' links were photographed for later analysis. It was anticipated that this photographic record could inform analysis of how schools' Linking relationships are valued- for example murals, signage and physical infrastructure. A personal photographic record, while not value-free (Brooks, 2011 and my Figure 3, page 81) provided evidence of some of the effects of the S/NELP, to demonstrate Cultural Education concepts of similarity and difference and critical pedagogy ideas from my theoretical perspectives. Permission was sought from mediators in all schools to show images of their students; efforts have generally been made, where possible, not to show pictures of children with their faces visible in what will be a public document (Bentall, 2011). This concern has led to my omission of some images in the final version of this thesis.

I now turn to the other methods used, shown in Figure 6, page 136. I examine some of their limitations and how I sought to minimise them.

#### **4.2.4.1 Adult semi-structured interviews**

Set 1            These were structured around questions seeking a broader perspective than that at a school or local community level, encouraging those interviewed to enlarge upon responses that reflect upon 'official' Southern perspectives. These include interviews in Uganda and Tanzania with spokespeople from the Education Ministries, interviews in UK with representatives at the Ugandan and Tanzanian consulates, and with a British Council/DGSP worker in Dar es Salaam.

Set 2            These were structured around the questions asked in the Ghanaian pilot adult interview and encouraged those interviewed to enlarge upon the responses given. These include:

- Interviews with teachers involved in Visitor Exchanges

- Interviews with Head Teachers whose schools are engaged in the S/NELP
- Interview with a Tanzanian local Village Aid INGO representative
- Interviews with linking coordinators
- Interviews with other adults associated with schools in the S/NELP

In Uganda there were far more interviews with teachers than other adults, this was partly due to organisational factors and appropriate times to carry out my research.

The same was true in Zanzibar, although in mainland Tanzania my interviews were largely restricted to Head Teachers. However Head Teachers also illuminated the perspectives of others.

### **Overall approach**

In Ugandan and Tanzanian cases I was meeting people for the first time, although I had communicated by email with several Head Teachers prior to my overseas visits.

In some cases my relationship was much closer, but still with an awareness of differing power relationships. In all:

1. I asked for permission to record responses, having made the purpose of my research clear;
2. Written consent<sup>40</sup> was obtained and anonymity not promised to participants.
3. Participants (or their representatives) were offered transcripts of interviews to check for any factual errors in their transcription;
4. In one Tanzanian interview I also took notes.

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<sup>40</sup> Written informed consent pro-formas for use in my E African cases were created, see appendix (viii). Having taken part as a respondent in Anna Barford's Ph.D research on "Teachers Attitudes to Global Inequalities" (2009), with her agreement mine were based on Anna's. My experiential opportunity as research respondent or 'learner/actor' informed my understanding of power relations and dynamics in focus groups in a powerful way.

In two cases respondents had sat in on others' interviews and were therefore already familiar with the nature of the interview questions. At both Ministry of Education interviews I provided the consent form beforehand.

### **Conducting the interviews**

A commonality of themed content was assured across my interviews (and PFGs) by basing my interviews on the open-ended questions in the semi-structured interview. The pilot study in 2008 ensured that I was thoroughly familiar with these questions before visiting my E African cases.

I was acutely aware that my persona and values as a decentred Northern researcher (Holliday, 2010) would affect these interactions (and those in the PFGs). I

transcribed the majority of interviews personally; I sought professional assistance with some Tanzanian recordings, to progress analysis for my thesis. In preparation for interviews Seidman's (2006) advice was followed. I sought to be aware of the research on which I was building (Yow, 1994, cited in Seidman, *op cit*, p38); indeed this partially held back my own research agenda. Perhaps an intermediate position, as Seidman advocated (*Ibid*) at the proposal stage best describes my interviewing stance- knowing what literature was available, yet being genuinely open to what participants were saying. I anticipated a need to:

Maintain a delicate balance between the sometimes competing claims of the relevant literature and the experience of interview participants

(Seidman, 2006, p.38).

### **Limitations**

Employing professional transcribers meant a less thorough listening to some Tanzanian interviews than was evident in the majority of my interviews. My analysis and coding of interviewees' answers was extremely time-consuming, particularly as



the open-ended nature of some responses resulted in wide-ranging, comprehensive responses. Regrettably in my interview with one current Linking coordinator a digital recording became corrupted (See Appendix (xxii)). This was extremely unfortunate since a 35-minute recording related to how my Zanzibar case implemented Development Education curriculum content was lost. Despite protracted efforts this was irresolvable.

#### **4.2.4.2 Pupil Focus Groups (PFGs)**

These were structured around questions posed in adult interviews. All sought elaboration from the often-unvoiced perspectives of young people (Leonard, 2014). The data consisted of a pilot study PFG, with female Ghanaian students aged 16-17; two in secondary schools, with students aged 14-16, one in Uganda and one in Zanzibar and one with students aged 12-13 in Uganda. Regrettably in Zanzibar part of a PFG recording became corrupted (see appendix (xxii)).

#### **Overall approach and conduct**

Head Teachers acting as mediators recruited students to take part in my Ugandan and Tanzanian focus groups. PFGs took place in schools; oral consent was obtained first from Head Teachers and the purpose of my research was made clear. Oral informed consent was obtained from students.

#### **Limitations**

To what extent students' responses were affected by prior answers given by others in a PFG is hard to gauge. I hope that my conduct as the interviewer may have minimised some of the issues known to operate in group settings (Martins, 2011). To allow identification of individuals, so that they could name their world (Adichie, 2005; Mishler, 1986) I interjected, stating students' names. This may have affected

the natural flow of some discussions. Similar difficulties in coding occurred to those encountered in adult interviews. To respect the anonymity of individuals criticised in PFG discussions I excluded some comments from my analysis; young people's openness suggests that they felt at ease to openly criticise their teachers in this way. This presented an ethical dilemma for me, since I wanted to protect the sensitivity of criticised research collaborators. Two other limitations were encountered; first, at Makunduchi Secondary School (MSS) the girls in the focus group were younger than the boys, and less confident in speaking in English (Martins, op cit), not their native tongue, in front of others (including their peers). Secondly, part of one PFG recording was corrupted; its Development Education curriculum content could not be analysed.

#### **4.2.4.3 Documentary evidence**

This is a collection of my "looking" and "studying" evidence; it includes:

- A project bid, from 2006, for DGSP curriculum grant funding
- Partnership documentation
- Evidence from Ofsted reports and school prospectuses
- Websites
- Teaching and learning resources from the OSDE methodology
- School documentation, including a school's School Improvement Plan (SIP)
- The photographic record
- E-mail communications
- Letters
- Papers and presentations based on my research
- Press citations

- Personal constructs, including those from others' unpublished MA assignments
- Newsletters

#### **4.2.4.4 Observation**

Two Southern lesson observations were conducted. These sought to identify the nature of teachers' interactions with students and gain an understanding of the nature of teaching and learning in two 'snapshots' of Southern classrooms, one in a Zanzibar secondary school and one in a Ugandan children's centre/primary school. For the secondary school observation I used a structured objective format with which I am thoroughly familiar. OSDE materials' use in an Inner City London school in the UK was also observed.

#### **Limitations**

My presence undoubtedly altered the nature of interactions within both East African classrooms; a Mzungu (a White person) could not be inconspicuous in a Ugandan or Tanzanian classroom. However, I felt able to justify this since it allowed me to triangulate some data, by "looking" or observing classroom materials and pedagogies in action and assessing the extent to which two teachers implemented the interactive teaching methods that were being described to me in interviews and PFGs (Clarke and McCallum, 2001).

I now examine the criteria used to analyse my Ghanaian pilot study findings.

#### **4.3 Key issues in analysis of pilot study findings**

What were the key issues to address once my pilot study data was collected? The approach was to analyse the raw data thematically. Six 'a priori' themes governed analysis of my Ghanaian findings, assigned deductively (Mayring, 2000) to replicate

and complement those used in the Edge teams' NSSP research (Edge et al, 2008a; 2009a and 2009b). Figure 8 shows how the six Ghanaian themes relate to the final areas of research adopted for analysis of my subsequent East African data. Mayring describes a "subsumtion (*sic*) (of) old categories or formulation of new categories" occurring as a "Step model of inductive category development" (Mayring, *op cit*, in his Figure 1<sup>41</sup>).

**Figure 8: How Ghanaian research themes relate to final areas of research/sub-questions - for E African experiences of the S/NELP in Uganda and Tanzania**

| Formulation of final areas of research/<br>sub-questions<br>- applied 2011 - 2013   | Subsumed Ghanaian pilot study research<br>themes   |
|---|--|
| 1. How does the S/NELP affect adults and students in schools?   | Theme 2: Perceived effects on Ghanaian students:<br>Theme 3: Perceived effects on Ghanaian teachers: |
| 2. How does the S/NELP affect local communities?  | Theme 5: What are the perceived effects of the S/NELP in the wider Ghanaian community?               |
| 3. How does participation in the S/NELP contribute to Development Education (DE)?<br>- some coalescence and overlap occurs with sub-question 2 above.       | Theme 4: The S/NELP, Development and DE:   |
| 4. How important is the S/NELP to participants in Southern schools? What advice do Southern participants offer, to promote successful S/NELP relationships? | Theme 1: Perceived value of the S/NELP:<br>Theme 6: Sustainability of the S/NELP:                    |

Leonard, 2013

<sup>41</sup> See appendix (xix)

#### **4.3.1 Pilot study theme 1: Perceived value of the Linking relationship**

How important are S/NELP relationships to (Southern) participants? What is the perceived value of these relationships? Evidence to answer these questions was sought from documents (including websites and press citations) and artefacts, but primarily from my interview and pupil focus group (PFG).

#### **4.3.2 Pilot study theme 2: Perceived effects on students**

How do Southern students benefit from Visitor Exchanges? (These are sometimes referred to as 'reciprocal visits'). The funding of Visitor Exchange programmes at the Southern end, and selection of participating students can be problematic and controversial (Ghanaian pupils, 2005). Arguably it is also an aspect of these relationships which can include neo-colonialist issues, since the financial ramifications for Southern schools of the 'exchange' element and resultant costs incurred to host partners may be little understood by Northern visitors. Yet, if Ghanaian students' experiences mirrored those of Northern counterparts, it is often these Visitor Exchanges that can have profound impacts on students. How comprehensive is the effect of the Linking process on Southern students or are some Southern students untouched? Evidence to answer these questions was sought from my pupil focus group, adults' perceptions of how the S/NELP affects students and Pollard's 'looking' and 'studying' elements (Pollard, 2005) - see Figure 6, page 136 (and Pollard's enquiry methods typology, Figure 10, page 173).

#### **4.3.3 Pilot study theme 3: Perceived effects on teachers**

What are the effects on Ghanaian teachers if they work in linked schools? Experiences of the Linking process in Northern schools can vary widely. Literature reviewed in Chapter 2 suggests that some teachers may be profoundly affected by their schools' engagement, while others may barely be aware of linking

relationships. If efforts are made to spread participation, particularly in Visitor Exchanges, to a wide cohort of the teaching staff and others, the sustainability of these links is enhanced. Continuing Professional Development (CPD) of staff can be promoted through such links, further academic study undertaken and international friendships initiated which endure over time. How are Southern teachers affected? What evidence is there that 'capacity building' sought by African governments can result from Linking? Do Linking relationships permeate the entire school teaching community? What issues emerge as a result? What aspects of 'critical engagement' emerge for professionals? I intended to answer these questions from my semi-structured adult interview and the PFG.

#### **4.3.4 Pilot study theme 4: The S/NELP, Development and DE**

What impacts of Linking on teaching and learning about DE and Development, as instanced by the MDGs does the linking process have? Development Education, per se, may be a concept used freely in the North, but not widely understood in the South. The nature of the MDGs is that they encompass aspirations of DE and Development, which although sometimes in tension with one another represent the underpinning ethos of DE concepts. The Global Dimension strands (DfES, 2005) provided a useful aide-memoire when seeking Ghanaian views on DE; my final methodology therefore included reading time on these strands prior to the posing of questions related to Development Education curriculum content. Like Bourn (2005) I have shown how the MDGs relate to Development Education (Leonard, 2010, p15 and 2012a, p21). While Bentall (2009) is critical of the negative premise on which these goals is founded their synchronicity with DE provided a practical basis on which to question Southern young people and adults (Leonard, 2012a, p23; see appendix (v)). Artefact recording, photographic records and interview and focus

group responses furnished other data on this theme.

#### **4.3.5 Pilot study theme 5: Perceived effects of the S/NELP in the wider Ghanaian community**

What are the effects in local communities when Southern schools are linked? If benefits may be directly associated with a school's participation in North-South linking how far, if at all, do these extend into the wider communities? If the linking process can elicit material benefits (such as educational resources, including school infrastructure and capacity building) how are such developments viewed beyond schools? Again artefact recording, photographic records and focus group and interview responses informed this analysis.

#### **4.3.6 Pilot study theme 6: Sustainability of the S/NELP**

How important are considerations of reciprocity, equality and sustainability? These qualities are actively promoted by agencies which seek to partner schools across the global economic divide (see websites of British Council, DGSP (archived) and DECs). While some may view these as required at the outset of the Linking process (Bronwnlie-Bojang and Najda, 2007) I view them as aspirational (see Figure 4, page 102, and Leonard, 2008) and question whether such goals can ever be achieved in some instances. Do these factors represent Northern neo-colonialist impositions on Southern schools which may prefer to take part in a 'flawed' link, rather than no link? How far do Southern Linking participants rely on financial assistance that the S/NELP can elicit? How reliant are schools on individuals' efforts to maintain and sustain their links? Are key personnel in the process valued within their school and local communities and by relevant educational agencies? All may influence a link's evolution and longevity.

(In addition to interviews with school personnel, Pollard's 'personal constructs' (Figure 10, page 173) from other Southern voices, including IOE NSEP Masters students<sup>42</sup> and education officials, such as Ministry spokespersons, allowed consideration of this research theme in my East African data collection)

#### **4.4 Presentation of findings and Ethical considerations**

It was intended that my research findings would be presented in a variety of forms including tables and photograph annotation. Interview and PFG responses were coded and categorised to inform subsequent analysis of transcripts using old-fashioned highlighting pens and NVivo ICT software (Kohlbacher, 2006; Mayring, 2000).

While respondents, 2008-2010, were asked to participate in my data collection without promising anonymity (see appendix (viii)) it was later hoped that Southern schools would be identified. To this end a revised Ethics proposal was submitted and approved at IOE (See appendix (iii)). I had identified Northern parties of four of my nine cases (Leonard, 2004). Anyone who sought to do so could easily identify their Southern partners by an Internet trawl. The Ghanaian school's Linking Coordinator agreed in 2006 that their participation might not be anonymised. I did not adopt a stance that those who have never participated actually cannot know in full exactly what they are consenting to. Most importantly, Linking practitioners actively seek to celebrate the process, including entries on schools' websites<sup>43</sup>. Such success is acknowledged by the receipt of awards from government agencies and is celebrated

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<sup>42</sup> I taught the NSEP module 2009-2011 on IOE's MA in Development Education. The second round of the module proved particularly beneficial to my research since a large share of the cohort were in-country British Council staff engaged on the DGSP programme

<sup>43</sup> [http://www2.sso.southwark.sch.uk/page\\_viewer.asp?page=News+%26amp%3B+Events&pid=3](http://www2.sso.southwark.sch.uk/page_viewer.asp?page=News+%26amp%3B+Events&pid=3)  
Accessed 1 September 2009



on websites (Global Gateway<sup>44</sup>, British Council<sup>45</sup>, DfID<sup>46</sup>, ActionAid<sup>47</sup>) and cited in School Inspection reports (such as the UK's Ofsted):

You told us how proud you are of your school, and how appreciative of the many different opportunities on offer, including those in sports, science and the arts, and international links.

The text above is from a letter to St Saviours and St Olave's pupils from Her Majesty's Inspector<sup>48</sup>. Of the school's Southern partnerships, one is with a South African school. This is evidenced in the quotation below on this UK secondary school's website, celebrating its achievement of the International School Award:

The International School Award scheme is supported and funded by the DCSF. It provides recognition for teachers and their schools working to instill a global dimension into the learning experience of all children and young people. There has been a long tradition of internationalism, and effective and creative global partnerships at St Saviour's and St Olave's. It is this that has formed the international ethos embedded throughout the school. From video conferencing with pupils in South Africa to groups of staff and pupils visiting China and The Gambia, from emailing pen pals with our fellow pupils in Thailand and Malaysia to online conferencing with pupils all over the world discussing today's 'Global Issues', we have ensured that our pupils are part of our local, national and global society through the opportunities offered both in and out of school<sup>49</sup>

Other schools' S/NELP relationships are named and fêted in the media (BBC World Class<sup>50</sup>; TES and Guardian). So what would be gained by anonymising my research findings on School Linking?

As stated earlier it was intended that my research complements that undertaken by Edge's research teams and could potentially inform Ghanaian, Ugandan, Tanzanian

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<sup>44</sup> <http://www.globalgateway.org.uk/default.aspx?page=3194> featured Nyogbare Primary School, in the rural Bolgatanga District of Ghana Accessed August 28, 2009

<sup>45</sup> <http://www.britishcouncil.org/globalschools-partnership-world-aware-education-award.htm> DGSP was awarded the World Aware Education Award by an international jury for the programme's 'excellence in networking, partnerships and co-ordination to increase and improve global education' Accessed August 28, 2009

<sup>46</sup> <http://www.britishcouncil.org/globalschools-steve-sinnott-award.htm> Accessed August 28, 2009

<sup>47</sup> <http://www.actionaid.org.uk/100006/schools.html> Accessed August 28, 2009

<sup>48</sup> [http://www.ofsted.gov.uk/oxedu\\_reports/display/\(id\)/106202](http://www.ofsted.gov.uk/oxedu_reports/display/(id)/106202) Accessed 1 September 2009

<sup>49</sup> <http://www2.sso.southwark.sch.uk/page/?title=News+%26+Events&pid=3> Accessed 28 March 2012

<sup>50</sup> [http://www.bbc.co.uk/worldclass/your\\_stories/20090817\\_earlington\\_update.shtml](http://www.bbc.co.uk/worldclass/your_stories/20090817_earlington_update.shtml) Accessed August 28, 2009

and other national and/or NGO policy makers interested in the outcomes of the S/NELP. Data collection proceeded in Uganda in October 2009 and Tanzania in April 2010, having obtained COSTECH 'preliminary clearance' in October 2009; this was advised by the Tanzanian Education Consul in London (See appendix (xi)).

#### **4.4.1 Dissemination of research findings**

In writing Chapters 5 -7 it was planned that feedback obtained from presenting at conferences would be incorporated in my thesis (including papers, workshop and seminar presentations). Since the assistance of the British Council (BC) NGO was sought in this research, feedback from BC linking personnel was included. Their contributions towards the redrafting of my 2008 book chapter (Leonard, 2008) were highly valued. Other NGOs with an interest in the S/NELP (DEA, HEC, Link Community Development (LCD), Nsumbi Trust, PEAS, Plan UK, Smile International, TIDE, TEMBO, Village Aid) have been consulted and their comments on my analysis were also invited.

Final COSTECH clearance in Tanzania requires the compilation of a report; it was intended that this would inform my Tanzanian analysis. While this report was not later required, I was commissioned in 2012 to write an in-depth case study of one school's experiences of the S/NELP (Leonard, 2012a); this has instead informed my writing of Chapter 7. The appendices to my thesis include an audit of how I have disseminated my research findings during the period 2008-2014 (see Appendix (xv)).

#### **4.4.2 Positioning myself as the researcher**

In aiming to honour the principle of presenting Southern voices and perspectives as revealed to me through my primary data collection, and balancing this with the requirement as a doctoral student to analyse and interpret these data which

inevitably bring my own 'lenses' into play, I have encountered several struggles. The biggest dilemma faced being that of according priority to those in the global South whilst accommodating the demands in the academe. I resisted the latter to such an extent, in my keen desire to reverse the often found North/South imbalance, that possibly I became invisible as the Northern researcher. Perhaps this was the result of a persistent unconscious desire to be neutral and objective whilst striving for an interpretivist approach (see Table 2, p144) or that of a psychodynamic counsellor's enabling clients' reflections to dominate (over their expertise)? Two Ugandan instances are now used to demonstrate this.

The first is my response to a research collaborator when she asked me why I had not corrected the English of my Southern respondents' transcripts (Appendix (xvi)). I responded that I was seeking to demonstrate the prowess in spoken English of those I had interviewed and did not want to edit their 'voices'; in this instance I was clearly asserting my Northern researcher's agenda. The second is my willingness to assume the role of an advocate, rather than see an apparent injustice towards Southern collaborators enforced by Northern decision makers at the UK's Border Agency (Appendix (xii)). In both instances my subjectivity as the researcher is evident. Elements of my researcher's identity which have surfaced during this work are now identified in subsequent chapters, in short coda concluding each, ensuring that my shifting position as the researcher is clarified to my readers. To do this I sometimes allude to metaphors, a device often applied by Andreotti in her work, which I borrow in this thesis and my pedagogy (see for example my 3-stranded rope, Figure 1, p36).

In four other sections my thesis relates how I have positioned myself as the researcher. Three are written as coda to my country-specific findings chapters (see Ghana, 5.4; Uganda 6.5 and Tanzania, 7.4). The fourth in my final chapter (8.4.5), reflects on how I have become more visible, as an interpretivist, qualitative researcher. All are important because my methodology is a unique aspect of this research. Authors of published research on the SNELP commissioned by third parties, such as DfID's GSP, Plan or LCD, may have been precluded from adopting similar methodological stances.

#### **4.5 Tensional aspects of my researcher's role**

This section identifies three anticipated tensional aspects of my role as a decentred researcher: (i) generalisability, (ii) triangulation and (iii) postcolonial tensions, before exploring power relations at greater length in 4.5.4, since these are so important in interviewing. Section 4.6 then provides a brief critique of a case study mixed methods research strategy.

##### **4.5.1 Generalisability**

Since School Links themselves are not uniform it would not be appropriate to seek statistical generalisations, however it was possible that some analytic generalisations might emerge, at a Meta level (Lopez, 2008) as identified in my Ethics proformas<sup>51</sup>. At the outset of my planning process, in 2006, I had hoped that, well done, my research strategy would allow valid interpretations to be drawn which could potentially lead on to recommendations for the future (See for example, Leonard, 2008, 2012a, 2012, 2013 and final chapter of this thesis). Since 2006 my reading on critical literacy has constantly stressed the importance of the context of any particular example; the central role of theory drawn from this theoretical thread has increased in its

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<sup>51</sup> See Appendix (iii)

importance to my research. I also moved towards a greater need to emphasise the individuality and particularity of my cases. I have noted the same in my reading about Sub-Saharan Africa, particularly in recent supporting studies of Development, poverty alleviation and Sustainability initiatives, from the work of the Geographer and Development Educator Tony Binns (Binns, 2009a and b). I intended, having concluded this research journey, to suggest areas of the S/NELP that merit investigation at greater length and that some lessons can be transferred to other Southern settings. I did something similar in 2008 (quoted in Disney, 2008a, p54), two years into this research journey.

#### **4.5.2 Triangulation**

The concern which as a decentred Northern researcher I have about basing the majority of my primary data collection in cultures of which I cannot claim to be a participant has been acknowledged in advance (Andreotti, 2007b). To mitigate such concern wherever possible the process of triangulation was initially attempted, from adult respondents. Transcripts (and my interpretations of interview data) were offered to adults so that factual errors or misinterpretations could be corrected and/or commented upon by interviewees (Brooks, 2011). In one Ugandan case this process proved extremely protracted; outcomes made minimal difference to my transcripts (See exemplar page in Appendix (xvi), p502). Advice from my supervisor to persist with this quest however was followed; I did not repeat requests for compliance from respondents.

Kincheloe (2006) suggests that triangulation does not helpfully contribute to the validity of an interpretivist/qualitative research position. He asserts that the specific context of a school, for example, will affect the appropriateness of particular strategies. The lived “ambiguous problems of the briar patch called everyday

practice” (*Ibid*, p91) of each of my Southern cases is crucial in my research. His “messy domains of ambiguity” (2006, p93) resonate in my cases and the triad of research, knowledge and practice in which I am operating. I have not sought unduly to achieve triangulation since 2011.

#### **4.5.3 Postcolonial tensions**

It is partly because I have queried some of the apparent restrictions on the School Linking advocated by Northern funding agencies that I isolated the topic of the S/NELP as the focus of my research. By its nature, a case study mixed methods strategy is likely to be iterative, inductive and interpretivist. I wondered if, for example, by seeking a model of Linking which aspires to ‘partnership’ and its associated qualities, such as reciprocity, equality and sustainability, Northern agencies may be imposing one postcolonial politically correct set of values on Southern parties? This is a concern that is shared by others (Burr, 2008a; Whitehead, 2006).

#### **4.5.4 Power relations**

The topic of power relations has been referred to earlier on several occasions, principally because differences between the Global North and South are starkly associated with acknowledged inequalities in power between countries in the Economically Developed and the Developing Worlds. In response to recognition of the ‘gulf’ that exists economically between a country such as the United Kingdom or Éire and Sub-Saharan African countries, such as Ghana, Uganda and Tanzania, national governments have undertaken, to try to redress these disparities through measures such as ODA. Quist-Adade argues that until a ‘level playing field’ in terms of power relations can exist then such action, assistance and aid should be offered, to compensate for the gulf which exists between nations, often as a result of exploitation, prior colonialism and the historical legacy of international relationships

(Cited in Michaels, 2008).

Learning resources and materials in the OSDE methodology use a variety of means to allow facilitators to grapple with complex S/N relationships. Often derived from Southern resources the associated activities oblige learners to explore the complex web of relationships between peoples in order to unpack issues which might otherwise appear to have simplistic solutions (Bourn and Leonard, 2009). Thus, for example, an OSDE workshop on Global Differences in Wealth<sup>52</sup> can elicit these responses from pupils aged 14-15 in Camberwell, Inner City London (Leonard, 2008) such as:

I have learnt that the North are only richer because of the stealing they have took from the South such as their wealth and they (the North) expect them to get on their own two feet when they have no resources.

or, pose 'deep', 'complex' questions to ODA donors:

What is happening with all the money that we send there?

A Key Stage 3 Geography textbook widely used in UK schools before 2008 (Waugh and Bushell, 1992; 2001; 2006) had relied on simple statements, such as "A developing country is usually quite poor like Kenya in Africa", (Waugh and Bushell, 2001, p100). A 2009 KS4 Geography text book stated that both short-term and long-term aid have 'no disadvantages' (Canavan et al, 2009, p264), which doesn't encourage another fourteen year old London pupil to pose questions regarding financial transparency and corruption, such as:

We handed enough to save you, can you show me the logs of money donated and where it's spent?

While Standish (2009) has argued that school-aged students should not be burdened by feeling that in some way their actions are responsible for the plight of others it is

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<sup>52</sup> Informed consent was obtained orally for the attributions (2008), from the teacher and the class observed.

understandable that young people may seek to redress the imbalances in power relations that they learn about. His concern is that young people themselves may feel powerless to act as a result of confronting the big, complex, difficult subjects that can emerge when studying Development or DE. While Temple (2006b; Temple and Laycock, 2008) has warned against the S/NELP serving as a panacea for such imbalances the activities of school links can represent practical attempts to redress such gaps. For example, through developing science experiments which can affordably be carried out in a Southern school's laboratory (Ash and Severs, 2004) the S/NELP can improve science teaching and learning. Setting up stalls to sell goods manufactured in the local communities of a linked school<sup>53</sup>, or raising funds to support the educational provision through physical infrastructure, books and educational equipment, notably computers<sup>54</sup> can lead to capacity building. My research explores the perspectives of 12-17 year olds interviewed in four PFGs in Ghana, Uganda and Tanzania.

#### **4.5.4.1 Power relations in Interviews**

Differences in power relations are also acknowledged as likely to occur during the Interview process; acknowledging these was a prerequisite of my planning. While these cannot be obviated they were identified, so that wherever possible they could be mitigated. Mishler (1986, pp117-135) and Seidman (2006) write extensively on this theme, raising concerns about traditional interviewer/respondent power imbalances and the "striking asymmetry of power" in the mainstream tradition of roles:

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<sup>53</sup> This includes Weald of Kent Grammar School, Tonbridge, Kent and its link partners in Ghana, in Chapter 5; and Aston and the Aston/Makunduchi Partnership, in Chapter 7.

<sup>54</sup> As demonstrated by John Kyrle High School and Sixth Form Centre Academy, Ross on Wye and its partner Kisiki College, Namutumba, Uganda. See Chapter 6.



Individual interviewing relationships exist in a social context... the social forces of class, ethnicity, race and gender, as well as other social identities<sup>55</sup> impose themselves. (Ibid, p95)

Since this echoes the questions of power relations that underpin much of the DE landscape the 'alternative roles' proposed by Mishler (1986)<sup>56</sup> merit further consideration here. He identifies three main pairs of roles that could perhaps substitute in my research for the traditional one of interviewer and respondent, each becoming more radical in transforming the power relations; these are examined in Figure 9.

**Figure 9: Roles in the interviewing process- based on Mishler (1986, pp122 - 132)**

| <b>Roles in interviewing process</b> | <b>Brief description</b>                                   |
|--------------------------------------|--|
| Respondent and Interviewer           | Traditional pairing  |
| Informant and reporter               | Interviewee's views directly attributable to individual    |
| Research collaborators               | Interview is negotiated between researcher and interviewee |
| 'Learner/actor' and 'advocate'       | Researcher becomes an advocate on behalf of interviewee    |


 Increased radical transformation of power

Leonard, 2010

The first pair of alternative roles in Figure 9, informant and reporter, allows interviewees to have a right to have their views represented as belonging to them, if they so wish. Since I have sought to offer this as a key element in my research (see Chapters 1 and 2) this would seem apposite. In this research project confidentiality could be misplaced or even illegitimate, hence my informed consent pro-formas do not promise anonymity. Mishler's suggestion that confidentiality could be "depriving them (interviewees) of their own voices" (Ibid p125) would be so diametrically opposed to my desire to do the exact opposite and enable Southern voices to be

<sup>55</sup>As a 'decentred' researcher I also exhibit "Northern" or "Western" social identities (Holliday, 2010).

<sup>56</sup> He refers to the work of Freire and taking away from respondents their right to "name" their world (p122).

heard that it was deliberately not sought. In this context I sought to make my digital audio recordings available to others (Leonard, 2012a; see appendix (xxiii)).

Transcripts have been shared with undergraduate and post-graduate students researching the S/NELP (McNicoll, 2012) and interested NGOs. Embedding an MP3 file into a conference presentation (Leonard, 2012c), also sought to allow a Zanzibar Head Teacher's voice to be literally heard.

The second set of alternative roles, in which those taking part in interviews are regarded as "research collaborators" (Mishler, 2006, pp126-129) does not appear to completely match with my research brief, (Laslett and Rappaport, 1975, cited in Mishler, op cit, p126). I explored others' attempts to provide opportunities for respondents to have their views heard, such as including a postscript of responses (Osherson, 1980; cited in Mishler, 1986, p126) and an opportunity for contributors/ collaborators to create or air: "what the results of my research meant to them" (Willis, 1977, cited in Mishler, 1986, p127). Adults in Uganda were open to this in 2009. As a result this 'opt-in' option was offered to Tanzanian and Ghanaian research collaborators. As my analysis evolved, between 2011 and 2013 'opt-in' opportunities were invited from other parties interested in the S/NELP (See appendix (x)).

By including interview transcripts in full as appendices, rather than as edited versions, Southern contributors' voices could be heard; however, since the focus of my investigation remained on my themes, which I had predetermined in my "researcher's role", this is still a somewhat restricted opportunity for Southern voices to be heard (Mishler, Ibid p127). Perhaps my research might identify areas that Southern researchers could then choose to frame their own problems from? It was

to compensate for this restriction that a concluding question “Are there any other things that you think it would be helpful for me to know about this particular school’s relationship with schools in the North?” was posed in my E. African research. Inclusion of all verbatim transcripts in my final thesis was advised against in my upgrade process; the resultant physical size with all its transcripts precluded this strategy. My PFG transcripts do feature (Appendix (xxiv)).

The third pair of roles, ‘learner/actor’ and ‘advocate’, which in theory could fit best with my idealised aspiration to challenge traditional North/South power relations, which is the most marked departure from usual power distribution was arguably not needed in my intended research project, nor was it likely to be practical. As Erikson (1976), Mies (1983) and Mishler (1986) have attempted it was possible that my relationship with research participants might move beyond a collaborative relationship to one in which I became an advocate for Southern participants in the S/NELP. This did occur in Uganda and Tanzania (See appendix (xii)). My overall aim in my relationship with participants was to be respectful of “their way of constructing meaning” and attentive to their voices (Ibid, 1986, p143). Possibly by use of Mishler’s final pair of alternative roles it could inadvertently suggest that learner/actors ‘need’ advocates, which implies another form of paternalism.

#### **4.5.4.2 Bridging attempts to negotiate equity in power relations in Southern schools**

Gatekeepers or mediators were “necessary for gaining access”, since schools have procedures to limit and restrict visitor access to school premises (See Chapter 7: Tanzanian Research Findings). My conduct of interviews aspired to equitable power relations, as a model of striving for equity; in this respect I drew on my experiences as a counsellor and pastoral work in schools and ITE.

#### **4.6 Limitations of the case study mixed methods approach**

As explained earlier 'observation' was only included in two Southern schools. OSDE was 'observed' in a UK Secondary school classroom and Initial Teacher Education (ITE) workshops in 2009 (Leonard, 2009b) and 2010. I can comment as a former participant in the Ghanaian school's S/NELP, from informal lesson observations and my constructs and reflections on Visitor Exchanges, and as a teacher-participant in relationships with a Beijing school. In this respect I considered writing journal entries for my Tanzanian cases. A UK report on Assessment for Learning (AfL) initiatives in primary schools in the Gillingham Education Action Zone (Clarke and McCallum, 2001) implies that teachers may say they are implementing an approach while their practice may suggest otherwise:

Teachers beliefs about how children learn dominate their approach to formative assessment so that, if a behaviourist approach is preferred, only lip service will be paid to sharing learning goals, pupil self evaluation and so on, with these elements seen as unnecessary additions.

(p58)

Possibly the same criticism could be made of responses in my research.

#### **4.7 Protocol and research validity**

A case study mixed methods approach, as explained in this chapter, was selected for a variety of reasons, but not without consideration of a range of other approaches and being aware of limitations which may have impacted on my research methods, analysis and ability to draw conclusions from my data.

A case study mixed methods approach sets out to create multiple sources of data, which together allow an investigator to draw conclusions; it does not rely on one type of enquiry method. My qualitative methods shown in Figure 6, page 136, were based on Pollard's typology of enquiry methods, reproduced in Figure 10, page 173,

with the author's permission.

**Figure 10: Andrew Pollard's enquiry methods typology (2005, p48), which informed my case study mixed methods approach summarised in Figure 6, page 136.**

|                      | STUDYING  | LOOKING                                | LISTENING                                | ASKING                     |
|----------------------|---|--|--|----------------------------|
| ROUTINELY OCCURRING  | Reading professional publications (3.1)         | Observation as a participant (3.6)     | Active listening (3.15)                  | Setting tasks (3.20)       |
|                      | Reviewing evidence of performance (3.2)         | Document analysis (3.7)                | Questioning (3.16)                       | Testing (3.21)             |
|                      |   | Marking pupils' work (3.8)             | Discussing (3.17)<br>Conferencing (3.18) |                            |
|                      |   | Formative assessment (3.9)             |  |                            |
|                      |   | Keeping records (3.10)                 |  |                            |
| SPECIALLY UNDERTAKEN | Consulting research reviews and databases (3.3) | Analysing pupil diaries or logs (3.11) | Audio recording (3.19)                   | Interviewing (3.22)        |
|                      | Reading research findings (3.4)                 | Systematic observation (3.12)          |  | Concept mapping (3.23)     |
|                      | Keeping a diary (3.5)                           | Photography (3.13)                     |  | Questionnaires (3.24)      |
|                      |   |  | Video recording (3.14)                   | Sociometry (3.25)          |
|                      |   |  |  | Personal constructs (3.26) |
|                      |   |  |  | Checklists (3.27)          |

Under-development of a case study strategy as a qualitative methodology and the issue of making generalisations are recognised difficulties. With these factors taken into account a case study mixed methods approach still appears to be the most appropriate means of exploring the effects of the S/NELP for this research project. I was not seeking to infer from a sample to a population.

Three key advantages identified by Gomm et al. (2000) add to the credibility of my approach: the accessibility of respondents, especially since the local 'élite' (Head Teachers, local and national government education officers and NGO intermediaries) proved keen to sanction my research. Secondly, the consistency of seeing through my researcher's eyes and in particular their third key advantage (Ibid), respondents' openness to questions and decreased defensiveness, which emanate from one researcher being able to immerse herself in a school community, if only for a short period of time.

My qualitative research like critical literacy theory which underpins it is not setting out to make anything other than partial claims. Claims as to the validity of my research return to Yin (2008) and Flyvbjerg (2006). Its validity can be asserted in terms of several aspects; like my theoretical perspectives these too interweave and strengthen the credibility of my approach. Construct validity emerges from the use of multiple sources and types of data, and from seeking feedback from others on drafts of my analysis. Its external validity is assured through references to supporting theoretical perspectives. My thesis cannot represent all my data collected over an extended period of seven years, where I have been selective I have acknowledged and justified this, creating descriptive validity (Maxwell, 1992). I have constantly demonstrated evaluative validity in my tentative, partial assessments about the effects of the S/NELP (Andreotti and De Souza, 2008b).

I echo Disney's observations about clarifying meaning, and how Moon's (2004) cognitive housekeeping is in effect part of my methodology:

Writing the final account, which has gone through many drafts and alterations, can also be seen as an aspect of the methodology as the process of writing the text helps clarify meaning and acts as an aid to understanding

(Disney, 2008a, p86)

This chapter concludes by reviewing lessons from piloting my two main research instruments. It considers three challenges, before identifying several amendments to my major field data collection made in the light of my pilot study.

#### **4.8 Challenges from piloting two research instruments**

##### **Introduction**

As stated earlier, the major primary data for my research derives from semi-structured interviews and pupil focus groups (PFGs). This final part of my methodology chapter briefly considers implications from piloting these two research

instruments in July 2008.

To determine the final protocol for my case study mixed methods approach two 'listening' and 'asking' elements were piloted (see Figures 6, page 136 and 10, page 173). Questions could be dropped, amended or added, based on the outcomes. It was intended that lessons learnt would minimise limitations and challenges referred to earlier in this chapter. Copies of my transcripts (and initial findings from the pilot) were offered to KGSS and WOK, as were papers and weblinks to presentations featuring my pilot study findings.

In 2006 I had gained consent from Veronica Aryee, KGSS's Linking Coordinator, acting as a Ghanaian Gatekeeper/mediator<sup>57</sup>, for her school to be my pilot study. My "Ethics approval for doctoral students' research projects" was considered and granted by the Institute of Education's Ethics committee, before a Ghanaian Exchange group visited UK in July 2008. Ghanaian pupils stayed in UK pupils' homes. The party consisted of KGSS Form 2 (16-17 year old) pupils and accompanying male and female teachers with varying exposure to the S/NELP.

Three challenges emerged; each is reviewed before noting amendments then applied to the major part of my data collection, carried out between October 2009 and April 2010:

1. Practical constraints on 'listening' elements;
2. Difficulties working with local personnel;
3. Transcription and analysis issues.

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<sup>57</sup> In 2008 this was confirmed in an exchange of mobile text messages; Veronica was my host in 2006. While Internet access is problematic for this Ghanaian school mobile phone communication, including SMS/text messaging is not and is relatively affordable for Southern participants. She had also agreed to take part in the interviews herself. Veronica later became Head Teacher at the Presbyterian Senior Secondary School, Tema.

#### **4.8.1 Practical constraints on 'listening' elements**

A Ghanaian MFL teacher piloted my semi-structured adult interview. Conflicting demands on KGSS teachers' time meant that other adults' interviews did not take place. This experience suggested that Dowling (2009) and Al Saraj's concerns (2009) about the sufficiency of time allocated for my planned visits to my East African cases might prove well founded.

Having been recruited by a local gatekeeper/mediator four female pupils self-selected to take part in my focus group. Since responses from young people in Southern schools formed an important aspect of my research, an attempt was made to compare the quality of written responses to the same questions, with those from recorded interviews. Similar written data could have been collected in advance of both my East African visits. As a teacher I have learnt that thinking time is an advantage when asking people to reflect; personal reflection is a major source of evidence required from the beginning teachers I work with in Initial Teacher Education.

#### **4.8.2 Difficulties working with local personnel**

Advice about when to carry out data analysis suggests that all interview data should be collated before attempting any analysis. I thus intended to carry out the transcription of the KGSS focus group and subsequent analysis of this and students' written responses at the same time. This could also inform my understanding in terms of the use of local gatekeepers/mediators.

Regrettably the Ghanaian students' written responses were misplaced. I subsequently learnt (Mejias, 2009) that similar difficulties were encountered in another International research project. That team's experiences (*Ibid*) made it



unlikely that I would recruit others to assist remotely in my E African research.

#### **4.8.3 Transcription and analysis issues**

I am fully conversant with the time-consuming nature of transcription and analysis, having used similar techniques for my MA dissertation (Leonard, 2004). For each minute of audio tape (or digital recording) a figure of a multiple of ten has been indicated for transcription alone. Having compared the analysis process for my MA interview data which I had transcribed with those transcribed on my behalf I contend that a researcher's effort of listening and re-listening to the authentic voice of respondents compensates for the time gained by seeking transcription assistance.

I suggest that there are three main benefits: firstly repetition helps to identify key themes in respondents' answers. Secondly awareness of the relative significance of key themes can emerge, and finally for organisation of subsequent focus groups the effectiveness of additional prompt questions can be identified. In conclusion, I consider that my listening to the 'authentic voice' is an important part of my data analysis. Since I couldn't rely on volunteer transcribers the cost of employing a transcription service was also deemed prohibitive.<sup>58</sup> Annotating and coding categories of responses, which emerged out of the material, facilitated thematic analysis of interview and pupil focus group data.

#### **4.8.4 Summary and amendments to my field data collection, 2009-2010**

Piloting two enquiry methods showed me the need to be flexible in time tabling appointments with respondents. Additionally two other very practical issues

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<sup>58</sup> Follow-up to an unsolicited approach (Banfield, 2009) from a transcription service quoted a figure of "On average a one-to-one one hour recording would cost approximately £50 which I believe is considerably lower than the market value that other transcribers may charge" (Banfield, 2010). In January 2012, to progress the analysis of my Tanzanian data I employed commercial transcribers, for the remainder of my transcripts.

emerged, (i) a need to be completely familiar with the recording equipment I used, and (ii) the prohibitive cost of employing commercial transcription services.

The following amendments to my 2009-10 data collection were planned as a result of my pilot:

1. Seeking advice and support from the Ugandan Consulate in London, prior to planned visits to Kampala and Iganga, Uganda, in October 2009.
2. Arranging and confirming appointments with named personnel at the Ministry of Education in Kampala, recommended by the Ugandan Education Consul in London, prior to leaving UK.
3. Enlisting support from local élite gatekeepers in Uganda and Tanzania, to plan interview schedules and recruitment for PFGs.
4. Acquisition of an additional digital recording device, to support my use of a hand-held dictaphone.
5. Creation of laminated sheets, to prompt respondents'/learner actors' discussions about Development and Development Education.
6. I added a question, asking Ugandan and Tanzanian participants how they would describe the nature of their S/NELP relationship with their Northern counterparts. I cannot therefore explore whether the Ghanaian S/NELP parties would identify their association as a School link, a partnership, or as something else, perhaps an even stronger relationship than the term 'partnership' implies.
7. In creating a photographic record in Tanzania some photography was commissioned; these photos are reproduced with permission of the photographer.

An addition in my East African cases was a deliberate effort to:

- Seek out 'Southern voices' in terms of advice to Southern S/NELP participants
- Consider Southern views on development challenges;
- Invite unedited Southern commentary on my Northern analysis.

By its nature the semi-structured interview format obliges those questioned to focus on my agenda; this final amendment sought to open up dialogue with 'informants', 'research collaborators' and 'learner-actors', rather than respondents (see Figure 9, page 169).

In this chapter I have explored why a qualitative methodology fits the nature of my research question and its underpinning theoretical perspectives particularly well. I justified the elements of my 'mixed methods case study approach' at length, aware of critics who doubt its gravitas (Schuller, 1988), unless "well done". The criticisms made of case study approaches, principally related to rigour, generalisation and validity, are overcome in my research by very careful attention to designing my strategy, as Yin had advocated (2008).

I also explored the evolution of my final research areas/sub-questions and considered challenges of power relations at length, necessary since my research is heavily reliant on interviews.

In reviewing the methodology adopted for my pilot study, I have shown how my data was linked to my sub-questions pertaining in 2008. Finally I summarised lessons learnt from piloting two research instruments.

### **Organisation of Research Findings Chapters**

Chapters 5-7 reporting my findings, are organised by country, to allow conclusions to be drawn separately from firstly my Ghanaian pilot study and then my research in

Uganda, Chapter 6 and Tanzania, Chapter 7. This is to facilitate complementing pre-existing work on the S/NELP, notably that of the North South School Partnership (NSSP) teams. As stated previously, my research had set out to create qualitatively detailed, 'rich', 'thick' findings to elucidate and complement a largely quantitative body of research. A short summary of educational provision in each Sub-Saharan African country precedes descriptions of the context of my cases. Each chapter includes a coda, positioning myself as the researcher. My reflexivity as a 'decentred' researcher will aid others' understanding of South/North relationships (See 5.4, 6.5, 7.4 and 8.4.5). In my thesis my reflexivity as the researcher is an important aspect of my qualitative, interpretivist case study approach.

A surfeit of data has restricted which sub-questions are reviewed; across the research findings chapters all my final areas of interest/research sub-questions are investigated. In each chapter emerging categories or themes are analysed; some occur in several chapters, others only apply in particular cases. The rationale for how these chapters are structured is given in each chapter's introduction.

## CHAPTER FIVE

### GHANAIAN PILOT STUDY FINDINGS

#### Introduction

The purpose of this chapter is to present data, analysis and discussion, drawn from my pilot study. It introduces the context of my Ghanaian S/NELP. It then uses a thematic approach to analyse my field data, using a deductive category assignment (Mayring, 2000), based on themes deduced by the North South School Partnership (NSSP) research teams. The purpose of the chapter is to explore four themes, each relates closely to my final research sub-questions/areas of research, pursued since 2011 and identified in Figure 8, page 156.

1. Perceived value of the S/NELP; this responds to my fourth research sub-question, how important is the S/NELP to participants in Southern schools.
2. Perceived effects on students; this relates to my first research sub-question, how does the S/NELP affect adults and students in schools?
3. Development and DE tensions, in relation to the UN's MDGs; this relates to my third research sub-question, how does participation in the S/NELP contribute to Development Education?
4. Perceived effects in the wider local community; this relates to my second research sub-question, how does the S/NELP affect local communities?

My data is heavily reliant on my piloted research instruments (a semi-structured adult interview and a pupil focus group in July 2008), as explained in my Methodology Chapter (4.8) and a photographic record, amassed during two visits to Ghana, in October 2005 and February 2006, when I visited Krobo Girls' Secondary School (KGSS) and Tortibo village. '*Indicator characteristics*' of the nature of this S/

NELP from Figures 4, page 102 (and 11, page 185) serve as sub-headings. After analysis and discussions of each theme a brief summary is presented. Part three summarises the findings from my pilot study. The chapter concludes with a coda, positioning myself as the researcher, a format followed in my other country-specific findings chapters.

## **5.1 Context of my Ghanaian case**

### **Summary of educational provision in Ghana**

UNESCO Institute for Statistics (UIS, 2008a) survey data reveals that schooling is compulsory for nine years, from age six to fifteen. There is also a pre-school sector, making provision for those aged 3-5. The primary sector caters for pupils aged 6-11, while secondary schooling is from 12-17. Trained teachers represented almost a quarter of the pre-school sector, half those in the primary and three quarters in the secondary sectors (*Ibid*). This UIS data is from 2006, the year in which my second visit to my Ghanaian case took place. Teaching and learning in Ghanaian schools is heavily reliant on didactic pedagogy.

Ghanaian transition rates, from primary to secondary were 87% in 2002 (*Ibid*), almost twice those of Tanzanian schools in 2004-5 (UIS, 2008c). Earlier survey data (GSS, GHS and ICF Macro, 2003) had revealed disparities between rural and urban schools and between richest and poorest; urban pupils' survival rates to the final year of primary exceeded those of rural pupils, while richest pupils' transition rates exceeded those of the poorest. 2013 data showed that over the period 1991-2011 94% Ghanaian pupils "complete a full course of primary education" (UIS 2013a, p2). Their estimate for 2011 is that 84% girls and boys were in primary school. Gross enrolment for secondary schooling showed that while gender inequalities persisted

(55% female, compared to 61% male) an improvement had been made since 2003 (*ibid*).

In 2010 funding for primary (35% educational spending) and secondary education (35% educational spending) suggest that Ghanaian provision is targeted at these two sectors. Almost a quarter of total government expenditure is allocated to education (UIS, 2013a).

My Ghanaian pilot is concentrated on a government funded day-boarding school, Krobo Girls' Secondary School (KGSS). KGSS is located in Odumase-Krobo, a rural town in Ghana's Eastern region. The institution is virtually a boarding one. School fees do not apply but parents pay for boarding.

This S/NEL association was instigated, as is true of many S/NELP relationships (Edge et al, 2008a; 2009a and b) as a result of personal contacts. The link with Weald of Kent (WOK) set up in 2002, is celebrated on Discover Ghana's website<sup>59</sup> as an example of an educational project:

They successfully applied for the British Council Global Curriculum Grant which supported 3 years of curriculum work working on joint projects and exchange visits for students and teachers from Ghana and the UK

From the outset the UK secondary school independently of KGSS (again as a result of personal contacts) had supported the type of fund-raising initiative that some linking sceptics (Edwards, 2012) and postcolonialists castigate (Egan, 2010a). In Tortibo village, some 20km distant from KGSS, WOK sought to establish a kindergarten. This S/NELP's recognition by DGSP facilitated early Visitor Exchanges of élite personnel, the Head Teachers of the two secondary schools, with some subsequent successful applications for funding of S/NEL educational initiatives through its "Global

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<sup>59</sup> [http://www.discoverghana.co.uk/index\\_files/Page413.html](http://www.discoverghana.co.uk/index_files/Page413.html) Accessed 23/08/10

## Curriculum Project Grants” scheme:

One of the main developments of our partnership over the last year has been that it is developing into a truly reciprocal link. Thanks to the award, students from Ghana were able to come to the UK for the first time and this has had a far-reaching impact on both school communities.

(2006 application for DGSP funding from WOK)

Pollard’s ‘Looking’ research elements (Pollard, 2005; see also Figure 10, page 173) were carried out during visits to Ghana in 2005 and 2006, through amassing a considerable photographic record at KGSS and Tortibo village. Some photography by WOK students is also included in this chapter, although as noted by Brooks (2011) “this is not a value-free record of events”.

My placing of this S/NELP on the continuum in Figure 11, page 185 (based on Figure 4, page 102) has been made in response to a range of primary data collected at KGSS and Tortibo, ‘studying’ archival evidence and piloting ‘listening’ and ‘asking’ techniques referred to in Chapter 4 and Figure 6, page 136. Tortibo is described thus:

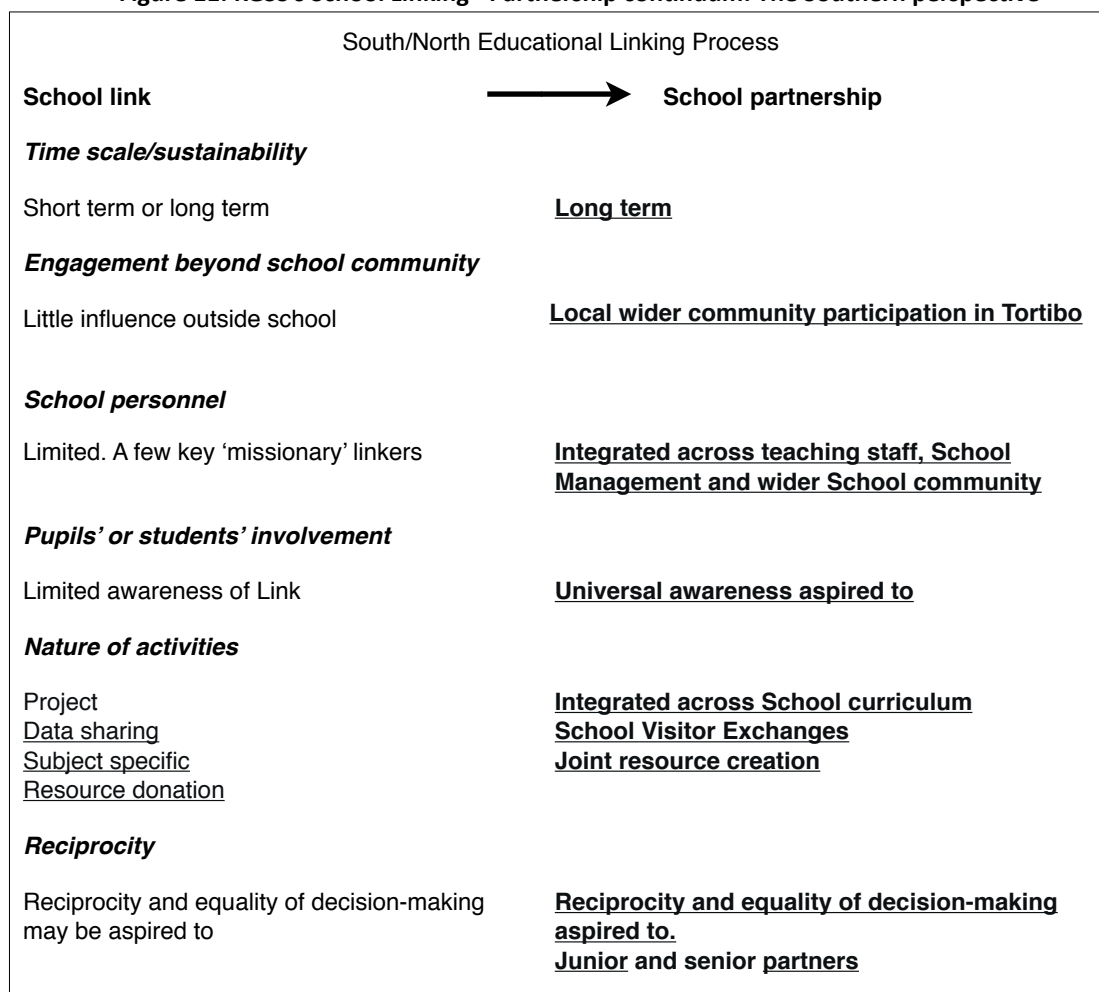
Most of the village houses are made from traditional mud bricks. There is no running water although electricity should be connected in the near future.<sup>60</sup>

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<sup>60</sup> [http://www.discoverghana.co.uk/index\\_files/Page624.html](http://www.discoverghana.co.uk/index_files/Page624.html) Accessed 23/08/10



Figure 11: KGSS's School Linking - Partnership continuum: The Southern perspective<sup>61</sup>



Leonard, 2010

Not all the indicator characteristics, of “partnership” are met in this case; but the majority is clearly fulfilled (shown underlined). Since this S/NELP has grown in Ghana to include S/S links, advocated by Collins (2007), which previously didn't exist, an extra “indicator characteristic” is added in Figure 11, ‘*Engagement beyond school community*’. This demonstrates evidence of this S/NELP's value, longevity and influence.

<sup>61</sup> Re: *Pupils' or students' involvement*: the UK school's DGSP Funding application (01/04/ 2006) stated “300+ “KGSS pupils were “directly participating in the partnership”.

Discover Ghana's attitude to the S/NELP is an additional important factor in the context of my pilot. Their ethos of supporting local Ghanaian community-based development has affected the nature of this S/NEL association from its outset.

## **5.2 Ghanaian pilot study research findings: A thematic approach**

As explained in this chapter's introduction, the deductive themes used to analyse my pilot study data were intended to complement the work of the North South School Partnership (NSSP) teams, whilst also informing my audience to what extent Development/Development Education tensions coexist in this S/NELP. These themes were:

1. Perceived value of the S/NELP
2. Perceived effects on Ghanaian students
3. Perceived effects on Ghanaian teachers
4. Development and DE tensions, in relation to the UN's MDGs
5. Perceived effects in the wider local community in Ghana
6. Sustainability of the S/NELP.

These are closely related to the S/NELP 'indicator characteristics' in Figures 4, page 102, and 11, page 185 . How they relate to my final research sub-questions is shown in Figure 8, page 156. A surfeit of primary data for my thesis means that Themes 3 and 6 are not analysed in this chapter, as explained at the end of Chapter 4.

As inductive category/theme development was also carried out (Mayring, 2000) emerging themes were seen to entwine and sometimes coalesce or overlap, mirroring a similar entwining between my theoretical perspectives. For example, how the S/NELP was valued related to the effects of the process in schools and local Ghanaian communities. Effects of the S/NELP on teachers often influenced or

resulted in effects for KGSS students.

### 5.2.1 Perceived value of the S/NELP



**Plate 1: S/NELP celebrated in photo display in KGSS school compound**  
Leonard (2005)

The NSSP team's 1<sup>st</sup> year report had reported that 89% of Southern schools agreed or strongly agreed that “partnership had a positive influence on involvement of students, teachers, whole school and community” (Edge et al, 2008a, p39). Their 2<sup>nd</sup> year report's findings (Edge et al, 2009b) from school-level data referred to a Ghanaian secondary ‘private fee-paying school’ case, (identified as school 386S). That partnership was amongst those falling in their ‘high momentum’ category, which:

Have built momentum and a track record of success as well as those that are moving towards this ideal scenario of a truly mutually beneficial partnership between schools in two countries

*(Ibid, p108)*

My theme, valuing the S/NELP, draws on artefacts shown in plates, my adult interview, informal discussions with KGSS students, my pupil focus group (PFG) and WOK sixth form pupils' school assembly script extracts.



**Plate 2: S/NELP photos viewed on all weather display board**  
Leonard (2006)

Plates 1 and 2 indicate the relative importance attached to this S/NELP in 2005 and 2006. The photos displayed celebrated this S/NELP in the only all weather display case in the school's compound (in close proximity to the school's administration block and Head Teacher's office). In 2005 the display could have been planned as a PR exercise, to coincide with the UK School party's Visitor Exchange. However, a similar display was also on view in 2006. This public location is also used to challenge the social impacts of HIV/Aids (see page 211) and of aspiring to 'white', Western or 'Northern' hegemony, through the use of skin lightening products.



**Plate 3: Exterior mural display at KGSS celebrating Maths and Science teaching and learning**  
Leonard (2006)

The nature of the KGSS buildings precludes the use of displays common in other school settings. A consequence is therefore that displays are found instead on the exterior of buildings, as shown in Plate 3 (See references to display materials in Chapter 6).

Display spaces are thus highly prized; the prominence of the photo displays in Plates 1 and 2 suggests that considerable value was attached to KGSS's S/NELP relationship.

### **Time scale/sustainability and reciprocity**

At the time of my 2006 'curriculum visit' it was hoped to 'plant' a permanent artefact manifesting the S/NELP, which was intended to grow and flourish, as a living demonstration of the value and strength of this S/NELP. The siting of the tree was also intended to be in a central location.

The tree planting scheme is a splendid and very significant concept. Being an international issue I believed the British High Commissioner should be involved-we shall make the necessary move to make it a reality.

Aryee (2006)

This artefact indicates that the partners were senior (N) and junior (S) as shown in

Figure 11, page 185; had this initiative emanated from the Southern partner then this S/NELP would indicate a more 'equitable' association. Since the Ghanaian school sought to invite personnel from the British High Commission and the British Council in Accra, and local press to the tree planting ceremony and this could not be arranged during the 2006 UK teachers' visit the planting ceremony celebration was postponed until 2007. Veronica Aryee, the Linking coordinator quoted above, and B, a student in my PFG, suggest that this S/NELP was highly valued at KGSS:


B           And there's this special garden in the school, which is called the "Weald of Kent and Krobo garden" and there is a tree that was planted when they visited Krobo Girls last year and I believe this...

This tree is growing and growing and I think it's showing a sign of working together, togetherness, and this has gone a long way by encouraging we the students to also grow flowers

(PFG B 262-4, 270-2)

While the Northern party funded this gesture the Ghanaian school chose the tree variety as a Southern illustration of their link's sustainability - as bearing fruit for the future.

Edge et al's (2009b) Ghanaian School 386S had welcomed its Northern partner 'with open arms' (*Ibid* p110) showed widespread staff support for the work of the partnership (p113) and placed 'broadening horizons', prioritising global citizenship and exploring cultures, as the main objectives of their partnership. At KGSS asked about the 'general importance' of this S/NELP RM, the MFL teacher, also particularly

|   |  |
|---|--|
| <p>"Tree Planting to mark the partnership"<br/> <i>(Discover Ghana, 2010)</i></p> <p>KGSS élite personnel on right, in blue: Head Teacher, Gladys Kabuki Appiah; in purple: Assistant Headmistress and Linking Coordinator, Veronica Aryee.</p> <p>WOK's Internationalism Coordinator, Mary Banks-Muryama, plants the mango tree.</p> |  |
|---|--|

valued the relationship's contribution to Cultural Education, a major theoretical perspective that underpins my thesis (see Chapter 2, Theoretical Perspectives).

RM This link has been with us at Krobo for the past six years. It has, it has brought the two worlds together. It has brought in cultural integration, it has brought in new ideas about teaching and learning, that has opened the horizon of both sides, because of the cultural differences...It's a very good interaction. It's a very good, healthy interaction I should say? And apart from the cultural attachment and benefits you have academic.

(RM 3-6; 30-32)

She developed this point to expand on the value to her students of their teachers being exposed to pedagogy encouraging innovation and experiential learning.

Demonstrations are known to promote scholarship, by showing conventions or the explanation of concepts which students find difficulty in understanding (Batho, 2010), for example in DT including Product Design, or Art.

PFG responses corroborated their teacher's views. In response to the same question students 'valued' similarly contributions to Cultural Education, emphasising that the S/NELP is valuable to their Northern counterparts. Intercultural awareness is altered for both parties and learning is reciprocal.

### **Students' involvement**

P Well I think that . . . the link has, well should I say . . . exposed both schools to our cultures. Because in Ghana we have a different culture. I think our culture varies. We have different lifestyles and then we learn here from them. And then they also learn some things from us. I think it is going a long way. It is helping us to improve and shown some things that we do and I think it is also helping them. Because they are learning about us in a way.

(PFG P 11-16)

Di And also, we have also gained something from it. Like, we have been able to interact with them and know what is happening outside in the world. And also know what's happening in our world. And the different things that we share; those in common and those that are different from each other. So we get to know more about you people and you also know more about us.

(PFG Di 38-42)

B This link has brought so many changes in the lives for both countries. This link has helped us to...we are able to interact with the students. We know what is happening in here<sup>62</sup> (UK) and they know what is happening.

(PFG 46-48)

Since the students in the PFG were only from Form 2 what is not known is how Form 1 and 3 pupils valued the S/NELP. Opportunities to 'interact' during Visitor Exchanges, both in UK and Ghana, were largely confined to the Form 2 age group. The whole Ghanaian school community took part in some activities when the UK party visited (Plates 4 - 6) possibly only as members of an audience during dance and musical activities, or in whole-school assemblies and special parades marking the occasion. How all these KGSS students and staff valued the S/NELP relationship is uncertain.

The celebration of the S/NELP was planned at considerable expense to KGSS. Such Cultural Education events often feature in the S/NELP, yet can risk embedding unreliable stereotypes, such as those associated with traditional types of music, dancing or clothing. I would argue that in this instance it enabled the UK pupils to grasp the skill in performing these dances and to experience fun from performing and collaboration, particularly when pairs of girls, friends who knew one another from the prior UK leg of the Visitor Exchange, performed with their 'partners', as in Plate 5.

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<sup>62</sup> B refers to UK as 'here', since my PFG was conducted at the Kent school, not in Ghana



**Plate 4: Pupils from UK school perform traditional Ghanaian dances with professional dance troupe**

Leonard (2005)



Comments from two WOK sixth formers:

E "After lunch we watched a professional drum and dance workshop before being dragged up to join in. It was quite embarrassing as some of the Krobo girls found our attempts amusing however we carried on and got the hang of it in the end."

K "A professional dancer came in and taught us some traditional African dances; we did them in front of all 800 girls at the school! It was a rather embarrassing experience, but we all had a laugh"

**Plate 5: KGSS students and their UK hosts perform traditional Ghanaian dances for the KGSS audience**

Leonard (2005)



In 2006 KGSS's Northern partner had claimed that 300+ KGSS pupils were "directly participating in the partnership"; I do not know how that statistic was arrived at. Other celebrations, again during the Visitor Exchange, did however include large numbers of the KGSS student body, such as KGSS cadets' welcome parade on the

school's volleyball courts, shown in Plate 6. The time needed to plan and rehearse such an event again indicates that the relationship was one valued at KGSS.



**Plate 6: A special parade for UK visitors**

Leonard (2005)

### **Summary of this S/NELP's 'perceived value'**

Some students probably value this S/NELP more than others; the same almost certainly applies to the staff body. Edge et al (2009b) had found that the S/NELP in one of their African school cases 'had hardly any impact on the school, the community, or on teaching and learning' (School 864, p.91).

Those able to take part in the KGSS Visitor Exchanges, particularly Ghanaian students who had visited the UK enjoyed a level of participation as individuals that resulted in these students placing a high value on their school's S/NELP. Some Ghanaian students, in informal discussions, had questioned their school's allocation of pupil places, suggesting that power relations operating in Ghana had enabled students from wealthier backgrounds to take part to the exclusion of students whom they felt should have participated on 'merit', reminiscent of postcolonialist theory. It is not known if this 'student voice' had been heard when KGSS made their selection of students' places. Equally how Ghanaian teachers were selected to take part is also

not completely transparent.

### **5.2.2 Perceived effects on KGSS students**

This section draws on PFG and teacher responses, photos and informal discussions with students. Four main elements are developed: (i) potential student benefits, (ii) Ghanaian community service, (iii) other student outcomes and (iv), costs of KGSS students' collaboration with their UK peers. These categories emerged iteratively. As in 5.2.1 in places S/NELP '*indicator characteristic*' sub-headings are used, focusing on the nature of activities and students' engagement beyond their school community and reciprocity.

#### **5.2.2.1 Potential KGSS students' benefits**

A NSSP research team (Edge et al, 2009b) found Southern pupils had been motivated by student exchanges; the same issue over facilitating Ghanaian involvement raised by KGSS students was remarked upon by a Northern partner (*Ibid* School 386N p119). In their Ghanaian secondary school case (School 386S) influences of the S/NELP on pupils were hard to identify from the report. While the school had good Internet access (*Ibid* p.116) it is not clear if this was used for digital communication between pupils in the partnered schools; as a private school its IT facilities are likely to be superior to those at KGSS.

#### **Nature of activities**

Three main effects on Ghanaian students are isolated from my KGSS pilot, (1) Exposure to new experiences including teaching and learning pedagogy; (2) Acquisition of new subject specific knowledge and understanding, accompanied by skills relating to a range of academic fields and (3) DE outcomes and Visitor Exchange prospects, already touched on in 5.2.1.

Exposure to new experiences featured as 'benefits'; Northern values and ideas were celebrated. Some postcolonialist theorists might condemn such exposure as incidental in creating a homogenous Western or Northern 'knowledge' (Stone, 2001), belittling indigenous 'knowledge':

RM                    From my observation it has exposed pupils to a whole lot of new, new experiences: new experiences, yes. Not only when they come here (Tonbridge) but when our friends also come down; they come in with their ideas. It has been of benefit to our students; it has exposed them to...in the world of...to the UK. And I think . . . to the Northern... I think that is the Northern part, n'est ce pas?  
(RM 19-21 and 25-27)

Di                    The partnership has helped the students of Krobo Girls to be able to travel to this place (Tonbridge). And me, for instance: I didn't know that, I thought that the naming ceremony, I thought that it was only any time a child is born, there is a ceremony done. I thought that it was done in every country, but when I came here I got to learn that you don't do it here.  
(PFG Di 86-90)

Teaching methods cited by the teacher featured in her interview response: specifically the use of demonstrations, practicals and other experiential learning, linked to students' developing independent thinking and skills for entrepreneurial employment/capacity building.

RM                    Now when we come here, (Tonbridge) for instance, we see that there's a lot of practical ways. Students are made to use a lot of practical, practicality... But ours (teaching and learning) is always examination oriented, so we prepare students to pass examinations, to pass examinations and it is not making them enough... It doesn't give them enough ideas, they don't have innovation. They are not innovative. And that is why we have problems with our employment. Most students are not innovative enough to get into self employment, and are looking for government jobs. It should be like what prevails in the UK, where students are encouraged to come out with their own ideas and their own feelings about what they are learning. I think it would help. So I go for what the UK does for your students.  
(RM 32-33 and 38-45)

This final comment could, I contend, still be written about teaching and learning in some UK schools; the struggle to persuade some Northern teachers to take these ideas into their classroom practice persists. Her aspiration for a progressive, exciting, engaging curriculum, with students' developing appropriate knowledge and skills for

the 21st century is echoed not just in Ghanaian schools (Gilbert, 2005).

These teaching and learning impacts appear to rely heavily on teachers having taken part in Visitor Exchanges; teaching colleagues who have not had similar chances to take part in or observe lessons in the UK school could only benefit from this 'enlightenment' second-hand, possibly from discussions with their UK counterparts in Odumase-Krobo. A similar effect could emanate from opportunities for collaborative CPD in Ghana based on whole school INSET, watching audio-visual materials such as the wealth of videos created in UK for Teachers' TV, but part of a Northern hegemony; probably a cost-effective alternative for the Southern school, compared to funding Visitor Exchanges. I suggest that Stone's 2001 contention on the local domain of global knowledge production is relevant here:

There is much to learn from other countries and organisations, but strong local knowledge agencies are also needed to modify 'best thinking and practice' to suit local arrangements and cultural expectations. This may well lead to divergence and difference recognised as a positive attribute and as a source for future innovations. In sum, the most relevant knowledge is that which is tailored to a national and local context.

(Stone, 2001, p.19)

### **Engagement beyond school community**

Local 'citizenship in action' opportunities for Ghanaian students also emanated from this S/NELP example. This is developed more fully in the following section, 5.2.2.2

B With this link . . . with the group from Weald of Kent have (sic) encouraged us to recycle our rubbish, because really the rubbish are posing a great challenge and problem in Ghana. Therefore with their encouragement we've been able to use this rubbish to make a carpet and floormats, which was presented to the Weald of Kent school

(PFG B 64-68)

Di OK. Let's stay with the recycling ...If we hadn't had the contact with them we wouldn't have known that you could use our rubbish so usefully like that.

(PFG Di 73-75)

### 5.2.2.2 Ghanaian community service

The 'Three As' in Ghana (see 2.2.1), criticised in some literature on the S/NELP, were identified by the teacher as a positive development for her students. KGSS students have become involved in community service projects in Tortibo village, developing their skills in teaching and interpersonal skills as they work with the teaching staff at the new kindergarten and primary school. This is an example of a 'South-South' link sought by Collins (2007) which has emerged from this S/NELP; previously there was no connection between these two communities. This is explored further in 5.2.4.

RM: Well our students have been involved in teaching them (Tortibo pupils). They help the teachers. Periodically they go there to help the teachers with their lessons. We choose maybe mathematics, science and our students, the good students, particularly those who are involved in the, who come to Weald, they go there and they help the teaching; some subjects. And when they go in; so they go with clothes. They go with their used clothes and they contribute some money and they buy a few things, like pencils, erasers... just to go and boost the morale of the learners.

(RM 65-71)

Students too chose to discuss this S/S relationship, developed since my visits to Ghana, and the DE Global Citizenship mantra to 'think global, yet act local':

Di OK, for me actually, this link has helped us a lot in our educating. In our education, like, how we learn and also when you go to the site of the Tortibo it has also developed that place a lot. And also, we have also gained something from it. Like, we have been able to interact with them and know what is happening outside in the world. And also know what's happening in our world. And the different things that we share; those in common and those that are different from each other.

(PFG Di 34-36, 38-41)

What cannot be discerned from these responses is whether these experiences, including an awareness of the differences between quality of life that they highlighted between their communities, are unpacked, explained, questioned or challenged by KGSS students or their teachers. Applied at KGSS critical pedagogical discourse, such as the OSDE methodology, could engender powerful learning for students and teachers from this S/S link. Questions such as: "How might Tortibo

villagers perceive KGSS actions?”, or “How might villagers’ new understanding of life beyond their rural village bring problems as well as benefits?” could be explored.

### 5.2.2.3 Other student outcomes

The other main influences on KGSS students relate to DE concepts: including challenging stereotypes and gender aspirations, and less tangible elements, such as friendships (See Plate 7), personal connections and self-esteem. Edge et al (2009b, p. 93) had noted that in Africa “the social aspects of the partnership are most prominent in providing student enjoyment”. A concern about pen pals being used “as a means to find a British husband”, raised by an African participant (*Ibid* School 456) is presented as an ethical challenge to the S/NELP; it was suggested that this worry could be an outlier in their research. The authors did not suggest that such an effect would occur more widely.



**Plate 7: Friendships as equals?**

Leonard (2005)

### Reciprocity and equality

The reciprocity of the KGSS/WOK 2005 student exchange was not yet equal. Kent sixth formers spent three days based near Odumase-Krobo in hotel accommodation;

their Ghanaian ‘partners’ had stayed for a week in UK host families; but how such nascent student friendships would last (See Plate 7) was uncertain.

Three years later, when my research instruments were piloted in 2008, the same was true. This was partly due to unwillingness on the part of the UK school to accommodate its students in KGSS boarding accommodation, although the UK Head Teacher’s ‘vision’ had been to construct suitable accommodation in Tortibo village for future Visitor Exchanges (Rowles, 2010). Discover Ghana, the commercial organisation, offered financial sponsorship to Ghanaian school 386S (Edge et al, 2009b) and provides support for the Tortibo project. Additional funding from Discover Ghana, which Edge et al (*Ibid*) report was seen as “important to the continued success of their partnership” (p21).<sup>63</sup>



**Joint Discussions (2005)**  
(Discover Ghana)

Challenging questions posed by KGSS pupils to their WOK visitors related to Cultural Education: cultural differences in concepts such as ‘family’, religious beliefs and the upbringing of children.

Particularly through the Visitor Exchange and subsequent curricular projects, KGSS students worked with their peers; this is evident in Plates 8-10 and Discover Ghana’s image of “Joint Discussions”. As I suggest in other places, (Leonard, 2009a, 2010, 2012b - f, and 2013; Bourn and Leonard, 2009) through such collaboration students (and their teachers) can work as equal partners; however the expense to support such collaborative projects, such as consumables, can restrict a Southern partner’s

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<sup>63</sup> See also references to NGO funding in Chapters 6 and 7 and commercial funding in Chapters 7 and 8.



ability to do so. This was taken into account at KGSS when DGSP funding was sought for the implementation of the environmental and recycling project, shown in Plate 8. Ghanaian pupils carried out an Environmental audit of rubbish in the KGSS compound, to swap data and findings with their UK counterparts (*Ibid*). Materials for this investigation, including rubber gloves, weighing scales, plastic sacks and large plastic bins for sorting the different materials were funded from a DGSP curriculum grant. Subsequently 'waste' materials were used to create the floormats and carpet artwork, (demonstrating ESD concepts of recycling and reuse) presented to their Northern partner referred to earlier, by students, on p195.



**Plate 8: Experiential ESD learning at KGSS**

Leonard (2006)

Curriculum collaborations between schools can sometimes prove problematic due to perceptions that some S/NELP activities cannot be accommodated within constraints of Southern school curricula (see Chapter 6, page 303). The cost of materials is an aspect of such projects that schools need to consider in their planning of activities

carried out at Southern schools. At KGSS, as shown in Plates 9 and 10, an innovative, creative Head of Art had worked around such restrictions and concerns about restrictive curricula. As a WOK pupil noted:

In the afternoon we went into an art class all together and learnt how to do tie-dye. We met more students and they helped us make our bandanas.



**Plate 9: Batik workshop at KGSS**

Leonard (2005)



**Plate 10: Friendship through creative collaboration (2005)**

The NSSP team's 2nd year reports (Edge et al, 2009a and b) found that African students' literacy and other skills, including sporting skills benefited from linking; of the 14 schools quoted in their sample one was a Ghanaian primary and one the

Ghanaian secondary school referred to earlier (386S). For some students they found that impacts of the S/NELP on English language skills facilitated students' subsequent communication with tourists, potentially promoting capacity building. Some other, less tangible pupil outcomes, included boosted self-esteem/morale, increased engagement, ambition and motivation perhaps to seek a place on a Visitor Exchange. One reference is made to friendship.

In my Ghanaian case neither the teacher nor the PFG elected to discuss how students' English was affected by the S/NELP. Other implications for capacity building were considered; these are reviewed in section 3 of this chapter, since this correlates with development and Development Education. Plates 5, 7, 9 and 10 suggest that the 'interactions' between KGSS and WOK students during the 2005 Visitor Exchange at KGSS did promote collaboration and friendships between participating students; what is less certain is the equality within these friendships.

#### **5.2.2.4 Costs of KGSS students' collaboration with their UK peers**

From personal experience of cross-curricular cooperation with KGSS's Geography and French teachers<sup>64</sup> between 2004 and 2006, facilitating our students' collaborative work, I had privileged access to work completed by UK sixth form students (aged 16-17), in response to geographical queries from their Ghanaian counterparts. As a reciprocal activity, on the Impacts of Interdependence and Globalisation in Ghana and UK, including patterns of trade, these tasks involved independent geographical research often using Internet searches. This then assisted KGSS students' geographical studies of the European Union and changes in Economic Activity in the UK and Northern students' studies of the W African trade bloc and the

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<sup>64</sup> Bismark Larbi and Rose Mensah; this included creation of a scheme of work: "le Ghana en Français" to teach UK Year 8 pupils about the geography of Ghana in French.

proposed introduction of the Eco currency- local equivalent of the Euro in the EU (See appendix (xiv)).

Disappointingly not all my students charged to do so did carry out their agreed research tasks. Similar obstacles are cited by some Southern linking coordinators and teachers, (Edge et al, 2008a) explaining their colleagues' lack of interest and/or participation in S/NELP activities.

I was uneasily aware that the costs involved in carrying out this research, both in monetary terms (paying for printing of documents etc) and the time required (due to slow Internet download speeds at local Ghanaian Internet cafés) created issues for KGSS students and by association their families. Similar cost implications had affected letter-exchanges between our students in French. The British Council had facilitated an earlier letter exchange for my initial S/NELP collaborative work with a Ghanaian primary school (see Introductory Chapter of my thesis).

As part of a DGSP curriculum grant-funded collaborative geography curriculum project my Ghanaian counterpart, Bismark Larbi, also agreed to create a video on Ghana's Cocoa industry, provide authentic cocoa resources and teach a lesson in Tonbridge, based on his expertise as a cocoa farmer<sup>65</sup>. The Kent school in turn created geographical videos to assist Bismark, based on his 'wish list' (Quist-Adade and van Wyk, 2007). Recognised benefits of visual resources to promote geographical learning, particularly about unfamiliar physical geography processes are widely accepted in geographical educational research (Fisher and Binns, 2000; Lambert and Balderstone, 2010). This is reciprocity in action; for his Southern

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<sup>65</sup> Cited on Discover Ghana's website: [http://www.discoverghana.co.uk/index\\_files/Page413.html](http://www.discoverghana.co.uk/index_files/Page413.html) Accessed 24/08/10

students required by curricular constraints to study glacial processes and my Northern students' grasp of the intricacies of cocoa farming, these developments demonstrated collaborative learning and reciprocity in action, for students and teachers alike in both institutions.

### **Summary of this S/NELP 'perceived effects' on students**

A variety of outcomes have emanated for some students at KGSS. Two main effects on KGSS students were isolated:

1. Exposure to new experiences including teaching and learning pedagogy;
2. Acquisition of new subject specific knowledge and understanding, accompanied by skills relating to a range of academic fields.

Working together with their UK peers, in collaborative activities enthused KGSS students. Opportunities for peer-to-peer CE discussions at KGSS, enabled some students to ascertain from other young people first-hand how different and how similar their cultures were (See Discover Ghana "Joint discussions" photo).

Some KGSS students now engage locally in community service, supporting the Tortibo village community; prior to the S/NELP this did not occur. Some KGSS students have taken part in Visitor Exchange to partners in Kent, experiencing another culture first hand in the UK. My analysis has shown that participation in Visitor Exchanges, both in Odumase-Krobo and Tonbridge, increases the likelihood of KGSS students being affected by the S/NELP. For some at KGSS international friendships started, particularly when these students had experienced a home stay in Tonbridge.

The degree of students' engagement in critical global citizenship is hard to isolate

from my research; for some it is profound, including challenging their stereotypes and gender aspirations. For some students less tangible aspects, such as friendships, personal connections and self-esteem have been the main perceived effects of the S/NELP.

I have not investigated the effects on primary school pupils in Tortibo village, beyond those 'looking' elements carried out in 2005 and interview and PFG responses related to the 'outreach' between the Southern schools.

### **5.2.3 DE and development tensions, in relation to the S/NELP**

The introductory part of this section reviews aspects of this S/NELP in which WOK has engaged in educational provision in the village of Tortibo (See Figure 12, page 220). It is the only part of this chapter that highlights learning by UK, not Ghanaian, students. This is included to demonstrate the reciprocity within this S/NELP, showing how Southern participants create learning opportunities for Northern partners. It considers how UK pupils' participation can be viewed as evidence of Andreotti's (2011) shifts of disposition.

#### **Resource transfer**

Arguably resource transfer, N to S, in school linking is the most contentious aspect of the S/NELP, resulting in controversies amongst S/NELP participants and researchers. How far S/NELP activities engaged in can diffuse the dilemma is unclear. Critics, such as some postcolonialists, remark on the deficit position from which the MDGs can be seen to originate (Bentall, 2009; Burr, 2008a; Cook, 2010); yet denying that such a deficit exists would be to negate the reality faced daily by many of those in the South. Through activities within the S/NELP not only can such disparities be explored, challenged and understood, but also beyond learning the parties involved



can initiate practical developments that can mitigate the status quo (Michaels, 2008; Quist-Adade and van Wyk, 2007). Thus in Plates 11-14 outcomes promoting development are evident. Physical capacity building is evidenced in the provision of Tortibo's kindergarten infrastructure; Northern students also gained personal insight into the challenges of teaching classes of primary-aged EAL pupils.

As part of the 2005 WOK visit to Tortibo village, teaching and learning materials, including mathematical equipment, pencils and other stationery equipment were supplied to the village chief, an elder, on behalf of Tortibo. Other examples of my 'Three As' included resource donation of school uniform, games equipment (skipping ropes) and other items, such as reading books. All were resources on the villagers' 'wish list' supplied to the Northern party via its local Ghanaian contact. Additionally a sum of money in Cedi was also given. To take part in this visit WOK sixth formers had engaged in fund raising, to support the S/NELP and in particular the construction of Tortibo's kindergarten.



**Plate 11: New classroom block at Tortibo kindergarten**

Leonard (2005)

Plates 11 and 12 show the kindergarten classroom block under construction being inspected by Tortibo villagers and UK students during the 2005 Visitor Exchange.

Financial assistance to raise funds for this building project largely originates from monies raised by participating UK sixth form students. J, a WOK pupil, explained this development:

Over the last 3 years, money has been raised to build the foundations and the walls of the kindergarten and this year we raised over £2000 to put the roof on and complete the building work. Just getting to the school was a task in itself as the minibus had to drive uphill over bumpy, muddy roads. We realised just how difficult it was to get the building materials and water to the school and this is why it has taken so long to build the kindergarten.

Upon its completion the block now provides classrooms, a staff room and a secure store for teaching and learning materials. Its design was planned in response to a local Ghanaian design brief. This is an example that meets Quist-Adade and van Wyk's (2007) criteria for effective Aid (see for example pages 271 and 336).



**Plate 12: New classroom block at Tortibo kindergarten**

Leonard (2005)



**“Tortibo’s completed kindergarten”;  
opened in 2007**

[http://www.discoverghana.co.uk/  
index\\_files/Page413.html](http://www.discoverghana.co.uk/index_files/Page413.html)

Accessed February 19 2013

RM: I know that they have a very beautiful school block: with an office, and it stands out in the village.



If local Ghanaian advice received is that a dependency culture could develop in Tortibo without the liaison of in-country Discover Ghana personnel to ensure that donated equipment is allocated equitably then Northern or Southern donating parties would be ill-advised to ignore such guidance, perhaps even culpable of 'development pornography' (*Ibid*).

Perhaps the major issue is how to allow those involved in S/NELP relationships to support one another in their joint and separate ventures, whilst enabling all parties to maintain a sense of self-worth and professionalism (if school staff) and build upon fledgling relationships, working towards agenda which are transparent, regularly reviewed and evaluated whilst contributing to the UN's final MDG, to develop a global partnership for development. In Tortibo two examples of global citizenship in action were recorded photographically; the first, Plate 13 shows primary school pupils being taught by two Kent sixth form pupils.



**Plate 13: Global Citizenship in action: Science lesson at Tortibo primary school**  
Leonard (2005)

Materials for the lesson had been created by the UK pupils, who were surprised by the level of scientific understanding of the Ghanaian pupils, challenging a UK misconception about the standard of the pupils' scientific knowledge and skills. Since 2007 KGSS students have taught similar lessons at this school (See earlier reference in this chapter to KGSS students' community service, pages 198 and 205).



**Plate 14: Global Citizenship in action: A Maths Lesson at Tortibo**

Leonard (2005)

Plate 14 shows a trio of WOK pupils teaching another class at the primary school: comments from two of my Kent sixth formers are helpful, in terms of their learning from this example of active citizenship (or my Three As):

Ja: It made us all realise just how lucky we are. We had taken some maths equipment to the school and we taught them how to use compasses and protractors and then we looked at different shapes and simple sums.

J: I taught a class of 12 children, maths with Ja and E. It was amazing to see how enthusiastic and eager to learn the children were, despite having just a black board and chalk to learn from.

My Kent pupils found that Tortibo pupils' mathematical knowledge and understanding surpassed what they had anticipated. Their unreliable stereotype of pupils' engagement in learning was also challenged. Ja's comments, and J's (here and

earlier, on page 208) indicate that the visit challenged UK pupils to review their own circumstances. Similar outcomes may occur for KGSS pupils now engaged in this outreach. It is possible to identify three of Andreotti's (2011) 'shifts' in my pupils' dispositions, demonstrating an:

1. Awareness of the situatedness of selves, relationships and events
2. Openness in ethical solidarity (and)
3. Difference as an ethical relationship towards the other

A very similar observation was made by the Head Teacher at MSS describing how some students from Aston Academy experience the long-standing S/NELP with his school in Zanzibar (Leonard, 2012a).

The main parts of 5.2.3 now analyse data showing how KGSS students (5.2.3.1) and teachers' participation (5.2.3.2) in this S/NELP provide evidence of development and DE tensions. Four MDGs are considered. There is some overlap with the final part of the chapter, which analyses data involving the community beyond Odumase-Krobo.

#### **5.2.3.1 KGSS students' DE learning outcomes**

My contention in 2008, explained in Chapter 4, was that the medium of MDGs allowed exploration of aspirations of Development Educators, particularly related to issues of social justice. KGSS students in the PFG chose to explain how their participation in this S/NELP had affected their views on poverty and hunger alleviation (MDG1)<sup>66</sup>, the promotion of gender equality and empowerment of women (MDG3), the reduction of child mortality (MDG4), the combating of HIV/Aids and other diseases (MDG6) and ensuring environmental sustainability (MDG7). Had

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<sup>66</sup> Since MDG1 relates closely to the role of this S/NELP in the wider community instanced here by KGSS's relationship with Tortibo village, it is developed instead in section 5.2.4.

more time been allowed they would have explored other MDGs and expanded upon the role their school's participation in the S/NELP had in teaching and learning about a global partnership for development (MDG 8). I was keen to ascertain to what extent the S/NELP was incidental in students' DE understanding, if at all. MDG 4 is not elaborated upon in this chapter.

Finally, within the precepts of Development Education curriculum content there is an emphasis on challenging stereotypes, especially where these are based on misconceptions. This aspect of students' learning outcomes is also reviewed here.

### **MDG 3: Promoting gender equality and empowering women**

Perhaps students chose to talk about Gender Inequality because they attend a Girls Senior Secondary school, linked with a UK Girls secondary school.

P Yes, I think the partnership is also helping, because . . . when the students from Weald come to Ghana. . . and the pupils there in our school sees them, we admire them because.. We wouldn't... I'm not too sure that any of the students from Krobo Girls would want to end up in the streets or selling something, when we see the Weald students come: the way they talk, the, the way they present themselves generally, the way they are able to express themselves the students there are in my school are also motivated to do the same things. So they wouldn't really want to drop out of school. Then when they go home they tend to maybe tell their friends, who are not interested in schooling, they tend to advise them to maybe worry their parents to send them to school. So I think this partnership is also helping to get more girls or more of us interested in schooling.

(PFG P 246-256)

D So, when you are in a Girls school like this, you are able to see yourself as being equal. And there's everything that you think you can do, without anyone, anyone oppressing you down.

OK. So, even with ... with my stay with the host family I can see that there is this kind of gender equality. Because...the woman makes decisions on her own. She need not seek permission from the man before she does anything. She does what she thinks she is able to do and what's right. I think there's some kind of equality there, yeah.

(PFG D 177-179; 188-191)

P and D's responses suggest that it is the Exchange Visits and direct S/N contact that is responsible for an increased motivation to achieve scholastically and challenge

gender traits. The first quote infers that the aspiration to achieve academically spreads beyond Visitor Exchange participants to their peers and family members, even to the extent of girls pressurising their parents to “send them to school.”

B So I would say that the empowering women, we've been able, it's boosted the capabilities. We are able to stand out. And this linkage, with being here, I've come to realise that even though there are a few boys here, the girls are able to stand firm on their decisions... not allowing the boys to pursue them downwards

(PFG B 206-209)

In this quote B too infers that her participation in the Visitor Exchange gave her confidence to compete with boys and excel academically. Parents in Ghana do make choices between their children's education and there can be a pronounced male/female inequality of access. Unicef data<sup>67</sup> and Unesco's Institute for Statistics evidences Ghanaian parents making choices about access to education for their sons and daughters. While Ghana's national statistics for Secondary school attendance and enrolment have improved since 2000 a gap remained in 2006 of over 7% between girls and boys<sup>68</sup>. If this S/NELP promotes raised educational aspirations amongst girls it will also contribute to MDGs for other aspects of development. This is confirmed in RM's interview, referring to the S/NELP in Tortibo village<sup>69</sup> and its role in their two schools, the primary school and the kindergarten (opened officially in October 2007<sup>70</sup>):

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<sup>67</sup> [http://www.unicef.org/infobycountry/ghana\\_statistics.html#56](http://www.unicef.org/infobycountry/ghana_statistics.html#56) Accessed 25/08/10

<sup>68</sup> [http://www.childinfo.org/files/WCAR\\_Ghana.pdf](http://www.childinfo.org/files/WCAR_Ghana.pdf) Accessed 25/08/10 15.49

<sup>69</sup> In Asuogyaman district the enrolment in the 33 kindergartens was 2,555 with 97 teachers thus giving a teacher-pupil ratio of 1:29. [http://www.ghanadistricts.com/districts/?news&r=4&\\_=67](http://www.ghanadistricts.com/districts/?news&r=4&_=67) Accessed 25/08/10

<sup>70</sup> <http://www.wealdofkent.kent.sch.uk/DIGITALLOCKER/Assets/View/936a709a-a3ee-4c82-ada3-36d8ddc0f8b4/0/Language%20College%20Leaflet.pdf> Accessed 25/08/10

RM Ghanaian culture sidelines the girl child from getting educated, from getting full education. They prefer the male child going to school. But with this girl child education advocates all over the place and with this Tortibo project most students, most girls, or most parents now understand the relevance of education. And its helping to promote . . .

Alison So that's also helping with the third one? (MDG 3) About. . ?

RM Gender equality and empowering women . . . Yeah, which eventually eradicates poverty and hunger. Because if women are in good jobs they can work, they can help support their families and the trend will change.

(RM 189-198)

The raised female educational aspirations cited here could engender cultural changes in both the Ghanaian village and town communities participating in this S/NELP.

### **MDG 6: Combating HIV/Aids and other diseases**

It is recognised that the effects of malaria and other diseases in reducing income generation opportunities are also major constraints on the final MDG. In discussions about this MDG it was the S/NELP's role in resourcing the Southern partner that D focused on:

Due to the poverty in Ghana, those who are not from well to do families are not able to buy the nets and the medicines to help treat their children and therefore they end up dying and so with the partnership with the Weald of Kent and the British country, they are helping us to... they send some of the nets to the country and the medicines to Ghana to help treat the diseases.

(PFG D 224-228)

This medical development in the S/NELP relationship only occurred after 2006.

Similar examples of medical assistance are instanced in several of my other cases, in Chapters 6 and 7, including the sharing of specialised Northern medical expertise in Southern communities served by schools engaged in the S/NELP.

### **MDG 7: Ensuring environmental sustainability**

Students shared some understanding of this aspect in quotes about recycling, already cited in 5.2.2.1. MDG7 was a geographical and DE concept with which KGSS students were all familiar; their responses flowed freely, with little need for prompts

from me, possibly due to their school curricula in science and social studies (geography).

B I wanted to talk about the ensuring and about the environmental sustainability. In ensuring the environmental sustainability, in our school, we've learnt to keep our environment and community very clean and this has gone a long way. By; this has gone a long way by encouraging activities such as tree planting, rearing of animals and the garden. . .  
And this has gone a long way by encouraging we the students to also grow flowers and as I came here I've seen so many flowers and trees. And I believe this is making the environment really healthy and actually because the trees helping the exchange of carbon dioxide and oxygen. And I believe this has gone a long way to encourage us. When I go back personally I'd like to maintain a personal garden at Krobo Girls.

(PFG B 258-262; 271-276)

I don't know whether B did pursue her gardening ambition; but her declared intention to take personal action implies that in this case the S/NELP had again raised awareness of the potential for citizenship in action. 'The garden' referred to is more than symbolic of the evolution of the two secondary schools' S/NEL, but serves as a more general symbol of this MDG; what intrigues me, in terms of equity is how its name was selected and why (Adichie, 2005).

### **MDG 8: Promoting a global partnership for development**

Responses by students and their teacher about KGSS's role in assisting the villagers at Tortibo demonstrate that some students and their families have become engaged first-hand in the Development process within their region, in Asuogyaman district. It is more appropriate to pursue these developments in the context of section 5.2.4.

This section concludes by highlighting the role of this S/NELP in challenging misconceptions, such as unreliable stereotypes.

### **Challenging misconceptions**

The process of School Linking and taking part in a "Visitor Exchange" can it appears, alter Southern pupil perceptions, or misconceptions, and understanding of others:

I had this notion that. . . let me say, whites, or people here in this country. . . like when they are teenagers, they are, they don't really. . . they're out of control. Their parents can't really control them. Like . . . they are disrespectful, they do what ever they want or think should be done. . . But then when I came here I realised that with my host family, where I am staying, there's so much order and respect in the house.

(PFG P 100-105)

Whether such learning outcomes would have been identified by younger students in the school community, or the peers of KGSS students who did not take part in the overseas visit to the UK, however, is not known. How much P shared her new learning with her peers I don't know:

It really proved a point to me that: no matter how they dress and no matter how they look like, they all have respect for their elders and then they have respect for themselves and it is something good; it is something that is going to go a long way. And when I send back home I'll tell my friends that this notion that we had is, you know, is not true. It is bad, cos, we think too, I don't know, to think that it is a bad character they have here, but we have the good ones. But I can see that some of them have way good characters and it has really helped.

(PFG P 107-114)

I would also add that she is forming new stereotypes which like any stereotype could still be misleading. Do all young British people: "Have respect for their elders and have respect for themselves?" The incidence of eating disorders and other examples of self-harm amongst British students, especially girls, suggests that this is far from true<sup>71</sup>. Sadly lack of 'order', including the incidence of family breakdowns is also a stark reality for many British young people (Centre for Social Justice (CSJ), 2013). I am not aware of P's unpacking of her new value judgements.

Northern commentators, such as Burr (2008a), Cook (2010), Disney (2004, 2005, 2007, 2008a and 2008b), Gibbons (2003), Martin (2007 and 2010b) and Pickering (2008) have noted that the Linking process can perpetuate unreliable stereotypes. My own MA work (Leonard, 2004 and 2005) would have probably disappointed

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<sup>71</sup> Ruffin (2006) a School Counsellor leading CPD for NQTs at WOK, entitled "Supporting young people who self harm"



some Linking enthusiasts. For some critics it is a failure to question stereotypes associated with S/NEL relationships, which is perhaps the greatest danger in these associations (Martin, 2009;).

How much, if any, critical thinking to explore P's new positive perceptions ensued I don't know. Perhaps the quotes beg the reader to ask how the S/NELP could also be integrated into a school's programme of Personal, Health and Social Education (PHSE) or its equivalent. In school curricula and circumstances that allow teachers' creativity to move beyond exam-focused constraints and pragmatic, down-to-earth concerns, which Rose Mensah (RM) and other Southern teachers may regret (see Head Teacher at Nakigo SS, Uganda, in Chapter 6) students' education could extend to further analysis of DE concepts. Social justice issues, such as corporal punishment, children's rights, acceptance of sexual orientation and censorship, for example, have all featured in the study visits that I have made; the first two are examined at length in Chapter 6.

The pupil outcomes explored in this section indicate that the S/NELP can be instrumental in students' learning about concepts of DE such as social justice issues of gender equality and female empowerment, interdependence and global citizenship. This includes the impacts of diseases including HIV/Aids; education for sustainable development (ESD) and values and perceptions. What remains hard to isolate is whether similar outcomes take place for those beyond the 300+ students at KGSS not 'directly involved'. Now that secondary schools in Ghana, such as KGSS, face expanding rolls perhaps such learning outcomes will become more restricted.

To what extent any Tortibo primary school's younger students' unreliable development stereotypes and misconceptions may persist, is not known.

A dependency culture risk, which postcolonialists are wary of, may exist in this S/NELP - or persist - partially due to Southern desires to accept charitable resourcing (from S and N supporters) possibly viewing this as reparation or reassessment justice (Quist-Adade and van Wyk, 2007), rather than await local governmental assistance. Tortibo's kindergarten, for example, has been handed over to local education officials; how long this community might have waited otherwise for such physical infrastructure from locally funded government sources is not known. Similar issues are raised in Chapters 6 and 7. This conundrum does not have easy solutions.

### **5.2.3.2 KGSS teachers' development and DE learning outcomes**

New 'understanding' relating to development and DE has occurred for teachers at KGSS too. The major advance has resulted in outreach into Tortibo village, through capacity building there, which has concentrated on eradication of extreme poverty and hunger (MDG 1) and the promotion of Universal Primary Education (MDG 2).

RM                    I have observed that, that Tortibo community now has a well established school; materials, with teaching and learning materials. And at least it has changed the ... what do you call it? Their... status has changed. Unlike the previous years: you see them in a very dilapidated look with a... I mean: it was not very lively. Teaching was not lively. You know learning goes on effectively in an enabling environment. So with an introduction or with influence of our Weald of Kent brethren they bring in a lot of colourful things, and young children like colour. They like pictures, they like visual and it elates them and they are always hopeful that something good is going to come. At least, at least I know that they have a very beautiful school block: with an office, and it stands out in the village.

(RM 51-60)

### **Summary of development and Development Education tensions**

This section has shown how this S/NELP can contribute to development and DE tensions; it made specific reference to KGSS students' and teachers' learning outcomes. It has demonstrated how approaches to education favoured by DE protagonists can be promoted in the S/NELP. It has also questioned the extent of critical engagement in global citizenship that occurs within this S/NELP. What

remains uncertain is how much those at KGSS not directly affected by Visitor Exchanges engage with DE. The risk of a dependency culture being promoted when capacity building is part of this S/NELP was also identified; regrettably my research was not able to elaborate upon how those in Tortibo village are affected by development and DE tensions.

#### **5.2.4 Perceived effects: Involving wider communities**

The NSSP's 2008 team asked questions in Southern schools around two themes: "engaging external individuals/groups with the core/work of their partnerships" and "sharing information/ generating external profile", to analyse "the nature of community activities". This part of Chapter 5 analyses data from my two main research instruments, focusing on the S/NELP indicator characteristic of engagement beyond school community.

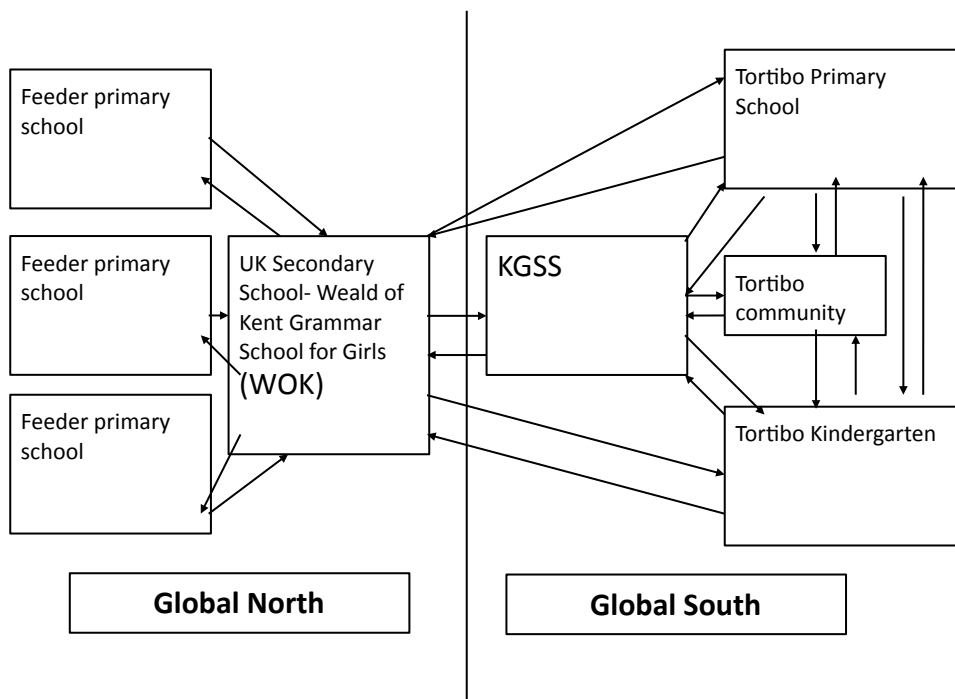
NSSP's 2nd year executive summary with case studies (Edge et al, 2009a), promised a more detailed picture of African and specifically Ghanaian cases, including one secondary school. The 2nd year full report (Edge et al, 2009b), with reference to Africa said little about community involvement associated with their secondary schools' sample. Parents were the most active group, sometimes sitting on S/NELP committees; one researcher noted School 31A's "partnership does not directly help the community" (*ibid* p.49). This contrasts with the KGSS experiences of partnership development, especially since the outcomes in Tortibo are closely related to MDGs. Promoting Universal Primary Education (MDG 2) and developing a global partnership for development (MDG 8) are now explored in greater detail in this section. Griffis<sup>72</sup> writing from Takoradi in Ghana claimed: "Africa cannot depend on handouts and wait for reparations which will never come". Others from the Ghanaian diaspora

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<sup>72</sup> <http://www.africasia.com/services/letters/letter.php?ID=2872> Accessed 19 February 2013

(Agbemenu, 2008; Quist Adade, 2009; Quist-Adade and van Wyk, 2007) have supported the resourcing of Ghanaian schools, libraries and hospitals, by acceptance of the ‘Three As’ from Northern or Western partners (Michaels, 2008), until the Ghanaian government is able to meet these demands. I too celebrate such S/NELP’s ‘charitable’ efforts. Opong, (2008) advocates this as “an example of people taking control and acting accordingly. Let us all take cues from this and go beyond the talk and put actions in place”.

**Figure 12: ‘Beyond’ partnership: a developing web of S/NELP relationships**



Leonard, 2010

The alternative is to stifle educational improvement and sit primly knowing that ‘friends’ have asked for practical help that has been refused. The nascent S/S links between KGSS and Tortibo, in Figure 12, appear to confirm that such help, not ‘handouts’ but citizenship in action, is now facilitating the development of human capital in the wider community beyond Odumase-Krobo. This global partnership for development (MDG 8) is further contributing to other MDGs, in promoting maternal health (MDG 5), income generation to lift villagers out of a dependency culture

(MDG 1), and through the application of new skills and allowing an improved diet to also reduce child mortality (MDG 4).

### **Moving towards critical global citizenship and capacity building**

RM                    I think I will talk about, I will talk about giving the access to primary education. That is about what the Tortibo project is at, helping those in the village there to have education.

(RM 187-189)

P                    And then . . . with the linkage between . . . Weald of Kent and then our school: they have ...Weald of Kent has then. . . should I say. . . established this kindergarten school in Tortibo, where the kids are also fed for free, which makes the people in the community want to take their young ones to school, because they know it's for free. And then they'll be fed there, maybe the whole of the day. So, maybe in the evening when they come there, they just have to have supper, where the burden on the family is much less.

(PFG P 156-162)

As indicated in 3.5.4 of this thesis, a wide variety of types of link exists; from the outset this particular S/NELP had a Northern end linked with several Ghanaian schools, KGSS and the primary school (and planned kindergarten) in Tortibo village (See Figure 12, page 220).

Since 2006 as referred to in preceding sections of this chapter, this S/NELP relationship has seen the emergence of new S/S links shown in Figure 12. Ghanaian students take part, so too do KGSS teachers. The community at Tortibo is also in relationship with schools in UK: a veritable web of connections now exists. Something similar was observed by Edge et al (2009b) in Kenya (their p57) and again in Ghana, School 386S<sup>73</sup> (their p117), where a Northern school involved its local community in fund-raising for their Southern partner.

And the (KGSS) teachers also go in to teach some...they help the teachers on the ...to prepare lesson, teaching and lesson materials, teaching and learning materials, to encourage the students to learn and the parents also are involved in the projects. So, giving them a livelihood like batik, tie and die.

(RM 71-75)

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<sup>73</sup> Possibly under guidance from "Discover Ghana" personnel.

Trading in products made in Tortibo occurs in the global South and North, developing village capacity building; these products include textiles, such as hand tie-dyed fabrics and batik. Trading in handicrafts, including sale of locally manufactured recycled 'Krobo' bead products from the Cedi bead factory at Odumase-Krobo (see Plate 15) and latterly made in Tortibo, in the local communities of the UK and Ghanaian schools allows financial assistance for S/NELP projects (such as subsidising Visitor Exchanges). Other examples include Southern pupil-led community service activities, such as resourcing for Tortibo, referred to earlier (*RM: 69-71*).



**Plate 15: Hand-crafted recycled glass beads prepared at Cedi beads, Odumase-Krobo**  
Leonard (2006)

Similar financial assistance occurs from WOK students' initiatives, such as selling refreshments at Parents' Evenings and School performances. This experience contrasts with other examples of the S/NELP in which Visitor Exchanges do not include similar numbers of students or teachers from the parties involved (Egan, 2010b and my Chapters 6 to 8); predominantly the Northern partner's party exceeds the size of the Southern one and the frequency of the legs of such visits can be far from equitable.

## Summary of involving wider communities

This section has demonstrated how the S/NELP can extend its reach into the local community. Such influence can contribute both to development and the aspirations of Development Education. In this case the S/NELP relationships can be described as ‘Beyond partnership’. Friendships of South-North and South-South equals may endure.

There is an inherent risk that a S/NELP that includes the ‘Three As’, as shown in Figure 13 below, can reinforce paternalistic power relations between S and N (or S/S as instanced in Figure 12, page 220) reminiscent of colonialism. Figure 13 isolates effects of this S/NELP relating specifically to development and Development Education. Some challenges persist, notably the risk of dependency relationships. Sensitivity to potential pitfalls of the S/NELP by those facilitating the ongoing evolution of this S/NELP may have contributed to the minimisation of negative effects. In this respect the expertise of in-country ‘Discover Ghana’ personnel has been a contributory factor.

**Figure 13: S/NELP outcomes building support for development and DE**

| Development outcome   | DE outcome   |
|---|--|
| <p><b>Physical infrastructure:</b> Tortibo kindergarten; classrooms and teachers’ resources room in new building.</p> <p><b>Resourcing:</b><br/>Enhanced provision of schools’ resources: textbooks, technical equipment (e.g. DVDs, walkmans), sports equipment, and mosquito nets. French 1<sup>st</sup> language recordings on cassettes. New teaching materials jointly created by teachers and students.</p> | <p><b>Social Justice &amp; Human rights</b> issues explored- such as gender equality in education.</p> <p><b>Education for Sustainable Development (ESD)</b> promoted- initiatives such as Domestic Waste and School garden projects, developing understanding of effective waste management systems and obstacles to recycling faced by Northern and Southern communities.</p> <p><b>Values and Perceptions:</b> Stereotypes and misconceptions explored at KGSS. Visitor Exchanges allow discussions between students and teachers from South and North.</p> |

|  |   |
|--|---|
| <p><b><u>Capacity building:</u></b></p> <ol style="list-style-type: none"> <li>1. Trading in local craft products manufactured at Cedi beads and Tortibo village. Adult income generating skills training in Tortibo.</li> <li>2. Female educational aspirations boosted.</li> <li>3. Improved female retention in secondary schools.</li> <li>4. Animal husbandry skills to boost protein in diet of Tortibo villagers.</li> <li>5. CPD for teachers, especially those engaged in Visitor Exchanges.</li> </ol> | <p><b>Global Citizenship and Interdependence:</b></p> <p>Three A's in evidence: <b>'Active participation', 'Aid' and 'Assistance'</b> - KGSS and Weald students assist teachers at Tortibo schools, as part of civil society/civic engagement. Curricular projects explore Interdependence: e.g. Geography research in a DGSP funded curriculum project.</p> <p><b>Diversity:</b> face-to-face contact between S/NELP parties during Visitor Exchanges.</p> |
|--|---|

Leonard, 2010

### 5.3 Summary of findings

Analysis of my Ghanaian case has allowed a detailed review of effects that can emerge from the S/NELP. It is not suggested that similar outcomes will inevitably occur for other links; considerable effort is required to maintain the complex web of relationships, shown in Figure 12, page 220 (Leonard, 2012a).

Perceived value of the S/NELP: KGSS teachers and students have gained benefits from their participation in this S/NELP; as have Tortibo villagers who are part of a S/NEL relationship that can now be described as 'Beyond partnership'. Equity within Visitor Exchanges is an inevitable challenge; some Southern participants queried the efficacy of such arrangements.

Perceived effects on students: Respondents drew attention to female aspirations, particularly in respect of students continuing in the education system, and altering parental perceptions.

Perceived effects in the wider local community: A notable finding in terms of effects beyond the school was that of new South/South relationships, capacity building and community outreach.

Development and DE tensions, in relation to the UN MDGs: In this case the S/NELP



has made a positive contribution to Development Education outcomes; clear evidence of making progress towards several UN MDGs has also occurred. How important DGSP and Discover Ghana's roles are in achieving these is uncertain. Some negative effects, such as students establishing unreliable stereotypes were also identified.

My Ghanaian pilot study, analysed through my Northern lense, has enabled me to identify themes and emerging challenges, helping to clarify questions which weave their way throughout my subsequent East African research into the S/NELP, linking together the different constituents of my interpretivist 'case study approach':

1. How should Southern teachers collaborate with their Northern colleagues?
2. How do Southern students experience their school's participation in the S/NELP?
3. How influential are Visitor Exchanges' contributions to the S/NELP?
4. How can the S/NELP develop along a continuum, from a link towards or even 'beyond' partnership?
5. What impacts of the S/NELP may extend into Southern school's' local communities?
6. How can the S/NELP result in new South/South relationships?
7. What are the challenges when S/NELP participants engage in capacity building?
8. How can the S/NELP contribute to progress towards the UN's MDGs?
9. To what extent is Development Education evidenced in the S/NELP?
10. How can the S/NELP contribute to critical pedagogical discourse and critical global citizenship?

11. How influential are other agencies, including commercial organisations, in supporting the evolution of the S/NELP?

12. What are the constraints and tensions affecting the S/NELP?

In the next chapter I explore some of these themes, broader questions and emerging challenges that I identify within the context of three Ugandan schools' relationships with their UK partner institutions: Nakigo Secondary School (NSS), Kisiki College and the Stephen Jota Children's Centre (SJCC). My respondents' views might differ.

#### **5.4 Ghana coda: Positioning myself as the researcher**

What is difficult to assess is to what extent the findings from this analysis reflect inputs from agencies promoting the S/NELP. It was difficult to isolate DfID's GSP aspirations in raising awareness of DE, those of Discover Ghana's concerns about N/S, S/N and S/S cultural education and the avoidance of dependency, or both NGOs' accommodation of support from UK funding for demand-led development projects.

My insider's perspective and role in the evolution of this case between 2003 and 2006 may also have been influential, in the light of my MA researcher's expertise (2002-2004) and personal interactions with personnel at KGSS, Discover Ghana, the British Council and other NGOs engaged in the S/NELP (Leonard, 2004). Issues relating to power relations, funding and dependency were all concerns that had emerged while I had been a teacher participant. They influenced the loaded research sub-questions that I proposed in 2006, but I had yet to grasp how Postcolonialism was relevant to School links.

I was influenced by the NSSP research into the S/NELP (Edge et al 2008a, 2009a and 2009b), published while my Ghanaian primary data was being analysed, perhaps offering undue deference to the NSSP research. This also stimulated the apparent

potential loss of the power dimension in my research sub-questions posed from 2008, when more neutral sub-questions shown in Figure 7 are compared to their more loaded predecessors from two years earlier. Whether my subsequent highlighting of instances of inequity in my analysis has been compromised is questionable. I believe that the analytical framework that I used still enabled unfairness, injustice and other inequities in the SNELP to surface in this and other chapters of my thesis.

My interpretation of both Doe (2007) and Anna Disney's suggestions (2008a, page 231), that the ways in which School Links can directly contribute to the MDGs needed to be clarified through the research process, had undoubtedly affected this chapter's analysis. Avoiding UK schools becoming primarily fundraisers in the SNELP replicating colonialist N/S funding relationships was another influence in how my Ghanaian data is represented (Ibid, p119 and Egan, cited in Leonard, 2008). My interpretation of Anna's work was that it was the danger of such dependency in School Links that had led to her questioning what if any contribution towards the MDGs the SNELP might make. I too remain aware of this risk emerging.

I have sought to pose what Holliday identifies as a classic, general, ethnographic question in this chapter, to discern "What's going on?" in my Ghanaian case, building up a thick description of this SNELP, moving towards his aspirations that a rigorous qualitative researcher also demonstrates the disciplines of submission, emergence and personal knowledge (Holliday, 2010).

## CHAPTER SIX

### UGANDAN RESEARCH FINDINGS

#### Introduction

The purpose of this chapter is to answer my final research sub-questions, (See Figures 7, page 146, and 8, page 156) in the context of three Ugandan schools: Nakigo Secondary School (NSS), Kisiki College and the Stephen Jota Children's Centre (SJCC):

1. How does the S/NELP affect those in (Ugandan) schools?
2. How does the S/NELP affect local communities served by these schools?
3. How does participation in the S/NELP contribute to Development Education?

This chapter is organised into three main parts, each related to a research sub-question. As explained in my Methodology chapter, my original (and final) research sub-questions had been influenced by the NSSP quantitative research that existed prior to my pilot study (Edge et al, 2008a and 2008b) and research visit to Uganda in 2009. It was a deliberate decision to create rich, thick, (Geertz, 1973) qualitative data from small-scale studies, allowing a depth of analysis to be carried out, complementing and building on pre-existing large-scale survey research. As in other country-specific findings chapters, a coda presents a brief commentary reflecting on my position as the researcher.

The sub-sections within each part of this chapter have emerged iteratively, as I have analysed transcripts from my PFGs, interviews with adult respondents (or occasionally 'learner actors' (Mishler, 1986)) and other data. "Emerging challenges"

facing the SNELP in Uganda, which my analysis reveal, conclude all sub-sections. My Ugandan respondents might demur.

### **Context of my Ugandan cases**

#### **Summary of educational provision in Uganda**

UNESCO Institute for Statistics (UIS) data reveals the nature of educational provision in Uganda (UIS, 2008c). Primary schooling is compulsory from age six to twelve. A pre-school sector provides for those aged 4-5. Secondary schooling is from 13-18.

Transition rate data, from primary to secondary was 37% in 2004 (*Ibid*) considerably less than in Ghana. In 2005 51% girls and 57% boys completed their primary education. Bringing children to school is crucial, but: “they must stay in school long enough to benefit from a full course of primary education” (UIS, 2012, p2). UIS (2008c) data from 2006 showed that trained teachers represented 77% of those working in the pre-school sector, more than three times higher than in Ghana, 85% in the primary and 82% in the secondary sectors, higher than in Ghana.

2011 data (UIS, 2011c) showed that Gross Enrolment Rates (GER) in Uganda’s primary sector reached a peak of 138% in 2002 (including out of age pupils); the 2011 figure was 113%. 95% girls and 92% boys were in primary school. 55% Ugandan children completed a full course of primary education. “Survival rates to the last grade of primary education” cited in UIS, (2012a), were approximately 31% (less than half those of Ghana, and noticeably lower than those for the UR Tanzania, at 80%, (UIS, 2012b, their Figure 2, p2)). Funding was prioritized for the primary sector, receiving 59% expenditure, more than twice that allocated to secondary education. In the secondary sector gender differences were reversed.

To accommodate this expansion the Ugandan government actively supports the establishment of new schools, working collaboratively with NGOs such as PEAS (PEAS website, accessed November 22 2012) and encouraging the establishment of private institutions. Payment of school fees may deter some parents from educating their children in private schools, particularly when alternative government schools exist for which fees are not charged (UIS, 2012b, Fact sheet No 19, Universal Primary Education).

Considerable improvements are evident for the decade 2002-2011; estimates suggest that the national picture has seen percentage secondary enrolment double, to 41% (boys exceeding girls by a figure of 8%). As in Ghana disparities between rural and urban were evident in the middle of the decade, with particularly stark differences between richest, 49% and poorest, 5% for secondary attendance rates (UIS, 2008c, based on 2006 DHS data).

In 2011 17% total government expenditure was allocated to education (UIS, 2013c). Teaching and learning, as is true in Ghana, is heavily reliant on didactic pedagogy. There is evidence that involvement of NGOs in the Ugandan educational sector has introduced more interactive teaching methods to those able to attend workshops or take part in school linking programmes, such as that facilitated by the NGO Link Community Development (LCD), (see for example Bourn and Bain, 2012 and Bourn and Cara, 2012).

Teachers started NSS's link in the late 1990s. Its instigators are still in contact as friends, although their associations with both schools have officially ended (Baliraine, 2011). This government funded/community school is in Iganga district, Eastern Region. NSS has hosted several Visitor Exchanges. Kisiki College's relationship

pre-dates that of NSS; its successful experiences of the S/NELP are partly responsible for inspiring NSS's S/NELP. This rural secondary school, in Namutumba district, Eastern Region, is another government school. Its inclusion is due to serendipitous circumstances (see Chapter 4).

SJCC, in Wakiso sub-county, adjoining Greater Kampala, is a privately funded urban children's centre/primary school, receiving financial support from NGOs, including two in the UK; it opened officially in 2004. Like KGSS's S/NELP it has relationships with several UK schools, including urban and rural primary schools.

## **6.1 Effects in Ugandan schools**

### **Introduction**

6.1, the main part of this chapter, features three aspects of the S/NELP:

1. Ugandan teachers' Professional learning, referred to in British schools as Continuing Professional Development (CPD);
2. Capacity building in terms of my 'Three As' and
3. Other effects.

There is overlap between these aspects, particularly between capacity building and the others. These themes echo those found by other researchers (Edge et al, 2008a and 2008b; Sizmur et al, 2011).

The major section of 6.1 reviews how professional learning is affected when Ugandan schools take part in the S/NELP. This theme was omitted from my analysis in Chapter 5. Ugandan respondents did not elect to explore the S/NELP's role in leadership, or school management, although it is an aspect of the S/NELP which an NGO trustee has discussed with me (See appendix (v) for interview questions).

Recent S/NELP research, commissioned by NGOs and DfID, shows a degree of commonality with my themes relating to teachers' pedagogy (Bourn and Bain, 2012; Bourn and Cara, 2012; Sizmur et al, op cit; Thakwalakwa and Najda, 2012), specifically to teaching in Science and English (*Ibid*) and behaviour management choices (Bourn and Cara, 2013). I have elected to separate out teachers' professional learning by the academic disciplines of Mathematics, Science and English, since these were held to be particularly important by the young people I interviewed and by adults charged with supporting their education.

An additional theme of display materials is explored since it relates to my research sub-question, how does the S/NELP affect schools in Uganda? It also allows exploration of my research sub-question: how important are S/NELP relationships to (Ugandan) participants? Work by Andreotti (2011) and Martin (2012) is applied in my analysis of this theme.

The final theme in 6.1, exploring how the S/NELP supports blind and visually impaired students, is developed since the Head Teacher at Kisiki College felt that this aspect of her school's S/NELP relationship was particularly significant. Additionally, it complements consideration of this theme in my Tanzanian chapter.

6.1.2 examines capacity building effects in schools not related to professional learning; it also answers my sub-question, how does the S/NELP affect those in Ugandan schools?

The final section: 6.1.3, examines other effects of the S/NELP in Ugandan schools, which do not fit the first two sub-categories.



### 6.1.1 Professional learning

#### Introduction

Two interconnected topics are developed in my introduction to this section: planning effective learning episodes and promoting scholarship; both contribute to student attainment. Through the S/NELP collaboration with UK colleagues empowers Ugandan teachers to plan learning that enthuses their students, ‘promoting the value of scholarship’ may then follow (DfE, 2012, p7).

The major effects on professional learning frequently commented upon related to how effective learning episodes are promoted and the nature of classroom organisation. In particular, teachers noted that as a result of collaboration with UK teachers (Thakwalakwa and Najda, 2012) they had swapped ideas about the provision of resources to stimulate students’ interest and love of learning (or ‘scholarship’).

As a teacher of geography I use this academic discipline to illustrate the next part of my analysis. Exposure to the wealth of IT-related resource stimuli which a geography teacher could draw upon in a good geography lesson in an English classroom (Roberts, 2011), is unlikely to offer a great deal of help to a Ugandan colleague in a school lacking an electricity supply. While Bismark Larbi, the geography teacher at KGSS, could take advantage of digital resources and AV materials (See Chapter 5), at Nakigo Secondary School (NSS) such materials would have been irrelevant.

Roberts claims (2011, p2) that, for a good lesson:

1. “There needs to be some *geography* in the lesson
2. There needs to be a connection with the learners' minds

3. There needs to be an opportunity for learners to make sense of new *geographical knowledge for themselves” (My numbering)*

All three needs can be achieved without technology, and routinely integrated into the learning opportunities that teachers plan for their students. This is an example of how a Ugandan professional swaps her teaching ideas with visitors from the UK:

We are the ones to guide them, because they don't know; they don't have any new material or any new method, because they are not teachers, yeah? But for us, if I bring it out, and I guide, they can use it.

(V,122-129)

This female Ugandan teacher is explaining how volunteers from the UK, who are not trained teachers, work under her guidance and supervision. Such a relationship is similar to much mentoring in UK schools. Her Head Teacher noted something similar, emphasising how other Ugandan professionals guide visiting teachers from their UK 'sister schools'<sup>74</sup>:

We really co-ordinate with them in teaching and in most cases, we first brief them, the way we teach. So, and before they teach we first brief them on the curriculum which we follow. So, we don't want them to teach out of our curriculum, so they must follow our curriculum, and when they are using the learning aids or activities they first be briefed by the class teacher; the class teacher of those particular classes. So, unless there is something which is important, or which is crucial, they have to teach what the learners... they just come up with that ideas from themselves, but all in all they have to follow what we have told them to do.

(JS, 127-132)

I suggest that Roberts' criteria (2011) apply to the requirements for many subjects, be it Art, Design Technology, English, French, ICT, Mathematics, Religious Education or Science. All can facilitate international colleagues swapping ideas about creating engaging, innovative curricula, whilst meeting nationally specified subject requirements.

Ugandan teachers can show their UK colleagues that effective learning sequences do

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<sup>74</sup> This nomenclature is possible due to data from my informed consent pro-formas

not need to rely on perfect PowerPoint presentations, commercially produced classroom materials or ICT resources. As Castree wrote, “The what, the how and the why of teaching is always up for grabs. There is no one correct set of things that students should know, there is no one 'proper' way of learning; there are no 'self-evident' goals of education. Instead there are only ever choices about what to teach, how to teach and to what ends” (2005, p246). I concur with Castree, it is liberating for all teachers to recognise that there isn't a superior way in which teachers devise good lessons, or which Southern teachers need to adopt from their Northern colleagues. This same stance is expressed here as “a Link coordinator visits a UK school” in PLAN International's School Linking programme:

We are from different continents, different races, different tribes but all in all we are one person. Whatever method we use to help a child achieve their potential is the right method.  
(Edge et al, 2011b, p4)

Teaching tips can be swapped in a link, which is committed to reciprocity, integrity and equality. This is a particularly valuable aspect when the S/NELP includes Visitor Exchanges (*Ibid* and my Chapter 6), since it promotes the esteem of Southern teachers (Edge et al, 2010), allowing them to demonstrate their skills in circumstances that could confound UK teachers:

UK teachers struggled to understand how teachers coped with such large classes and poor resourcing, yet most were also impressed by the dedication and serious attitude of African students.  
(Edge et al, 2011b, p4)

Detailed examples are now given in relation to professional learning in Science, Mathematics, English and Special Educational Needs and Disability (SEND) from my Ugandan schools.

A review of how the S/NELP affects Ugandan teachers' behaviour management is included in Part 3 of this chapter (6.3), since this directly relates to Development

Education.

#### **6.1.1.1 Science practical experiments at NSS, Iganga**

A common lesson learnt is how much can be achieved by creative teachers, using locally available resources (Thakwalakwa and Najda, 2012), maximizing their adaptability whilst ensuring the engagement of students, who can confidently discuss their learning. In this quotation a science teacher describes how as a result of a fish farming collaborative project he has devised practical lessons. The school link funded the construction and stocking of the fishponds (see Plate 26, p272):

As a biology teacher I can use the fishpond as an ecosystem for teaching about ecology topic in biology. At the same time I can get the fish themselves and use them as specimens when teaching about the practicals.

(NBP, 107-109)

Two male students in the NSS pupil focus group (PFG) expanded upon the educational benefits of their fishponds, creating opportunities for learning outside the classroom, without a need for fieldwork (avoiding the additional costs incurred to run a school trip).

As they brought for us a fishpond it is, we will be learning from there. We were not supposed to, we will not be going for fieldwork outside, but we shall be having our studies at our school.

(PFG, B, 38-41)

This link has helped us to provide fishing ponds, which acts as, which help us for running purpose. For example, like those Senior 4s, they have, they have used the fish which is there for practicals and for food purpose.

(PFG, M, 49-52)

From a postcolonialist critique student B's remark "they brought for us a fishpond" suggests that his school is dependent on the beneficence of Northern outsiders. This quotation from Baliraine (DB), the school's former linking coordinator refutes such a suggestion:

Sometimes there is an input of finances from the other side, usually when we have started especially, they do come with some finances. And that input is like something that helps, which actually catapults this other school in the South, to do something. So I feel that support from the Northern school goes a long way ... so the other school can initiate something

(DB, 143-147)

DB's explanation shows that NSS had received funding from 'the other side' once such initiatives were under way and that as a result such support 'catapulted' NSS "to do something". The instigation originated from the Ugandan school, not its UK partners. This is not always the case in the S/NELP (See for example Burr, 2008b and Cook, 2010).

The opportunity which the fish at NSS represent, to promote an enquiry based, or 'discovery approach' to learning in science, stimulated by practical experiments, and learning which would "make sense" to NSS students, enables teachers to promote effective learning episodes. This is echoed in a 2013 critique of the framework document for the proposed Science National Curriculum in England, raised by the UK's Confederation of British Industry (CBI):

Encouraging young people to develop a serious interest in science depends above all on their having plenty of opportunity to get hands-on experience of conducting practical experiments. Achieving that in turn requires science teachers to have flexibility to innovate in how they develop young people's scientific understanding.

(p6<sup>75</sup>)

### **Emerging challenges**

A tension in this link evident in 2011 was that the staffing of NSS's fish farming project had proved problematic. Its future was under threat, following the ill health of the staff member responsible for security of the school compound and feeding the fish and problems accessing a suitable water supply (Kasozi, 2013; Smith, 2011).

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<sup>75</sup> [http://www.cbi.org.uk/media/2026847/reform\\_of\\_the\\_national\\_curriculum\\_in\\_england\\_-\\_april\\_2013\\_-\\_cbi\\_response\\_3\\_.pdf](http://www.cbi.org.uk/media/2026847/reform_of_the_national_curriculum_in_england_-_april_2013_-_cbi_response_3_.pdf) Accessed 25 April 2013

Like earlier linking projects at NSS, intended to create an income stream for the school, the viability of the fish farming initiative had suffered setbacks after its instigation. It was hoped eventually to construct a staff bungalow on site with revenue generated from the sale of the fish, allowing the school to extend the school day and provide a programme of extra curricular activities. Staff motivation would also benefit from the school's ability to accommodate personnel.

The implications of partially successful linking developments are explored in more detail in 6.2.2 of this chapter, which features project progress.

#### **6.1.1.2 Maths groupings and curriculum development at SJCC**

Roberts' advice (2011) elaborates on the advantage which organising a class into small groups, rather than whole class discussion, brings to students' discussions. This pedagogical choice has been remarked upon several times by those interviewed for my research.

The Director of Studies at SJCC commented on the benefits to attainment in mathematics following collaboration with UK professionals. Teachers' subsequent use of small-group work, rather than whole-class teaching, was found to enhance student performance:

The teachers who have been coming at our centre, have been helpful to us in this way. They have been teaching using their techniques, which we didn't have at our school and as a result our teachers have also coped. For example, in Primary 5, there are some techniques which we didn't know; but when the visitors came we have just come to learn them and it has helped our children to learn more knowledge about class work...

They brought this technique of teaching pupils in groups, whereby they could come and put pupils in groups, particularly in Mathematics. They could get a group of those who know, they put them together; then who are a bit, who do not know well, but they are just there in the middle; they could put them together. Then they would separate those who are badly off, as far as Mathematics is concerned, and then they could make sure they teach them, they teach them and then they also come up when they have known something, which we didn't have here before. But now, using that technique, our children have come up with better results.

(GN, 39-44; 49-56)

GN draws a correlation between the introduction of small-group teaching to her colleagues' pedagogy and improved standards "particularly in Mathematics". Additionally she refers to students who "come up when they have known something". By this she means teachers encouraged interactive learning, with students acting as peer teachers, showing their solutions to others. It also refers to students "coming up" to the teacher's desk, when they had completed certain tasks, enabling the teacher to formatively assess their progress. Through professional learning at SJCC UK and Ugandan teachers swapped ideas. The visitors were able to demonstrate first-hand what educational research on differentiation and formative assessment processes has shown (Black and Wiliam, 1998; Haydn, 2009; Kyriacou, 1997), allowing Ugandan professionals to reflect and make improvements in their practice, "in a more powerful way than anything you have seen before" (Wiliam, undated<sup>76</sup>).

The NGO Nsumbi Trust confirms GN's comments about academic standards achieved at SJCC:

Before graduating to secondary school, the children must pass their primary leaving exams. The Stephen Jota children do extremely well and many gain grades 1-2, compared to the national average of grades 3-4. <sup>77</sup>

Roberts succinctly summarised: "Students make sense of the world through language: through talking and writing" (2011, p11). Although she was writing about geography I suggest that the same is evident in making sense of mathematics, and in other school subjects (This is returned to in Chapter 7). Much work-placed training for adults builds on this same dynamic.

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<sup>76</sup> <http://www.journeytoexcellence.org.uk/videos/expertspeakers/formativeassessmentdylanwiliam.asp>  
Accessed 7 February 2013

<sup>77</sup> <http://www.nsumbi.org/primary-education.html> Accessed 17 October 2012

The pedagogy of devising groups, grouping those of similar mathematical ability together, so that the teacher was then able to differentiate the teaching- and associated resources- was a specific benefit which GN attributes to the S/NELP. It was the UK teachers' pedagogy that was different and helpful to SJCC teachers. Their Head Teacher, JS, similarly commented upon a sharing of ideas, making particular reference to computing skills and programmes "which are not here" and "new schemes", perceived in Uganda as particularly valuable "in the future":

Those schools have helped us, cos they have been sending teachers from their schools, who have come and trained some teachers here in Uganda about computers and other programmes from their schools, which are not here. And some of them they have come up with new schemes, here, which they have also taught to our children, which we think will be very, very good to our children in the future.

(JS, 15-19)

We really co-ordinate with them in teaching and in most cases, we first brief them, the way we teach. So, and before they teach we first brief them on the curriculum which we follow. So, we don't want them to teach out of our curriculum, so they must follow our curriculum, and when they are using the learning aids or activities they first be briefed by the class teacher; the class teacher of those particular classes. So, unless there is something which is important, or which is crucial, they have to teach what the learners, they just come up with that ideas from themselves, but all in all they have to follow what we have told them to do.

(JS, 127-133)

In the longer quotation JS indicates that in teacher collaborations at SJCC the 'model' is that Ugandan teachers direct colleagues from UK 'sister schools', such that all collaboration falls within SJCC's curriculum. Integrity and mutuality in linking is promoted. The collaboration is an opportunity for his colleagues to share their professionalism, in "briefing" UK teachers and leading them: "they have to follow what we have told them to do".

It is a beneficial collaboration, since teachers from UK sister schools "train some teachers" in Uganda, having freedom to select, or possibly create, "learning aids or activities". JS evidently is happy that if UK visiting teachers identify "something which is important, or which is crucial" they can innovate, share their expertise and deviate



from the preferred 'model'. This refutes a possible postcolonialist critique that a Northern agenda dominates this S/NELP, or a "West knows best" ethos is promulgated. Domination by UK partners was identified by Edge et al. (2010), in PLAN International's school linking programme: "There were cases where it seemed that the dominant school, usually from the UK, was imposing ideas on the partner school" (*Ibid* p23). Thakwalakwa and Najda (2012) have noted a similar Western (or Northern) hegemony.

The logistics of arranging the implementation of small group teaching and formative assessment at SJCC may have been challenging initially, but having seen the techniques in action the school readily embraced these pedagogies. This was possible because the school hosts visitors from its UK 'sister schools'; the S/NELP may not always include such opportunities. My research supports findings by Bourn and Cara (2012). They found in their analysis of African data for schools in an LCD programme that 39/44 teachers' participation in the S/NELP had precipitated changes in the methodologies used in their classrooms, (30/44 noting that it had changed these 'a lot'). These changes included increased use of discussion and 'discovery methods as well as child-centred methods' (*Ibid* p25). This echoed findings by Bourn and Bain (2012), from Masindi district in Uganda, where primary schools engaged in the S/NELP had become exposed to approaches 'from outside their own area' (*Ibid* p20), subsequently leading to Ugandan students' CE, with greater reflection on their own culture and values.

### **Emerging challenges**

Similar pedagogical outcomes would have emanated, I suggest, had Ugandan teachers been introduced to the ideas of small-group teaching, formative assessment, computing and "other programmes which are not here" (JS, 17) through

Initial Teacher Education (ITE), DGSP skills workshops in Kampala (or its successor, British Council's Connecting Classrooms' programme) or through training provided in-country by NGOs, such as LCD's work in Masindi (Bourn and Bain, 2012). Video-clips from work carried out in another part of rural Uganda, under the auspices of the NGO 'Volunteer Uganda', confirm similar hands-on professional learning occurred through a series of workshops as part of their project entitled, "Limited Resource Teacher Training" (LRTT) (Teach First, 2012). Thakwalakwa and Najda (2012) note similar findings, from DGSP's linking programme, although African teachers' moves towards adoption of a child-centred approach (citing group working) were attributed to working with UK colleagues.

The techniques and programmes introduced at SJCC are not evidence of Northern hegemony, rather the benefits to teaching and learning found by fellow professionals were shared: effective teaching strategies and methodologies were modelled, disseminated and implemented. Had a Kenyan or Nigerian teacher demonstrated the same things, through a S/S linking relationship, similar outcomes would have occurred.

### **6.1.1.3 Display materials at SJCC and Kisiki College**

#### **SJCC**

Another effect on professional learning also identified in my research at SJCC was the contribution made by permanent display materials attributable to links with their 'sister schools'. The teacher with responsibility for science also noted the value of his students creating temporary display material, which was then able to stimulate further student interest in learning.

Around the compound several permanent science displays provide durable stimuli,

all created jointly by international teaching professionals working together. The benefit is not attributable directly to an idea emanating from a superior Northern stance (See Plate 3, p189), but the ‘messengers’ were teachers from South East London (Endersby, 2013). The learning environment of all SJCC students is enhanced, since murals are located on the outside of classroom blocks (See Plate 18) and on walls demarcating the school compound (See Plate 17).

Teacher LM, like teacher V, remarked upon the temporary use of displays of student work, sometimes displayed in the school’s hall and the beneficial effects that this had on students’ morale. This development was one that LM directly attributed to contact with visiting UK teachers.

The permanent nature of the external wall displays at SJCC (Plates 16 -18) however is an example of a sustainable S/NELP development, although the capital outlay for suitable paints would have been high. They represent reusable, permanent colour resources, created affordably within budgetary constraints, meeting my appropriate technology criteria: “To be easily serviced and/or repairable locally; Affordably maintained; Supportable by consumables, whose supplies can be sourced locally and are affordable within budgetary constraints” since the displays help to “equal or improve upon the existing solution” at SJCC (Leonard, 2012a, p32). Plates 20-21 show other examples of low cost teacher co-created resources.

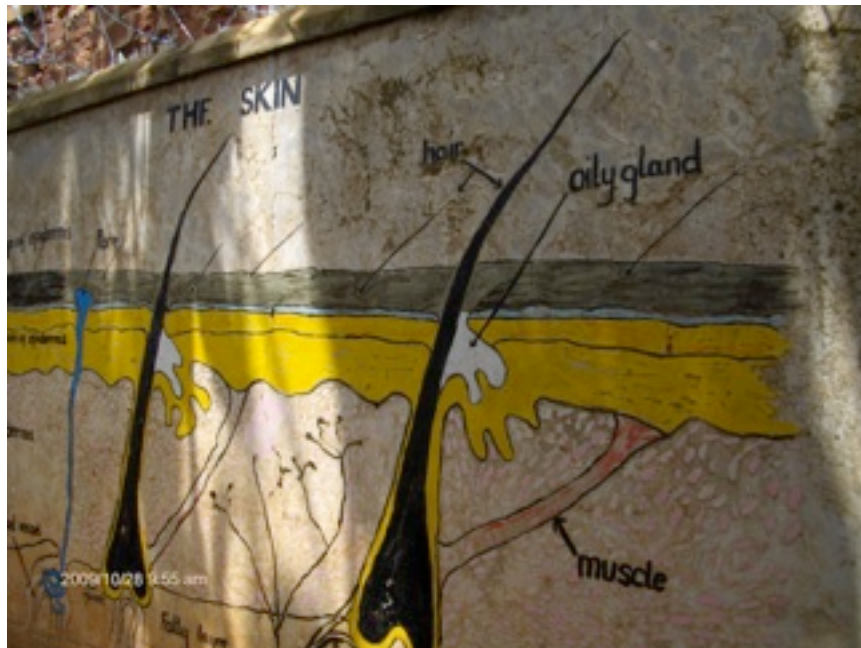
**Display materials at SJCC: Plates 16 - 18**

showing external display materials co-created with UK teachers around SJCC- on compound outer walls or outside classrooms



**Plate 16: Map of local district - outside classroom**

Leonard (2009)



**Plate 17: Diagram of skin**  
Leonard (2009)



**Plate 18: Diagram of tooth: outside classroom**  
Leonard (2009)

Teacher S had worked collaboratively with visiting UK teachers to co-create materials suitable for her top-infants students. I suggested in my Theoretical Perspectives Chapter that without careful examination, her classroom's display-materials could illustrate the stimulating learning environment enjoyed by students of a UK primary

school (Figure 3, page 81). Upon closer examination the specific context of Kampala is evident: in the choice of everyday items very different from those encountered by UK students at this stage in their education, yet familiar to Ugandan students (Plate 19). These display materials present an opportunity for Cultural Education, and Development Education, starting from Martin's preferred 'relational concept' of difference/similarity (Martin, 2012), which suggests that, "Difference is the point from which determinations of sameness can be made, rather than the other way around" (*Ibid* p119). (Her relational concept of difference/similarity is illustrated diagrammatically, in the third diagram of the three in appendix (xviii))

As Martin advocates, "The educational implications of this (relational) approach are that we come to more complex, deeper understandings of differences within and between cultures through relating and dialogue" (*Ibid*). Her 'relational concept' of difference/ sameness is applied in my analysis of Plate 19, a wall display from teacher S's classroom. Teacher S and her UK collaborators in SE London and Kent could use these ideas, to enable their students to explore the differences and similarities between their daily lives.

Plates 19-21 show that at relatively low cost teacher S's resources can also draw upon permanent materials. While commercially available posters, games or counters might be prohibitively expensive for the school's budget, these co-created materials achieve similar benefits, but at affordable cost. Since the displays had been made by teachers their content is directly relevant to her Ugandan students, allowing students to 'make sense' of new knowledge, such as types of houses, communication or dangerous items, which they are likely to encounter in their daily lives. Cultural Education occurs if the teachers co-creating them explore the

differences and similarities in the daily lives of their students.

**Plate 19: Familiar objects: a wall display at SJCC**

Leonard (photo 2009, annotation 2013), analysed using Martin's (2012) relational concepts



|   |   |
|---|---|
| <p>Relational 'Sameness-difference'<br/> <b>Sameness for UK pupils:</b></p> <p>Dangerous objects: fire, while familiar to some, might be associated with an appliance, rather than one made from charcoal or firewood. Again it might be thought of in the context of camping, rather than pupils' home life.</p> <p>Communication: the phone, recognisable as such by pupils in Kent or S E London, is more likely to be called a mobile. The television-but it is likely to have an in-built aerial</p> | <p>Relational 'Sameness-difference'<br/> <b>Difference for UK pupils:</b></p> <p>Types of houses: these illustrations would not be familiar as houses. The tent might be associated with camping, the hut perhaps with a garden? The uniport is likely to be completely unfamiliar.</p> <p>Communication: the drum would be unfamiliar in this context, but familiar in a musical context to some.</p> <p>Dangerous objects: none are likely to be totally unknown, but the razor blade might not be recognised, particularly if UK pupils live in female- only households.</p> |
|---|---|

Plate 20: Co-created resources 1: counters



Leonard (2009)

Plate 21: Co-created resources: 2 Lotto game



Leonard (2009)



## Kisiki College

Murals are evident too at Kisiki College, one of my Ugandan secondary schools.

Designs rather than depicting curriculum content celebrate instead the collaboration of the partner schools, and their local communities. These were co-created in the school's Assembly Hall, during Visitor Exchanges hosted at Kisiki College, by students from the two schools working collaboratively.

Martin's (2012) relational concept of similarity and difference and Andreotti's (2011) five shifts of a learner's understanding are used in my analysis to critically engage with the mural's content.

In Plate 22 Andreotti's learners' shifted understanding (Ibid) are applied to the part of the largest mural at Kisiki College. Table 3 illustrates the nature of these 'shifts':

**Table 3: Andreotti's shifts of learners' understanding**

| <b>Shifted understanding, towards:</b>   | <b>Away from:</b>                      |
|--|--|
| 1. Conceptualization of knowledge as located in culture and social/historical contexts | Ethnocentrism                          |
| 2. Analyses of power relations   | Depoliticization                       |
| 3. Awareness of the situatedness of selves, relationships and events                   | Ahistoricism                           |
| 4. Openness in ethical solidarity  | Paternalism                            |
| 5. Difference as an ethical relationship towards the other.                            | The deficit theorization of difference |

Leonard, 2013

**Plate 22: Display materials at Kisiki College: applying Andreotti's dispositional shifts.**

Numbering 1-5 refers to Table 3, based on Andreotti (2011)

1. Women are shown carrying goods in baskets, on their heads or trading in the social and cultural context of a market place. This is a reliable cultural and social stereotype in this part of E Africa. The houses show a reliable representation of homes in Namutumba. Cooking pots, clothing and baskets shown demonstrate goods made by local craftsmen.

2: The power relations illustrate two women engaged in a trading relationship, shown here as two equals negotiating. We cannot be certain that the woman in the foreground is the customer, or who is in the most powerful position. In this section of the mural only women are shown.

3+4: Solidarity with market trader and customer and ethical relationships between these parties could be engendered as the viewer considers the content of this section of the image. It does not represent a paternalistic relationship, rather one of equality between the parties.



3+5: The viewer is not led to regard the mural's content as notably lacking, compared to their own experiences, because of any deficit portrayed in the image between the scene shown and what is familiar. Viewers might rather engage with its content, which could show that consumers and traders have ethical responsibilities towards one another.

Leonard (photo: 2009; annotation 2013)

In the application of Martin's (2012) 'relational' ideas of difference and similarity the viewer of the mural can challenge the images portrayed of the nature of the linked schools, to engage with the reliability of the content created by the students from the two schools, Kisiki College and its partner in Ross-on-Wye.

Plate 23: Display materials at Kisiki College: section of mural



Leonard (2009)

Using 'relational' concepts the following can be isolated: the height of buildings is different, those in the foreground are generally lower than those in the background- so, two groups could be formed, of one storey and more than one storey.

Another difference is that of activity: the people represented are engaged in a range of activities, some are travelling, some are sitting, some are reading and discussing- it is not a simple binary. There are differences in the nature of the vegetation shown. Some of the women's clothing styles represent designs that are 'ethnic', while others, and that of the men shown outside the building in the foreground and on the grass by the water, appear to be more Western in style. The woman standing on the left hand side of the water may be wearing a mass-produced dress; its colour scheme is noticeably different from that of the women shown in the village on the right of the mural.

Plate 24: Display materials at Kisiki College: large section of mural



Leonard (2009)

Using Martin's (2012) starting point of difference (See appendix (xviii)) relational concepts might then include: building styles, age, size, function or purpose and materials (one group could contain all the buildings shown, whether homes or public buildings); occupations; activities; clothing styles; footwear, artefacts and items or types of vegetation. Any observer can then gain more balanced perspectives, so they can 'put what they see and hear into an informed context' (Borowski, 2011, p20).

Martin's ideas (2012) and those of Andreotti (2011) could create an entrée to critical pedagogy (See 6.3.2), to explore the cultural, social and historical contexts depicted, and encourage engagement in CE.

Plate 25: Display materials at Kisiki College: section of mural



Leonard (2009)

This S/NELP is celebrated in John Kyrle High School and Sixth Form's 2008 Ofsted report:

All students' learning is enriched by a particularly wide range of extra-curricular activities, excellent links with colleges and partner schools, and visits to other countries, for example, Uganda.

(Ofsted, 2008c, p4)

and the 2012 full Ofsted report:

The curriculum prepares students well for life in a diverse society, for example through the study of different lifestyles in religious education and the Mayans in mathematics. Assemblies contribute very well to students' value and beliefs, for example one recently focusing on the Olympics and the school's link with Uganda.

(Ofsted, 2012a, p6)

Clearly Kisiki College's UK partner also values this relationship.

The location of the mural at Kisiki College is important; the mural is in a public space where visitors at public meetings gather. I suggest that the creation of a mural

represents an important development in a link's evolution, since it is a permanent celebratory artefact, representing a commitment to the relationship's sustainability. Additionally, it is the result of student collaboration, denoting student integrity and equality in action. A declared aspiration of effective school links as promoted by the DGSP linking programme and its British Council replacement, Connecting Classrooms linking programme, is equality. I have used progress towards this aspiration as an indicator criterion to classify global schools' relationships (Leonard, 2008 and 2010) on the Linking-Partnership continua, shown in my Figures 4, page 102, and 11, page 185. The aspiration of "equality" in a S/NELP relationship was true of the precursor to these two large-scale Linking programmes, the Central Bureau's North/South School Linking scheme (Kisiki College's relationship with its UK partner was set up at this time).

I have made reference to murals in Chapter 4 and in other S/NELP research (Leonard, 2004). I suggest that Art and Design Technology are subjects in which students form S and N can take part in collaborative projects more readily as equals, than might perhaps be true in some other academic disciplines. This is because both allow effective learning to emerge without necessitating resourcing which can prove problematic and/or costly in schools (Thakwalakwa and Najda, 2012).

### **Emerging challenges**

Murals depicting partners in a link might risk consolidation of negative or unreliable stereotypes. In the creation of any artwork the artist's aim may not be known or understood by the audience and the viewer is likely to interpret the images first from their own perspective. With guidance from critical pedagogy, these different perspectives can be shared and explored.

The symbolism shown in a mural is often able to convey the complexities of a relationship; but the artist/s may choose to include simplistic stereotypical images.

Stereotypes, when they work for the good, can be useful paradigms, even ideals.

Bourn and Cara's research for LCD warns that despite ongoing support from an NGO the S/NELP:

Can also re-enforce perceptions and stereotypes. It can improve the quality of teaching and learning, enthuse staff and pupils but if they are not well-organised or supported it can lead to disillusionment and negative impressions about their partner school and consequently the partner country.

(Bourn and Cara, 2012, p41)

Skilful teachers, using critical pedagogy could use artwork, such as Kisiki College's mural, to explore the origins of the scenes depicted and interpret their symbolism.

Using ideas from postcolonialism these could allow a depth of understanding to emerge, beyond that of identifying differences and similarities. Andreotti's five possible shifts of understanding (2011, p227), which the entwined theories of critical pedagogy and postcolonialism could promote, can move learners, as shown in Table 3:

1. From ethnocentrism to a conceptualization of knowledge as located in culture and social/historical contexts;
2. From depoliticization to analyses of power relations and self-reflexive positionings;
3. From ahistoricism to an awareness of the situatedness of selves, relationships and events;
4. From paternalism to openness in ethical solidarity;
5. From the deficit theorization of difference to an ethical relationship towards the other

While I am not stating that all of Andreotti's 'shifts' can be readily applied to this mural I am suggesting that her ideas could be used as a helpful means to explore the complicated nature of relationships between partners in school links.



#### 6.1.1.4 English at all three schools

Through exposure to native speakers of English, the S/NELP can aid adults to improve their fluency in spoken English. If modern written materials are shared in links, professionals can also benefit in terms of exposure to written 'Standard English'. Although some of a postcolonialist persuasion are critical of the domination of English as a common language of educational provision in nations formerly colonised by the British (MacCallum, 2012; Pennycook, 1999 and my Theoretical Perspectives Chapter), the reality on the ground is that relatively few published educational materials exist in Ugandan learners' first languages. While teachers at secondary level are expected to teach their students in a common language of English there is an obvious requirement for students and teachers to be proficient in Standard English. Access to materials in English is constantly increasing, particularly through the availability of online resources (Sharp, 2009). If students' English in Ugandan schools is neglected their life-chances beyond formal education will be restricted. Harvey (2012) studying bilingual children found in a small scale study in Aotearoa, New Zealand, that "linguistically responsive pedagogy" in schools affirms for families and students both linguistic and cultural capital required for lifelong learning, whilst also promoting a critical multicultural approach for socially just education.

Similar educational benefits accrue in any relationship where exposure to native speakers of additional languages is forthcoming. For a teacher in New Zealand, for example, this includes exposure to Maori or other first languages of her students (*Ibid*<sup>78</sup>). To teachers in London, UK, the possible range of students' first languages can

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<sup>78</sup> <http://www.aber.ac.uk/en/sell/a-childs-world-conference/conferprog/#Wednesday> Accessed 21 February 2014



be immense. The 2011 census shows that 22% of the capital's population speaks a first language other than English, "with more than 100 languages spoken in virtually every London borough" (Bentham, 2013<sup>79</sup>).

This quotation demonstrates specific effects that exposure to written materials and lesson observation of native English speakers has brought about for Ugandan adults in my research. At Kisiki College, its linking partners endowed the school library:

For the adults and especially those within the school community, it is similar to what the students benefit, because, for example when the library is better equipped, even the teachers are better equipped to, to interact with the students, to teach their lessons they can research, they can do a lot of reading, and also exposure. Because when the John Kyrle teachers come here they take lessons and the teachers here attend those lessons. And, there is that interaction; there is that learning from one another.

(DK, 38-53)

Common positive effects include: improved pronunciation and intonation, wider up to date vocabulary, greater access to literature and familiarity with colloquial English and Cultural Education, facilitating acquisition of appropriate linguistic, social and cultural capital. The linking coordinator at NSS explained it in this way:

Especially the oral, spoken English: I have benefited a lot from the link, actually: because we have had even, to have some tapes and what have you so that we even play some of these tapes to the students so that they see especially the pronunciation of a 1<sup>st</sup> language teacher, to those of us who are doing it as the 2<sup>nd</sup> language teacher... It is, you see how, those of you who are English ... which pronounces (sic) some of the words, compared to some of us, who are being used to when it is the 2<sup>nd</sup> time, as a second language. So that would not have happened before when we didn't have the link, and that exposure.

(FN, 62-70)

If adults, such as FN, enjoy these effects I suggest that similar benefits accrue for their students. Skills promoted in literacy in the English language (or other languages) are further enhanced through Cultural Education, such that cultural subtleties and norms can be understood; similar benefits are achieved through

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<sup>79</sup> Bentham. M. (2013) "100 languages spoken in most of the capital". Evening Standard, 30 January 2013 West End Final B p2

<http://standardonline.newspaperdirect.com/epaper/viewer.aspx> Accessed 7 February 2013

schools' cultural exchanges and overseas placements for languages and other undergraduates (and occasionally through Teacher Exchange programmes).

Thakwalakwa and Najda's research (2012) cited improvements particularly in English and ICT as benefits in African schools directly attributable to the S/NELP (332 of their 507 responses were from Africa):

It is clear that the most significant improvements in quality of education are occurring in the subject areas of English and ICT. 10 respondents from Rwanda all stated that the opportunities to improve English learning as a result of the partnership had improved the overall quality of education in their schools.

(Commentary to slide 11, Has your partnership contributed to improvements in the quality of education in your school?)

### **Emerging challenges**

Issues that emerged in my Ugandan schools relate to the converse of some of these positive effects. Teachers at SJCC suggested that because the Ugandan speech patterns in English are so different from that of UK visitors' Standard English there is room for misunderstanding. A quotation from teacher V demonstrates this challenge:

The only difficulty I can find in the thing, maybe their accents; that becomes a problem to them... It is not their, it is a foreign language to them. It's not... I don't know how I can explain it.

(SJCC, V, 40-43)

A Smile International volunteer teacher at SJCC noted the same issue:

I teach some mathematics, English, a little music and help out with a couple of R.E. lessons. Teaching is often fun and very satisfying when it is evident they have learned something, however for some of them it is difficult to understand English, particularly as my accent is different to a Ugandan's, so progress can be slow. English is the language they are taught in at school as the children come from all over Uganda so speak a huge mixture of local dialects between them as their native tongue.

Even though English is the official language of Uganda, most of the children only have a basic grasp of it which means they may often give the appearance of understanding something but really they are just repeating what you're saying. It's difficult to know how to teach creatively and effectively in these circumstances

(HC, 2011,5; 2011,4)

HC is commenting upon slow progress at SJCC; the same EAL barriers appear to persist at the level of Higher Education Institutions (Mohanna and Allen, 2012). An English teacher at NSS noted something similar:

Although at first the students had problems with the accent and whatever, but in time they picked (it) up

(MN, 58-59)

SJCC's Director of Studies confirmed HC's observation, about the initial barrier to SJCC students' learning, when first taught by native English speakers. Her remark about the resolution of this difficulty, after a period of a month, might helpfully be considered when such visits take place. It would appear that UK teacher placements of longer than four weeks might partially resolve this barrier to learning for Ugandan students.

Most of our children are not good at English speaking; now, when we get teachers from abroad, it becomes a problem for the first time when they are learning. Sometimes they don't understand the language; they are slow learners, so they become a bit, it becomes a bit difficult for them to understand easily, but when they have just been there for about a month, the children get used to them and then everything is OK.

(SJCC, G, 19-23)

A similar issue frequently recurs in the UK for overseas trained medical practitioners, whose UK-based CPD includes oral and written assessments; they either fail or underachieve (Mohanna and Allen, *op cit*). This is not as a result of their lack of clinical and/or practical expertise, but their use of Standard English and differing cultural expectations of the relationship between medical practitioners and their patients, in UK and their country of origin (Bodman, 2012; Claramita et al, 2011; Morgan, 2012). Mohanna and Allen (2012) found that the main predictor of failure in Clinical Skills exams was international medical graduate (IMG) status. They found that overseas graduates have the fewest opportunities to be socialised into the habitus of Western medicine, restricting their acquisition of social and cultural capital.

Mohanna and Allen (*Ibid*) illustrate the need for Cultural Education in a slide entitled:

“Adapting to the moral rules of Medicine”:

“It’s different here, the two countries are very different, the ways doctors are seen is very different. If I do the same consultation [like one for UK practice] back home in India honestly no patients would come back to me after if I ask them what do they think is going on. If I say ‘what do you think is wrong, what do you think might help?’ They’ll think ‘this doctor she doesn’t know anything, I won’t come back.’ Whereas it’s like ‘you are the one who has gone through training you should know what is wrong with me.’ It’s more doctor centred, we have to keep telling them what to do.”

These challenges could be diminished by improved proficiency in Standard English.

In Southern schools this can be promoted through the S/NELP, through teachers’ and students’ exposure to native English speakers and through Cultural Education which explores the different cultural or ‘moral rules’ of relationships, such as those in families, schools, or between medical practitioners and patients.

Doctors and patients in a Southeast Asian study (Claramita et al, 2011) reported that they valued a partnership style of communication yet observations of patient consultations showed a “paternalistic style”, and a relational or “informed and shared” decision-making relationship did not prevail. The persistence of cultural (or moral) norms directly resulted in IMGs’ failure; “learning to unlearn”, promoted by critical pedagogical discourse could reduce this failure rate.

These issues in medicine show that there is a need for similar provision for Cultural Education in Development Education in schools. Ultimately, the S/NELP that begins in primary schools can create benefits at the end of formal study such that students become successful anywhere in the world, albeit the English speaking world.

#### **6.1.1.5 SEND provision. How the S/NELP supports blind and visually impaired students**

Kisiki College’s Head Teacher referred specifically to S/NELP professional learning outcomes which her school had enjoyed in relation to SEND provision. The school

has a special unit on site for blind and visually impaired students.

Some teachers have been trained. Actually, one of our teachers for the Special Needs section, we have a Special Needs section, in our school we have a few blind students and blind teachers, so one of the blind teachers was sponsored for a six month's course in the UK and when he came back he was able to work better in his department, unfortunately he has since passed away but this interaction between the teachers over there and the teachers over here and one thing I think I told you earlier is that every staff, one or two members of staff from Kisiki College are sponsored to visit the UK, and whilst they are there they will take lessons, they will interact with teachers they will see how the teachers over there do their things. They will also talk about the way they do their things here, so there is learning from one another, there is getting the other side's, to experience the other side, bringing it down and incorporating it in the way they teach, so there is that interaction.

(DB, 44-55)

Travel to Kisiki College's UK partners represents an aspect of equality in this S/NELP relationship, although the legs of the visits are skewed in favour of UK teachers visiting Namutumba. Similar talk "about the way they do their things here" was commented upon by a female UK LRTT workshop facilitator, who learnt from her Ugandan colleagues that effective classroom learning did not require the wealth of resources which she had previously thought necessary before her visit to Uganda (Teach First, 2012). Thakwalakwa and Najda (2012) noted a Malawian secondary school teacher of woodwork taking a similar learning outcome from his visit to the UK:

The partnership helped him to realise that he does not always have to look at what he does not have but should teach his learners basic skills using the resources around him. He was pointing out ...they concentrate on teaching them how to make sofas which require a lot of imported material and which the students might not readily find when he could be teaching them to make wicker chairs. He said a visit to the partner's school helped him appreciate how they were only using technologies that were locally available to them.

(Commentary to slide 8)

Ensuring subsequent sharing of any teacher's newly acquired skills and expertise with colleagues can prove problematic; when a workshop-scenario is followed it has been shown to be particularly effective (Pedder et al, 2008 and 2010). Failure to disseminate the outcomes from CPD emanating from the S/NELP underlies some critics' opposition, particularly if the process widens inequalities between Southern

schools (Egan, cited in Leonard, 2008).

### **Emerging challenges**

It is not known whether sponsorship arrangements for Ugandan teachers to train in the UK will be possible in the future. Successfully achieving visas to allow Ugandan teachers to visit the UK has become increasingly problematic. Both Jota (2012), the Director of SJCC and Baliraine (2011) at NSS, have shared with me instances when planned Ugandan school visits to UK partners have not taken place, as a result of decisions by the UK Border Agency to refuse visa applications.

We expected Exchange Visits, between Nakigo and Lady Hawkins. You know it is a one-sided affair, because the students and teachers in Nakigo may not be able to afford an air-ticket to go to Lady Hawkins, and so I think that one has been lacking, in that we have not been able to get either the teachers or the students visiting, to make a return visit to UK. But we did have a promise that the British Council would be supporting this... I have not known of a teacher or a student who has gone on the visit in the North.

(DB, 83-90)

A young teacher of English at NSS similarly elected to discuss the lack of opportunities to visit the UK:

They have come here I think almost now, I think they are already organizing will be the fifth time, yet we have not sent there any representative at all. So, if it were not for their insistence, I think the thing would have actually come to a halt.

(MN, 148-151)

In June 2011 the two schools, NSS and Lady Hawkins, were obliged to cancel all the planned hosting arrangements that had been made in Kington (My correspondence with my MP and the Secretary of State at the Foreign Office, querying a UK Border Agency's decision, is included in appendix (xii)). Chapter 4 refers to my role as "advocate for my learner/actors", which I had assumed at this time (Mishler, 1986). The lack of reciprocity concerning unequal legs in Visitor Exchanges was remarked upon in interviews at NSS and Kisiki College. The Volunteer Uganda video resource (Teach First, 2012) also showed that Ugandan teachers' "Wish lists" included

opportunities to see first-hand how UK teachers engage with learners in their classrooms; SJCC teachers likewise:

Opening up the chance of making us go for more further-studies and other courses. If the chance comes in, we should, I think, let them not leave us behind? If there is a chance of any course that is developmental, then I think the chance should be open for us and we go.

(LM, 173-176)

Teacher LM's comment about not being left behind appears to suggest that the North is leaving the South behind educationally, inferring a Northern educational pre-eminence and confirming a postcolonialist critique of Southern assumptions about Professional learning, that the North is superior or dominant. If opportunities for professional development could be accommodated without international travel (through e-learning) teacher LM could affordably judge the value of such developmental courses, and assess too lessons which Ugandan teachers could transfer in the other direction.

For any teacher or educator's desire to visit overseas educational establishments, to learn from others, there will inevitably be issues about the cost effectiveness of such interventions; this would apply to a UK, a Chinese, Nigerian, Indian or a Ugandan Exchange Visit. Andreotti's presumption of ethical responsibilities towards others (2011, p227) could underpin efforts to make these overseas travel arrangements more readily possible for all teachers, but especially those from the Southern end of the S/NELP.

6.1.1, the major part of this chapter, has explored five examples of teachers' professional learning, which my research in three Ugandan schools has highlighted. Links have been made to supporting theory and the persistence of complicated, sometimes conflicting outcomes; a range of values and perspectives has been evidenced.

Part 1.2 of the chapter now examines how capacity building is demonstrated in my three schools, also exploring emerging challenges that have arisen in relation to the risk of a dependency culture evolving in the S/NELP, revealed by my analysis.

### **6.1.2 Capacity building, Three As: Action, Assistance and Aid**

Figure 14, p 267, summarises examples of capacity building from my three Ugandan schools. A similar table is included in Part 2 of this chapter (Figure 16, p 281) with reference to how the 'Three As' manifest in these schools' local communities.

Najda, (Thakwalakwa and Najda, 2012) acknowledges that in the S/NELP there may be an inherent expectation which supports postcolonialists' concerns, that linking promotes a dependency relationship between S and N:

Equity is a key issue for development education and North-South partnerships. There is often an expectation on both sides that the UK school will provide material support for the African partner. This can make establishing equitable, professional relationship(s) difficult.  
(Commentary from slide 4, Learning together for change)

Capacity building, which can emanate from fund-raising in the S/NELP, is regarded as potentially beneficial by Southern stakeholders, including Ugandan government representatives (Mukhooli, 2009; Nsubuga, 2009) and NGOs that have engaged in school linking and development in Uganda, such as LCD, Nsumbi Trust, PEAS, Smile International and Volunteer Uganda.

Thakwalakwa and Najda (*op cit*), note the following, "Charitable fund-raising is often an expectation for schools interested in DGSP. DGSP's advice is to focus first on the curricular opportunities for learning together and establish equitable relationships. Once these are in place, if both partners wish to pursue fund-raising they will be in a position to do something which is effective and sustainable" (Commentary from slide 10, What difference can charitable fund-raising make?). Their assertion that the



priority should be to focus first on curricular projects is perhaps a S/NELP idyll; their comment that fund-raising is a difficult issue for DGSP also hints that some may disagree with that preferred timetable. Thakwalakwa and Najda (2012) cite these responses from African teachers to the question, “What difference can charitable fund-raising make?”:

1. Charitable fund-raising is in itself not a bad engagement, but it should only arise in partnership that truly reflects the need to contribute resources to the betterment of society. (Nigeria)
2. This makes the programme sustainable and equitable in the sense that they will exchange where the need arises. No partner is cheated. (Ghana)
3. What matters is the circumstances under which the help was given. (Rwanda) (My numbering)

The Ghanaian response echoes arguments made by Whitehead (2006, cited in Leonard, 2008, p85) and Baliraine (2009), that financial investment in capacity building can consolidate a relationship. The Nigerian teacher’s response suggests that a caveat should be made, that society would benefit. I would add that the parties should jointly decide, with the Southern school devising the brief for any ‘help’ (Leonard, 2012a); perhaps that is being hinted at in the Rwandan response?

Figure 14, page 267, shows how capacity building at my Ugandan schools includes physical infrastructure: school classrooms, offices, workshops, library and IT facilities and latrines, accommodation and administration blocks. I suggest all these represent gestures demonstrating Education for Sustainable Development (ESD). Other types of capacity building promote the provision of educational materials and consumables, and some investment in Visitor Exchanges, which can promote Cultural Education.

Other capacity building has sought to promote skills: in farming (rice, poultry and fish-farming), brick making, tailoring and gardening. Another important outcome at

SJCC is the provision of a daily meal to students<sup>80</sup>. These skills and the daily meal, also contribute to progress towards the UN's Millennium Development Goals (See Ghanaian and Tanzanian Chapters, 5 and 7). A pilot study carried out in the UK, by the National Centre for Social Research, the Institute of Fiscal Studies and Bryson Purdon Social Research, examining the effects of extending free meals to all in two pilot areas of England suggests primary pupils advance by two months on average as a result:

Offering free school meals to every child in Newham and Durham helped to make them more likely to eat a better diet at school, do significantly better in class - with an average of two months more progress by pupils at key stages 1 and 2.

(<http://www.bbc.co.uk/news/education-18997223> Last accessed 8 January 2013)

The UK Department for Education initially did not extend this pilot project more widely, citing lack of financial viability as the main reason. In September 2013, however, the UK's Deputy Prime Minister announced that with effect from September 2014 "The government will fund schools in England to provide every child in reception, year 1 and year 2 with a hot, nutritious meal at lunch time."<sup>81</sup>

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<sup>80</sup> The importance to students' physical well being, of having this balanced nutritional content, to facilitate their engagement in learning, is supported in the UK, in schools that provide free breakfasts for their students (<http://www.bbc.co.uk/news/education-20936420> accessed 8 January, 2013).

<sup>81</sup> Disadvantaged students at sixth form colleges and further education colleges will also be eligible for free school meals from September 2014. These measures will cost approximately £600 million. <https://www.gov.uk/government/news/free-school-lunch-for-every-child-in-infant-school> Accessed 3 October 2013.

**Figure 14: Three As: Action, Assistance and Aid: evidence from my Ugandan schools**

| <b>SJCC<br/>Primary School</b>   | <b>NSS<br/>Day-secondary school</b>   | <b>Kisiki College<br/>Boarding secondary school</b>   |
|--|---|---|
| Classroom consumables- stationery, counters, mathematical instruments  | Fish farming project (see Plates) and associated local employment   | Tailoring workshop - equipped with sewing machines  |
| Specialist books for teachers' personal use  | Rice farming project and associated local employment - now ceased   | Library- equipped with textbooks and other reading materials  |
| Funds for school fees, construction of classrooms and school facilities - girls' and boys' separate latrine blocks, pre-school/nursery block | Additional school buildings - Head Teacher's and bursar's office, adjacent classroom and separate staffroom building. | IT facility for students - under construction; carpentry equipment; furniture, including desks  |
| First Aid equipment, mosquito nets for some hostel students  | Equipment for teaching English - CD players, cassette recorders, poetry texts, radios                                 | IT equipment - for use in administration  |
| Display materials/murals around school compound (See Plates)   | Curriculum materials for subjects, including sports equipment and mathematical instruments                            | SEND training for specialist teacher of the blind   |
| Garden and farm project - on site of new secondary school  | Visitor Exchange to England (see my final chapter)  | Visitor Exchange; overseas visit to England (on one occasion)   |
| Brick making- near site of new secondary school  | Poultry project and associated local employment - now ceased  | Construction of facility to host visitors from link school within school compound - intended for multi-purpose accommodation at other times |
| Daily main meal provided for all - additional meals provided for hostel students   | Indoor sporting equipment, games, cameras.  | Computer lab, with access to IT equipment for personal use of teachers and students   |

Leonard, 2013

What is evident from Figure 14 is that there is a common element of additional textbooks, for use by teachers and/or students and responses, which ultimately promote capacity building for students, or making accessible teaching resources that otherwise may be lacking. If this provision is viewed as “Reassessment justice” (Quist- Adade and van Wyk, 2007) or “openness in ethical solidarity” (Andreotti, 2011) this aid transfer moves those in the S/NELP away from traditional donor-recipient, paternalistic relationships. For example, at SJCC, the top-

infants class teacher has co-created a range of counters to assist in teaching mathematics, using locally available materials, at low cost (Plate 20). Her collaboration with UK teachers had extended her repertoire of resources to include other teaching materials, such as previously referred to wall displays, featuring local items (See Plates 19-21) and flash cards. Some of these commercially produced items were 'given' to SJCC. Once available these materials represented a permanent stock of teaching resources, for future use.

The curriculum provided in all my Ugandan schools extends to students' training in skills, which could lead on to income generation (and possibly self-employment), in tailoring, farming or brick making. For the Head Teacher at Kisiki College tailoring skills were particularly apposite, since she was aware of her students' dual role as income-earners for their orphaned siblings. She explained how the Technology complex under construction, with financial assistance from UK partners, would function, upon its completion:

So that we can use it for vocational studies in carpentry and metal fabrication and woodwork and it will also include the tailoring and computer, which we have already started on. ..We hope that this technology complex (*comprising ICT, metal work and carpentry*)... is going to go a long way to equip our students with skills, many of our students actually drop out of school before they complete A levels, before they go up to Higher Institutions of learning, they leave school.

We hope that even when they drop out they would have acquired these key skills they can use back in their community, because they would be able to make things which are used in the day to day In the community and it would also help them earn some income.

(DK, 24-33)

The reality facing DK's female students was that without such skills they might otherwise find themselves pressured into alternative means of earning a livelihood in the nearby town (such as sex work), placing themselves at risk of contracting HIV/ Aids.

Similarly, the Head Teacher and Director of SJCC welcomed the opportunities for

students to make bricks during their long holidays, rather than find themselves unoccupied and again forced into less seemly money generating activities. These bricks have subsequently been used to construct the initial buildings of Sozo High School, the new secondary school, which some SJCC pupils now move on to.

Research by Bourn and Bain (2012) and Bourn and Cara (2012 and 2013) shows that LCD's school linking programmes led to a similar range of ways in which participating Ugandan schools' capacity building was affected by the S/NELP.

What distinguishes the capacity building found in my three Ugandan schools is that in each instance the instigator was the Southern party, rather than the UK parties or an overseas-based NGO, perhaps in association with the Ugandan Ministry of Education. Quist-Adade and van Wyk (*op cit*) are critical of initiatives in Africa, in which assistance offered by North American NGOs is not undertaken with sufficient sensibility to cultural norms and life-styles. They are particularly critical of NGOs that became "co-opted into the 'establishment', helping to maintain and service the global hegemony of the West" (*Ibid* p93).

At SJCC UK-based NGOs - and other financial supporters - have provided funds. Expertise from a development-focused NGO, with in-country staff, did not support the Three As at NSS or Kisiki College. All three Southern schools enjoyed autonomy in the capacity building that has occurred.

### **Emerging challenges**

As stated earlier, critics have observed that the S/NELP can waste resources, time and money (Burr, 2008b; Cook, 2010). Figure 14, page 267, demonstrates that a variety of examples of capacity building have taken place in these schools as a result of their participation in the S/NELP. Not all the projects have succeeded. The model

of Ugandan schools in the S/NELP working with the in-country support of the development NGO LCD is one that after 2012 no longer exists. What such interventions had provided was a local support network, with relevant educational and development expertise, to enable an approach that allowed dissemination of CPD beyond linked schools, such as a sharing of ICT infrastructure, through its “Solar Connect” investment. Lack of cost-effectiveness of LCD’s long-established Linking programme led to its closure, although the NGO is still committed to educational improvement in Ugandan schools (Bourn and Cara, 2013).

We started this project which we are doing now...it was our own suggestion, from the parents who were saying that actually that is a fail-proof project because we told them the labour problem, we told them the timing problem. (*Both had frustrated the rice-farming project*) They said fish is O.K. But they said: “You just dig a hole”; and fish is there; it isn’t just digging a hole! There’s so much they didn’t know; they just, we get suggestions from people. But even the people from our district were not helping us, because they also seemed to be having the same problem.

So the projects ...come from us, but I am beginning to think that maybe we have...to sit down and now with this experience I think I can suggest something which would work better.

(JK, 136-142; 145-147)

Head Teacher JK shows that she believes capacity-building interventions at NSS, instigated by the staff body, should no longer rely on the type of advice offered prior to embarking on their S/NELP projects to date - to grow rice, raise poultry or farm fish. Advice had been sought from the parent body, local farmers and other locals, but trying to scale-up from a family-unit, to a larger scale had resulted in a loss-making rice project. The poultry project had insufficient information at the outset. The correct site requirements for the location of the series of fishponds, dimensions of the ponds and stocking arrangements had not been followed. To this end, a local Eastern-region commercial fish-farming expert was on site at Nakigo at the time of my visit in 2009, advising on the effective management of their facility (Mutallibi, 2009). It is not known if similar fish-farm facilities are found in other government or privately funded schools in Uganda.

Would I concur with S/NELP critics, that schools should not take part in development projects; that it is not their role to do so? (Martin, 2010c) I would repeat the comment from Thakwalakwa and Najda's (2012) Rwandan teacher? It depends on the circumstances under which help is given, and Quist-Adade's 2009 remarks, that while necessary educational resources including books and computer equipment lack in African schools, aid has a role (See Chapter 2).

Critical of much work by North American NGOs in Africa Quist-Adade and van Wyk (*op cit*) suggest that greater use should be made of local advisers, such as Musoomerwa Mutallibi, the fish-farming consultant employed at NSS. They asked five questions, in terms of effective action, assistance and aid in Africa; these are shown in Figure 15.

**Figure 15: Quist-Adade and van Wyk's five questions for effective assistance in Africa applied to a S/NELP project at NSS**

(Resources, governance issues, prioritising what locals want and consensus towards poverty alleviation)

| Quist-Adade and van Wyk's five questions (2007, p89) | Responses proposed to the five questions, in the context of help at NSS   |
|--|---|
| 1. What is the remedy?                               | 1. A fish-farming project, to generate income, creating local employment opportunities.   |
| 2. Do Africans need assistance?                      | 2. Assistance is needed, to implement the project.  |
| 3. If so, what type of assistance?                   | 3. Yes, in terms of funding and expert advice.  |
| 4. From whom?  | 4. Some cash injection can be provided from the Northern S/NELP party; expert advice can be sourced locally.  |
| 5. Under what conditions?                            | 5. NSS beneficiaries determine the project's priorities and review its progress regularly, with interested parties. NSS share their successful fish-farming 'model' with others in the local area, to the "betterment of society". Projects promote long-term sustainability, protecting not destroying local values. |

Leonard, 2013

Mutallibi (2009) noted that the series of fishponds at NSS (Plate 26), once effectively constructed (and fed by a water supply from a small reservoir), would last for 50 years, providing a protein source of catfish for local consumption, an income stream to aid the school's development and potentially educating students in fish farming skills. Lack of adequate finances to "get to raise water into the ponds" later compromised this project. Kasozi (2013) confirmed that since the initiative seeks to "feed government schools benefiting from free education" the World Bank has agreed to ensure its future viability.

**Plate 26: Series of fishponds at NSS**



Leonard (2009)

I reiterate the caveats that Quist-Adade and van Wyk identified for meaningful and sustainable aid: "It must be responsive to needs determined by African people themselves and not by outsiders" (*op cit* p92). Their emphasis that:

Development in Africa is not about conversion to a Western culture or a Western economic dispensation. Development in Africa is about African values. African development priorities need to be determined by African people, and to the benefit of African people. Outside aid must protect and promote African values, not destroy them

is particularly helpful, in reviewing the instances of the 'Three As' identified in this



chapter.

### **6.1.3 Other effects of the S/NELP in Ugandan schools**

Effects on participants' morale, enthusiasm, dignity and self-esteem; an increased range of resource stimuli for curriculum and extra-curricular developments (including sporting expertise) and opportunities for critical pedagogical discourse and critical global citizenship were other aspects of the S/NELP evident in my Ugandan schools. The latter are reviewed separately in Part 3, which focuses on how the S/NELP promotes Development Education.

#### **6.1.3.1 Morale, enthusiasm, dignity and self-esteem**

At NSS and SJCC respondents referred to how the S/NELP affected morale; as at Odumase-Krobo and Tortibo in Ghana, participation in Ugandan relationships was thought to boost morale and dignity, by challenging stereotypes and promoting a sharing of values and perceptions. This replicates what Bourn and Cara (2012) found in their analysis of the S/NELP:

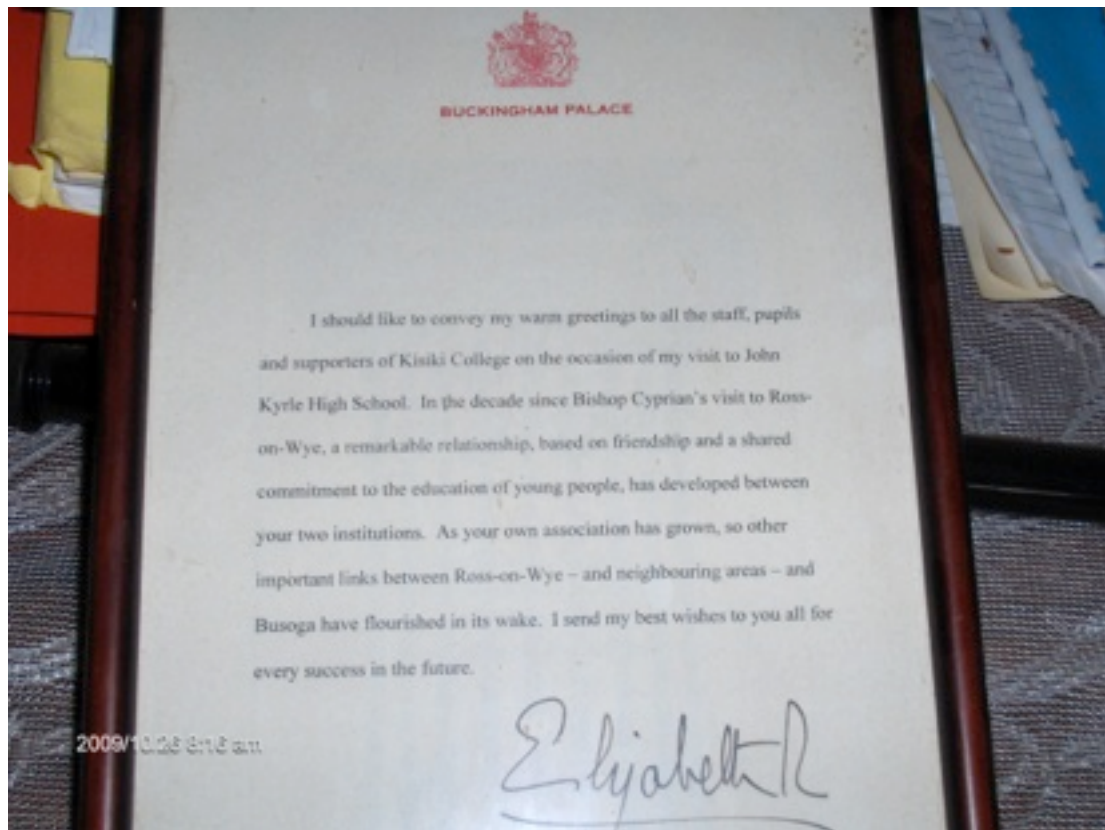
A key theme to emerge in terms of impact on African schools is the sense of pride in the school, feeling closer to its needs and development. By hosting UK teachers, the parents and the wider community were able to celebrate and promote what the school is achieving.

(p36)

Kisiki College's Head Teacher remarked positively upon the manner in which her school's participation was viewed; its S/NELP was evidently celebrated, locally, nationally and internationally. Plate 27 acknowledges recognition by HM Queen Elizabeth II; for both a "remarkable relationship, based on friendship and a shared commitment to the education of young people", and associated links, between "Ross on Wye-and neighbouring areas -and Busoga (which) have flourished in its wake".

**Plate 27: International recognition and celebration of Kisiki College's S/NELP**

Presented in 2003, upon the occasion of a visit to John Kyrle High School, Ross-on-Wye



Leonard (2009)

Kisiki College's efforts to engage other local schools such as NSS in linking (like that of Makunduchi, in Zanzibar) stand as a testament to the S/NELP. DK, the Head Teacher, is not universally positive in her comments, her critique mirrors those of other Southern participants engaged in the S/NELP, who reflected critically on the process.

DGSP personnel have also reflected critically on S/NELP relationships (Mhando, 2010; Thakwalakwa and Najda, 2012). Najda (cited in Leonard, 2012a) commented that the new Connecting Classrooms linking programme and other recent British Council initiatives have ensured that DGSP and DFD's most recent publications draw more on inputs from those in the global South, than was the case in the past, through facilitating e-fora in which participants can swap ideas. This approach encourages critical pedagogical discourse using media that previously might have

excluded many in the global South, and may still do, for those without reliable, accessible and affordable Internet facilities (Garden, 2003).

SJCC's teachers, the Sub-County Chief and NSS Head Teacher at Nakigo and Kisiki College's Head Teacher all referred to how visitors from the UK have influenced morale and dignity in local communities. This quotation is from SJCC:

These people have been coming and talking to us about how good education is, because most of our children are orphans, and others were got when they were already old, now these people, when they come, they talk to them about the dangers of leaving school at an early age. And others are given morale to continue with studies, because education is the key to success. Most of our children were brought when they were already old, you find that they have an inferiority. When they are old, they are in lower classes, but these people come and talk to them confidentially and they get the morale and continue with their studies.

(GN, 81-88)

The implications for society of children failing to complete their education have been estimated in recent research; physical punishment in school, as a form of behaviour management, is cited as a reason why children do not complete their education, particularly in Zambia (Camfed, 2011) and in Antonovicz's 2010 report on the economic impact of school violence (which included corporal punishment). At SJCC many of those in the school's hostel are orphaned by HIV/Aids; the "inferiority" which GN refers to is in relation to students' home circumstances of living in the adjacent housing. Without the school's hostel some of its student body would be street children; without sponsorship of student fees at SJCC some students would not complete their primary education.

Teacher V, at SJCC, commented on her "interaction" and "working together" with UK visitors:

Whenever these people come here in Stephen Jota, we try to interact with them. They provide different courses and so far, the ones who've been in my class are very, have been very close to me. We have been working together; they draw for use some pictures, like on the flash cards.

This quotation from a NSS teacher similarly refers to collaboration and a sharing of workload and teaching methods in their link:

As one of the staff members, there has (sic) been a very great relationship between the teachers who have always come from the link school with the teachers around here, and they've gone ahead to participate in the classroom teaching. So in other words, they've helped us to reduce on our load, and exposing the students to new approaches of teaching methods

(JO 25-30)

Teacher V elaborated upon collaboration with 'non-teaching' UK volunteers who work alongside the SJCC teachers, demonstrating that mutuality is developed as visitors learn from SJCC teachers. Ugandan professionals "guide" UK visitors, leading and enabling them to teach the students at SJCC:

For these ones, when they are coming, whom we are working with in the classes, they are not teachers. And they are not coming from that real school. They are coming from UK, from different areas. But when they, they are not teachers, they teach in the way they like and they first inquire from the teacher, before they teach. We are the ones to guide them, because they don't know; they don't have any new material or any new method, because they are not teachers, yeah? But for us, if I bring it out, and I guide, they can use it.

(SJCC, V, 122-129)

She explains how such relationships boost children's morale and enthusiasm:

Sometimes what they bring, like drawing, they bring for that, for us, we call it "Art and crafts", you know, and drawing? Sometimes, they teach children how to draw, then after drawing they display the children's work and children become very happy.

(SJCC, V, 130-133)

UK volunteer teachers working at SJCC through the auspices of the NGO Nsumbi Trust and gap placements with Smile International bring "Art and crafts" consumables (Edge et al, 2011a p4). They share V's teaching load and celebrate her students' work, as teacher LM had noted, by displaying "the children's work" afterwards.

Like teacher V others in all three schools remarked upon how their schools' participation in the S/NELP boosted enthusiasm, self-esteem and dignity, all are outcomes which are less tangible than those referred to in previous sections of this chapter. The Linking coordinator, (FM) and the bursar at NSS (EK); the Sub-County Chief at Nakigo and Kisiki College's Head Teacher refer to these outcomes. FM's second, longer quotation suggests that a locally held misconception about how a UK visitor might perceive villagers is also confronted and challenged, as a result of

#### Visitor Exchanges:

Some of the visitors from the UK have even visited them in their homes, the students' homes- so they have been even interacting with them- right down in their homes. And you see, when they see these people, some of these things that they have helped us with, I think that they feel that it is a very, very good link and they would really love it to grow, even to greater heights.

(FM, 21-25)

Even the people here have been wondering how the Whites can come and enjoy our food and I think this is quite a positive effect, they have had. They have been thinking that maybe someone from Britain might not be able to eat our food or they look down upon it, or what? They have been interacting and eating it with us and I think that is quite positive.

(FM, 34-38)

And even me, at my home, I got some visitors from Lady Hawkins, even my wife had never seen a Mzungu (a White person) coming to my home, so we enjoyed the link...Even the community also when they see that there's some new chums coming from this to visit the school, they hope that this school has a good relationship with the people from outside

(EK, 13-15; 41-44)

The Sub-County Chief elaborates too upon a motivational boost to teachers, as a result of the S/NELP between NSS, its local community and Lady Hawkins in Kington:

If there is a link, the teachers will also be motivated, in that schools in the West have often carried out more research than we have, so, if they get facilities, say from these schools in the West, they can add on to the little that they have. And they have more to give to their what? To their pupils and students, for the betterment of education in these places.

(MW, 18-21)

### **Emerging challenges**

Provision of infrastructure and assuming responsibility for its upkeep can boost

morale in a school and its local community. Bourn and Cara (2012), like my research, found instances in which LCD's Link Schools programme had resulted in projects affecting local communities. Their work reviewed the installation of LCD's Solar Connect (SC) ICT equipment, facilitating solar powered Internet hubs, in thirty schools, in four African countries, as part of the NGO's "Partners in Development" project. Bourn and Cara (*Ibid*) itemise several instances of parents and other locals agreeing to supervise, burglar proof and resource the Solar Connect equipment (their Table 8, p37); indeed community involvement was a criterion for being selected to have the SC.

It is not clear how the SC equipment will be supported, maintained and upkept in the future. Nor is it evident how a "continual programme of support and access to advice and professional development courses becomes essential for all schools involved" may evolve following this NGO's withdrawal from its engagement in the S/NELP, at the end of 2012. Dobson's fear (2006) that unless the "oppressed" take action, the change effected in the South may become dependent on those from the global North, could prove to be accurate in this instance. At SJCC the income-generating maize mill's financial viability too was in doubt in 2013 partly due to failures to cost the electricity supply effectively, when the project proposal was originally implemented (Endersby, 2013). Varpalotai (2012) has encountered similar issues with regard to the engagement of the TEMBO NGO, a Canadian INGO, working in rural communities in Tanzania. Quist-Adade and van Wyk (*op cit*) are similarly guarded about US and Canadian NGOs' engagement more generally, in development in Africa.

## 6.2 Effects beyond schools

### Introduction

This part of the chapter directly addresses one of my final areas of research:

How does the S/NELP affect local communities in the South?

Section 6.2.1 reviews evidence of capacity building effects, including those which I have classified as the Three As. Section 6.2.2 focuses on the transparency, monitoring and reporting of S/NELP projects which extend into my schools' local communities. Repeatedly these two sub-categories emerged when my transcripts and other data were analysed. As in Part 1 of this chapter, each section is accompanied by a review of emerging challenges.

#### 6.2.1 Capacity building, Three As: Action, Assistance and Aid

Baliraine, NSS's former Linking coordinator, explained that financial contributions from their UK partner acted as a catalyst to projects that NSS had initiated, providing evidence that Quist-Adade and van Wyk's criteria for effective aid (2007, p89 and 92) regarding Southern autonomy were met (See Figure 15, page 271). Yet he also remarked that the Northern school gives the lead. The Lady Hawkins School website<sup>82</sup> states that an aim of the relationship with NSS is to "bring ideas on student participation and sustainable development back to use at LHS". This infers that it is a swapping of ideas that lies at the heart of this S/NELP relationship, rather than paternalistic aid transfers or deficit theorizations of difference (Andreotti, 2011).

My concern, in the light of reading postcolonialist authors (see 'Theoretical Perspectives' and 'Learning from Others' Chapters, 2 and 3) and visiting the

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<sup>82</sup> <http://www.lhs.hereford.sch.uk/uganda> Accessed 4 October 2012

Ghanaian secondary school in my pilot study (Chapter 5), had been that the Northern party drives S/NELP projects, inferring “West knows best” superiority. Quist-Adade and van Wyk (*op cit*) wrote that this unvoiced mantra is detectable in the majority of North American aid and NGO interventions in Africa, “by exporting Western-made solutions and values as part of a process of entrenching Western hegemonic control” (*Ibid* p93).

Through the S/NELP local communities may enjoy capacity building, in terms of service provision; Figure 16, page 281, demonstrates how this applies to those living in proximity to my Ugandan schools. Since access to a clean water supply is not guaranteed in Uganda, particularly in rural areas, when a linked school does enjoy a facility such as a borehole, this can then benefit those locally. At SJCC this has been true for residents in Nsumbi, the local village, who benefit from water at an affordable cost. At NSS the teacher of Fine Art, (P) believed Nakigo villagers’ access to a free clean water supply was attributable to the S/NELP (The Head Teacher explained that NSS’s hand-operated water pump was in fact due to a North American NGO’s largesse, rather than the school’s relationship with its Herefordshire partner):

We have a Water project in Nsumbi here, so that project was introduced by those partners and in the way it has helped the people in the village. They get water on low prices, people are fetching were fetching water in long distances, they took longer distances to get water, those who were fetching it were helped in the fact they were selling it expensively, so when they opened up that project people were very happy. So, in such a way you find that the relationship is also extended to the villagers.

(JS, SJCC, 169-174)

The local communities, whenever they see that we have a visitor from our link school, their school is now linked up internationally, and one time you never know, we can get a lot out of the relationship we have, probably when you look at what you have provided, like the bore hole, most of the community comes here and they fetch water and you know in Nakigo we have a problem of water? And the water is not so good, so when they come here and they don’t buy that’s one thing and you know anything to do with money, they are very poor. So when they get water freely I think that one is a pleasure.

(P, NSS, 76-82)



**Figure 16: ‘Three As’: evidence in Ugandan schools’ local communities**

(Resources, governance issues, prioritising what locals want and consensus towards poverty alleviation)

| <b>SJCC</b>  | <b>NSS</b>   | <b>Kisiki College</b>  |
|--|--|--|
| Affordable water supply- operated by electrically-powered pump   | Free water supply. Hand-operated pump- funding from N American NGO   | Insecticide impregnated mosquito nets- prevents malaria  |
| Visitors purchase local craft products for re-sale in UK   | Hosting opportunity- to meet visitors (boosting morale)  | Dispensary in local community  |
| Sponsorship of school fees for local families’ children  | Locally affordable supplies of chicken, rice, fish, vegetables- from successful projects                               | Liaison between visiting and local professionals- capacity building  |
| Provision of services and resources for Visitors- accommodation, food, consumables for teachers’ activities, driver for transport etc  | Local employment opportunities in S/NELP projects  | Provision of services and resources for Visiting party- food, driver for transport etc. Local employment opportunities during Visitor Exchanges. |
| New secondary school- Sozo High School   | Boosted ‘allowance’ income for permanent teaching staff at NSS- from successful projects- and improved staff retention | Additional support for local orphanage- established by former alumnus  |
| Through auspices of NGOs- volunteers work in other local initiatives, such as UCLF, an organisation providing paralegal support to those unable to afford legal representation, focusing on Human Rights Law. (HC, 2011) |  | Other secondary schools encouraged to take part in S/NELP  |
| Kyeyitabya Anti-Poverty Farmers Co-operative gain access to SJCC’s infrastructure- including maize-mill, at cost price   |  |  |

Leonard, 2013

### **Emerging challenges**

As explored in Chapter 2, the provision of facilities in many schools frequently results from beneficence, this is not a uniquely S/N phenomenon. This collaboration is celebrated rather than castigated, since a school community and possibly those beyond may gain as a result. In some schools with sufficient funds staff responsibilities are allocated to seek out such assistance. School building projects, specialist subject provision (such as drama, ICT, music and sports provision) and subsidised school trips, are examples in UK schools of my Three As. The establishment of sponsored Academy, Sixth-form colleges and Free Schools are other

examples in England. Northern and Southern schools also seek financial support via their alumnus organisations, in the same way that the HE sector does.

For all my Ugandan schools' participation in the S/NELP there remains a risk that projects benefiting local communities might lose support from Northern partners at some point in the future, or that some dependent relationships could form (Wesonga, 2010).

### **6.2.2 Project progress: Transparency, monitoring and reporting**

As explained in 6.1.2, in the case of NSS's fish farming project, problems arose initially (Mutallibi, 2009) as a result of inadequate local knowledge (CDA, 2010). Later other problems developed due to inadequate funding to reliably source water, resolved through the intervention of the World Bank (Kasozi, 2013). Cook's (2010) criticism of school links, of inefficiencies in the allocation of resources of time and money, and wasted efforts were evident, in the early stages of this project; lack of relevant expertise was also apparent. Its intended harvests, to supply local villagers with affordable catfish protein, were therefore delayed. The long-term commitment to extending the school day, offering students from local families a wider range of after-school activities and shared community resources were also therefore put on hold. This and other project inefficiencies, or partial failures, provide evidence for Martin's criticism of schools' engagement in development initiatives; she considers that development is not the role of schools (Martin, 2010c).

Similar records of partially successful or failed Three As projects occur in general, when the Aid industry's effectiveness is assessed, so the S/NELP is not unique in this respect. There are limits to the guaranteed effectiveness for any long-term development Aid (CDA, 2010; Riddell, 2007; AidWatch website). NGOs such as

Oxfam, Save the Children and Médecins Sans Frontières (MSF) may be castigated for the relative lack of significant difference from their projects. The monitoring and reporting of progress for Three As projects in my Ugandan schools appears to be more effective than Aid money transparency in some projects undertaken in Nairobi, in terms of accountability to beneficiaries (BBC radio 4 programmes, Inside the Aid Industry, “The Kibera Conundrum” and “South Sudan; Aid and Politics” January 2013). A 25% success rate for a pilot development project, for example, was suggested as acceptable by Nigel Tricks, Head of Oxfam in Kenya, (BBC, R4 Inside the Aid Industry, 1: The Kibera Conundrum, 2013), reviewing its efforts to create sustainable small-scale (often innovative) development projects in Nairobi. If an agency such as Oxfam accepts that a significant amount of Aid money would not be effective, it is unreasonable to expect anything different from schools.

Figures 14, page 267, and 16, page 281, show how the impact on the ground for my Ugandan schools demonstrates realistic expectations, modest progress and how income generating /poverty alleviation opportunities have been created for Ugandans in these schools’ local communities. This is echoed in two quotations from the Listening Project (CDA, 2010) carried out between 2005 and 2009 in 21 countries, including five Sub-Saharan African ones (but excluding those where I visited S/NELP schools), which refer to staffing arrangements. Based on listening to experiences, analyses and suggestions from over 4,000 people as they reflected on the effects of interventions which can be described as my Three As, CDA analysis suggests that a prevalent issue is that of designing projects which fit the five questions in Figure 15, page 271, particularly valuing local values and knowledge:

Lack of confidence in international staff’s local understanding was especially strong in the case of technicians or consultants hired for short-term projects...

When people spoke of the benefits of hiring local staff for their cultural and contextual knowledge, people made an important distinction between local hires from within the beneficiary community or region and national hires from elsewhere in the country.

(CDA, 2010, p2)

CDA found the importance of this strategy was particularly effective when local staff were also empowered in decision-making and treated as professional equals (*Ibid*, p9).

### **Emerging challenges**

Transparency, monitoring and reporting, in terms of the S/NELP were commented upon by several respondents; for NSS their lack of an electricity supply mitigated against convenient use of digital communication using email (Edge et al, 2011a).

Similarly at Kisiki College, access to an Internet connection is problematic; ICT assistance from partners in Ross-on-Wye had not included an Internet link.

Affordable use of text messaging allows UK partners to inform Ugandan schools that an email communication can be accessed at an Internet café. Assistance from NGOs and other funders in the North had enabled Internet access at SJCC, through a dial-up facility, powered by a separate generator; this however was largely used for administrative not educational purposes.

The British Council is engaged in investment in Internet access provision, at 'hubs' or communities of schools in Sub-Saharan Africa, as part of its in-country support for those on its new Connecting Classrooms e-learning programmes; this is similar to LCD's hubs for its "Solar Connect" scheme. Ninety British Council communities of schools were established in the three months to November 2012 (Aloo, 2012: BC Regional Manager, based in Nairobi). If matched funding, as a social justice gesture, from commercial organisations could accompany such interventions then digital/ email communications between those in the S/NELP could be further enhanced.

Deborah Basenkanakyo, Head Teacher at Kisiki College, concluded her interview:

Once there is effective communication and there are so many people who are willing, who are interested in interacting but the whole thing has to be started up and nurtured and expanded. Every time there is an opportunity to expand, we grab it and then we are able to carry along; because, like this year, when our visitors came from the UK, we took them to visit two secondary schools, near, near our school and right now, those schools are also starting up links with some other secondary schools.

(DB, 198-204)

Like others engaged in the S/NELP (Burr, 2008b; Gibbons, 2010; Najda, 2012b), DB acknowledges that while many schools may embark on the S/NELP, many relationships, she claimed the majority, have died away. Kisiki College's has had five Head Teachers, since the instigation of its S/NELP. This alone is testimony to the enduring importance of the S/NELP at this school.

Elaboration on advice from my Southern 'research collaborators', advocating both nurturing and sustaining the S/NELP is dealt with in my final thesis chapter.

### **6.3 Development Education**

#### **Introduction**

This part of the chapter directly addresses my research sub-question:

How does the S/NELP contribute to Development Education?

Ugandan respondents' experiences of Development Education curriculum content were ascertained in relation to the strands or concepts of England's Global Dimension (GD) documentation (DfES, 2005) and the UN's MDGs. Following my 2008 pilot it was anticipated that some respondents might struggle with the concept of Development Education, relating instead to the MDGs and Global Dimension (GD) strands; the rationale for this was explained in my Chapter 2 (see pp.32 - 33).

Two themes emerged iteratively when my Ugandan data was analysed: first, in 6.3.1

Social Justice issues related to behaviour management in schools and second, in 6.3.2, the creation of critical pedagogy and critical global citizenship opportunities. In 6.3.2 where respondents mentioned individual GD strands my analysis is organised by these seven concepts (See Chapter 4).

### **6.3.1 Behaviour management choices and Social Justice themes**

This section briefly considers teachers' behaviour management decisions. There is overlap with theory related to critical pedagogical discourse, Development Education (DE) and Cultural Education (CE).

This 2005 note by the Committee on the Rights of the Child (CRC), in the context of Uganda wrote: "While taking note that corporal punishment is prohibited in schools by a circular of the Ministry of Education and in the penal system under the Children's Act, the Committee remains concerned that corporal punishment is still traditionally accepted and widely practiced (sic) in the family and in other settings."<sup>83</sup>

Teachers in Uganda are not permitted to use corporal punishment in their classrooms, in 2006 such practices were banned; yet this entry, entitled "Trading Corporal punishment for positive reinforcement in schools" was posted the month prior to my research in Ugandan schools<sup>84</sup>. Little appears to have altered since the 2005 CRC note, as shown in this posting:

Caning is the most common form of corporal punishment and can be witnessed throughout the day at nearly all schools throughout Uganda. It is a cultural norm to discipline a child with the use of a stick... It is an often-unquestioned part of life both in and out of school. In a part of the world where resources are extremely scarce, caning serves as a cheap and easy pedagogical tool.

(Patty Pullen, 2009)

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<sup>83</sup> [http://www.endcorporalpunishment.org/pages/hrlaw/crc\\_session.html](http://www.endcorporalpunishment.org/pages/hrlaw/crc_session.html) Accessed 31 December, 2012

<sup>84</sup> <http://www.changemakers.com/educationafrica/entries/trading-corporal-punishment-positive-reinforcement> Accessed 31 December, 2012

NGOs, working in humanitarian education, support teachers' professional learning and help in familiarising students with Children's Rights. At SJCC Irish Aid's "What is Child Abuse?" poster was on public display in the top-infants class; its illustrations clearly show that the use of the cane is not permitted. The poster specifically includes: "Hitting and ridiculing a child at school" and "verbally abusing a child", as prohibited forms of behaviour management.

The reality of corporal punishment is different from government policy, as acknowledged in extended quotations from interviews at the Ministry of Education in Kampala and from JS, SJCC's Head Teacher.

YN explains an advantage which the S/NELP brought to Ugandan teachers' pedagogical and behaviour management tools:

I was in the Western part of the country, I visited a certain school, and I was fortunate to find there again a school that is linking with another school in Sweden... One thing that excited me the most, is that they were emphasising so much about rights, the issues of Children's Rights, Human Rights and that kind of thing. And to me that particular area alone is very important for teachers to compare notes and also learners to compare notes, with what is happening elsewhere. Why? Because here, here in this Ministry for example, I can tell you, we put up a policy about corporal punishment. But in spite of this policy going back many years now, it is so disturbing that some of our teachers are still using corporal punishment, in schools. It is precisely because they do not appreciate maybe other, other methods of punishing the students. But when I was interacting with these teachers who came from Sweden, there was, I said "Have you made it clear to these people?" because they told me in the course of the interaction, they are discussing other forms of punishment, which these people they will tell them, that work very well in Sweden and that it has helped. So like that kind of exposure- our teachers being able to learn that by the way the students can be well disciplined and that kind of thing even you don't apply corporal punishment.

(YN, 36-52)

In this instance Swedish teachers and students in the S/NELP were able to raise awareness with Ugandan teachers and students about a range of options for behaviour management and demonstrate to their Ugandan counterparts that choices exist, so that students can be sanctioned without threats of physical punishment.

You find that they, these schools in Uganda, teachers at times they use sticks, to beat, to cane, to cane the children, but for them (*Northern teachers and NGOs*) they don't want caning. So, you find that, in Uganda they have been using it as a punishment, which was really very bad, caning a child. So, there is another organisation, which is called Aviva (sic), which came up with how we can control Child Abuse. So, it came that caning is also one of the child abuses, which was corrected by those schools from the North. So, that was also a challenge from the teachers.

(JS, 53-59)

### **Emerging challenges**

Although JS, SJCC's Head Teacher, appears to associate the opposition to corporal punishment with a Northern initiative, which challenges his Ugandan teaching colleagues, I wonder, like the authors of Camfed's 2011 report on child abuse in Zambia, if while many are aware of the law some may remain unaware of the impacts of this physical violence on young people's emotional and physical development. Perhaps this remains an area in which the S/NELP can develop DE, CE and critical pedagogical discourse and which could extend understanding of social justice themes into the local community? I believe the Head Teacher's reference to Aviva's work in Uganda is to the "Street to School" campaign, which has promoted the needs of street children and encouraged young people off the street and into education or training (needs recognised by the founder of the SJCC).

At NSS the Head Teacher suggested that it is through clubs that activities including drama, debating, poems and songs can raise awareness about Social Justice themes, which include topics such as child protection and Children's Rights. At KGSS in Ghana (See Chapter 5) the former Deputy Head had sought through the S/NELP to raise awareness amongst her colleagues about aspects of child protection, including neglect and self-harm.

The final section of Part 3 now focuses on opportunities for critical pedagogical discourse and critical global citizenship. My analysis of the conflict resolution GD



strand draws heavily on Hunt's conceptual model of global learning in UK primary schools (Hunt, 2012).

### **6.3.2 Opportunities for critical pedagogical discourse and critical global citizenship**

This part of the chapter suggests several examples from which activities promoting critical thinking could be derived; I draw first on my own learning from one of the few lesson observations that I conducted in this research. It also draws on photographic evidence, website interrogation and interview transcripts.

As an observer in SJCC's top-infants class I learnt that my concept of a 'mat' was quite different from that of teacher S or her students. For SJCC students a mat is an essential household item used for sleeping on, stored during the day and rolled out at night. For me a mat is not essential, rather it is a floor covering or adornment. This demonstrated to me a capacity for misunderstandings to emerge even when a common language is shared; it proved a valuable personal example of an intertwining of two theoretical strands, Cultural Education and Critical Pedagogy.

Photos taken by teachers who visit their linked schools feature in Development Education, their analysis stimulated by critical thinking, allowing familiarity with what happens in other parts of the world, moving teachers and students' understanding from the local to the global (and vice-versa). As the spokesperson at the Ugandan Ministry of Education had stated:

As a matter of policy we do recognise that today we are talking of the world as one single global village; which implies that whatever happens in one part of the world will ultimately affect the other. So, we do also recognise that it is important to all of us globally, to get concerned with what happens in another part of the world. And, for that matter, we need an educational system that gives an opportunity for the learners to know more about what is happening, not only in their immediate surroundings, but also globally, in other parts of the world

(YN)

An opportunity to engage critically with photographic material from linked schools

could extend to those in teacher training, as novice teachers seek to identify differences and common elements in a teacher's craft in the classroom (Leonard, 2010; Marland, 1993). Themes could include common daily concerns of students, whether they are in the capital city of the UK or Uganda, perhaps adopting Martin's preferred relational model of sameness-difference, in which difference determines similarity (Martin, 2012, pp118-119). The Head Teacher at SJCC commented upon the exchange of letters between his pupils and those in UK schools:

These children, they have learnt that since they write letters with them, they learn or they tell them their activities, they do, at their schools, And some of them they send some of the equipments of those activities they do in their schools. So, you find that they have developed new skills, either of games and those of learning, from those ones in the North. Like our children didn't know how to play rugby, but they have sent them manuals which teaches them how to play rugby and they have sent them balls, ah, for rugby and other equipment. So, we hope that it will be, that will have built a big link because they didn't know about rugby and other games

Last year... we had two teachers from St Olaves who came and visited our school. They trained our children how to play those games here at school. Now children, they can play and another game was volleyball; they had a competition with the pupils and teachers from both schools, which was very good.

(SJCC, JS, 35-41; 43-46)

I am not aware if students at the UK sister schools similarly were introduced to different activities by SJCC students, or received equivalent games equipment from their Ugandan counterparts. Sporting activities often feature in school links (Edge et al, 2008a, 2008b and 2011a; Leonard, 2004 and 2009a). At SJCC, in addition to rugby, students gained expertise in volleyball and other ball games. Interest in sporting activities is heightened particularly during the years when International sporting competitions take place, such as the 2011 Rugby World Cup<sup>85</sup>, allowing host nations to showcase venues in which matches are held, and stimulate interest too in Cultural Education about participating countries.

YN, of Uganda's Ministry of Education noted that the football World Cup had acted

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<sup>85</sup> <http://www.guardian.co.uk/sport/2011/oct/24/rugby-world-cup-2011> Accessed 21 February 2014

as a stimulus to Ugandan schools to request that he find them UK partners, to establish new school links:

What I know now is that very many schools here, even some of them have approached me, particularly there was a British Council initiative here, which they wrote direct to me here, and I recommended a number, a few schools, to link up with schools in the UK. I think there's World Cup in South Africa and since that time many schools have been asking me if there's such an opportunity, in terms of sport.

(YN, 0403)

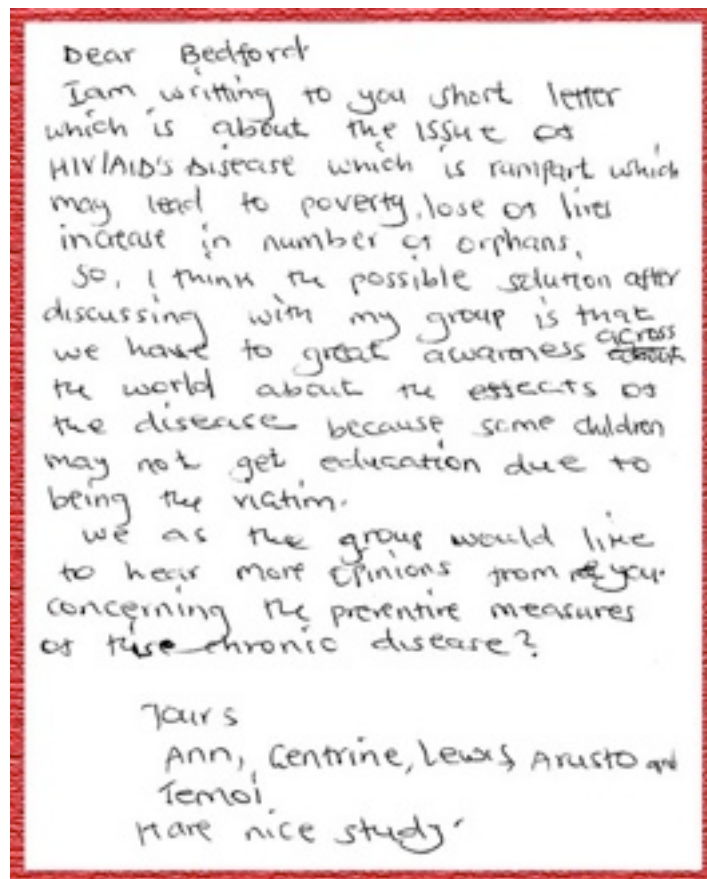
Educational materials to explore global interconnections produced by agencies promoting school links included schemes of work related to the football World Cup and the 2008 Beijing and 2012 London<sup>86</sup> Olympics. One such initiative, the Olympic Dreams (OD) Network created links between UK students and their counterparts in seventeen countries. British schools were selected in 2010 through OD School Search, a BBC and British Council competition. UK schools were partnered with those of the OD athletes, which included Bishop Okiring secondary school, Mount Elgon, Kenya. Eighty six schools took part.

I suggest that these and similar sporting entrées through linking can provide opportunities for the critical pedagogical discourse strand of my theoretical perspectives to be explored, particularly in terms of understanding issues such as the continuing racism faced by some E African professional footballers, who have emigrated to European countries. A student, Ann, at Bishop Okiring School, writing in her third language, in response to a pen-pal letter sent by students at Bedford Academy, Bedford, UK, writes this<sup>87</sup>:

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<sup>86</sup> <http://www.bbc.co.uk/worldclass/15385153> Accessed 4 March 2013

<sup>87</sup> <http://bedfordacademy.co.uk/kenya-international-link> Accessed 24 February 2013



Dear Bedford

I am writing to you short letter which is about the issue of HIV/AIDS disease which is rampant which may lead to poverty, lose of lives increase in number of orphans.

So, I think the possible solution after discussing with my group is that we have to great awareness ~~about~~ <sup>across</sup> the world about the effects of the disease because some children may not get education due to being the victim.

we as the group would like to hear more opinions from ~~of~~ you concerning the preventive measures of the chronic disease?

Yours  
Ann, Centrine, Lewis, Anasta and Temoi.  
Have nice study!

Her letter demonstrates how OD schools swapped ideas about HIV/Aids. Other Bishop Okiring students' responses feature on the website<sup>88</sup>. Topics discussed, as part of their global citizenship project on global issues, featured child trafficking, education, insecurity, poverty and technology. The letters shared in the public domain all relate to challenges facing Kenya, and risk consolidating negative stereotypes held about life there (Borowski, 2011). All the topics present Kenya from a negative or lacking stance, in terms of how places and people are represented (Martin et al, 2011).

It would be interesting to discover if these Kenyan students had been able to set the agenda, by asking the questions, how their correspondence would have evolved,

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<sup>88</sup> <http://www.bbc.co.uk/worldclass/17816700> Accessed 24 February 2013

whether the global issues discussed would have been similar, or not? Bishop Okiring students' responses to the UK students' queries open up opportunities, for skilful teachers to promote deep understanding of the complexities of global issues. The OD website does not elaborate upon the teaching and learning outcomes from this particular discourse.

Teachers keen to promote critical pedagogy and critical global citizenship (Andreotti, 2010) could, I suggest, adapt the "Olympic Dreams" materials to ensure that simplistic, negative, stereotypical understanding is avoided (Adichie, 2009). It is perhaps surprising that an accompanying BBC/British Council Co-production video<sup>89</sup>, features largely negative issues, such as female genital mutilation, despite its positive title, "Girl Power in Kenya".

Particular mention in my Ugandan schools was made of aspects of Global Dimension strands; as explained earlier these are now used as sub-headings in my analysis.

#### **6.3.2.1 Human Rights:**

Attention to the rights of the child, as promoted by the United Nations convention on the Rights of the Child<sup>90</sup> and NGOs working locally in Uganda.

Responsibility towards siblings or as carers, preventing students' access to the public education service in Uganda, (Article 21, 2 of the UNDHR) and the right to education (Article 26, 1), for example, featured in interviews with teachers and Head Teachers. Students in focus groups at all three schools elected to refer to issues which stopped some of their peers achieving regular attendance at school. Students, in terms of their experiences of science education, discussed Article 27, 1, referring to sharing in

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<sup>89</sup> <http://vimeo.com/36524694> Accessed 24 February 2013

<sup>90</sup> <http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention> Accessed 24 February 2013

scientific advancement and its benefits. Article 25, relating to standards of living, including well-being, was also cited as respondents discussed ways in which the Three As in their links were contributing to health, food, in some instances clothing, and special care and assistance during childhood. The Director at SJCC explained in detail how these outcomes were brought together for students and local farmers of the Kyeyitabya Anti-Poverty Farmers Co-operative, as a result of an income-generating maize mill project (see Figure 16, page 281):

Currently we are helping 200 children in secondary school and 450 children at our primary school. One of the challenges we face is feeding them. It costs us lots of money to buy food. As you may have realised, it is also the same challenge in government (UPE) schools. We are devising a way to solve the problem. We started growing our own food crops last year at our new 100 acres piece of land located 48 miles from the centre. We do this with our teenage kids in secondary school during the holidays. We grow maize from which Posho or maize flour is processed. We urgently need the maize mill in order to process our own maize flour. By doing this, we will be cutting down hugely on food costs. Not only that but we will be able to use the maize husks to feed our animals (pigs). This pig project was started last year with 2 pigs but now we have 8. The maize mill will also be a money-generating project as we will be able to process maize for other people at a cost. We plan to buy maize directly from farmers giving them good money as the middle men will be cut off who normally give them peanut (sic). The Maize mill also does process rice. We plan to encourage the farmers to grow rice as we will be able to process it for them.

(SJ, 2010,1)

His response shows that this link's development initiatives, intended to share infrastructure investments with his school's local community, were similar in nature to some of the farming projects at NSS. In 2013 the maize mill was operational, partly funded from donations from church congregations in Kent and a UK charity shop's contribution. 40% of the flour produced comes from maize grown on SJCC's land, 60% from the Kyeyitabya Anti-Poverty Farmers Co-operative. 40% of the SJCC's milled maize need is met from this project<sup>91</sup>.

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<sup>91</sup> <http://www.nsumbi.org/maize-mill.html> Accessed 24 February 2013

### 6.3.2.2 Social Justice:

In reviewing the career opportunities for students, including access to technical and professional education and higher education, “accessible to all on the basis of merit” (Article 26,1) teachers and Head Teachers in my research considered the diversity or similarity of the likely outcomes for their partners’ charges. Their links provide opportunities for teachers to consider Social Justice issues. Implications for students unable to attend school regularly, or to achieve full daily attendance, resonate with those of UK students with poor attendance records, but for differing reasons.

In the context of protection from disease, and the UN MDGs relating to health, mosquito nets were discussed at Kisiki College and SJCC. At SJCC my role as advocate rather than researcher featured again, in communication with Stephen Jota, the school’s founder and Director. My photographic record of the school’s hostel accommodation (Leonard, 2010), in which only some students enjoyed protection, led me to question whether the S/NELP might be increasing inequalities (Egan, 2010b), since only some students’ beds benefited from this example of the Three As.

Jota’s response was:

About the issue of mosquito nets: It is important that each child sleeps under a mosquito net but these nets don’t last longer especially with children. Once not carefully handled, they develop holes easily and once that is done they are useless.

They need to be replaced which sometimes is costly for when we have all other needs pending.

Some times we get well-wishers who donate them to us. Last month we got a team led by Anne Parker who donated to us mosquito nets for all children.

(SJ, 2011,3)

A SJCC teacher, LM, decried a lack of participation in school trips, resulting in an inequity of participation, due to inadequate funding for some students. Although not necessarily related to the S/NELP, it is relevant, since sponsorship of some students’

fees at SJCC may extend to allow students to take part, while other sponsors'

contributions may not:

We normally have children who are orphans, who are badly off really. Especially during the time of finishing their course; they face a lot of problems, hardships. Hardships are there. Like now as I am talking we may say, just contribute for a trip, and you find others failing to get the contribution for the trip, yet, where we are going they need to be facilitated also, so you find a child also being demoralized on that point...

I also feel pity when I see some of them, saying the half, or us we are many because of A,B,C. What about those ones, we have gone with them; the half, we have left those ones behind?

(LM, 194-198; 207-209)

He went on to suggest the creation of a general fund, so that trip fees, of 10-15,000 Ugandan Shillings per head<sup>92</sup> would be met for all students, avoiding the need to ask parents (or sponsors) to contribute.

It is possible that the career choice of one former SJCC student, Abdul, to pursue the profession of Criminal Lawyer, was influenced by his experiences at the centre. His ambition is to represent those unable to afford legal representation in the Ugandan Justice system. According to the Nsumbi Trust NGO, he is a mentor at SJCC, working with those at the hostel and the school (See Figure 14, page 267).

No Ugandan respondent in my research elected to discuss contrasting attitudes to LGBT sexual orientation between the UK and Uganda. A gay male adult UK visitor to a Ugandan school project had voiced his concern to me about this aspect of the S/NELP.

### **6.3.2.3 Conflict resolution:**

At the level of the classroom, in terms of behaviour management strategies, which teachers can draw upon when applying praise, sanctions and rewards, conflict resolution is apposite to DE. This was discussed in section 6.3.1 (Behaviour management choices and Social Justice themes).

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<sup>92</sup> Value in GB £, as at 24 January, 2013: £2.36-£3.54 (<http://fx-rate.net/UGX/GBP>)



In a consideration of episodes in Uganda's recent history, adults may share personal testimonies with their UK colleagues, relating to conflicts under the regime of Idi Amin, in which most notably the Asian community was forcibly removed from Uganda. My Ugandan respondents did not refer to this in interviews, although in informal discussions with a Head Teacher and former linking coordinator this did feature. Chapman (HC), the Smile gap-year student, whose newsletters were made accessible to me, has written at length about political conflicts current during her time at SJCC in 2011. Her ambition, like that of Abdul, the former SJCC student, to pursue a legal career specialising in Human Rights, representing those who would not normally be able to afford it, took her to Nugeru Juvenile Reform Home, Kampala. She made notes on young people's cases and then ran a workshop for them about legal procedures. Her personal testimony, from May 2011, about encountering corruption, discrimination and political opposition, was very powerful to this reader:

The majority of these children have absolutely no one to help them get out of the situation they are in or achieve justice. None of them had been offered anything. It was so difficult to even imagine the nightmare of being imprisoned somewhere without having anyone at all in the world to help, and these children are often placed in the home on remand without an end date on their certificate, meaning they are just left there indefinitely. Most of them are told that they cannot even have a trial because there is "no fuel" to take them to court. It is grossly unjust, especially as the lawyers I was with estimated that around 80% of the children there are innocent; many of them seemed to have similar stories about policemen stopping them in the street and asking them for money, then when they refused being arrested and accused of a petty crime such as theft.

(HC, 2011,5)

How young people in a primary school might engage with her account is difficult to assess; the level of maturity of responses from those in my pupil focus group at SJCC suggests that older pupils at the centre are able to explore the complexities of the situation that Chapman describes in this extract. Hunt (2012) has written that in many UK primary schools rather than critical global citizenship, the nature of students' engagement is more likely to be that characterised by Andreotti's soft

citizenship (Andreotti, 2006; Leonard, 2012a). From her research findings, which analysed questionnaire data from 217 primary schools, Hunt suggests that:

Critics might question the value of pupils studying concepts such as rights, diversity and the environment in school. However, the danger of not examining some of them with children is that underexplored understandings can solidify into truths as pupils progress through school and into adulthood.

(Hunt, *op cit.* p70)

I concur, that young children's intellectual ability may be insufficiently developed to promote deep learning, yet I share her concern that failure to examine such difficult concepts could allow some young people to emerge into adulthood without ever questioning their 'truths'. To unpack Chapman's account about unrepresented, innocent children at the Kampala reform home, skilled teachers could use critical pedagogy. I suggest that in UK primary schools a Year 6 class (aged 10-11) could attain the benefits that Hunt isolated (*op cit*), relating to awareness of other cultures, fostering communication and mutual learning with children overseas. While Hunt noted that in UK primary schools generally critical engagement with "topics such as controversial or 'difficult' issues, such as conflict, social justice and developing understandings of power inequalities in the world" (*Ibid* p76) were often avoided, her 'Conceptual model of global learning' for primary schools does include challenging discrimination and developing awareness of denial of rights (*Ibid*, Table 17, p77). Hunt's model identifies seven global learning concepts; four are familiar to DE exponents: Equality and fairness, culture and diversity, rights and responsibilities and sustainable development. Her final three perhaps less so: self and others, thinking and voice. She does cite School Linking as a popular way into global learning (Hunt, *op cit*, p79), although not for her concept of thinking.

Her model based on two key principles of learning and practice and local/global, aims to "promote pupils' active engagement in global learning in a way that's

possible and achievable” (Hunt, *op cit*, p77). I suggest that it could also help to make the language of DE/global learning more accessible to secondary schools. The learning and practice that she identifies for thinking: “Develop thinking skills. Ask critical questions to develop thinking and space to nurture responses. Critically engage with issues such as self, rights, diversity, justice, sustainable development, etc.” (*Ibid* p77) are often apposite in the S/NELP, so I am surprised by her omission. This chapter has identified several instances in which the S/NELP addresses this learning and practice; it is evidenced too in both my Ghanaian and Tanzanian chapters, 5 and 7.

#### **6.3.2.4 Sustainable development:**

S/NELP projects promoted to protect the environment within school compounds (or on land owned by schools) and in the local community can teach all participants about the consequences of successful and partially successful- or failed- initiatives. Part 2 of this chapter, which reviewed the Three As, identified several examples in which the S/NELP has promoted long-term sustainable developments (Figures 14, page 267, and 16, page 281). At Kisiki College the importance of these initiatives and the S/NELP generally is celebrated internationally, as shown in Plate 27, recording an artefact that I had photographed in the Head Teacher’s office.

#### **6.3.2.5 Diversity, values and perceptions:**

Particularly in letter exchanges and discussion S/NELP participants gain a chance to discuss the similarities and differences between their lives and those of their UK partners. These have been alluded to earlier. Another reference to sports is included here, from the Director of Curriculum at SJCC:

Before, we didn't have basketball at the centre; but due to these people who have been coming time and again, they have introduced that game of basketball. They've taught us cricket, we have learnt another game called "Tug of War"; all these were taught us by these sister schools, their teachers, who come to visit us are the ones who taught us such games at the centre.

(GN, 30-34)

While sport may feature in a student's taught curriculum it is more likely that it is a feature of schools' extra-curricular provision. I suggest that since two of my three schools provide boarding for students these outcomes will be particularly beneficial. Although additional sporting equipment may be required, there is a possibility that commercial sponsorship could be obtained, so that Ugandan schools do not need to resource these activities from their limited budgets. At SJCC, for example, visitors from UK partners have taken out football kit (Endersby, 2013).

Often in a school link teachers engage their students in comparisons of their daily lives and interests; this is an example of Cultural Education (CE). CE is often a starting point for linking activities (Connecting Classrooms/Schools Online website; Pickering, 2008; Scoffham, 2007). Martin (2012) cites the advantage of an alternative "relational" interpretation (applied earlier in my analysis of Plate 19), avoiding students' acquisition of either the "similarity-difference as diversity" or a basic "binary similar/different" stance, in both these models the 'dominant' culture determines what is 'similar' (and hence different too). Her relational approach comes "to more complex, deeper understandings of differences within and between cultures through relating and dialogue" (*Ibid*, p119). I do not know if teacher S, or the UK colleagues she collaborated with, had utilised the displays at SJCC (or its sister UK primary schools) to provide such critical learning opportunities for their students.

Adopting Martin's 'relational' educational approach pen-pal letters, exchanged

between SJCC and its sister schools' students, could allow a swapping of observations as a follow-up activity, to develop the Cultural Education of students and their teachers. Ideally Martin's relational model (2012) would avoid simplistic understanding, promoting instead a 'relational' deeper understanding of CE. Disney (2008a) suggests that linking can promote a deeper/critical sort of learning through the S/NELP, which could take learning into the area of philosophical and/or political questions, deepening a learner's understanding, such that a male UK primary school pupil asked this relational question regarding his partner school's circumstances:

"Are they poor, are they poorer than us... or, how rich are they?" (*Ibid*, p195)

#### **6.3.2.6 Interdependence:**

Teachers and other adults in my research refer to the concept of a global village; from their daily lives adults and students can demonstrate the interconnectedness of the world at a personal level. At NSS the Sub-County Chief commented on this; the Director of Education at Uganda's Ministry of Education also elected to discuss this aspect of the S/NELP.

#### **6.3.2.7 Global Citizenship:**

Through participation in a variety of initiatives in which individuals cooperate with those from the UK, Ugandan teachers and students experience opportunities to act as global citizens and celebrate their roles. Ethical engagements with their peers, rather than paternalistic relationships, are fostered when those in the S/NELP jointly plan intended outcomes (Andreotti, 2011; Martin et al, 2011). This does not require that these are identical, mutual benefits can accrue, promoting equity, self-esteem and dignity, whilst supporting the integrity of all, without costs or benefits being the same (measured financially, or in time and commitment).

Ugandan teachers identify a range of ways in which their UK counterparts receive from them, as evidence of practical global citizenship:

1. First-hand awareness of comparing and contrasting their lives as fellow-teachers;
2. Friendship with international colleagues;
3. Possibility of joint curriculum projects between UK and Ugandan students;
4. Acquisition of materials for their own teaching in UK- in terms of artefacts and gifts given by Ugandan colleagues;
5. Career progression potential - having assumed leadership responsibilities as linking coordinators;
6. Cultural Education gains- again with possible links to careers in UK (promotion of inter-faith or community cohesion projects in UK, with Ugandan Diasporas);
7. Critical thinking skills development- exposure to contrasting values and perceptions can stimulate adults' development of critical pedagogy - such as, attitudes to the care of the elderly, children's rights and Lesbian Gay Bi and Transgender (LGBT) sexual orientation. It might not be permissible for Ugandan teachers to create a curriculum exploring the latter; there might be laws there which prevent teachers exploring this content.

Additionally:

8. Like students who may accompany UK teachers on their visits to the Ugandan schools, adults may use the opportunity to reassess their own views about British values. This is of particular importance to teachers in England since the introduction in 2012 of the Teachers' Standards, Part Two, which makes explicit reference to 'Britishness' (DFE, 2012).

## **Emerging challenges**

While my research has provided evidence of DE in the S/NELP, Ugandan teachers' interviews also revealed obstacles to their students exploring the difficult, complex and often controversial tensions between DE concepts, which I have identified in the final section of this chapter. This 'gap' exists for several reasons. Five major reasons are: (i) Curriculum constraints imposed by the Ugandan curriculum; (ii) priorities other than DE when Ugandan schools instigate linking activities; (iii) lack of resources necessary for participation in agreed activities; (iv) changes in personnel necessitated by governmental appointments of teaching staff and (v) communication difficulties, so that intended outcomes are misinterpreted, misunderstood or under-reported between the participants.

Additionally teachers discussed unmeasurable effects of the S/NELP that were enjoyed as a result of working with those in UK schools. On some occasions, although these were rare, Ugandan adults had enjoyed travel opportunities that took them to the UK- or these had been planned and then cancelled (see appendix (xii)). The nature of the reciprocity enjoyed in Visitor Exchanges is returned to in my concluding thesis Chapter, "Recommendations and Review - from linking experiences of Ghanaian, Ugandan and Tanzanian schools".

The risk of dependency emerging in all my Ugandan S/NELP relationships is one that few would deny; it is this possibility which postcolonialists are particularly wary of. In each of the cases investigated for my research those from the UK acknowledge what they gain from the S/NELP, there is reciprocity and all these relationships seek to militate against a one-sided dependency. Outcomes in the global North are not the focus of this thesis.

In the context of the concepts which DE encompasses, it was regretted by the Head teacher at NSS, that her colleagues were generally not going as far as to include these ideas in their curriculum, as Najda has advised schools to do (Thakwalakwa and Najda, 2012) and DfID's DGSP funding requirements had urged (Disney, 2008a). JK explained it in this way: teachers' hands were tied by the nature of the daily personal challenges facing many students, families' abject poverty, students' lack of enthusiasm for school and the funding available:

My hands are tied because of the finances and because of the abject poverty I've found here and I've had to shift my goals from looking to, looking to, mentoring these children, to just trying to maintain a system; to make sure that they get the basic education. But that would be lovely, if we could go that far, but because of the problems that are here: inherent, financial and also the children's lack of enthusiasm for school, is really hampering everything, because they have too many personal problems.

Yesterday, I will give you a simple example, I just found a girl staring at the road and I just called her name and said, "What is hurting you?" She just burst into tears. Then she says: "You see?" I said "What is it?" she says "I want my mother". I said "Where's your mother?" and she says: "My mother dumped me at my father's and went away and now my father left me with my stepmother and I want my mother". She was hurting so much and I mean I couldn't touch her, I just, I felt the pain she was going through. Now, what can you give to such a child? And you know, she is not one, she is not one, there are many, so that the problems are so basic that it is difficult to go beyond.

(JK, 98-110)

Others similarly have noted that schools participating in the S/NELP may not place DE or its associated critical pedagogy as major goals (Bourn and Cara, 2012; Burr, 2012; Disney, 2008a; Hunt, 2012), preferring to focus on CE or themes elaborated upon in Part 1 of this chapter.

#### **6.4 Summary of findings**

In this chapter, the longest one presenting my findings, which sought to answer three of my research sub-questions, I focused primarily on the effects on Ugandans' professional learning from taking part in the S/NELP.



### How does the S/NELP affect those in (Ugandan) schools?

Ugandan adults particularly valued opportunities to collaborate with their UK peers. I started by looking at academic disciplines in which others (Bourn and Cara, 2012; Thakwalakwa and Najda, 2012) have found that linking can have a profound impact on student attainment. My analysis led me to explore the implications of small-group teaching and curriculum development, which led me to also examine the value of display materials in schools.

### How does the S/NELP affect local communities served by these schools?

Sometimes the S/NELP promoted aspects of a dependency culture between the parties, presenting a dissonance between participants' aspirations of integrity and equity and the reality of linking projects.

### How does participation in the S/NELP contribute to Development Education?

The S/NELP provides entrées for Development Education curriculum content in my schools, an agenda frequently promoted by external (often Northern) agencies instigating, partially funding and/or supporting linking. Obstacles restricting more DE outcomes ranged from local curriculum constraints to more pressing daily challenges facing young people and their teachers in schools.

In this chapter's three main parts I identified emerging challenges in Uganda, presenting a range of conclusions that are underpinned by my entwined theoretical perspectives.

## **6.5 Uganda coda: Positioning myself as the researcher**

The analysis presented in this chapter benefits from a developing personal knowledge. I had not been cognizant of the range of literature relating to similarities and differences, concepts such as development pornography, appropriate questions to ask of effective Development Projects when analyzing my Ghanaian data. I suggest this analysis is richer and thicker.

The opportunity to include citations from sixteen adult respondents in Ugandan schools is a notable improvement from that of my sole Ghanaian MFL teacher. A Ministerial spokesperson and High Commissioner's representative enhanced the validity of my Ugandan findings, although MacCallum (2012) questions the authenticity of such contributors' responses, aware that voicing what a potential donor might want to hear is a risk in such decentred S/N encounters.

My interactions with my long list of NGO representatives has informed this analysis, whilst my previous chapter did not enjoy this benefit. The inclusion of insights from MA students' work on the SNELP is a notable feature, one largely omitted from my Ghanaian chapter. All contributed to my application of the disciplines of submission and emergence in the qualitative research process.

Whilst I had personal experience as a participant in my Ghanaian case, I strayed from the role of a neutral researcher to that of an advocate (Mishler, 1986) in Uganda, primarily to address social injustices that my analysis revealed in two of my cases. This influenced the findings presented in this chapter. My interpretivist credentials (Carson et al, 2001), blurring the boundaries between facts and value judgments (See Table 2, p144), were demonstrated through personal interventions, challenging inequitable power relations that I had confronted. This did not occur in my Ghanaian

case, although the insider knowledge that I brought to that case as a former teacher-participant may have heightened my understanding of why the Ghanaian SNELP had developed as shown in Figure 12.

I have acquired a more mature personal knowledge of the nature of the complicated, messy domains of ambiguity of Kincheloe's (2006, p91) "ambiguous problems of the briar patch called everyday practice". What I feel is important about this chapter is that complex interactions of power relations, funding arrangements and avoiding dependency in the SNELP all featured as ongoing challenges facing the Ugandan cases studied, as found in my pilot study.

My analytical framework has ensured that a critical dimension is retained, despite the reframing of the sub-questions posed in my Ugandan analysis, contrasted with those from 2006.

I now examine in Chapter 7 the effects of the S/NELP in Tanzania, focusing on similar themes to those analysed in this chapter.

## CHAPTER SEVEN

### TANZANIAN RESEARCH FINDINGS

#### Introduction

The purpose of this chapter is to address three of my final research sub-questions, in the context of Tanzanian schools that I visited in April 2010.

1. How does the S/NELP affect those in (Tanzanian) schools?
2. How does the S/NELP affect local communities served by these schools?
3. How does participation in the S/NELP contribute to Development Education?

The chapter concentrates on findings from Makunduchi Secondary School (MSS) in Zanzibar (See Figure 17, page 309), where I spent a week (see appendices (x) and (xvii)) immersed in the process of collecting field data, staying in the Aston-Makunduchi Partnership's house in the village. At other times Zanzigap participants use this facility. 'Zanzigap' is an NGO<sup>93</sup>, enjoying charitable status in the UK since August 2013 (Errington, 2013b), which has evolved from this partnership. It places volunteers in teaching roles in local schools, the organisation works closely with Zanzibar's Ministry of Education.

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<sup>93</sup> <http://zanzigap.wordpress.com/2010/11/24/a-few-words-from-the-director> Accessed 21 February 2014

**Figure 17: Aston-Makunduchi Partnership**

*The Aston-Makunduchi Partnership was founded in 1989 to promote genuine partnership between students, teachers and parents in both locations, and to put this into practice by facilitating support generated at Aston into initiatives instigated by the school and community in Makunduchi. In all our dealing with Africa, we emphasise:*

- 1. Long term commitment with full community involvement;*
- 2. Small scale sustainability;*
- 3. Appropriate technology;*
- 4. Empowerment, gender equality and equal opportunities*

*Our overriding aim is to help the local people, community and school to develop their capacity and to put their own initiatives into action.*

*The Aston-Makunduchi Partnership is of great importance to both schools and is in constant development<sup>94</sup>*

A notable difference between this chapter and my Ugandan analysis is the preeminent role of Development Education (DE) aspirations in Makunduchi's relationship with its UK partner, Aston Academy in Rotherham. I relate research findings at MSS to the declared DE aspirations of the partnership (where appropriate I use these as emboldened sub-headings). These are shown in Figure 17, which is derived from the partnership's website (my numbering). I also assess this partnership's declared overriding aim, embracing critical global citizenship: "To help the local people, community and school to develop their capacity and to put their own initiatives into action". This aim is synonymous with Quist-Adade and van Wyk's (2007, p92) criteria for meaningful, long-lasting aid, to be responsive to needs "determined by African people themselves, and not by outsiders".

In my four other schools, near Tanzania's capital, in Chamwino district, Head Teachers were interviewed. Only at MSS were students' views sought. Three other interviews were carried out with Kenneth Mwanampalila (KM) who advised the Village Aid NGO on the evolution of its S/NELP in Chamwino; Frank Mhando, a

freelance DGSP workshop facilitator (FM), and Selestine Gesimba, the Deputy Permanent Secretary at the Tanzanian national Ministry of Education (SG). Kenneth died in December 2012 (Lee, 2013).

My evidence is drawn from a variety of sources, shown in Figure 18.

**Figure 18: Tanzanian ‘Case study mixed methods’ approach**  
Adapted from Pollard (2005, p48) - Figure 3.1 A typology of enquiry methods

| Looking  | Listening  | Asking   |
|--|--|--|
| Geography lesson observation<br>MSS  | Audio-recording of semi-structured interviews  | Semi-structured interviews with 10 adults at MSS, and four Head Teachers and Kenneth Mwanampalila in Chamwino district. Interjections by the Academic Master at Buigiri Primary School                                       |
| UK gap-year students’ entries on the ‘Zanzigap’ programme’s Facebook site, 2010-2012                                   | Audio-recording of MSS pupil focus group   | Personal constructs from MA students’ NSEP, module 2009-2011 (teachers, linking practitioners, Southern NGO workers and in-country DGSP personnel)   |
| Photography of physical artefacts  | Online discussions and Skype conversations with an Oxford Brookes university MA student investigating the Aston-Makunduchi Partnership 2011-2012 | Pupil focus group: six MSS students, four boys and two girls.  |
| Photography of murals, signage, evidence of performance and physical infrastructure                                    | Discussions with Sazani Associates personnel, June and December 2012.  | Written responses from MSS’s Linking coordinator to a Sheffield university MA student’s questionnaire, September 2011 and former Zanzigap participant, June- December 2012   |
| Analysis of the Aston-Makunduchi partnership’s website content April-July 2012   |  | April 2010, semi-structured interviews with: <ol style="list-style-type: none"> <li>1. Tanzanian Deputy Permanent Secretary, Ministry of Education and Vocational Training,</li> <li>2. DGSP workshop facilitator</li> </ol> |
| Analysis of Buigiri School for the Blind Newsletters: 2009- 2011 and 2013 and Zanzibar and Tanzanian newspaper reports |  | Email correspondence with others engaged in Tanzanian/UK school links and other African/N school links 2010-2013   |

Leonard, 2012

The chapter has two main parts; the first addresses effects in schools; the second, effects beyond schools and Development Education. Inductive sub-categories developed iteratively, as my data was analysed (Mayring, 2000). Some of these themes are remarkably similar to those adopted in my Ugandan analysis. “Emerging challenges” facing the SNELP in Tanzania, which my analysis reveal, conclude each

part of the chapter (a format similar to that adopted in Chapter 6). My Southern respondents might identify others. As is my Ghanaian and Ugandan Research Findings chapters, a coda positioning myself as the researcher concludes the chapter.

### **Context of my Tanzanian cases**

#### **Summary of educational provision in Tanzania**

Tanzania's school system has two levels, basic and secondary. Basic consists of two years of pre-primary education and seven years of free primary education.

Secondary consists of six years starting at age thirteen, four years of Junior Secondary (up to Ordinary Level) and two years of Senior Secondary (up to Advanced Level), for which parents pay fees (UIS, 2008b). My research has included cases from both levels, but no Senior Secondary schools.

The national government committed to the UN's MDG of Universal Primary Education (UPE) (<http://www.tanzania.go.tz/educationf.html>). The nation's "Development Vision for 2025" document states a very critical summary of its education system:

The level and quality of education that has been attained has not been adequate to meet the growing development challenges and to enable the search for solutions to the development problems that confront the nation. In particular, education has not adequately and appropriately been geared to integrate the individual into the community. Equally, it also has not been able to innovatively engage Tanzanians in entrepreneurship and self-employment. (2.2.1)<sup>94</sup>

The government identifies its role as facilitator of education, working to provide "a more conducive environment for the private sector to increase its investment in education" (*Ibid*). 18% of total government expenditure is allocated to education (UIS, 2013c). In this context it is understandable that the Ministry of Education supports the S/NELP and NGOs that contribute to educational provision (Gesimba,

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<sup>94</sup> <http://www.tanzania.go.tz/vision.htm#1.0> Accessed 4 October 2013

2010).

Using 2004-5 Tanzania DHS transition rate data from primary to secondary was 35%, but notable disparities existed between rural and urban pupils (UIS, 2008c), with urban pupils twice as likely to move on, compared to those in the countryside (*Ibid*). Transition rates, were also considerably lower, at 6% for the poorest, contrasting with 52% for the richest (*Ibid* p4). In 2005 91% pupils survived to their last primary grade, 2011 data is virtually identical (UNESCO, 2013c). In 2006 trained teachers represented 17% of those working in the pre-school sector; all in the primary sector were trained (UIS 2008c, p3).

A 2012 report celebrating Tanzania's close to universal primary enrolment, noted a persistent gender disparity:

At secondary level only 31% of boys and 24% of girls are enrolled in school, with significant gender disparities. This means that 76% of girls are missing out on secondary education, compared to just 3% at primary education level.

(UNESCO, 2012, p1)

Its authors suggested that in Tanzanian secondary schools a variety of factors including lack of qualified teachers, outdated pedagogy and absence of female role models all need to be addressed to tackle this gender disparity. They also remarked upon the effect of school fees, as a "major obstacle for parents keeping their children in school" (*Ibid* p2), suggesting this increases the risk of girls' dropping out of school.

Teaching and learning, as is true in Ghana and Uganda, is heavily reliant on didactic pedagogy. Strides made to promote primary education, and progress towards UPE, have put considerable pressures onto Tanzania's secondary sector.

The origin of MSS's association with its UK partner lies in a personal relationship,



instigated in 1989/90. Like NSS in Uganda (Baliraine, 2013), the original instigators are still friends (Errington, 2010). This government school is in a remote rural location, in the South East of Zanzibar. MSS has hosted ten Visitor Exchanges (McNicoll, 2012, p23); its experiences of the S/NELP are partly responsible for inspiring others to establish links with UK schools. My research in Makunduchi would not have been possible without the assistance of the school's Head Teacher acting as mediator. He assisted selection of local personnel, to create Southern voices with a range of subject expertise and experience of this partnership (see appendix (ix)).

My other Tanzanian cases are all rural schools near Buigiri, in Chamwino district. Three are linked through the Village Aid NGO with Arnold School, Blackpool: Buigiri Secondary School is a community school, founded two years before my visit. The others are Buigiri Primary School and Chamwino Secondary School. This NGO S/NELP relationship started as one between Kenneth Mwanampalila and a missionary organisation working at Buigiri School for the Blind (BSB), which allowed him to meet Arnold School's former Linking coordinator. My final school is BSB, originally Tanzania's only school for the Blind.

Arnold School's teachers and students have visited Buigiri on several occasions (Hosea, 2010), based at Buigiri School for the Blind. Kenneth Mwanampalila (KM), a blind local mediator, facilitated my research in Buigiri. KM had been educated at BSB, he also taught science there as a volunteer teacher. Occasionally he translated my respondents' answers from Kiswahili into English; he also validated one interview, when a school's Second Master queried the legitimacy of my interviewer's role (See Methodology Chapter). KM's local role has been a cornerstone in the evolution of this S/NELP. His relationship with Kendall Lee, MBE, formerly Arnold School's linking

coordinator, was one of genuine friendship.

Buigiri's School for the Blind is linked with several UK institutions, including a FTSE 100 company (BSB, 2009) in the City of London, partly through the auspices of the Diocesan Bishop of Central Tanganyika's business advisor, Brian Atkins (BA). Students and staff range from being completely blind to some with visual impairment; a small number are sighted. BSB's relationship with a UK primary school was set up when Welford-on-Avon Primary School, Warwickshire decided they wanted to have an overseas link, spurred by an Ofsted inspection that had pointed out that no such overseas link existed. About five years ago the UK Head Teacher changed and the link has since waned. Brian Atkins' visit to the UK school in 2011 to speak about Buigiri met with an enthusiastic response from the Deputy Head, but the relationship is currently in abeyance (Atkins, 2013). This link "served well for about three years" (*Ibid*) and may well be resurrected in the future (BSB, 2011). Brian moved away from Welford-on-Avon village, where he had lived for over thirty years, in 2011, which may affect the sustainability of this S/NELP (Figure 4, page 102).

## **7.1 Effects in Tanzanian schools**

### **Introduction**

This part of the chapter reviews several aspects of how my Tanzanian schools are affected by the S/NELP. As was true of my Ugandan findings particular emphasis was placed by respondents on professional learning, including teaching and learning in science, mathematics and English and other CPD supporting school improvement. While evidence was found in all my schools my analysis relies heavily on my Zanzibar case. The theme of how the S/NELP affects blind and visually impaired SEND students is considered in 7.1.3, this theme emerged in analysis of findings at Buigiri's

School for the Blind.

As was evident in my Ugandan and Ghanaian cases capacity building is also an effect of the S/NELP found in my Tanzanian schools. This constitutes 7.1.4.

### **7.1.1 Professional learning in science**

In MSS's partnership with Aston it has been agreed that the parties would work together and seek to ensure their relationship's sustainability. This is evidenced in an interview response below, from a MSS volunteer Physics and Mathematics teacher and former linking coordinator, describing how as a result of Aston's initial financial support, in sending a MSS teacher on a fact-finding visit to Rotherham, educational provision in Zanzibar benefited from a sharing of scientific expertise. CPD was subsequently cascaded through Zanzibar Ministerial support to other schools. His comments could imply that 'off the shelf' Northern educational models are thought to be both superior and/or transferable.

### **Long term commitment and whole community involvement**

This quotation shows that the wider Zanzibar community beyond MSS was involved. Support from South Carolina, USA rather than England was ultimately considered most appropriate, by Zanzibar's Education Ministry (MacCallum, 2012):

It helps the teachers, for example, because experience is the best teacher. You... go to England for example, to see what is going to happen here. Upon return, we normally inform maybe our Inspectors or District Education Officers, and they discuss the matter with maybe Head of the Department or maybe Director of Education, say we probably need this and this and they are available. So, after observing and another thing we found that, oh, we can get such a thing in Kenya, so it has helped, at least the government, because to see at least someone there to say, at least it is possible for the government to afford this one. Fortunately, the other thing is that the Ministry itself took an effort of looking for a support anywhere, so the best example was Carolina in USA. Say, OK, we shall provide you with science texts, from Form I to Form IV, and they are now available, so I will say this problem has been solved. But, I might say, it was through the support of Aston because they sent the teacher, they brought the teacher there, from here.

(K, 158-170)

Importing wholesale science support from Carolina to Zanzibar might elicit improvements in science attainment, but ideally curriculum developments should be relevant to the lives of the learners at MSS (Roberts, 2011), and other local schools (see Plate 28, p326). In this instance the sharing of scientific professional learning relied on the process of observations and discussions between teachers, to identify practical means of improving the quality of science teaching and learning, particularly in terms of access to textbooks and designing affordable demonstrations and experiments (Ash and Severs, 2004). Similar sharing of good practice (Cordingley et al, 2007; Ofsted, 2006 and 2010), particularly through hands-on CPD (Pedder et al, 2008 and 2010) was identified earlier in my Ugandan and Ghanaian findings.

Key to successful implementation in Zanzibar and mainland Tanzania is the affordability, relevance and practicality of such developments.

### **Appropriate technology**

A feature of MSS's S/NELP is that teachers' professional learning is then spread. In effect MSS has functioned as a local CPD 'hub', from which professional learning is disseminated (Bourn and Cara, 2012; see also Ugandan chapter). This is also evident in Sazani Associates' "Global Professional Learning Communities"<sup>95</sup>, linking schools in Wales and Zanzibar. A feature of Connecting Classrooms' free e-learning is a feedback loop allowing teachers to share responses to activities. For Tanzanian schools that do not have reliable Internet access, such as those in my sample near Buigiri, the benefit of local CPD 'hubs' is still a very valuable one.

### **Empowerment, gender equality and equal opportunities**

The model of e-learning in science is now promoted in the Higher Education

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<sup>95</sup> <http://www.sazaniassociates.org.uk/what-we-do/projects> Accessed 8 June 2012

scientific community in Africa, through the auspices of the Virtual University of Uganda, set up in 2011. Michel Lejeune, Professor of the Virtual University of Uganda, claims that this “has proved, after one year of operation, to be hugely successful”<sup>96</sup>, noting that this model has given access to new methods of teaching and learning, similar benefits to those celebrated in my school links.

In the first quotation below MSS’s Head Teacher explains improved scientific attainment attributable to the S/NELP. The second, from a male student elaborates on the benefits when his teachers collaborate. Without the contribution of ‘reassessment justice’ (Quist-Adade and van Wyk, 2007) science teaching and learning at MSS would have remained largely theoretical:

When they see that we miss something in these materials they give us freely...I have an experience of the microchemistry materials, which they gave us in 1995. We used it these materials, and we found the improvement in chemistry; people could answer their examinations well. And, at that time, we took the number two position in the national results, due to the effect of these materials... they enjoy it and they improve their learning power.

(MK 21-28)

I am a scientist, and my favourite subjects included biology and chemistry... So, they teach us maybe theory, but we need practical... Sodium reacts with, maybe magnesium; sodium reacts with water, so that: what happened? So, that fact you are supposed to have seen... So, you see, to a lot of schools, within Africa, including Makunduchi, there is less laboratory apparatus. So, this is a very, very difficult problem for our schools. So, it is better to gain more apparatus within the laboratory in order to improve our education and our teachers. Because, if there is good apparatus within the laboratory it is better for teachers: to teach well the students.

(PFG S 218-227)

The microchemistry materials referred to by MK were devised by teachers from Aston and MSS working collaboratively to create opportunities for students to experiment in a manner that MSS could afford within its budget (Ash and Severs, 2004).

For other schools in Zanzibar scientific professional learning and students’

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<sup>96</sup> <http://www.bbc.co.uk/news/science-environment-21851042> Accessed 29 March 2013

achievement have been promoted through South/South (S/S) school relationships. Science laboratory equipment, given by Indian schools to Zanzibar's secondary schools, was in response to:

A request made by then Minister of Education, Mr Haroun Ali Suleiman and Former Zanzibar President Mr Amani Karume when they visited India in 2004.<sup>97</sup>

(Yusuf, 2012)

### **Long-term commitment**

Other S/S links include long-term teacher secondments. According to Zanzibar's Principal Secretary at the Ministry of Education and Vocational Training, ten Nigerian science teachers were:

Expected to come to Zanzibar by early next month for a two years (sic) contract to teach science subjects. "The Nigerians are volunteers, we are not paying them salary, our responsibility is to care for them by providing accommodation, transport, and improve working environment for them"

(Yusuf, *Ibid*)

In two of my interviews with Head Teachers whose schools have links through Village Aid, interviewees' concerns about science teaching and learning were related to equipment and the expertise of their colleagues. Raphael Asegilile Kaboneka (R), Head Teacher at Buigiri Secondary School (BSS), explains that theoretical studies fail to engage or motivate his students, partly due to a curriculum without practicals or demonstrations (CBI, 2013). Christabela Mushi (CM), Head Teacher at Chamwino Secondary School, explains that Chamwino students' scientific experiences are compromised by her school's staffing arrangements, which are reliant on non-specialist unqualified, unpaid volunteer science teachers.

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<sup>97</sup> <http://in2eastafrika.net/india-donates-lab-equipment-to-zanzibar-schools> Accessed 10 May 2012

We find that even in our school is a new school, you find that there is no laboratory, no (equipment) concerning the science subjects, therefore you find that they are lacking some materials concerning the science subjects... Therefore you find that most of the students they prefer to study in private times, they prefer to study art subjects compared to science subjects because of that difference.

(R, 100413\_005, 4/5)

Buigiri's Secondary School had been built by raising funds from the local community, to provide a local education for students so that they didn't need to travel to other secondary schools. No provision had been included for science laboratories or lab equipment.

The teachers are paid by the government, but once we look for other teachers, for example would have a physics teacher, would have a biology teacher, we just find them for those who are competitive, form six. They came here to help our students teach that subjects which we don't have teachers. So it means that the school, they try to find money to pay those teachers who are volunteers, just the volunteers. So it can be difficult for us because once the students pay their school fees it's where we can get money to pay those volunteers. So it is difficult. Once the end of the month comes up we fail to pay those teachers.

(CM, 100415\_002, 7/8)

At Chamwino the budgetary constraints which the Head Teacher refers to had been exacerbated by the prolonged period of drought experienced in this part of Tanzania, which has restricted parents' ability to find school fees to pay towards their children's secondary education. In a largely agricultural community, this dearth of revenue led to her recruiting volunteers to teach physics and biology, qualified only to 'form six' standard. For some of her students the impact of the three years of drought also meant their failure to attend school, "They say that for today I failed to come to school because no tea, no lunch, no dinner. So even to get the support to come to school is more difficult for them." (CM, 100415\_002, 7/8)

Both Head Teachers suggest that the S/NELP could facilitate their colleagues' collaboration with UK science specialists in the future; through this process they hoped to promote their students' scholarship and love of science. R also discussed the possibilities of hosting groups of trainee science teachers at his school on

placement, perhaps through an arrangement with a UK HE institution. Here he relates the possibility of a S/N teacher exchange, and its benefits to both parties:

What are the advantages of coming new teachers to teach at another school? Almost you find that the performance of students will be increased. Therefore by doing so, by exchanging teachers from UK to another teachers in Tanzania in this country, you are going to increase performance to their students, even not performance; even teachers. Because they are going to learn how their teachers are performing, when they are in their classes participating with the students and the other community. Therefore even teachers they are going to learn how their fellows are participating with their students and the whole community. Then the other main advantage of this having partnership with the UK and the schools in our country is that it should relax the mind.

(R, 100413\_005, 4/5)

I suggest that similar experiences, of swapping ideas and 'relaxing the mind' accrue when participating schools take part in S/S links (Yusuf, *op cit*).

### **7.1.2 Other professional learning/CPD supporting school improvement**

As explained in my introduction to Part one of this chapter several sub-categories emerged iteratively in relation to other professional learning, in my analysis of how the S/NELP affects those in Tanzanian schools. Four themes, which are developed here, are teaching and learning in Mathematics, teaching and learning in English, innovation and collaboration and critical CPD. All four support school improvement.

#### **Teaching and learning in Mathematics**

In the longer of these two quotations, MSS's Head Teacher refers to the benefits in Mathematics teaching from teachers' use of models, also devised in collaboration with Aston teachers, in terms of students' improved engagement and attainment. Similar benefits for their understanding of concepts are attributed to the use of 'props' or models, co-created with Aston teachers, using low-cost locally available materials:



Instead of me just thinking of things, they see it really. So, we use the models and so on; so, they change the power. They of course improve their power of learning in mathematics. As you know that mathematics is very hard, the hardest subject and many people do not like it. So, but when they have something to play with they change their attitudes and they like it, because they learn by doing, instead of learning by thinking.

In the beginning time, before this link... people didn't pass; no one, not anyone passed mathematics, but now we get some of them getting passes and credits... I think they gradually change into the positive; instead of being at negative attitude. So, they enjoy playing with the materials...they enjoying seeing the truth and reality. So, they change their attitudes.

(MK 55-64; 72-76)

These quotations are included at length, since through addressing priority needs in science and mathematics, two of the STEM subjects, students' empowerment as learners has increased, benefiting their career choices (CBI, 2013). MK also elaborated on how students' values and perceptions of female emancipation are affected by Visitor Exchanges:

When they go there, when they do their exchanges they see how people in Britain live with their husbands, live in their families and they compare when they come back at their homes. The differences are of course a lot; so they learn from these differences. So I think we have already changed, pupils who are now here in the local environment, but have got the chance to visit from there, their lives are different from the people who have not yet gone anywhere from here.

(MK 231-237)

This should be qualified by stating that only a small number of students can visit the UK; but he suggested that similar Cultural Education advantages accrued through his students' accessing alternative views of women's roles, contrasting with previously held cultural values in Makunduchi.

### **Teaching and learning in English**

MSS respondents below discussed outcomes in English. Frank Mhando, referring to Tanzanian DGSP S/NELP relationships suggests that MSS teachers' experiences may be shared more widely:

Our foundation is in Kiswahili in primary school all the subjects are taught in Kiswahili. When student and teacher in secondary school, although they are using English but their English is not as fluent as it's supposed to be, because our basis is mostly in Kiswahili. But still they communicate and they do something. But also this may become a good challenge because as we make the partner here to learn more about the English, and we have the evidence in some of the schools, this partnership helped them to improve their English.

(FM, 100423\_001, 2/5)

MSS's English literature teacher explains how his spoken English has improved from working with Aston colleagues and his access to English literature texts has been affected:

I've benefited from these interactions. I've improved: practice, how to speak English. In terms of the interactions, I tend to speak with those people from Aston school. So, I understand how do they pronounce the words, the pronunciations. Also, I've benefited from their books they bring us here. I've benefited, because that is my, that is my hobby: to read the books, as a literature teacher.

(S 84-90)

The same teacher, a former MSS student in the 1990s, elaborates upon how as a student the link had affected him. His spoken English improved through imitation of native English speakers. English books, including those he refers to as 'vocabularies', also helped:

I benefited, from the teachers from Aston school, in terms of the English, the way on how they pronounce the words. So that's why, we just try to imitate, how do they pronounce the words. Even though we could not achieve them, but we try ... One philosopher said that: "If you try, there is no guarantee; to pass or to achieve the goal. But, if you don't try there is a guarantee that you will fail." (Laughter) So we have to try... So, I have benefited to them in terms of pronunciations, vocabularies. They were giving us the vocabularies; so we used them till now, we are just using them.

(S 231-238)

Respondents in Chamwino district commented in similar vein:

One of the teachers from Arnold School liked to go into the classes to teach the pupils English with the teacher from this school and was trying to (inaudible 00:22:52). Because there were pupils who cannot speak, can't speak English very well, so the teacher was there just to try to translate some English to the pupils when they were in the classes.

(Ch, 100412\_001, 6/7)

The quotation above from the Academic Master at Buigiri Primary School, shows similar challenges face his students to those identified in the Uwezo Institute's

analysis (Barozi, 2011). John Errington, MBE, who set up the Aston-Makunduchi partnership summarised the importance to Tanzanian educational outcomes in this way:

English remains the teaching medium in Tanzania. Having native English speakers around helps considerably, because it impacts upon teaching and learning in a most positive way. Enhancing the educational experience is the best way that I can think of how a country like Tanzania can lift itself from extreme poverty, improve the lot of its citizens, and play a fully functional part in the modern world.

(Errington, 2010)<sup>98</sup>

This female MSS student noted something similar. This partnership's outreach clearly extends beyond MSS:

For example, the teacher from Aston, helped the children in our village for teaching English. Maybe the student who had no speak English well. Also, the teacher from England: speaking English for studying the, for many children in our community.

(PFG 388-390)

Errington's assessment was borne out in this October 2010 Tanzanian newspaper editorial, entitled "Quality education, is Tanzania on course?"

Grace Soko of the Tanzania Uwezo Institute indicates that the situation is worse than what is often reported. Conducted in May in 38 out of 133 districts, the report suggests that half of the pupils who finish Standard Seven in Tanzania's public schools can't read even a Standard Two English book. They also struggle to read Kiswahili.

(Turuku, 201099)

Standard Seven is the top class in primary schools in Tanzania; this extract suggests that considerable challenges of reading and writing in English subsequently face its secondary school students. A year later an assessment with 128,000 children aged between 7 and 16 in 132 districts produced similar findings (Barozi, 2011).

Tanzanian students' barriers to learning could be similar to those facing many EAL learners in Inner-city UK schools. Although Soko's concern appears to identify literacy in English as a national issue her view can be criticised for apparently

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<sup>98</sup> <http://zanzigap.wordpress.com/2010/11/24/a-few-words-from-the-director/> Accessed 21 February 2014

<sup>99</sup> <http://ngonewsafrika.org/archives/3967> Accessed 21 February 2014

promoting Western hegemony through the domination of the English language, possibly at the expense of Kiswahili literacy. Replacing English as the medium of educational communication in Tanzania might lead to other issues of literacy and educational attainment (McNicoll, 2012 and my Ugandan chapter). Linking is dependent on the S/NELP nations' language of education, and the common language in my Tanzanian schools' S/NELP relationships is English.

### **Innovation and collaboration**

Through innovation and collaboration, particularly in science and mathematics lesson planning and curriculum making, MSS teachers developed new materials, using affordable resources from the local environment. By replacing a need for expensive bought materials teachers challenged a perception that such commercial products were superior to those of their own invention. SH, MSS's linking coordinator, implies that the impetus is driven from MSS: 'we find the topic'; it is the Southern school setting its curriculum agenda. He also notes the positive teacher morale that arises as a result:

The benefit for teachers, we are not differing very much from the students, sometimes in the same environment. But, more important is the time that we share our knowledge, then we innovate and good things that we are going to do in a cheap way. Maybe we use our environment to teach in some subjects, like biology, or sometimes physics, which we see in the real situation, and we use cheap materials, which are found in our environment. Just when they come here, they use our environment, we find the topic and we discuss, what we can teach that topic, by using our environment instead of depending on the materials which are so difficult to reach. So, it is good, because we share our ideas and we have knowledge, new knowledge, and we become positive.

(SH 46-55)

Selestine Gesimba, the Education Ministry official, also identified outcomes from the S/NELP that he thought contributed to teachers' morale:

If they share knowledge, it will not only influence them, it will alter their way of teaching, the way of teachers in the UK teaches their students, so slowly our teachers will copy that examples and bring that here in Tanzania. The other thing, it will, it will create a certain kind of motivation...to teachers in Tanzania, to learn more and more and more, from their counterparts in the UK.

(SG, 64-70)

While SG's response, like that of SH, assumes that Tanzanian teachers' pedagogy will be altered by the S/NELP I wonder how appropriate his 'copying and bringing to Tanzania' model is, just as importing a US science or other Northern curriculum to Zanzibar may not be the best solution for Southern learners (Edwards, 2012; Ward, 2012, see appendix (xxi)). Southern schools in the S/NELP should set their curriculum agenda.

### **Critical CPD**

Poor student behaviour encountered during observations in UK classrooms is detailed below, challenging an implied assumption that the North automatically provides a role model. It appears that some Aston teachers tolerated low-level student disruption and inattentiveness. These extracts contrast with respect shown towards adults by MSS students, although it should equally be questioned how appropriate students' 'remaining quiet' might be. As in my Ugandan chapter, this teacher debates Development Education themes of Children's Rights and the range of sanctions in teachers' behaviour management strategies in Zanzibar:

But there is one thing, maybe they have experienced from us, children in our country are ready to accept any idea that they are given by their parents, something which is different from your country... When we were observing a lesson in the class, we felt the students are very rude there, but to you it was something normal.

It is difficult to say that, but they feel that the students are rude really, in comparison with them. Because in Zanzibar, students are, they remain quiet there, they are listening to the teacher, but in England they say, look the students may not even care about what is going on... They observe, in England, students are not punished... But here, however old you are, if you are a student you may be punished by the teacher. So, maybe that is the good thing they find that it is not available in Zanzibar, because even the students, have no need of, especially of corporal punishment.

(K 26-29; 86-92)

My Tanzanian Education Ministry respondent notes similar issues in other UK

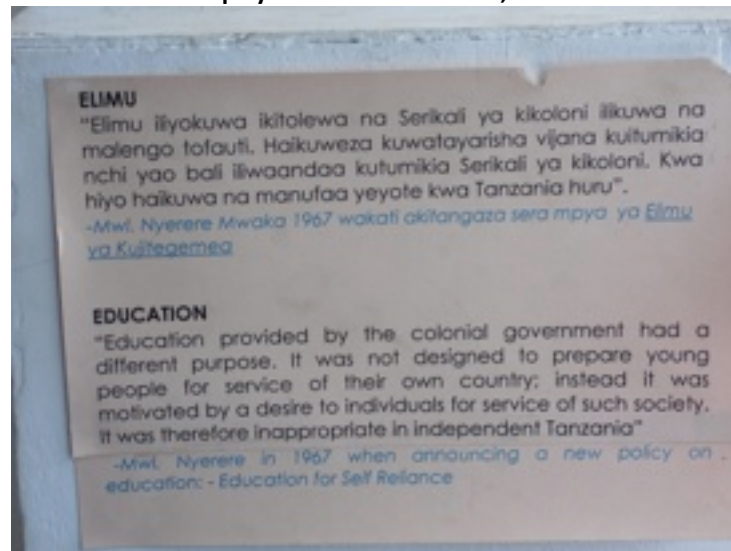
classrooms:

I have been in the UK, yeah? Where it is very hard to handle the class... And sometimes when you teach, students they operate their mobile phones? So, it is very hard to have the class in the UK. Here in Tanzania, OK, we are saying students can operate their mobile phone, but when they are in class they have to switch them off... It's a bit different from... what the students here in Tanzania behaves. So, I look at it, well, as a bad, as a bad example.

(SG 73-84)

Western (UK) education structures, such as classroom management should not be seen as the paradigm for Southern structures.

Plate 28: Display at National Museum, Dar es Salaam



Leonard (2010)

The developments, which Tanzanian schools aspire to, must consider what is deemed relevant for them. To deliver a curriculum that meets national needs, determined by those in Tanzania (Quist Adade, 2009) to “prepare young people for service of their own country” (Nyerere, 1967, see Plate 28), the S/NELP may offer some transferable lessons, but this should not be assumed. SG hints at this here:

Look at the North, look at the South, look at the West, look at the East and such kind of things. And, as we are saying that this kind of link, not only will it get a relationship, but rather a positive relationship, so that finally we improve the skills of the teachers, the skills of the learners as well, and finally it will have a positive impact to the teaching and learning environment in the school.

(SG, 323-328)

Writing about professional capacity building for the 21st century, Andreotti and de Souza (2008a, p33) wrote that CPD “Should be done in a way that prepares educators to respond to complex contexts and to think in ethical, critical and accountable ways”, or ‘critical’ CPD. I would suggest that the Aston-Makunduchi partnership has enabled some at MSS to meet Andreotti and de Souza’s aspirational brief (*Ibid*). My Tanzanian field data demonstrates that working collaboratively with their Northern counterparts others have engaged in ‘critical’ CPD. Bourn too (2008b) advocates ‘critical’ engagement, writing here about Development Education; I suggest his aspiration should inform other debates in the S/NELP concerning CPD and school improvement:

Debates and discussions should be contested. There should be critical dialogue and debate and space for a range of voices, views and perspectives. It needs to recognise that education must move from uncritical to critical understanding.

*(Ibid p19)*

### **7.1.3 How the S/NELP affects blind and visually impaired SEND students**

As at Kisiki College in Uganda, at Buigiri’s School for the Blind (BSB), my findings have identified how students with visual Specific Learning Difficulties (SLD) are affected by their school’s participation in the S/NELP. Their blind Head Teacher, Sylvanus Hosea (SH), was very clear that he viewed his school’s relationship with its UK partner as only affecting students, not others. He explains here how through an exchange of pen-pal letters his students take part in Cultural Education, swapping knowledge and understanding about their daily lives with students at Welford-on-Avon-Primary School:

For example, we have one school to which we link in the UK and what we are doing there is just to find something like pen pals. Do you see? So they can write each other through email. Do you see? That "I'm Alison, I'm in Standard 6, I'm interested in music and other things. What do you do in your school?" So "I'm Johnson, I'm at Buigiri School for the Blind, I'm also interested with music and I'm playing... let's say guitar or anything, instrument". Do you see? It's something that, how the relations. "Which subject do you take there?" "Oh it's History, Geography. And what about you?" ... But secondly, they can share. Let's say they can share informations concerned with the different education system in UK and here so the pupils of Tanzania, of my school, let's say, will get familiar, they'll know what is happening academically there. Some things like that. So whether the school is there for the blind, that will be easier because they can even write each other in Braille, but it doesn't matter, however, if it's the normal school. For example, the school we have now is normal but we link through email, yes.

(SH, 100413\_002, 3/6)

SH's response suggests that his students start from a stance of sharing knowledge adopting Martin's (2012) relational concepts of similarity and difference. He later elaborates upon the process of this exchange of emails, since his school has equipment, including special Microsoft software, to allow staff and students to type and read in Braille; it has no landline or Internet connection, to access the communications from its UK partner. He explains in the second quotation how the pen friend relationships were established and how upon receipt at the HQ of the Anglican Diocese of Central Tanganyika, in Dodoma, blind pupils at his school then followed up these communications, strengthening their school's link:

Pupils from UK, they write us email and we don't have, let's say, a landline link here at the school but we use the landline at the Mackay House which is the headquarters of our school... and those are the owner of this school. So we use the line there. We have got our email address so they send us and we receive the email from Mackay House in the hard disk. We ... come with it here and we fix it in our computers here, and the computer has been fixed a special Microsoft to make it read in Braille. But it will be read loudly (inaudible 00:10:33) the people can listen. Do you see?

So we don't have a special timetable that a month twice or not, it depends. If they have got any kind of message coming to anyone or seeking for students in any specific class, then I come with the message here. "There is someone in UK wants to have a pen pal here in the school with Standard 6, is someone interested?" "Yes, me." They write the articles, the articles or the letters in the normal way, they post them and I collect the letters at Mackay House, so they come here and the sighted teachers, they read for them, they listen and the blind pupils can type back. Yes. So those are the method we can use for strengthening the relation.

(SH, 100413\_002, 4/6 and 5/6)

The nature of this relationship, primarily as a means of students swapping ideas,



global citizenship knowledge and Cultural Education, I suggest places this school's S/NELP clearly at the School link end of my Linking-Partnership continuum (Figure 4, page 102). The UK and Tanzanian students could interact as equals, through the means of modern IT software. This collaboration offered Buigiri's visually impaired or blind SEND students the opportunity to participate in activities found in other school links, also promoting values of reciprocity and equality. Since at BSB sighted teachers read out the letters this could create opportunities for these individuals to engage in critical pedagogical discourse, perhaps through application of Andreotti's (2011) ideas to bring about the 'shifts of learners' understanding', which she has identified. From the Head Teacher's response, like the *Rafi.ki* and *Gemini* projects (see Chapter 4, page 147), it appears that his students' interactions are largely unmediated by BSB teachers. This is likely to mean that 'soft' rather than 'critical' global citizenship outcomes emerged for BSB students.

It is interesting to note that SH was adamant that the S/NELP did not involve his staff team, "Of course we don't have relation between the teachers of these schools. Normally we have the relation with the pupils only" (SH, 100413\_002, 6/6). I suggest this stance, from the school's Head Teacher, may potentially have contributed to the subsequent decline of this particular school link (Atkins, 2013). Although it was stated in the November 2011 BSB Newsletter, that: "We have also restarted the email link with a Primary School in England. The Buigiri pupils look forward to sharing their school news with their new friends". My other research findings and other authors' work (Edge et al, 2012; McNicoll, 2012; Williams, 2006b) have suggested that the S/NELP thrives when several teachers are engaged in the linking process.

If BSB's S/NELP were to have Northern partners whose students were blind the opportunities for critical global citizenship interactions with their UK peers could be extended, assuming that participating schools would have use of similar IT software. However, the benefits to BSB students' morale from communicating as equals with the majority-sighted world of Welford might be lost. Perhaps this outcome, a student-centred one, promoting the integrity and equality of his learners is of greater importance for SH?

The S/NELP must formalise relationships between teachers, students and other institutions, to facilitate Tanzanian schools' if movement along my continuum, from links to partnerships is sought.

#### **7.1.4 Capacity building, 'Three As': Action, Assistance and Aid**

To review my findings which relate to capacity building in schools this part of the chapter deals separately with MSS and my schools near Buigiri. Schools associated with the Village Aid NGO all enjoy S/NELP outcomes that have promoted my Three As; in each instance Kenneth Mwanampalila's (KM) local advice had influenced these interventions. At MSS the partnership's local committee has guided decision-making. As in my Ugandan findings some projects have been successful, others less so.

#### **Buigiri Schools, Chamwino district**

The Village Aid NGO has funded some students' fees at secondary schools near Buigiri, based on the wishes of the Schroberer Scholars fund founder, to assist local families whose children, particularly girls, had passed their entrance exam from primary school, but whose financial circumstances prevented their continuing beyond primary education. This 'sponsorship', explained here by the Head Teacher at Chamwino, is similar to that of students at SJCC (and Sozo High School) in Uganda:

Here is a linking relationship between the Chamwino Secondary School and you from the outside. We get a lot (inaudible 00:01:18) that you help our students to get some more education, because some of the students they fail to pay their school fees, then you support them for getting their education, you pay them the school fees and so on, so it's just an improvement and to get more development concerning that relationship.

(CM, 100415\_001, 2/5)

Similarly at BSS some students' fees have been paid as a result of the S/NELP:

The relationship between the country of Tanzania and the UK helps the students, especially in economical ways, especially school fees. The partnership encourages the students to study well and improve their lessons, and perform well in their examinations.

(R, 100413\_004, 2/4)

As part of his role in this S/NELP KM collated school reports from the sponsored students, to report back to Arnold School (who administer Village Aid) on students' academic progress. A motivational factor for Tanzanian students is that academic progress is expected and their sponsorship depends on demonstrating ongoing academic progress. Funds are allocated to boys and girls, although originally only girls' fees had been paid:

There's two kinds of students who qualify; those who pass with high grades and those who come from particularly poor families... Once a pupil does not do well, in her or his subjects the funding is discontinued... Each year I, I take, equal opportunities; each year two girls and two boys...Girls to have the first priority, to go to secondary school.

(KM, 3-4, 9,11, 22)

These instances suggest dependent relationships decried by postcolonialists. I would argue that until Tanzanian provision is able to offer all students of secondary school age the chance to complete their school education there is a role for these 'reassessment justice' interventions (Quist Adade and van Wyk, 2007), as a form of co-responsibility for the lack of educational provision. As KM explained:

I myself would say that there is a great importance, between Village Aid and the Chamwino District, because we have, for instance, or many, many families are poor. Who are unable to financially support their students at school...So Village Aid does help them, through funds which enabled their students, or their children to go to school, to attend. So their parents do not incur any expenses... Without that help many children from poor families shouldn't go to school, because there are many school expenses, which are quite bad.

(KM, 50-55; 58-59)

Other examples of how this S/NELP has promoted capacity building in Chamwino district are shown in Figures 19 and 25, pages 332 and 346.

Whether the assistance to BPS should rely on government funding, or help from the S/NELP is a similar issue to that at Tortibo’s kindergarten, in Ghana.

**Figure 19: ‘Three As’: evidence from Chamwino district schools linked with Arnold School**

| Buigiri Primary School  | Buigiri Secondary School  | Chamwino Secondary School                                     |
|---|---|---|
| Physical infrastructure: construction of staff houses and a workshop.   | Sponsorship of students’ fees, from the Schroberer Scholars fund.   | Sponsorship of students’ fees- as at BSS.                     |
| Provision of text books, clothing and other consumables, including stationery (coloured pencils, biros, exercise books, rulers)   | Hosting opportunity - to meet visitors from Arnold School (boosting morale)   | Hosting opportunity - as at BSS                               |
| 2 million 500 shillings towards: Wiring for electricity supply-cabling, and installation on school site - there was no functioning connection in April 2010 (no electrical poles, KM, 2010; M, 2010). | Additional expenses incurred by sponsored students: uniforms and shoes, books, bags. (80 000 TSh per O level student) | Additional expenses incurred by sponsored students: as at BSS |
| Physical infrastructure: construction of classrooms.  |   | Payments towards volunteer teachers                           |

Leonard, 2013

Although not considered in Figure 19, at BSB much provision for students’ education is not reliant on the Tanzanian government. As explained here by Lusindi, the school’s Guardian:

The Government pays the teachers, the food for the children, and the diesel fuel for the pupils’ travel to and fro at the beginning and end of term. It is now also paying a special monthly grant to assist with the additional costs which a school for the disabled necessarily incurs. However, everything else must be paid for by the Diocese.

(BSB, 2011)

Other funding relies on financial assistance from supporters, in Tanzania and beyond, for:

The majority of our non-teaching staff, the electricity, water, firewood, transport, and buildings maintenance programs... the Braille paper and Braille equipment which are so essential

(*Ibid*)

This explanation about future Tanzanian government expenditure on textbook provision in primary schools explains gaps in provision for BSB's blind pupils:

The Buigiri School for the Blind does not have any textbooks for its pupils. It is not unique in this respect. This is a problem right across the vast majority of primary schools in Tanzania. Some money is now available to the Tanzania Ministry of Education for the provision of textbooks. The Tanzanian Government has recently received a repayment of 26m GBPs from an international supplier of Air Traffic Control Systems after it was found that a deal with the Tanzanian Government for such a system had been improperly handled by the supplier. So the full contract price had to be refunded. A large part of that refunded money is now being used by the Tanzanian Government so that its Ministry of Education can equip all its primary schools with textbooks.

The main problem we face is in securing Braille textbooks for our blind pupils. We have met with the Deputy Minister of Education who has told us that only 1.2% of the funds which have become available will be set aside for textbooks for disabled pupils in primary schools. That is wholly inadequate to equip the disabled education sector with Braille textbooks for blind pupils, and other textbooks for deaf, mute and mentally retarded children.

(BSB, 2013)

I suggest this extended quotation could enable teachers committed to critical pedagogy to create materials, to challenge the fundamental premise of these S/S 'educational gaps' in a similarly profound manner to that of Chapman's Social Justice observations about juvenile detention centres in Kampala, in Chapter 6.

**MSS, Makunduchi, Zanzibar.**



**Plate 29: New examinations hall at MSS**

Leonard (2010)



**Plate 30: MSS teachers offer extra support to female students in teachers' room**

Leonard (2010)

At MSS, about to celebrate 20 years of its S/NELP relationship with Aston when I visited in 2010, the partnership has implemented a range of 'Three As' examples; like those at NSS, Uganda, varying in their success. These are summarised in Figure 20.

**Figure 20: 'Three As': evidence from Makunduchi Secondary School**

| <b>Assistance, aid and action</b>   |
|---|
| <p><b>Physical infrastructure:</b><br/>           New building: Examination hall, teachers' room and administrative block (See Plates 29 and 30)<br/>           'School house' in Makunduchi village, accommodating visitors from the partnership and others, including Zanzigap participants.</p>  |
| <p><b>Capacity building:</b></p> <ol style="list-style-type: none"> <li>1. Trading in local craft products from Makunduchi and other local villages, to finance the partnership.</li> <li>2. Educational aspirations of students boosted.</li> <li>3. Spoken English fluency improved.</li> <li>4. ICT skills amongst students, teachers and locals using the MSS ICT suite.</li> <li>5. CPD for teachers, especially those on Visitor Exchanges or placements and academic studies in UK.</li> </ol> |
| <p><b>Resourcing in school:</b><br/>           Enhanced provision of schools' resources: text books, technical equipment<br/>           New teaching materials created by teachers from MSS and Aston, including maths manipulatives and microchemistry method (Ash and Severs, 2004; Henderson and Severs, 2001); laboratory equipment.<br/>           Refurbishment and equipping of ICT suite (Tomlinson, 2012)<br/>           Resourcing school library.</p>                                      |

Leonard, 2013

### **Emerging challenges**

I suggest, like Roberts (2011) and Nyerere (1967, see Plate 28) that the most

appropriate curriculum for students is one that is relevant and prepares young people for the future. Each time a national curriculum is revised this places a challenge before those charged with this task. Additionally, for those in schools, teachers must have confidence in their skills and ability to translate official documents into engaging activities and lessons, which stimulate their students' interests, ideally promoting a love for academic subjects and instilling student motivation to achieve scholarship too (DFE, 2012). The S/NELP can assist in this if the context of young people's learning is remembered and practical considerations are borne in mind.

This part of the chapter has shown again that what is particularly valued from the S/NELP at Makunduchi is the opportunity to engage in this process of 'translation'. In Science, Mathematics and English, my research findings have shown how by engaging in professional learning, or students working together as equals, this 'translation' can be promoted. These outcomes rely heavily on Tanzanian schools hosting visitors from the UK; only rarely have Tanzanians travelled in the opposite direction. In this respect MSS's relationship with Aston Academy is unusual, having facilitated several groups from Zanzibar to take part in "Visitor Exchanges" to Rotherham.

At BSB participation in the S/NELP has enabled disabled blind and visually impaired SEND students to collaborate with their UK peers as equals; my findings did not reveal resource transfers between these parties. In this respect, if this relationship is rebuilt the most appropriate form of my 'Three As' would be funding towards the cost of new locally printed Braille textbooks for pupils, as justified in Figure 21, page 336. Should BSB form future links with UK schools for the blind and visually impaired

the UK schools’ personnel might offer the sort of specialist SEND support, which Kisiki College, Namutumba had benefited from in the past.

**Figure 21: Quist-Adade and van Wyk’s questions for effective assistance in Africa applied to a potential S/NELP project at BSB**

| Quist-Adade and van Wyk’s five questions (2007, p89) | Responses proposed to the five questions, in the context of help at BSB  |
|--|--|
| 1. What is the remedy?                               | 1. Braille textbooks for pupils  |
| 2. Do Africans need assistance?                      | 2. They require Braille textbooks  |
| 3. If so, what type of assistance?                   | 3. Financial assistance in terms of funding the print run at Tanzania Braille Printing Press.<br>The average cost of each pupil Braille textbook is \$27 - the Braille textbooks often run to 3 volumes of printed Braille sheets. In Tanzania it costs up to 10 x as much to educate a blind pupil as a fully able-bodied pupil               |
| 4. From whom?  | 4. Some cash injection can be provided from the Northern S/NELP party; other supporters of BSB, in Tanzania and the UK can also pay towards the \$ 30 000 needed.  |
| 5. Under what conditions?                            | 5. <ul style="list-style-type: none"> <li>a. BSB determines its priorities.</li> <li>b. Printing is carried out locally in Tanzania.</li> <li>c. Since Braille text becomes damaged by students’ fingers over time provision should also be considered to allow a fund to build up to pay for future replacement of damaged copies.</li> </ul> |

Leonard, 2013

While the Tanzanian government is proposing to fund Braille textbooks for the school’s blind teachers “and possibly some standard printed textbooks for the severely visually impaired and sighted pupils, there will be no funds for the more expensive Braille textbooks for the blind pupils” (BSB, 2013).

The ICT suite at MSS illustrates a recent challenge to this partnership (See Figure 20, page 334). The intended usage was as a community resource, like the school’s library. A male student referred to collaboration with a Zanzigap student, which took place outside the schools’ daily routine:



They have learnt from them, out of school time; including me. I have learnt from Mr Andy, how to use a computer. So now, I know, even a little, how to use a computer...So ... many people have come here so as to learn computer... out of this school.

(PFG 362-366)

'Mr Andy', a Zanzigap student, had taught at Mtende School. During his stay on the island, accompanied by another Zanzigapper, he took part in a sponsored walk, raising funds for the provision of additional classrooms at that school. ICT expertise is known to facilitate opportunities for rural income generation in Southern communities, allowing small-scale business enterprises to take part in global trade, something which would have been impossible before the Internet (Binns, 2009a and 2009b). The computer room at MSS, if suitably maintained, is a community resource; its equipment is not reserved for school purposes. Resourcing of ICT within this S/NELP demonstrates the partnership's aspiration to durability and sustainability, and its aim of 'whole community involvement'. What is less certain is how future funding will be secured at Makunduchi, to ensure that the computer equipment can be maintained and repaired, how the project can achieve commercial viability, or how its Internet service charges will be financed. Finance was not secure in 2011:

Lack or absence of communication means in Zanzibar, the current come off most of the time and most school have no internet services; by October our internet services in school will cut off and we have no other money to repaid considered that we are the coordinator for other school at the South region, meanwhile they have no internet... The organisations like British Council should help means of communication. No communication no partnership.

(HSK, 2011)

The written responses (*ibid*) from the current linking coordinator, reiterate my concern that ICT provision risks piece-meal gestures, with redundant equipment sitting unused in Southern schools. Burr has warned the same (2008b). Tomlinson (2012) confirmed that while Makunduchi's Internet connection had been installed using a UNESCO grant its future viability was in doubt.

Tomlinson (*ibid*) has explained a variety of challenges which emerged in the ICT

project; like some projects at NSS and SJCC in Uganda, the nature of these lie in a lack of accurate knowledge at the outset of the planning process. By installing a DSTV dish at MSS “to use it as a place to beam the Premier League games and charge for entry to make money for the school” (Tomlinson, *op cit*) it had been hoped to make the facility sustainable, but insufficient funds were raised and equipment failures have ensued, much as SH feared. Interviewed in 2010 SH, MSS’s linking coordinator, had made this suggestion regarding future ICT within the partnership:

When we take two or three people here, then we get to impact certain knowledge, maybe as we say, computer maintenance... Then, our computer will [have] longer life; because whenever it is broken someone can maintain it instead. But now, that is, whenever it is broke, it is gone... Because whenever it is broken no-one can deal with it; so, I think, the good manner is to take someone, and then to impact certain knowledge, even in the village, not only a teacher

It is still in Makunduchi no one can maintain the computers. Why we have the first school in Zanzibar to begin using a computer, even to convince many people to use it. But it is a time now to sit down, to find out what we are going to do, instead of using a lot of money to go to visit somewhere

(SH 116-123, 141-144)

He advocates that rather than fund Visitor Exchanges, possibly resulting in ‘educational tourism’, the link should fund teachers’ or a villager’s ICT professional development, promoting long-term capacity building.

Although UK funding can be construed as charitable or castigated from a postcolonialist perspective, as evidence of dependency emerging between the partners, I suggest, as does Quist-Adade (2009), that appropriate books and computer equipment are empowering. Makunduchi’s library and ICT suite are intended for use beyond the school community. Perhaps this presents a lesson transferable from South to North, where the concept of community schools is atypical of schools’ relationships with their local communities?

The problems of the reliability of ICT include:

1. Power supply - solar power, such as LCD's Solar Connect could address this.
2. Technical support- some hardware manufacturers' products can require less ongoing support than others.
3. Online access- initiatives such as the British Council's support for its Connecting Classrooms S/NELP participants are evidence that this is being tackled (Alloo, 2012).
4. Viral disasters - equipment such as iPads can minimise these challenges.

## **7.2 Effects beyond schools and evidence of Development Education (DE)**

### **Introduction**

Again as in 7.1, my analysis in this part of the chapter draws largely on experiences in Zanzibar. I examine two aspects of effects beyond schools, each related to the sustainability of the S/NELP: (i) Capacity building through income generating projects, and (ii) avoiding a dependency culture. My analysis also relates my findings to progress towards the UN MDGs, as I did for my Ghanaian data (See Chapter 5), and four DE criteria (See Figure 17, page 309).

### **7.2.1 Capacity building through income generating projects. MDG 1, MDG 3 and MDG 8**

The contribution of the S/NELP to income generating projects in the local Makunduchi community is shown in 1991 'Landmarks' from the partnership's website; not all have endured. Figure 22, page 340, interrogates the 1991 Landmarks, matching the website extract against the partnership's Development Education (DE) criteria. (As in Figure 17, my numbering identifies four DE criteria). Figure 22 provides evidence that DE outcomes were met beyond MSS.

**LINK LANDMARKS:** 1991 - We sent Makunduchi £1 000, again generated by Aston Aid, for the construction of a chicken farm. We also sent a further 22 tea chests of slightly used textbooks collected from Sheffield schools, along with some calculators.

<http://www.astonacademy.org/index.php/extra-curricular/makunduchi>

**Figure 22: Supporting long-term commitment and community engagement in Makunduchi, 1991**

|                             |  |
|-----------------------------|--|
| <b>LINK LANDMARK</b>        | <p>Interpretation of extract - matched against DE criteria</p> <ol style="list-style-type: none"> <li>1. Long term commitment with full community involvement;</li> <li>2. Small scale sustainability;</li> <li>3. Appropriate technology;</li> <li>4. Empowerment, gender equality and equal opportunities</li> </ol>   |
| 1991 Evidence of DE         | <p>2, 3 &amp; 4: A 'chicken farm' is an example of small-scale sustainability and appropriate technology. Similar examples of school links promoting income-generating projects can be found in the literature on small-scale sustainability in Tanzania (Gibbons, 2003). Research in Ugandan schools has isolated others, including rice, poultry and fish farming (Leonard, 2010).</p> <p>1: This could demonstrate a long-term commitment, which might fully involve the Makunduchi community. The collection in Sheffield schools could help to create a long-term commitment between S Yorkshire and Zanzibar. It suggests that at the N end an aspiration to community involvement beyond this Zanzibar secondary school was evidence, only two years into this relationship.</p> <p>3 and 4: 22 tea chests of calculators could be 'appropriate technology' if solar powered. Slightly used textbooks are often shared between Northern schools, so could contribute to 'empowerment' of teachers and students.</p> |
| Less convincing DE evidence | <p>4 and 3: At whose instigation was the poultry project initiated? Was chicken an affordable protein source or part of local diets?</p> <p>4: The claim: "again generated by Aston Aid" could appear to be creating a dependency culture, in which Aston's beneficence could create a new colonialism.</p>  |

Leonard, 2012

In a largely self-sufficient village, such as Makunduchi, the raising of poultry could create a cash income, allowing the partnership to generate funds, to then be allocated as thought fit by "the local people, community and school to develop their capacity and to put their own initiatives into action". The £1 000 cash input from 'Aston Aid' acted as the financial stimulus to facilitate an intended self-sufficient village enterprise. In this respect there are similarities with income generating initiatives reviewed in my Ugandan findings.

### **7.2.2 Avoiding a dependency culture. MDG1, MDG 4, MDG 5, MDG 6 and MDG 8**

Figure 22 shows some less convincing evidence for Development Education, questioning equitable power relations in MSS's S/NELP relationship. Further analysis of the 1991 Link Landmarks suggests that there may have been a risk of dependency emerging early on, despite the partnership's declared desire for Southern autonomy.

Perhaps it is partly because the website is presented from a Northern voice? The content of all Landmark entries is clearly written by Aston, without any obvious input from Makunduchi.

As shown in Figure 22, p340, there are interpretations of the 1991 Landmarks, which either are less convincing, in terms of 'long-term commitment and engagement', or apparently contradict the partnership's espoused DE empowerment criterion. What the role of Southern partners was in the allocation of resources is unspecified. Was this 'Aid', 'Assistance' and 'Action' demand-led from the South? Such questions cannot be answered from the website; they remain ambiguous in terms of Southern empowerment. In relation to equity and reciprocity how opportunities were created for the North to receive from the South is not evident from the 1991 Landmarks. If such outcomes did occur, they are neither reported nor celebrated on the website.

This extract from my interview with a former MSS Linking coordinator, AB, confirms that the process of transferring Aid (or my 'Three As') was demand-led from the South, in terms of books. An alternative postcolonialist interpretation is that this S/N 'sharing' abdicates local Tanzanian accountability for their supply:

Because we say that we have got problems, in say in English, therefore they bought books and then they send the books to us and we use those books. This is our problem and therefore that is a very good help. We share; that is how to improve English language from that way; therefore they bought books, many books, which we need here. And then they are expected to be used in examinations: O level, at Advanced level, therefore they have bought those books; that is a very good help. That is how we share.

(AB, 213-219)

Similar analysis is now offered in relation to more recent Link Landmarks, in Figure 23, page 342.

LINK LANDMARKS: 2008 - The 7th student exchange the first in the our (sic) summer their winter. Highly successful outward leg. The return of the africans saw they (sic) encounter snow and temperatures as low as -5C. They were a little shocked.

<http://www.astonacademy.org/index.php/extra-curricular/makunduchi>

**Figure 23: Supporting long-term commitment and community engagement in Makunduchi, 2008**

|                                |  |
|--------------------------------|--|
| <b>LINK LANDMARK</b>           | Extract and interpretation- matched against DE criteria<br><ol style="list-style-type: none"> <li>1. Long term commitment with full community involvement;</li> <li>2. Small scale sustainability;</li> <li>3. Appropriate technology;</li> <li>4. Empowerment, gender equality and equal opportunities</li> </ol>   |
| 2008<br>Evidence of DE         | 4: Student exchange, suggests that students from the N and the S take part in overseas visits.<br>1: 7 exchanges suggests that this is a long-term commitment;<br>4: If the outward leg was 'highly successful' this suggests that the South ensured that their hosting in Makunduchi was an example of the South assisting the North, as equals, rather than the traditional recipient/donor, this could possibly be described as "Turning it upside down"? |
| Less convincing evidence of DE | 4: The language used, "The africans" perhaps implies that there is no cultural variation within the continent, the danger of the Single Story (Adiche, 2009), could be implied by this.  |
| Unable to assess DE evidence   | 1: Did the student exchange include students, teachers and parents in both locations?<br>4: Were the student numbers equal in terms of the size of the N and S parties? If not, how 'different' were the sizes of the two groups<br>4: Was gender equality a feature of the student groups? If not, how was any difference explained?  |

Leonard, 2012

If the Aston-Makunduchi relationship is in constant development, (See Figure 17, page 309) it is perhaps disappointing that this is not more obviously evidenced in terms of the partnership's website and more recent 'Link Landmarks', such as that analysed in Figure 23. Between 2008 and 2012 no new landmarks are celebrated. Having visited in April 2010, when MSS was already preparing for its major 20-year celebratory event, it is a notable omission that no Link Landmarks exist yet on the website for that year, or since. As an informed visitor I know that the 'Around the Computer Room' 360°panorama must be from 2010 or later, yet this would not be obvious to others visiting the website. In notable contrast to Zanzigap's Facebook site, the partnership's website is in need of updating. Figure 24, page 343, analyses the images shown in the 360°photographs.

**Figure 24: Analysis of the Aston-Makunduchi partnership’s website’s Virtual tours/360° photos<sup>100</sup>**

| <b>VIRTUAL TOURS/<br/>360° images</b> | <b>Challenges to stereotypes</b>   | <b>Negative and/or unreliable stereotyping of the South</b>  |
|---------------------------------------|--|--|
| Local jungle                          | Might this image imply that this ecosystem is the only vegetation in this part of the island?  | ‘Jungle’, rather than forest type, promotes the Exoticism of the South.  |
| A ‘Shamba’                            | Food scarcity is not suggested; lack of food security, a negative stereotype can be challenged. The wealth of different locally produced foods is demonstrated.  |  |
| Around the computer room              | ICT equipment is in use in the school; some pupils work on individual workstations.<br>A modern chalkboard is in evidence.<br>Female and male pupils are shown.<br>Electric fans for ventilation are apparently in use.<br>Display materials on the walls support Teaching and Learning. | Careful analysis shows that only 2 of the machines are operational. Of the working machines – others may be working but turned off- boys are using them, not girls- this perhaps infers that a gender-stereotype might be identified, that technical expertise is a male trait.<br>(Tomlinson (2012) explained that this ICT project is not viewed as sustainable) |
| One of the classrooms                 | Female and male adults and pupils are shown.   | The large class size is evident. A lack of furniture and equipment may be noted.   |
| In the Jungle Swamp                   | The boarded walkway might be for the use of tourists and locals.<br>This image could represent a resource exploiting ecotourism in Zanzibar, as capacity building and income generation.   | Perhaps the use of the language: “Jungle Swamp” rather than the specific type of forest is reminiscent of the Exoticism which postcolonialists identify in many Northern ‘images’ of the South   |

Leonard, 2012

I argue that these 360° images are an excellent example of equality and Southern empowerment - the photographer has not been selective, in choosing one particular view. These virtual tours are dominated by images of the South; the image ‘Around the computer room’ could be used to challenge N perceptions of a lack of IT provision in the S. Other images perhaps could consolidate some negative stereotypes of the South? This part of the website appears largely driven by the South (but the photographer is not identified or celebrated). All the images allow the South to offer ‘help’ to the North, in terms of new curriculum resources. Some potential for Southern empowerment might be overlooked in its present format; if

<sup>100</sup> <http://mak.aston.rotherham.sch.uk/tours/jungle.html>; <http://mak.aston.rotherham.sch.uk/tours/shamba.html>; <http://mak.aston.rotherham.sch.uk/tours/computerroom.html>; <http://mak.aston.rotherham.sch.uk/tours/classroom.html>; <http://mak.aston.rotherham.sch.uk/tours/swamp.html>; Last accessed 3 April 2013

pupils, teachers or parents in Makunduchi were to add their captions (or audio commentary) to the tours, this could enhance the potential for critical thinking of learners wherever they are located, in the global South and North.

Lack of dialogue in the S/NELP is an issue that can lead to the decline of links between schools (Burr, 2008a; Edge et al, 2009a and 2011b; Sizmur et al, 2011). A British Council publication (2012) also stresses the need to create regular contact between the parties. Delays in partners responding and gaps in communication too may restrict a link's evolution, or lead to the collapse of the S/NELP. Mhando (2010) and Gibbons (2010, see appendix (iv)), both refer to this in the context of UK/Tanzanian school links. The lapsed link that Gibbons related in 2010 was resurrected three years later<sup>101</sup>. Functioning, active partnerships are relatively few, and these use formal structures to survive and develop.

**Plate 31: Conflict resolution artefact, Makunduchi, Zanzibar**



Leonard (2010)

Plate 31 shows a local artefact in Makunduchi village that represents Zanzibar conflict resolution. The log provides a location where people traditionally sit

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<sup>101</sup> <http://globaldimension.org.uk/news/item/17162> A prize-winning "Shape the Future" competition entry by St Bede's School features its renewed link with its Tanzanian partners.



together to discuss problems and resolve issues. In visiting a Beijing secondary school I was shown exterior corridors, similarly designed to allow discussion and debate. Both represent cultural practices from which Northern schools can learn. I am not aware of any attempts for Chinese schools to link yet with those on Zanzibar. As shown earlier the island is already benefiting from nascent S/S relationships with Indian schools (Yusuf, 2012). A similar log to that in Plate 31 was given to Aston, to represent MSS's ongoing desire to continue to work together, accommodate dissent, rise to meet challenges and ensure maintenance of dialogue.

In my interviews MSS's Head Teacher discussed other S/NELP long-term commitments and community engagement in relation to medical 'Aid', in Makunduchi village:

When Aston comes here... they bring medicines, and they go to help the doctors, teach us at the cottage hospital there, while they put some, like these things, everybody who goes to the hospital may gain from it. There are pieces of medicine, pieces of material, to be used by doctors, in trying to make different physical quantities of, like thermometers, and other medical instruments... they are given there and they are used to the communities, as their working materials. So, they gain, of course.

(MK, 153-160)

This quotation from a male student also refers to collaboration at the local hospital:

People from Aston helped in the hospital in Makunduchi. I think last year, we had so many teachers. Like, Mr Macdonalds and Andy; they went to the hospital of Makunduchi so as to see instruments. Also, so, I think for the whole of the Makunduchi area, I think that whole of the community of Makunduchi will benefit about it.

(PFG 325-329)

Although this is my 'Three As' in practice it contributes not just to the medical MDGs but also MDG 8. It demonstrates medical collaboration at a global scale. Since 2007 the NGO 'Makunduchi Project' is enabling the cottage hospital to improve local confidence in its standard of medical provision. As shown here, the Aston-Makunduchi partnership also supports the upgrading of this aspect of the local community's service provision. An alternative interpretation is that this help

absolves, but can also relieve, Zanzibar medical authorities of their sourcing, supply and maintenance responsibilities.

In my research in the Chamwino district I found evidence that Arnold School, through Village Aid, has contributed to capacity building, whilst seeking to avoid a dependency culture. As in Zanzibar (and Uganda) these interventions have contributed to medical aid. Figure 25 summarises this data. As explained earlier in this chapter, their local representative, Kenneth Mwanampalila, guided all Village Aid/Arnold School’s interventions, both in schools and beyond. Kenneth was also the Director of the Buigiri Adult Rehabilitation Unit (BARU) for the Blind.

**Figure 25: Village Aid, supporting long-term commitment and community engagement**

|   |  |
|---|--|
| <b>Village Aid/<br/>Arnold School’s<br/>engagement<br/>beyond schools</b> | <b>Matched against four DE criteria:</b><br>1. Long term commitment;<br>2. Small scale sustainability;<br>3. Appropriate technology;<br>4. Empowerment, gender equality and equal opportunities.   |
| Local health clinic.  | 1: Funding towards installing electricity supply<br>2: Roof repaired.<br>3: Weighing scales supplied; cots for new babies; mattresses for women who give birth, blankets and medication (kept in a refrigerator).<br>(1+2: Future aspiration: affordable dispensary)   |
| Buigiri Adult Rehabilitation Unit (BARU)                                  | 1: Arnold School is committed to supporting this local enterprise. This includes the development of its workshop<br>2 +3: Technology funded is intended to be small scale and appropriate. To this end, my assistance was sought to place Mwanampalila, Director of BARU, in touch with the NGO Practical Action, to advise on the installation of a pump, ensuring a power supply for the water pump, for when wind speeds fall too low for the pump to operate.<br>4: This project includes income generating opportunities- ultimately enabling residents to become self-sufficient.<br>(2: Future aspiration: fish pond construction; and 3+4: affordable transport to access local supplies of organic fertiliser (manure) for farming enterprises at BARU) |
| Buigiri village   | 2: Five Artesian hand pumps- only one was operational in 2010, at BARU.<br>(3 +4: Future aspiration: locally devised fund to ensure repair and maintenance of equipment)   |

Leonard, 2013

This part of the chapter has provided a range of evidence that the schools’ engagement in the S/NELP, which informed my research in Tanzania, has affected

their local communities. Sometimes this has evidenced four Development Education criteria. Efforts have been made to dispel a dependency culture, with varying degrees of success.

### **Emerging challenges**

The data presented in this part of the chapter has sought to identify how the S/NELP has affected the local communities served by my schools. It has also highlighted how participation in the S/NELP sometimes contributes to Development Education. It has not yet considered how those in Zanzibar or the Chamwino district engage in critical discourse.

While at MSS the S/NELP has deliberately pursued as an “overriding aim” to extend the remit of their partnership into the local community this has also occurred through Village Aid/Arnold School’s interventions, as shown in Figure 25, page 346. Mwanampalila met local challenges, as a result of some of these capacity building actions. For example, he stopped accepting resource transfers of out of date UK medication, to supply to the local community. Another challenge that emerged relates to how Village Aid financial assistance is allocated at school level, when supporting projects in local linked schools. At one school, for example, KM suggested an improper accounting for funds received from its UK partner, such that the Tanzanian school in effect has unusable equipment installed, lacking a means to make it functional. What makes this different from other examples in the S/NELP, in which Southern schools sit with unused equipment donated by Northern partners, is that this aid was given by Village Aid in response to an initiative instigated by the Tanzanian school.

Kenneth Mwanampalila was also critical of his fellow Buigiri village residents’ failure

to maintain four of the five Artesian hand pumps, funded by Village Aid (See Figure 25, page 346). Like SH at MSS, he implied that ensuring local maintenance and repair of equipment is an essential aspect of the sustainability of 'Three As' projects, omitted in some S/NELP project briefs. In other contexts (Wesonga, 2010) postcolonialists have castigated Southern 'mindsets', which assume that the South will be beholden to those in the North (Freire, 1996), in a recipient-donor S/N relationship (See also Figure 2, page 80, contrasting two types of reading).

Despite long-term commitment and sustainability of some of Village Aid's projects in Chamwino district, in a similar manner to LCD and PLAN's school linking programmes, budgetary constraints have resulted in withdrawal from some of its local outreach. NGOs face challenging decisions, just as national or regional official providers similarly from time to time are unable to provide all the services that they might want to fund. The supply of clothing from Village Aid to Buigiri is an example of this, suspended after about 12 years when the cost of shipment became prohibitive:

When those company, (inaudible 00:25:21) company, had not stopped it Arnold School sent some clothing which were distributed to the villagers and (inaudible 00:25:32) school, yeah. That I still remember, yes. It was some time back, I think in 2002, 2003 or 1999, 1993, 1991, yes. We started (inaudible 00:26:01) in 1991.

(KM, 100412\_002, 8/9)

Others have remarked upon challenging Southern reactions to some projects associated with the S/NELP, or the extended time-period over which such ventures may take place. A UK teacher cites below this issue of failure to sustain or complete projects, and resultant local feelings of resentment or bitterness. LCD as part of a Global Teacher Placement had placed her in 2004 in Eastern Cape, S Africa. Both East London secondary schools were subsequently linked, one in S Africa, one in UK. Here she reflects on emerging S/NELP challenges:

Donors had given money, but failed to stick around to see the project through to its end. Between 2004 and 2009, this did not feel uncommon. As I remember, the Eastern Cape landscape was littered with half-finished school buildings. This leads, naturally, to bitterness and resentment.

(Edwards, 2012, p8-9)

Similar resentment is perhaps evident in one of my interviews. At BPS, the Head Teacher (Interpreted by his Academic Master), asked me to act as an 'advocate' for his school, with Arnold School's linking coordinator, upon my return to the UK (See Figure 9, page 169):

As I say, the funds have been given with Arnold School which did not fulfil our need on how to have electric so (inaudible 00:00:33) ended in wiring system for the whole school. So we beg as yourself if possible to fund to us again a certain money so as to complete our programme of electric...

[AL So you're saying you would like me to go back to Arnold School and explain that the project hasn't been finished because the money didn't cover everything?]

That's the truth and, as I say, we have ended in wiring of our school about electric programme so we need another fund so as to complete our project.

(M, 100412\_003 2/2)

As I wrote in this and earlier chapters, there is a potential 'risk' in linking relationships, that when communication breaks down the S/NELP may collapse. Being able to air and address feelings of opposition or bitterness, in a discourse which can accommodate dissenting voices, underpins much of the theory supporting my thesis, and S/NELP relationships, in which the parties are inherently unequal in some respects.

Responding to this challenge is returned to in the final chapter of my thesis.

S/NELP projects, like commercial contracts, should implement completion guarantees.

### **7.3 Summary of findings**

This chapter, like that reviewing my Ugandan findings, answered three sub-questions. It concentrated particularly on one case, Makunduchi Secondary School's twenty-year-old relationship with its UK partners. It assessed claims for this case's Development Education credentials against the partnership's espoused DE aspirations.

#### How does the S/NELP affect those in (Tanzanian) schools?

The educational effects that are frequently cited as particularly beneficial relate to pedagogy and resourcing in the academic disciplines of English, Science and Mathematics. MSS has cascaded CPD to other local schools, acting as a local Professional learning 'hub'. While three Head Teachers in Chamwino aspired to collaborative CPD relationships with Northern professionals the Head Teacher at Buigiri's School for the Blind was clear that he saw his school's S/NELP relationship purely as one linking students, not his staff. Capacity building was evidenced in all my cases.

#### How does the S/NELP affect local communities served by these schools?

My analysis of how local Tanzanian communities are affected by the S/NELP replicated some findings from my Ghanaian and Ugandan cases. Small NGOs, intimately linked with the S/NELP, have supported these outreach ventures: Village Aid, in Chamwino and 'Aston Aid' and Zanzigap in Zanzibar. In Chamwino district payment of secondary school fees by Northern partners has enabled some able students' continuation beyond the primary sector, enhancing their life-chances; without the S/NELP it is unlikely that they would be in school. What was unusual at

Makunduchi was the installation of ICT equipment, intended to support a self-funding local community facility.

'Three As' outcomes in my Tanzanian cases, all in response to Southern agenda, experienced varying degrees of success. From a postcolonialist critique some of these aid transfers can be castigated as replicating colonialist dependent relationships.

### How does participation in the S/NELP contribute to Development Education?

At Makunduchi, in a relationship committed to DE aspirations, both in MSS and the local community there have been effects contributing to Development Education and Cultural Education, including confronting social injustice, poverty alleviation, inequalities between people and challenging unreliable stereotypes. While DE was evidenced in Chamwino district, the S/NELP in my four cases there has probably made more significant contributions towards MDG progress rather than DE. School links associated with the Village Aid NGO had a different focus to MSS's DE curriculum content aspirations.

Several future S/NELP challenges are likely. Six that were revealed in my analysis are:

1. The risk of an over-reliance on individuals, at both ends of the S/NELP;
2. Competing demands on teachers' time;
3. Changing schools' educational priorities;
4. Whose agenda drive initiatives in the S/NELP;
5. Resource transfer and complicating factors for all parties;
6. ICT reliability, maintenance and affordability.

#### **7.4 Tanzania coda: Positioning myself as the researcher**

Both my primary data collection and my analysis for this chapter have benefited from additional personal knowledge that I brought to the work, as a result of my earlier empirical work in Ghana and Uganda. I had developed greater confidence in my researcher's expertise, including my grasp of the complexities of Postcolonialist theory, than was perhaps evident in earlier analysis; it is richer as a result.

Additional opportunities in which my earlier findings had been reported at international seminars and conferences allowed me to consider my research collaborators' perceptions in the light of research which had not been made available to me or published before 2011. Delegates' questions about my research similarly enhanced the elements of truth reported here. I seized the chance, for example, to engage in dialogue with two MA students (Kwack, 2011; McNicoll, 2012) who were also researching my main case, MSS's partnership with Aston.

An optometrist experiments by applying combinations of optical lenses in two slots of a 'refractor-head'; each can combine several lenses. By experimenting with combinations of lenses in each slot the patient's vision becomes clearer. I apply the 'refractor-head' metaphor here, with one slot representing myself as the researcher, whilst the other presents the lenses of my collaborators. The aspects of my researcher's personality, which come to the fore as a 'refractor-head' metaphor is applied, are those of a Geography Teacher, Initial Teacher Educator, Development Educator and Critical Global Citizen, but underlying all is my (Christian) concern to tackle inequalities and inequities, to champion social justice. As in my Ugandan work, I have occasionally moved towards an advocate's role for my Southern



respondents, whilst resisting Southern pressures to conform to that of a pedagogical expert in Zanzibar.

I have also moved further away from the scientific positivist tradition of 'trying to tie things down' (Holliday, 2010, p18), promoting 'the greater richness necessary for thick description' (Ibid). In this chapter I have become more visible as the researcher. Perhaps, in gaining greater confidence in my qualitative interpretivist expertise and researcher's voice my respondents' voices too have been championed in a more forthcoming manner. In this chapter I have offered greater elaboration and explanation for collaborators' viewpoints and included more conscious statements of my own position – sometimes at the expense of omitting quotations from my interview transcripts.

Two things, which I feel are particularly important about this Tanzanian chapter, are that I again elected to apply Quist-Adade and van Wyk's questions (2007) for effective assistance, and engage critically with the Aston-Makunduchi partnership's claims to promote Development Education aspirations. Both facilitated examples of Holliday's 'reflexive excavation' (2010), through implementing repeated, persistent attempts to delve deeper into the SNELP, enabling unexpected realities to surface that were beyond my initial researcher's vision (Ibid). Such realisations have challenged current orthodoxies in the SNELP, for example on Exchange Visits, and shown how linking commitments such as ICT funding can be criticised (Leonard, 2012a and 2012d). Both emerged because I was returning to what I knew about School Linking with considerably enhanced personal knowledge. I was basing what I took from my Tanzanian data on further evidence, unknown before 2011, providing

more layers of complexity and making my analysis more believable as a result. Being more familiar with procedures encountered as a decentred researcher, and my enhanced cultural learning, were crucial to this.

## CHAPTER EIGHT

### SUMMARY OF RESEARCH FINDINGS, RECOMMENDATIONS AND REVIEW -

#### from three Sub-Saharan African countries

Considerable agreement occurs between the findings from the three Sub-Saharan African countries in which my doctoral research has been carried out. While the cases studied may vary in terms of what type of S/NELP they represent there is conformity in terms of how participation in the S/NELP affects Southern participants. My focus is on the global South, but these findings are relevant in the North.

The first part of this chapter returns briefly to three final areas of research/sub-questions, summarising each in turn:

1. How does the S/NELP affect those in schools?
2. How does the S/NELP affect local communities served by these schools?
3. How does participation in the S/NELP contribute to Development Education?

The second part returns to suggestions made by S/NELP participants, regarding their recommendations for the future of School Linking.

The third part reviews how my thesis contributes to the field of Development Education. Part four isolates the distinctiveness of my research and critiques my methodology. It includes a summary of implications for the future, finishing with my final reflection 'repositioning myself' as the researcher. The final part of the chapter, 8.5, presents the research 'Meta' conclusion.

## **8.1 Summary of findings from three research sub-questions:**

### **8.1.1 How does the S/NELP affect those in schools?**

#### **Adults**

In the majority of my cases, across all three countries, teachers particularly valued the opportunities to collaborate with Northern colleagues in the S/NELP. Only at the Buigiri School for the Blind was this aspect not elaborated upon. Pedagogical strategies, such as grouping students to engage in activities in the classroom, were highly valued techniques often attributed to the S/NELP (Cook, 2010; Najda and Thakwalakwa, 2012). The same 'attribution' was made for professionals' adoption of an 'Enquiry based approach' to teaching and learning (see for example Teach First, 2012).

#### **Students**

My findings have shown that the Ghanaian, Ugandan and Tanzanian students in my Pupil Focus Groups (PFGs) were aware of their schools' participation in the S/NELP (Williams, 2006b). In particular students drew attention to how their teaching and learning in Science are affected. In all four PFGs students remarked upon how the physical capacity of their education had been affected (See appendix (xxiv)).

Students could identify examples of educational materials that originated from the S/NELP, including buildings, books and equipment. Financial assistance with school fees, because their schools were engaged in the S/NELP, was mentioned at SJCC in Uganda and schools in the Chamwino district in Tanzania.

Evidence of Southern students' engagement in critical global citizenship and Development Education was found particularly in students' responses at the two schools whose S/NELP relationships had included support from the DGSP linking

programme, or its predecessor. This indicates that if learning outcomes related to Development Education curriculum content are sought then the support from such formalised linking programmes can directly result in students learning about themes such as Social Justice and Human rights, Education for Sustainable Development, Diversity , Values and Perceptions, Global Citizenship and Interdependence, and developing and using critical thinking skills. In the past similar support had been provided to schools linked through the auspices of the NGOs Plan and LCD, through their school linking programmes.

### **Adults and students**

In all schools, and in other adult interviews, the benefits to Southern participants' English language skills featured. Whilst in Ghana English is the language which unites students and adults in schools (Bucknor, 2010) this is not the case in either Tanzania or Uganda; in all three countries, however, the language of education is English. Several Ugandan respondents suggested that receiving UK visitors in schools can initially prove problematic, since speech patterns in English differ from those used by local speakers of English.

Those who had participated in Visitor Exchanges valued the opportunity, occasionally visiting UK partners; more often hosting UK visitors. Some adults and students criticised a lack of transparency in how places on overseas visits were allocated and the skewed number of hosting, rather than visiting opportunities enjoyed in the South, compared to UK participants. Outcomes related to Cultural Education (CE) and Development Education were sometimes identified in discussion, related to the cultural norms of partners, such as student-teacher power relations, male and female students' educational and career aspirations and family relationships.

Young people and adults sometimes spoke about their relationships with their UK counterparts as friendships. The relationships between participating schools were 'named' variously (Mishler, 1986) as links, partnerships, Sister schools and 'beyond' or 'more than partnerships' (Young, 2010).

The creation of murals and visual display material, as a result of S/NELP participation was raised in two Ugandan schools (and evidenced in MSS).

Several adult respondents expressed criticisms of communication within their S/NELP relationships. Some adults suggested alternative funding allocations should be introduced, including diverting funds into teachers' Professional Learning from Visitor Exchanges.

### **8.1.2 How does the S/NELP affect local communities served by linked schools?**

There is commonality in terms of the nature of how the communities served by my nine schools have been affected by the process. The effects mentioned included CE opportunities to interact with UK visitors, creation of income-generating opportunities, physical infrastructure (sometimes making school facilities available to locals), collaboration in local projects, such as health centres or farming co-operatives and occasionally opportunities to visit the UK (at MSS, KGSS and Kisiki College). In Tortibo village, in Ghana, the 'web of links' from the S/NELP has resulted in villagers' acquisition of tie-dying skills.

The beneficial effect on a community's morale, from a school's participation in the S/NELP was also mentioned.

Improved access to an affordable source of clean water, associated with the S/NELP, was specifically mentioned at SJCC and in Buigiri. In Makunduchi village the new well

is also an example of how from MSS's S/NELP local people now enjoy potable water (Errington, 2013a).

At MSS a S/NELP project allowed villagers Internet access and acquisition of ICT skills.

The majority of the effects of the S/NELP evident in the local communities served by my nine schools can collectively be described as contributing to development. This common finding was not anticipated at the outset of my doctoral research. My finding does not indicate that this generalisation would apply to all S/NELP relationships.

### **8.1.3 How does participation in the S/NELP contribute to Development Education?**

The degree to which Development Education curriculum content was associated with the S/NELP varied; at MSS and KGSS students commented on this. At NSS students interviewed had struggled with the nature of some DE concepts, such as Education for Sustainable Development. The two cases, at MSS in Tanzania and KGSS in Ghana, whose S/NELP had been associated with DGSP (or its precursor), UKOWLA or Discover Ghana, showed greatest awareness of how their Educational Linking contributed to DE. Some students and adults in both schools identified DE activities often embedded in the curriculum. Evidence of DE in my other schools' curricula could not easily be attributed specifically to engagement in the S/NELP.

The effect of linking activities on promoting female students' educational aspirations and achievement featured in three cases. At KGSS and MSS, as explained above, both schools' S/NELP participation had been influenced by allegiances to official linking programmes under the auspices of DfID and/or other agencies committed to reciprocity in S/N linking. In the Chamwino district, Tanzania, girls' continuing

education beyond primary was also directly attributable to the S/NELP.

Equality of access to education was raised by several respondents, with particular mention of Specific Educational Needs and Disability (SEND) at two schools, Buigiri's School for the Blind and Kisiki College, making specialist provision for blind and visually impaired students. Students were not interviewed at either.

An openness to high order thinking skills, ideas from critical pedagogical discourse and critical Global Citizenship were mentioned in discussion with Mhando, the DGSP/Connecting Classrooms British Council representative, who facilitates these approaches to learning throughout Tanzania. Similarly, those interviewed at Ministerial level in Kampala and Dar es Salaam cited participation in the S/NELP as instrumental in Ugandan and Tanzanian students and their teachers engaging in Development Education.

In several instances a sharing of behaviour management strategies to counter corporal punishment was attributable to schools' engagement in the S/NELP. This was evident in Uganda, at both SJCC and the Ministry of Education.

The second part of this chapter addresses my final area of research/sub-question:

What advice do Southern participants offer to promote successful S/NELP relationships?

Analysis of Southern respondents' suggestions is followed by my recommendations, where appropriate.



## **8.2 Recommendations to promote successful S/NELP relationships**

Southern respondents' advice, offered to potential Southern recruits new to the linking process and those supporting them in the North or in-country, revealed two broad themes: (a) recommendations regarding effective S/NELP organisation; and (b) recommendations regarding funding of S/NELP activities (including my "Three As"). Students and adults chose to discuss these themes in response to a guiding question about advice that would promote successful new school links between Ghanaian, Ugandan and Tanzanian schools with institutions in the UK (See Appendix (v)).

### **8.2.1 Effective S/NELP organisation**

Analysis of my findings revealed advice from my respondents relates to (i) Formalising linking agreements, (ii) internal organisation in participating Southern schools and (iii) dissemination of lessons from successful links to novice linkers.

#### **8.2.1.1 Formalising linking agreements**

At SJCC a male student advised:

That the schools, if they have a link they should be with a goal, that they are aiming to, and they should avoid corruption in what they are doing and they should be satisfied with what they are given and in order to achieve what they are getting at.

(SJCC, PFG, S, 157-160)

His first piece of advice concurs with that of UKOWLA's former Director, Nick Maurice (2012) and Bourn and Cara's (2013, p6) analysis of LCD's linking programme, "not just linking for linking's sake", that effective relationships need to have a partnership agreement, so that why participating schools are working together is clarified. There is a risk that without such formalised relationships the S/NELP can evolve in a manner that appears to replicate dependency relationships (Baskeanaky, 2010). When links are established informally such agreements may be absent; perhaps this omission partly explains the criticisms made of some links, particularly when the

aspirational qualities indicative of partnership, shown in Figures 4, page 102, and 11, page 185, are lacking.

At MSS a former Linking coordinator noted in particular that schools should ensure that reciprocity was integral to any new link, emphasising that S/NELP benefits are for “both parts”, those in the North and those in the South. His advice is to be expected, since it features in MSS’s agreement with its UK partner, as shown in Figure 17, page 309. Mhando acknowledged the role model that the Aston-Makunduchi partnership presents in Zanzibar, one fêted and promoted in DGSP workshops throughout Tanzania (now British Council’s Connecting Classrooms linking programme).

This is how the MFL teacher at KGSS in Ghana advised on the outset of a successful S/NELP relationship:

It’s like an equilibrium, whereby the Southern school would bring out its needs and aspirations, just as the Northern school was bringing its needs and aspirations. So with this collaboration then there would be equilibrium. You know? Where, the point of departure, as in what to arrive at, as in that’s very essential? So that should not be like one school making an offer, but the two schools coming together, sitting together and then drawing a framework within which they have to work.

(RM, 334-339)

### **My recommendations**

- Some links may not aspire to partnership; whatever the Southern school and its partner institutions are seeking from their nascent relationships should be clarified at the outset and then regularly reviewed.
- Formalising schools’ participation should be encouraged, representing a commitment to work together, whatever the agreed timescale.
- Advice from agencies such as the British Council’s Connecting Classrooms and UKOWLA personnel and/or publications can guide potential linkers; their materials familiarise all concerned with pitfalls, such as unwitting creation of

dependency relationships, which otherwise might ensue (See Guardian Teacher Network online discussion in Appendix (xx)).

- Prior to establishing a link those considering embarking on the S/NELP should ideally read literature written from a postcolonialist persuasion; applying too ideas from critical literacy the risks of dependent relationships forming would then be apparent. This awareness raising should then ensure that participants do not contribute unwittingly to their creation.

### **8.2.1.2 Internal organisation in participating Southern schools**

Like the advice offered on formalising S/NELP relationships, that presented in terms of how Southern schools plan, monitor and implement their end of the S/NELP is replicated in the views of teachers, Head Teachers and students. While they were primarily referring to the Southern end of the S/NELP their advice is equally applicable to the Northern end.

A successful relationship needs to be inclusive, particularly of a range of adults in schools, but ideally of students too. The nature of how Head Teachers are moved, in government schools in Uganda, for example, means that any links over-reliant on that individual's role are unlikely to grow and evolve. I suggest the same risk occurs when a Linking Coordinator's role becomes dominant. At Kisiki College, for example, the relationship has achieved sustainability largely because its organisation has followed that of a committee structure, enduring through the Headship of several Head Teachers.

Engaging in visits to partners, ideally encouraging participation of teachers and students is also effective in embedding the S/NELP. Advice, concerning Visitor Exchanges, is summarised here by a Kiswahili teacher at MSS.

I have found one among the things which help our partnership to be developed is visits. Visit each other frequently. This year they go from here and next year from Europe, so when they are not visiting each other it is not easy, the partnership to be died. So I think visiting each other will be one among the issues which may help the partnership... The students should be encouraged to join fully in partnership, because they can be benefited from the partnership in their subjects and in their development in general. So what's important is to encourage them to be hard working in their subjects so as to be able to compete.

(100409\_002, T, 4/5)

### **My recommendations**

- If schools desire that their participation in the S/NELP evolves into enduring sustainable partnerships, “high momentum” links (Edge et al, 2009b) or even more powerful relationships enduring over the decades, like Kisiki College’s link or the Aston-Makunduchi partnership, Southern schools, (and ideally Northern partner/s) must establish an evolving cohort of adults whose expertise and experiences of the S/NELP are routinely reported and shared with colleagues.
- The relationship must not rely too heavily on individuals. If a post of Linking Coordinator is established this individual must ensure that the relationship is ‘owned’ by the school and ideally its local community.
- As in any relationship the parties engaged in the S/NELP need to maintain contact with one another. Letter exchanges, reliant on postal services may prove problematic, with a risk that packages are lost in the post. Additionally, the cost of such communication is not negligible. Email, whilst not necessarily accessible on site at Southern schools can be a substitute, especially if the Southern party is made aware of such communications by text message.

#### **8.2.1.3 Dissemination of lessons to novice linkers**

Several adults engaged in the S/NELP have commented upon the need to disseminate what they have learnt from taking part to others in the South. This sharing of lessons is particularly important if as a result the benefits of taking part are not restricted to those in a school link. This also addresses a criticism that

schools in the Global South may not share their advantages with other Southern schools (Doe, 2007; Egan, 2008) in effect creating a new inequality - that Southern linked-schools gain from their participation, while others not taking part in the S/NELP become further disadvantaged.

### **My recommendations**

- Dissemination can happen first-hand, through face-to-face meetings and workshops; Sazani Associates' programme and MSS, in Zanzibar, use this method. As Internet access becomes increasingly affordable in the global South, I suggest that the British Council's (BC) "Connecting Classrooms/Schools Online" materials should not require users to have registered first on their website. It is prior to forming a link that advice is particularly beneficial.
- The British Council website gives basic advice, entitled "Establishing a link"; I suggest their supporting Connecting Classrooms Online materials are relevant too, particularly when establishing new links. LCD's archived Link Schools' materials, developed over its 15 years' experience of the S/NELP, should be hyperlinked to the Connecting Classrooms website.
- The S/NELP should not be seen as consisting of two schools, one Southern, one Northern, but rather linking should be viewed as a process. My research in Ghana, Uganda and Tanzania, has shown how the S/NELP works effectively when others take part, including NGOs and commercial enterprises.

### **8.2.2 Funding of S/NELP activities.**

The funding of S/NELP activities that my respondents elected to advise on ranged from sustainable developments in schools and local communities, to Visitor Exchanges and experiential learning, inside and outside the classroom.

When funded projects promoting effects planned by Southern parties have been part of the S/NELP, as shown in my research findings, the outcomes experienced

varying degrees of success. At Buigiri Primary School, for example, a workshop, funded through Village Aid, had used untreated wooden planks:

Unfortunately the wood planks we bought were untreated... So they were eaten by white mites and it was blown, the roof was blown up, was blown off by the wind, by the strong wind.

(KM, 67-70)

While this funding proved ineffective the project itself had met Quist-Adade and van Wyk's criteria (*op cit*).

Respondents raised several points that related to how activities are funded. Here a Kiswaheli teacher at MSS explains how teachers, parents and villagers regard Visitor Exchanges:

Those who do not get a chance, to go there, they feel somehow sad, but they know that they have their representatives, and what they do there, when they go, it will be for all... Some parents become delighted, when they see their daughters or sons are selected to travel to London, so they become very delighted... Well, foreigners are our guests; come here, they visit different parts in our village, and see some important issues, such as caves, water caves, and other historical events. So, the villagers become delighted also for this action.

(T, 18-20, 37-39 and 44-47)

In contrast, his MSS colleague, the Linking Coordinator, urged that funds could be better utilised rather than supporting Visitor Exchanges, in ensuring that computing facilities are functioning and serviceable in future. Possibly he considered these measures to address the 'digital divide' were of greater potential benefit in Makunduchi than the Intercultural and other educational gains from visiting the UK.

A female biology teacher in Zanzibar, stressed the need to direct funding in the S/NELP towards resourcing activities so that successful learning outcomes ensued:

To look more and more particularly in our schools, particularly in our schools in order to facilitate our goals in our schools. For example, in our school in our students, target on our student when they ... I mean to give us more and more maybe things, resources, suitable resources to use in order to accomplish or to success, or to make our lesson successful.

(M, 7/8)

She further endorses Quist-Adade's 2009 comments about financing books, whilst

also referring to laboratory equipment and models. Students' advice also cited projects that partnered schools could engage in:

Well, for me first of all I would take into consideration the developmental projects that could be established between the two schools or the, the country that I'm supposed to choose. I'd think of the projects that when we have would have impacts on both schools. And then also I would take into consideration the, in the North, where the country is, the environment, the kind of people there. How they live. And then I would also take into consideration exchange programmes, by maybe saying from that school to my school and then from my school to that school... When, let me say Krobo Girls we, we're not linked to Weald, we're not having the partnership programme with a school in France and we, where we are we make a lot of beads. And then maybe there they have another thing they are doing altogether. We can maybe take the beads there, exhibit it and then sell. To maybe, maybe we have a programme down ... we have ...projects down here and maybe we are building a school, a library or something, which will facilitate learning or enhance it. Then when we would bring the money down we would use to maybe finish up where we are starting, which would help the students in a very long way.

(P, PFG, 10/11)

This Ghanaian student is clearly considering how the Southern and Northern schools can collaboratively generate funds for developments "which would help the students". This exemplifies postcolonialists' criteria (see for example Quist-Adade and van Wyk, 2007) and DE aspirations of equality and integrity, militating against a dependency culture. Local commercial enterprises, such as Cedi Beads in Odumase-Krobo could benefit as a result (See Plate 15, p222).

### **My recommendation**

- Those in the South should determine funding solutions, so that local challenges are solved using local knowledge. This is very important, since it contrasts with some Northern attempts at linking (Edwards, 2012). This may include collaboration with NGOs, the commercial sector and multilateral funding agencies.

### **8.3 Review: How my thesis contributes to the field of Development Education**

My research findings add to the field of Development Education in the following ways:

1. They show that in all nine cases Southern schools and their local communities have enjoyed outcomes promoting DE aspirations, including confronting social injustice, poverty alleviation, inequalities between people, challenging unreliable stereotypes and particularly giving a voice to those in the South.
2. They demonstrate that reciprocity, sustainability, student engagement and extended engagement into the wider community, were most likely in relationships allied to programmes such as DGSP. In two schools' links, at KGSS and MSS, the nature of the linking activities demonstrated features aspiring to partnership, with actions and events integrated across the curriculum. Participants jointly created resources and Ghanaian and Tanzanian adults and students took part in Visitor Exchanges to the UK.
3. They clarify how school linking contributes towards the Millennium Development Goals (Disney, 2008a, p217).
4. They present a range of opportunities which could be implemented to advance critical pedagogical discourse. S/NELP artefacts, including murals and panoramic photographs have been analysed to show how a critical thinking discourse can be promoted and achieved.
5. They challenge participants in relationships that have not evolved into partnerships, have lapsed into abeyance, or 'died', to consider how to remodel their S/NELP. Advice offered by fellow Southern participants



informs others in the South best in this respect, challenging Northern hegemony.

6. They present a range of implications and recommendations, based on Southern perspectives to those funding, supporting and/or embarking on S/NELP relationships. PC theory supports the valuing of such indigenous knowledge.

### **How my findings relate to prior findings**

The qualitative, 'rich', 'thick' data they present builds on a largely quantitative pre-existing body of literature. My findings represent a unique Southern perspective - but mediated and analysed by a Northern researcher.

### **8.4 The distinctiveness of my research**

Several criteria make my research unique: (1) its emphasis on students, (2) its focus on Southern perspectives, and (3) its methodology. ["Wordle"<sup>TM</sup> word clouds imply a pre-eminent focus on students (See appendix (xxv))]

1. Emphasis on students. My research "collaborators" included the young people whose teachers and Head Teachers have sought to engage in S/N School links. In this respect, the 'rich data' from pupil focus groups is unusual, since it has allowed young people to not only respond to the same questions as those posed to adults, but to explain how they have experienced participation in the S/NELP. PC and DE support the airing and valuing of often unheard voices.
2. My research enabled a range of voices from the Global South to be aired, from those who promoted the process to Southern participants. Since these voices form the major perspectives aired, and their views on participation are my prime concern I named the process of school linking the South/

North Educational Linking Process (Adichie, 2005). This deliberately places those at the Southern end of the linking process before their Northern partners, “turning upside down” the landscape of School Linking from the past. Postcolonial theory supports such challenges to Western/Northern hegemony. Another important reversal of values is that of celebrating the often unsought, unvoiced perspectives of young people.

3. My research has not been carried out on behalf of an agency engaged in School Linking. This is important because I sought to create a vehicle in which participants felt no obligation to contribute to Gaine’s (2006) “victory narrative” (MacCallum, 2012). I have not represented any organisation as a researcher (Cook, 2010); I have not offered any incentives to those assisting my research. This is a distinctive quality of my research contrasting with research commissioned by agencies or undertaken for educational linking programmes (see for example Bourn and Bain, 2012; Bourn and Cara, 2012; Edge et al, various; Fricke, 2006; Sizmur et al, 2011).

#### **8.4.1 Students’ voices**

My research sought to voice the often unvoiced perspectives of students; considerable care was given to facilitating a vehicle that allowed girls and boys to participate. Their transcriptions are the only ones included verbatim in my appendices (Appendix (xxiv)).

#### **8.4.2 A range of Southern voices**

Uniquely I primarily presented the voices of adults and students in the South. Where appropriate others familiar with the nine cases or the S/NELP in Ghana, Uganda and Tanzania, share their perspectives too, creating corroborated evidence of how the S/NELP affects those in the South.

### **8.4.3 Methodology**

My approach adopted a methodology that is grounded in my three-stranded theoretical framework, paying particularly close attention to critical pedagogy. Figure 26, pages 372-73, shows how the strands (encompassing Cultural Education) relate to my areas of research focus/sub-questions.

My methodology's major limitation, in terms of my Northern researcher's identity, has been openly acknowledged. Whilst struggling to represent adequately the extensive range of perspectives that my rich data has created, the interpretation offered is through my lens. The introduction to my thesis was included so that any reader is fully aware of values and attitudes that I brought to this work.

While only my lens has been applied in terms of the analysis presented I have diligently sought to provide a range of Southern lenses (Brookfield with Preskill, 2005) in terms of the interview data and evidence presented both in the text and the digital audio files (See appendix (xxiii)).

**Figure 26: How my areas of research/sub-questions relate to my theoretical framework**

| Research Sub-Questions  | Development Education (DE)  | Postcolonialism (PC)  | Critical pedagogical discourse   | Cultural Education (CE) part of the three others. See Figure 1.  |
|---|---|---|--|--|
| How important is the S/NELP to participants in Southern schools?                              | <p>DE seeks to promote educational initiatives in which learners gain an understanding of global issues; this may result in action for change.</p> <p>DE approaches to learning stress increasing interdependence between N and S. The S/NELP may be viewed as an important agent of increasing interdependence. It could facilitate exploration of global issues at a local scale; it might result in individual and</p> | <p>PC authors note that Southern voices have often been unheard, unvoiced or suppressed. PC questions Western/Northern hegemony.</p> <p>PC challenges suppression of Southern voices; Southern voices are actively sought here. If these then appear to promote Western hegemony this would be disputed from a PC critique.</p> | <p>Critical pedagogy encourages the exploration of a range of perspectives. Conflict and dissonance are supported in this stance.</p> <p>This approach would support evaluation of the S/NELP from a range of actors or research informants.</p>   | <p>CE encourages people from different cultures to learn about one another's values, beliefs and practices. Those in the South may be less familiar with the evaluation of educational initiatives than those in the North.</p> <p>Questioning the importance of an International relationship may be a new cultural practice in the South.</p> <p>There may be dissonance between Southern and Northern parties' views on the importance of a S/NELP.</p> |
| How does the S/NELP affect adults and students in schools and local communities in the South? | <p>Some definitions of DE would oppose effects identified as 'charitable' outcomes.</p> <p>Some effects could demonstrate a range of DE practices; some effects could lead to personal "action for a better world".</p>   | <p>Effects on students could lead to a "West knows best" view; adults in Southern schools could adopt a dependent role in their relations with Northern partners. Effects in Southern communities could promote an Aid agenda; the charitable aspects of such projects might be decried from a PC critique.</p>                 | <p>Effects on participants could be supported by analysis using pedagogies such as critical literacy.</p> <p>Participants could be introduced to methodologies such as Open Spaces for Dialogue and Enquiry(OSDE), Through Other Eyes (TOE) or Philosophy for Children (P4C) which promote critical literacy and independent thinking. Students and teachers in Southern schools could contribute to new teaching materials for use in methodologies promoting these pedagogies.</p> | <p>Outcomes for those in schools could contribute to awareness of cultural practices (and people) that would not occur without the S/NELP.</p> <p>Some outcomes could spread beyond Southern schools into local communities.</p> <p>Some Northern cultural practices could conflict with those familiar to Southern research actors and others in these International partnerships.</p>  |

| Research Sub-Questions   | Development Education   | Postcolonialism   | Critical pedagogical discourse   | Cultural Education - part of the three others.<br>See Figure 1.  |
|--|---|---|--|--|
| How does participation in the S/NELP contribute to understanding of Development Education?   | DE could be addressed through activities within a S/NELP. Southern students and teachers may increase their grasp of the DE canon through participation in school links.  | PC supports aspects of DE; this could be evident in the S/NELP. Injustices, which persist between N and S, could be explored within schools' relationships in the S/NELP.   | This type of pedagogy has increasingly typified DE and global learning. Some evidence may be found in Southern schools and communities for its application in the S/NELP.  | CE can underpin the ethos of the S/NELP. Challenging cultural stereotypes could feature in such International Partnerships.  |
| What are Southern 'recipes' for successful S/N linking relationships?<br><br><i>'Recipes' are thought of as sets of recommendations leading to International relationships regarded as successful by those in the South. Indicative 'success' characteristics may include: reciprocity, equality, inclusion and sustainability. Whole school participation may feature. (See Fricke, 2006 and Leonard, 2010)</i> | DE encourages developments in which individuals may take action for change.<br><br>While DE within some S/NELP may be promoted to justify some initiatives in schools, Southern voices might suggest alternative applications of the phenomena of these relationships. Action for change could result in advice to fellow Southern institutions, which is contrary to some DE practitioners' aspirations. Evidence may emerge from the South that the S/NELP does not promote a DE agenda. As a result of the S/NELP some DE agenda may be challenged (reciprocity, equality, sustainability, global partnerships for | Western/Northern assessments of these International relationships might dominate in evaluative exercises; PC would decry such domination.<br><br>Southern actors may be uncomfortable with their role when asked to assess successes, failures or issues. The task to carry out such critical analysis may be viewed as another Northern agendum. Good practice examples could be generated and shared with S and N audiences. PC would encourage an airing of Southern views and equality of power in relations between N and S. | Unpicking the difficult, challenging, controversial, dissonant range of views sought through application of CPD could allow previously unvoiced analyses to be aired.<br><br>A methodology such as OSDE, TOE or P4C could facilitate the questioning process. OSDE's recommended six stages or procedures (Stimulus; informed thinking; reflexive questioning; group dialogue questioning; responsible choices and debriefing) could facilitate 'critical engagement' with the S/NELP. The adoption of such procedures could stimulate attempts "to understand the different perspectives (and the assumptions that inform them and their implications), in a continuous and challenging reflective exercise" (Martins, 2011). | CE could acknowledge a range of means of assessing the S/NELP- different cultural practices to achieve an intended 'picture' could facilitate this exercise. Southern schools could offer a range of analyses to other Southern schools and Northern 'partners' in the S/NELP.<br><br>Cultural practices in the South could offer new means to carry out evaluative exercises. |

### **Implications for the future:**

At the conclusion of her thesis on 'School Linking Partnerships' Anna Disney made fifteen recommendations, specifically in relation to geography and school links between UK primary schools and schools in "economically poorer parts of the world" (Disney, 2008a, pp216-217). At the conclusion of my doctoral research six years later, my comments are applicable in a number of Southern contexts, but with specific reference to schools in Ghana, Uganda and Tanzania, linked with UK schools. They relate to professional learning, communication, DE curriculum initiatives, Visitor Exchanges, appropriate pedagogy and resource transfers in the S/NELP. Several support 'reassessment justice' (Quist-Adade and van Wyk, 2007) in educational provision and "openness in ethical solidarity" (Andreotti, 2011). Finally, ongoing issues around the asymmetrical nature of the S/NELP are aired.

1. More 'Southern' teachers may seek out CPD in the S/NELP; this may be provided by NGOs, such as the British Council's "Connecting Classrooms" programme. EAL collaboration, between UK teachers in multicultural communities and Southern schools may prove rich areas for such future collaborations.
2. S/NELP participants need to consider collaboration beyond schools. Cross-phase and linking clusters should be encouraged; schools should work with institutions providing teachers' professional development, in the UK, the African continent and other Southern locations. Linked schools acting as educational 'hubs' should engage in outreach to wider networks of Southern schools.
3. Participants should ensure regular transparency of reporting, using affordable means of communication. To assist Southern schools to share

their S/NELP advice affordable means of e-learning should be provided.

While the British Council is already assisting through “Connecting Classrooms”, other providers, including those in the commercial sector, should be approached to offer a similar affordable, reliable service. Some do, but it is limited in scale.

4. Schools should seize curriculum opportunities. New DE teaching and learning resources created within the S/NELP should be disseminated for wider use. Geography curricula lend themselves to this.
5. More ‘Southern’ participants may visit their Northern partners; alternatively some may curtail their expenditure on such overseas Visitor Exchanges, preferring instead to direct funds to other activities and developments. Visitor Exchanges need to ensure that participants are not taking part in Educational tourism, but are engaged in genuine “exchanges”. Schools should seek advice from organisations, such as the British Council, Discover Ghana, the DEC network and experienced linkers, e.g. UKOWLA and Zanzigap.
6. Opportunities exist to develop critical pedagogy. Southern and Northern teachers may adopt methodologies such as OSDE or TOE. Ideally, those promoting critical engagement should work collaboratively with adults and students in Southern schools to devise similar activities. A “P4C” approach is also appropriate. Geography curricula lend themselves well to these.
7. Participants should aspire to ‘reassessment’ (Quist-Adade and van Wyk, 2007) or ‘restorative justice’- to address educational inequalities. In Southern schools S/NELP projects should only be introduced in response to Southern demand; these need to implement agreed completion criteria.

Upon successful implementation these should represent 'models' for others. Employment of local African expertise should be prioritised (*Ibid*).

8. Provision of text books should be supported in the S/NELP, for teachers and students with visual impairment, because of the high incidence of blindness. Sponsorship of such provision should be investigated, such that current (and/or appropriate) books are made available. Print-runs should be printed in African countries; this should include Braille textbooks.
9. Where curricula in the Global South and North are sufficiently similar commercial print-runs of current text books should factor in affordable (or ideally free) provision for Southern schools, responding to criticisms that books given by Northern partners are "not current" (MacCallum, 2012). Schools receiving books and/or ICT provision can ensure that local communities can access these resources, by serving as community 'hubs'. Educational publishers (such as Pearson, already part of the UK's Development Education consortium, appointed by DfID to deliver its Global Learning Programme from 2013) should consider how they could support such initiatives (UIS, 2012b), perhaps as part of their Corporate Social Responsibility remit.
10. Critics who question the underlying motivations of linking participants, including some postcolonialists, may remain opposed to the inherent asymmetry in the S/NELP. More South-South relationships need to be developed.

### **Future research agenda**

During the seven years over which this research has been carried out the playing field of School Linking and Development Education has shifted and evolved



considerably; major changes in UK policy and particularly funding provision occurred in the final months prior to submission of my thesis. I suggest there is an ongoing need for further research, to add to an evidence base, which can inform future S/NELP policy and practice. For example, it would be interesting to discover how the academic ability of Southern students affects the nature of the process.

Three areas which merit research include (i) analysis of the effects of Visitor Exchanges, specifically to evaluate how the S/NELP affects a range of professionals (Head Teachers, Linking co-ordinators, teachers) and students in Southern schools; (ii) the evolution of school links already established under the auspices of the two NGOs, Plan and LCD, whose linking programmes have both closed; and (iii) analysis of short-term collaborations between schools, to create models of good practice for those who do not want sustainable long term S/NELP relationships, yet would like to work together.

Finally, as follow-up to my research, I suggest there would be merit in reviewing Southern responses to my analysis. A series of short publications could cover: perspectives from Education Ministries, from organisations informing my findings, from other Southern participants and academics from all three nations. Whether I can carry on as the researcher is uncertain.

#### **8.4.4 Critique of my research approach and research choices**

Four of Anna Disney's criticisms of her doctoral research on School Linking (Disney, 2008a) are common to mine. Firstly, my research outcomes can only make a small contribution, to what is known about the S/NELP: my analysis only relates to three countries in Sub-Saharan Africa. Secondly, the data presented is only a fraction of what I amassed over seven years. As communicated to my Ugandan respondents in

2010 (See Appendices (x), p469 and (xxiii), p521) my transcription of their interviews alone constituted over 47 000 words. I particularly regret not being able to include, for example, Tanzanian data from the Buigiri Adult Rehabilitation Unit for the Blind (BARU) and analysis of adults' prioritization of global Development challenges. There are places where further elaboration of Figures, Plates or Tables would benefit the reader, but I have still included them (See for example Figure 26).

Thirdly, "Many school linking projects and much work done by a variety of NGOs [which] has not made its way into this study" (Ibid, p204). While I have included references to work from my long list of NGOs supporting the SNELP (See my page 74) much linking work by many others is omitted. Fourthly, "The research can rapidly lose contemporary relevance" (Disney, 2008a, p204). All are true of my research, particularly the final one; this personal concern and regret is largely attributable to the part-time nature of my engagement in academic research. Much was done to attempt to ensure that my findings have made a contribution to what is known about the SNELP, particularly in terms of regular reporting of findings as my analysis was undertaken from each country's findings (See audit in appendix (xv)).

Other concerns emerged from my research process. My concentration on Southern contributors presented a set of issues in relation to power relationships, particularly as I was a Northern/Western 'decentred' researcher, operating in Southern schools, communities or national Education ministries. Holliday (in Shamim and Qureshi (2010) pp 10-31) is relevant, since he elaborates on his Westerner's researcher contexts in the global South, and the 'pitfalls and perils' that were presented to his 'decentred' qualitative research as a result. Assuming, for example, that Southern respondents would conform to the norms of a British researcher's approach was

one. He showed this by noting the lack of collaboration found when Pakistani teachers were asked by another researcher to check through her transcripts. I found this in my research.

The risk of Southern respondents providing responses to please my Northern researcher's ears was one with which I was already familiar. I suggest that deferential relationships between respondent and researcher are not phenomena uniquely found in S/N research. Perhaps in this respect the wording of my adult consent form can be criticised, since it refers to the MDGs, highlighting global Development Challenges and a S/N deficit that they present (See page 447). I was not aware of Southern collaborators giving me responses which they anticipated were what I wanted to hear (Shamin and Querishi, 2010) or as this NGO director suggests in a sad realisation, after many years of engaging with an Education Ministry, perhaps might benefit the South at a later date, "If/ when you interview officials they will give the answers that they think will ensure projects continue rather than what they really think, as the main purpose of the ministry is to act as a broker house for large projects" (MacCallum, 2012). In this respect my open-ended research was noticeably different from an evaluation of the S/NELP, in which such tendencies could have emerged. As stated in my Methodology I did not have a Linking agenda, I had nothing to offer participants, nor did I hold preconceived ideas about how the S/NELP affects those in the South (see for example page 370).

As explained in my Methodology chapter, in 4.4.2 and 4.5.2., I had understood that my persona brought particular challenges in interviewing in the global South, but preferred these over the alternative of using Southern intermediaries to carry out interviews on my behalf in respondents' first language (see 4.8.2). As Deaton (2013,

p43) commented “Translation of questions is sometimes difficult, even when a direct translation exists”. Writing in the context of perceptions of happiness he illustrates this across several cultures, showing that while Americans use ‘happy’ freely, East Asians appear reluctant to say that they are happy and French people use ‘heureux/euse’ less frequently than in USA.

With regard to how young people’s global citizenship roles develop after taking part in the S/NELP, I can add little to what is known about long-term implications of linking. I do suggest particular circumstances in which follow-up could be undertaken. The serendipitous inclusion of two adults in my primary data collection, one a Tanzanian teacher (S) and Andrew Tomlinson, a UK corporate employee in the Financial Services sector, whose first experiences of linking were as young people during their secondary education (both in the Aston-Makunduchi partnership) show that for these individuals School Linking has resulted in their ongoing participation in this S/NELP. This indicates that as adult global citizens an ongoing fostering of the S/NELP and commitments to improving educational provision, particularly through the promotion of ICT, are long-term outcomes in this relationship (Leonard, 2014).

With hindsight, if I could have changed certain things then my research findings would have told a different story; the reality is that some of these things could not have been changed. Some choices I made might now be made differently.

Extending the research over the maximum time permitted for part-time doctoral research permitted by my academic institution has brought both bonuses and pitfalls. The possibility of working full-time as a researcher never emerged. My opportunities, for example, to ‘submit’ myself to the nature of my cases were undoubtedly restricted (Holliday, 2010). I now appreciate that one of my

methodological choices was an ethnocentric practice (Holliday, 2007, p149, cited in Holliday, 2010). My response rate from Southern collaborators to my request to check through my interview transcripts was so poor because seeking such triangulation represents established ethical British research behaviour. Had I appreciated this I might have not even attempted it, but then the important encounter in 2010 with Wesonga would have been lost, one of the complexities, “persistent and continued efforts to get to the bottom of things” (Holliday, 2010, p17), which I assert demonstrates that my qualitative research was both engaging and rigorous.

A personal knowledge bonus has been the growth of my personal pedagogical knowledge, such as the transfer to my teaching and lecturing pedagogy of knowledge and concepts originating in Postcolonialism. Another is ongoing international friendship that has evolved with several collaborators, one extending into its second decade, enriching my personal knowledge of decentred interactions. I apply Holliday’s definition of personal knowledge, “deeply reflected knowledge of *how society, everywhere, works*” (Holliday, 2010, p28; Holliday’s italicisation).

An unavoidable research pitfall has been the time elapsed between my interviews and the presentation of my analysis.

In terms of methodology, to start again, I would probably still elect to present my findings by country and then by theme. The chronological ordering of my Findings Chapters would be retained, but I might elect to undertake all my analysis contemporaneously, rather than as I did, immediately after the collection of my primary data. Thus, for example, my Ghanaian findings could have been analysed applying Andreotti (2011) and Martin (2012), as applied in my Ugandan findings

chapter, or Quist Adade and van Wyk's questions for effective aid (2007); all specifically address inequity and power relations.

Different methodological choices might be to only present Southern cases for which I had common school data sets comprising pupil focus groups and adults, rather than relying solely on Head Teachers. The additional time required for this depth of primary data collection, as indicated by my cases for which this was attempted, proved impractical. However, had I excluded cases for which this was not possible my analysis relating to SEND would have been omitted. Both my schools, Kisiki College and BSB, highlight how School Linking is not confined to sighted pupils (or teachers). I consider that their inclusion is particularly important, since pupils and teachers with visual disabilities universally face disadvantages. ICT provision at BSB has allowed Southern pupils to relate as equals to their sighted peers in the UK. Ongoing improvements in voice recognition software are likely to improve such communications in future.

Knowing now that rather than a Tanzanian link dying it had instead been regenerated would have spurred me to have included Shambalia's relationship with St Bedes (Footnote 101), since how to successfully resurrect links in abeyance might be of considerable interest to others, both linking policy-makers and practitioners.

Additionally, perhaps I might have retained my original research sub-questions posed in 2006, rather than replacing undoubtedly loaded questions by more neutral ones that have featured in my research since 2008. However, since my semi-structured interviews still asked 'loaded' questions of Southern research collaborators I do not consider that my criticality was unduly restricted, nor do I think that analyses of inequity, in terms of power relations, were compromised. My decision in 2008 to

closely replicate questions used in the NSSP teams' research was a pragmatic one (see Figure 7). Their work had not presented detailed Southern cases of how the global South is affected by the SNEP; I deliberately sought to do this – to elaborate upon what was known about linking in the South.

I remained open to Holliday's creative exploratory choices (Holliday, 2010, p14), such as noticing complexities in my cases or carrying out informal conversations, such that the unexpected emerged, alongside what he refers to as "Standard" methodological choices, such as devising interview questions or recording answers (See my Figures 6, 10 and 18).

#### **8.4.5 Repositioning myself as a researcher: from invisible to visible**

An unwillingness to assert my qualitative researcher's interpretivist agenda is sometimes discernible in my thesis; this was to ensure that often-unheard Southern voices were prioritised over my decentred Northern perspective. I have not sought invisibility as the researcher. I masked my researcher's expertise by underplaying my researcher's impact and not capitalising on it (Shamin and Querishi (2010), p3).

Rather than hiding my personality behind my researcher's expertise (van den Akker, 2013) I did the opposite (see page 37).

As the researcher aspects of my personality are discernible in my analysis: those of a Christian seeking social justice; of a Western/Northern White female advocate of Women's rights; of a mentor and encourager; of a Teacher Educator; of a Geography teacher; of a Development Educator and Critical Global Citizen; of a White person in non-White communities; of a Cosmopolitan urbanite; a Professional - accredited in relation to expertise - including that of a psychodynamic counsellor, and a Pastoral

carer, demonstrating concern for students' needs beyond the academic. Most were identified first to the reader in my introductory chapter.

I am thrice indebted to Andreotti: for her application of metaphors, inspiring my novice's use of a Postcolonialist lens, but particularly her role as a critical friend. Here I again relate my research process to the metaphor of an optometrist's 'refractor-head': or 'trial lenses frame'. If each time one slot represents my analysis as a qualitative researcher (accommodating aspects of my personality), the other represents my research collaborators' perceptions. Was this true of my experience as a researcher? Or did I hide aspects of my personality to perform the role of a neutral researcher (Ibid), allowing those in the second slot to come to the fore at the expense of my academic expertise?

I had sought to "demonstrate that things are different to what we thought they were" in the SNELP (Holliday, in Shamin and Querishi, p12) and allow "realities which are beyond the initial vision of the researcher to *emerge*" (Ibid; Holliday's italics), establishing the validity of my work such that the emergence of the unexpected was enabled. Two examples of this include Tanzanian students voicing criticism of their taught curriculum and teachers' selection of appropriate pedagogy (See page 529), and a Southern science teacher suggesting that some of his Ugandan colleagues' less than friendly attitudes to UK teachers in his school link might be in response to their failures to conform to stereotypical Northern donors' role as givers.

My researcher's voice and reflections are occasionally asserted and heard loud and clear. One example is in my Ugandan analysis; it arose in relation to a personal desire to tackle social injustice versus my researcher's role. It challenged my (Christian) ethos of addressing inequality, inequity and social justice issues by according priority



to Gandhi's excluded "Other" (referred to on page 83). Why had I resisted a Southern Head Teacher research collaborator's desire to ease her declared discomfort – by failing to correct mistakes in English made by Southern research respondents? Yet, I did reject her Southern voice (Deborah Wesonga, also referred to as DB in places). Why? I was asserting my power as the researcher to take decisions about how my reporting occurred. My Christian concern for unheard Southern voices was still accommodated, by including Deborah's questioning of this decision in my appendices (See page 502). I rejoined that I wanted to demonstrate the expertise of my respondents' EAL oracy, showing Southern linguistic prowess and confounding often-held unreliable stereotypes of deficits between South and North (See also Methodology, pp.169 - 170). Alluding to my metaphor of the optometrist's refractor-head my combined lenses of researcher and Christian advocate for Gandhi's oppressed (1998, p38, quoted in Andreotti, 2011) 'excluded Other of Western humanism' in one slot brings a personal research dilemma into focus for the reader. The second refractor-head slot represents Deborah's discomfort at my inclusion of unedited Ugandan transcripts, without "editing them in proper English" (See appendix (xvi), page 502).

By digging deeper, engaging in what Holliday describes as 'reflexive excavation' (Holliday, 2010, p25), my understanding is now that perhaps my Christian ideology was prioritised over a desire to accommodate Deborah's dissenting Southern viewpoint.

I had not felt that similar reflexive episodes merited sufficient consideration, over respondents' voices being heard, to ascribe attention to them; perhaps others would demur? I sacrificed opportunities to enhance the verisimilitude of my analysis as a

result. Future opportunities to return to collaborators' transcripts and other primary data and how I described them in this thesis might similarly reveal other important findings about how my researcher's role played out, moving my decentred researcher's persona from invisible to visible.

In some places my researcher's role is now conspicuously evident. Examples include the deliberately brief personal commentaries, written as codas to my country-specific Research Findings chapters (See 5.4, 6.5 and 7.4). Occasional interventions in the SNELP based on my research expertise do the same. My conscious questioning of decisions relating to power relations in the SNELP in Uganda, of inequities in the provision of mosquito nets at SJCC (See p295) and UK refusal of visa applications for the Nakigo party in 2011 (See pages 262 and 487 - 492) show this, referred to first in 4.4.2 . My contributions in 2012 to a public online forum did the same (See pp.506 - 508). Earlier, in section 8.2 of this chapter, Southern respondents' recommendations to promote effective links are followed by mine, retaining my desired aim of placing Southern agenda to the fore. The reflexivity of a decentred researcher is important, if the approach taken is, like mine, qualitative and interpretivist. The work of future researchers on the School Linking Process may however adopt methodologies from a different approach. My reflexivity as the researcher in this thesis will aid others' understanding of South/North relationships, including those established in the SNELP. Others can learn not only "How the SNELP affects those in Ghana, Uganda and Tanzania", but also from the 'perils and pitfalls' I've met along the way, as I've journeyed from an invisible to a visible researcher.

## 8.5 Research 'Meta' conclusion

My research has sought to make an intellectual contribution to the S/NELP. Without S/N school linking projects the broader field of education would lack much updated awareness of what is going on in other places. School geography curricula, for example, would be much poorer. How schools, parents and local communities experience shared problems across the economic divide might rely instead on simplistic, unchallenged, unreliable stereotypes. Young people's perspectives might be ignored and their engagement in social enterprises and voluntary community-based projects would be limited. Knowledge of how the third sector was addressing educational needs unmet by governments would be poorer. As I have suggested of my pedagogy and research, deep reflections from Linking participants on the complexities of S/N interactions would not occur. What is known about the S/NELP from MA students' work would be lacking. In particular all the excitement, enthusiasm and interest in the lives of others, often living in distant places, which is engendered through school linking would be lost. Young people might not become Critical Global Citizens or aware of Development Education. Many DE benefits originating in the school sector, such as those enjoyed in my cases, would not occur (See for example Figures 13, 14, 16, 19, 20 and 25). The stimulus to make a difference and address global inequalities, which the S/NELP can present for some individuals, would be lost to the broader field of education.

If these projects did not occur the gains might be that funds deemed wasted through investment in unsuccessful projects would be saved. The dangers of sometimes consolidating unreliable stereotypes might be avoided. Governments might be obliged to make provision in schools and local communities that at present is currently made through the S/NELP. Some dependent neo-colonialist linking

relationships, in which the North is a donor, whilst the South is the recipient, would not exist. Linking is an important area of work which is under-researched, so my study could potentially make a significant contribution to what is known about linking relationships, particularly for the Southern partners.

My research builds on large-scale, predominantly quantitative commissioned analyses of School Linking, including Edge et al. (various), Fricke (2006) and Sizmur et al. (2011), Bourn's collaborative discussions with Cara (2012 and 2013) and Bain (2011 and 2012) investigating LCD's partnership models; and Disney's Ph.D (2008a) that addressed the context of geography in primary schools. It incorporates relationships outside those of major linking initiatives, all seeking a Southern voice; it documents educators beyond Disney's primary teachers and satisfies her desire that the contribution of links to the MDGs be investigated.

Its contribution to Development Education, Postcolonialism, Cultural Education, Critical Pedagogy, Geography and Geography Education is outlined below.

Throughout this thesis these have rarely been applied in isolation. It is their juxtaposition, often in tension, that has been a distinctive feature of my work; others' studies had not attempted this. My role at DERC has allowed me to join a community of DE researchers. This enabled me to write up my Zanzibar case in DERC's research paper series. M level students on the IOE's NSEP module were challenged to engage in critical pedagogy, drawing on empirical data from my research. Their subsequent insights inform this thesis; this is another distinctive feature. It reveals how critical global citizenship occurs in the S/NELP, addressing Andreotti's (2006a) concern that too often soft outcomes proliferate.

My emerging DE research findings have been reported at a series of International DE/Global Learning conferences. Collaborative opportunities on these occasions strengthened my research; others recommended literature, raised challenges and issues I might otherwise have neglected, or updated my knowledge on policy and practice. My thesis has revealed how funding implications, the closure of large-scale linking programmes (Bourn and Cara, 2013) and a range of other distractions in the S/NELP can impact even long-standing relationships. My research highlights how Quist-Adade and van Wyk's (2007) criteria for effective assistance in Africa and 'reassessment justice' can be sought in the S/NELP, mitigating against dependency; it suggests a greater role for South/South collaboration. This 'model' can guide linking participants in their decision-making. The potential for transformational learning which my research identifies remains a highly contentious element of geography, development education (Standish, 2012) and school linking (Cook, 2010; Martin, 2007); one meriting future research. Most significant for this thesis I contend that those in the South should determine, in dialogue with their partners, the nature of how their S/NELP evolves.

The research draws heavily on Postcolonialist writing (Andreotti, various; Quist-Adade and van Wyk, 2007). My thesis recommends that those considering participation in the S/NELP should first read literature from this persuasion. The thesis identifies ways in which adults and students have discovered commonalities and differences between participants' cultural practices. Application of Martin's (2012) relational constructs of difference in a Ugandan case showed how Cultural Education can be promoted in primary schools. It demonstrates how skilled teachers can create low-cost activities promoting Cultural Education. I contend that some learners' age may constrain their ability to engage effectively in this type of Global

Learning or the S/NELP, an aspiration sought by Hunt (2012) and now actively promoted through the Global Learning Programme in English schools.

The research shows, in Chapter 6, how Cultural Education should be extended to the training of medical students (Mohanna and Allen, 2012), so that cultural expectations of different communities can be better understood.

The research identifies a central role for critical pedagogy in the S/NELP. I have demonstrated how young people pose their own complicated, complex questions. I have championed the methodologies of OSDE, Through Other Eyes (TOE) and Philosophy for Children (P4C) and the critical literacy approach which underpins them. Recognising differing perspectives and identifying Northern/Western hegemony is central to this (Freire, 1996). I demonstrated how Andreotti's (2011) complex ideas of shifting learners' dispositions can be applied in the contexts of the S/NELP. I engaged in intellectual debates concerning the opportunities that the S/NELP provides for geography teachers to create a sense of place for distant communities (Pickering, 2008) and students' local environments (Knowles, 2012). My research also engages in intellectual debates on the contribution that Geography can make to Development Education, and vice versa (Lambert and Morgan, 2011; Standish, 2012). Support of critical geographical friends at the 2011 GTE conference has helped the refining and redrafting of my thesis. Through regular 'reporting research' sessions at the Geographical Association's Annual conferences I have disseminated Southern perspectives on the S/NELP; urging a need to identify potential linking pitfalls, especially the risks of neocolonial dependency and Western hegemony. These have assisted my walking of academic minefields.

## **Personal postscript**

I have met four aims which Andreotti and de Souza referred to in writing about “global learning in the ‘knowledge society’” (2008b, p7). I have wrestled with levels of complexity; affirmed the partial, limited nature of my analyses; engaged in (and invited) critical dialogue and been encouraged to find my own voice, whilst encouraging other educators to do likewise. I have translated theory into practice, walked academic minefields and learnt more about myself, by learning about others (McCarthy et al, 2005). The last seven years have shown me that I have a zest for academic endeavour, which I have shared with those I taught, lectured or supported as new recruits to the teaching profession, and my professional colleagues. I have shared it too with audiences and critical friends at a range of seminars, conferences and workshops. This has greatly encouraged me in my journey.

On a practical note, opportunities to engage in lasting relationships with my research collaborators continue to challenge me personally, as I consider ways in which Northern/Western hegemony affects our lives.

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All websites last accessed 19 February 2014, unless another date is specified

| Organisation                                       | Website   | Date last accessed if not found on 19 February 2014 |
|--|---|---|
| BBC World Class School linking                     | <a href="http://www.bbc.co.uk/worldclass">http://www.bbc.co.uk/worldclass</a>   | 16 November 2011                                    |
| British Council (Schools online)                   | <a href="http://schoolsonline.britishcouncil.org/home">http://schoolsonline.britishcouncil.org/home</a><br><a href="http://www.britishcouncil.org/learning.htm">www.britishcouncil.org/learning.htm</a>                     | 21 September 2009                                   |
| Cambridge Education                                | <a href="http://www.camb-ed.com/">http://www.camb-ed.com/</a>   |   |
| Centre for British Teachers Education Trust (CfBT) | <a href="http://www.cfbt.com/">http://www.cfbt.com/</a>   |   |
| Development Education Centres                      | <a href="http://www.globaleducationderby.org.uk/learningaboutothers/docs/appendices.pdf">http://www.globaleducationderby.org.uk/learningaboutothers/docs/appendices.pdf</a>   | 20 December 2010                                    |
|  | <a href="http://www.globaleducationderby.org.uk/learningaboutothers/os.html">http://www.globaleducationderby.org.uk/learningaboutothers/os.html</a>   | 20 December 2010                                    |
|  | <a href="http://www.lgec.org.uk/schoollinkingnw/intro.htm">www.lgec.org.uk/schoollinkingnw/intro.htm</a>  | 20 December 2010                                    |
|  | <a href="http://www.mundi.org.uk/">http://www.mundi.org.uk/</a>   |   |
|  | <a href="http://www.tidec.org/Tide~talk/network%20arts/distant-places.html">http://www.tidec.org/Tide~talk/network%20arts/distant-places.html</a>   | 20 December 2010                                    |
| Development Education Exchange in Europe Project   | <a href="http://www.deeep.org">www.deeep.org</a>  |   |
| Department for Education                           | <a href="https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027#downloadableparts">https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027#downloadableparts</a> | 31 March 2014                                       |
| Development Education Ireland                      | <a href="http://www.developmenteducation.ie">www.developmenteducation.ie</a>  |   |
| Discover Ghana                                     | <a href="http://www.discoverghana.co.uk/index_files/Page413.html">http://www.discoverghana.co.uk/index_files/Page413.html</a>   |   |
|  | <a href="http://www.discoverghana.co.uk/index_files/Page624.html">http://www.discoverghana.co.uk/index_files/Page624.html</a>   |   |
|  | <a href="http://www.discoverghana.co.uk/index_files/Page482.html">http://www.discoverghana.co.uk/index_files/Page482.html</a>   |   |

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|---|---|----------------------------------|
| Doit101.com                                       | <a href="http://www.discoverghana.co.uk/index_files/Page624.html">http://www.discoverghana.co.uk/index_files/Page624.html</a>   |                                  |
| Ghana Districts.com                               | <a href="http://www.ghanadistricts.com/districts/?news&amp;r=4&amp;_=67">http://www.ghanadistricts.com/districts/?news&amp;r=4&amp;_=67</a>   |                                  |
| Global Education Network Europe (GENE)            | <a href="http://www.gene.eu">www.gene.eu</a>  |                                  |
| Glen-Europe                                       | <a href="http://www.glen-europe.org">www.glen-europe.org</a>  |                                  |
| Global Partnerships for Mutual Learning           | <a href="http://education.exeter.ac.uk/projects.php?id=451">http://education.exeter.ac.uk/projects.php?id=451</a><br><a href="http://education.exeter.ac.uk/projects.php?id=450">http://education.exeter.ac.uk/projects.php?id=450</a><br><a href="http://education.exeter.ac.uk/projects.php?id=486">http://education.exeter.ac.uk/projects.php?id=486</a> |                                  |
| Connecting Classrooms- Professional Learning Site | <a href="http://schoolsonline.britishcouncil.org/connectingclassrooms-learning/">http://schoolsonline.britishcouncil.org/connectingclassrooms-learning/</a>   |                                  |
| Humanities Education Centre (DEC)                 | <a href="http://www.gn.apc.org/network/humanities-education-centre-global-footprints">http://www.gn.apc.org/network/humanities-education-centre-global-footprints</a><br><a href="http://www.globalfootprints.org/">http://www.globalfootprints.org/</a>  |                                  |
| Infed   | <a href="http://www.infed.org/thinkers/et-freir.htm">http://www.infed.org/thinkers/et-freir.htm</a>   |                                  |
| Institute of Education                            | a: <a href="http://www.ioe.ac.uk/derc">www.ioe.ac.uk/derc</a><br>b: <a href="http://www.ioe.ac.uk/study/MMAGEO_07.html">http://www.ioe.ac.uk/study/MMAGEO_07.html</a><br><a href="http://www.ioe.ac.uk/newsevents/33380.html">http://www.ioe.ac.uk/newsevents/33380.html</a>  |                                  |
| Leeds DEC   | <a href="http://www.leedsdec.org.uk/aboutus.php">http://www.leedsdec.org.uk/aboutus.php</a>   |                                  |
| Link Community Development LCD                    | <a href="http://lcdinternational.org">http://lcdinternational.org</a><br><a href="http://www.lcdinternational.org/uganda/about_us.htm">http://www.lcdinternational.org/uganda/about_us.htm</a> <a href="http://www.lcdinternational.org/ghana/case_studies/">http://www.lcdinternational.org/ghana/case_studies/</a>  | 5 October 2011<br>5 October 2011 |
| Open Spaces for Dialogue and Enquiry OSDE         | <a href="http://www.osdemethodology.org.uk/primaryeducation.html">www.osdemethodology.org.uk/primaryeducation.html</a><br><a href="http://www.osdemethodology.org.uk">www.osdemethodology.org.uk</a>  |                                  |
| Promoting Equality in African Schools (PEAS)      | <a href="http://www.peas.org.uk/">http://www.peas.org.uk/</a>   |                                  |
| Plan-UK   | <a href="http://www.plan-uk.org/schools-and-young-people/school-linking">http://www.plan-uk.org/schools-and-young-people/school-linking</a>   | 24 July 2011                     |

|  |   |   |
|--|---|---|
| Positively Global  | <a href="http://www.positivelyglobal.org/project_partners.html">http://www.positivelyglobal.org/project_partners.html</a><br><a href="http://www.positivelyglobal.org/the_project.html">http://www.positivelyglobal.org/the_project.html</a><br><a href="http://www.positivelyglobal.org/samples/Health_Activity.pdf">http://www.positivelyglobal.org/samples/Health_Activity.pdf</a> | 23 November 2011  |
| Smile International - School twinning  | <a href="http://www.smileinternational.org/teachers-school-twinning.aspx">http://www.smileinternational.org/teachers-school-twinning.aspx</a>   |   |
| Social Science Information System at the University of Amsterdam (Sociosite) | <a href="http://www.sociosite.net">http://www.sociosite.net</a>   |   |
| Sustainable Schools  | <a href="http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=452&amp;levelselected=3">http://www.teachernet.gov.uk/sustainableschools/about/about_detail.cfm?id=452&amp;levelselected=3</a>   | 20 December 2010; site decommissioned (the link advises this) |
| Tanzania Development Trust   | <a href="http://www.tanzdevtrust.org/contact-us">http://www.tanzdevtrust.org/contact-us</a>   |   |
| Teach First  | <a href="http://www.teachfirst.org.uk/TFHome">http://www.teachfirst.org.uk/TFHome</a>   |   |
| Think Global Organisation  | <a href="http://www.think-global.org.uk">www.think-global.org.uk</a>  |   |
| Through Other Eyes TOE   | <a href="http://www.throughothereyes.org.uk">www.throughothereyes.org.uk</a>  | 17 June 2011  |
| UK Government National Archive   | <a href="http://webarchive.nationalarchives.gov.uk/20130401151715/TeachersStandards2013">http://webarchive.nationalarchives.gov.uk/20130401151715/TeachersStandards2013</a>   |   |
| UK One World Linking Association (UKOWLA)                                    | <a href="http://www.ukowla.org.uk/">http://www.ukowla.org.uk/</a>   |   |
| UNESCO   | <a href="http://www.unesco.org.uk/school_linking#subs">http://www.unesco.org.uk/school_linking#subs</a>   | 20 December 2010  |
| UNICEF   | <a href="http://www.unicef.org/infobycountry/ghana_statistics.html">http://www.unicef.org/infobycountry/ghana_statistics.html</a>   |   |
| UN Millennium Project  | <a href="http://www.unmillenniumproject.org/press/07.htm">www.unmillenniumproject.org/press/07.htm</a>  | 28 May 2011   |

## Appendices

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**Appendix (i) Routes to enquiry adopted by educators,**  
*reproduced with the author's permission*

|                                | <b>ECONOMIC FOCUS</b>  | <b>TECHNICAL FOCUS</b>  | <b>WESTERN HERITAGE FOCUS</b>   | <b>COGNITIVE FOCUS</b>   | <b>HUMANIST FOCUS</b>   | <b>SOCIAL RECONSTRUCTION FOCUS</b>  | <b>DIFFERENCE FOCUS</b>  |
|--------------------------------|--|---|---|--|---|---|--|
| <b>SEES SOCIETY AS</b>         | Society is best represented by the economic market itself (the central purpose is to accumulate wealth and status) | Society is like an engineered 'machine' (the central purpose is to perform effectively) | Western standards are the measure of how successful societies are (the central purpose is to achieve collective order and progress) | Society is a huge learning community (the central purpose is to keep learning)     | Society is a community of equal individuals with the same needs (the purpose is to end conflict)  | Society is a diverse community of groups with different needs (the central purpose is to achieve justice and equity)  | Society is a diverse community of different individuals (the purpose is to co-construct the world and to learn to live with and learn from difference) |
| <b>ROLE OF EDUCATION</b>       | Prepare individuals to contribute to a country's economy.  | Make sure the machine works properly  | Reproduce society (status quo) safeguard tradition  | Improve learning   | Promote consensus, equality and rationality   | To redress inequalities in society  | To create dispositions towards dialogue, ethical relationships and accountable reasoning   |
| <b>KNOWLEDGE WORTH KNOWING</b> | Entrepreneurship, creativity/innovation, leadership, what is valued in the market                                  | Technical knowledge (compartmentalised, linear and mechanistic)                         | Western canons and science  | Learning to learn, meta-cognition<br>Complexity                                    | What is considered 'rational' or reasonable according to 'universal' reason   | Different 'group' perspectives<br>Skills to question dominant power and knowledge                                     | How discourses work<br>Multiple ways of understanding the world  |
| <b>ROLE OF THE TEACHER</b>     | Service provider   | Expert, deliverer and assessor of packages of knowledge and skills                      | Keeper, transmitter and measurer of worthy knowledge  | Facilitate learning<br>Design activities that expand mental maps of students       | Facilitate the development of a fully functional individual, promote consensus and commonalities  | Facilitate inclusion<br>Challenge mainstream knowledge<br>Be critically reflective                                    | Research supervisor<br>Problem poser<br>Facilitator of dialogue and collaboration<br>Systems-level cross-disciplinary thinkers<br>Life long learners   |
| <b>ROLE OF THE LEARNER</b>     | Consumer of knowledge (for personal gain)  | Assimilator of knowledge (vessel)   | Assimilator of knowledge (vessel)   | Follow own interests and drives to learn<br>Critical thinking (as problem solving) | Involved participant (for personal fulfilment)<br>Critical thinking (as arriving at the 'right' conclusion or spotting wrong information) | Involved participant (constructing the critique)<br>Critical thinking (as questioning mainstream knowledge and power) | Involved participant<br>Problem solver<br>Knowledge producer<br>(Critical thinking as discourse literacy)  |
| <b>ACTIVITIES</b>              | Competition, ranks, reward and status for individual 'merit', ranking, sorting of 'winners' and 'losers'           | Memorising, going through content, focusing on outcomes                                 | Memorising 'facts', celebrating historical 'achievements', patriotism, reward for compliance  | Open enquiry, problem solving, individualised learning                             | Enquiry, democratic practices, building relationships, collaborative work   | Enquiry, celebration of different cultures, focus on injustices   | Portfolios<br>Open enquiry, dialogue, learning to live with difference, learning to think independently, learning to learn                             |
| <b>MANTRA</b>                  | Go get it!   | Celebrate achievement!  | Be proud of your past!  | Choose what, where, when and how to learn!   | Equality in commonalities/consensus   | Inclusion   | Thinking otherwise   |

Source: Andreotti (2007) based on ideas from Quinivan, Rathgen, Hulston and Summers (2004) and Gilbert (2005).



|                                | <b>Humanist focus</b>  | <b>Social Reconstruction focus</b>  | <b>Difference Focus</b>  |
|--------------------------------|--|---|--|
| <b>Sees society as</b>         | A community of <b>EQUAL INDIVIDUALS</b> with the same needs (the purpose is to end conflict) | A <b>DIVERSE</b> community of <b>GROUPS</b> with different needs (the purpose is to achieve justice and equity)               | A diverse and complex <b>WEB of RELATIONS</b> where each contribution is unique, insufficient and indispensable (the purpose is to create new ways of being, seeing, knowing and relating) |
| <b>Role of education</b>       | Promote <b>CONSENSUS</b> , equality and rationality  | To <b>REDRESS INEQUALITIES</b> in society   | To create dispositions towards <b>DIALOGUE</b> , ethical relationships, systems thinking and critical engagement   |
| <b>Knowledge worth knowing</b> | What is considered <b>RATIONAL</b> according to <b>UNIVERSAL REASON</b>                      | Different <b>GROUP</b> perspectives Skills to question dominant power and knowledge in order to arrive at a 'true' conclusion | <b>MULTIPLE</b> ways of understanding the world<br>How discourses work   |
| <b>Mantra</b>                  | <b>EQUALITY</b> in <b>COMMONALITIES</b>  | <b>INCLUSION</b>  | Thinking <b>OTHERWISE</b> going beyond limitations   |

Critical thinking as arriving at 'right' conclusion

Critical thinking as questioning mainstream

Critical thinking as exploring origins and implications of ideas

**Figure 4, Ideas of education and society (p11)**, is a development of Andreotti's 2007 resource

*Reproduced with the authors' permission*

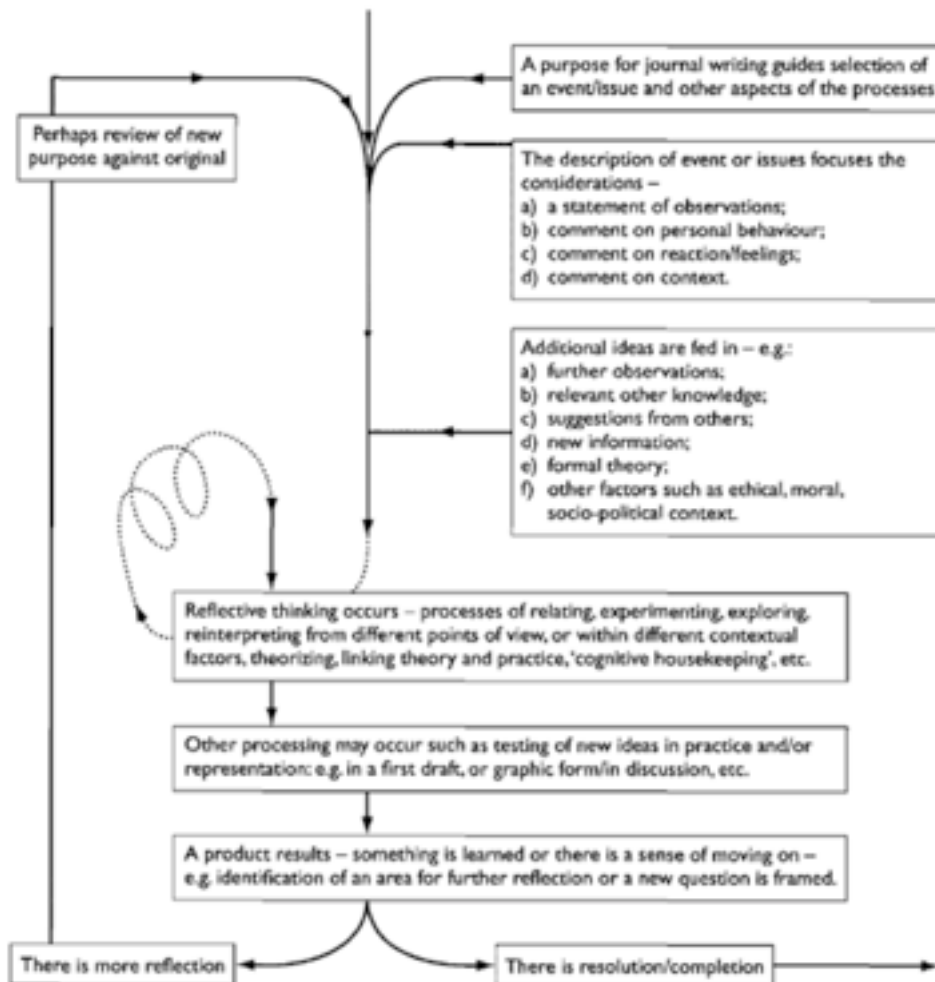
It has "been used in educational contexts in the UK, Brazil, New Zealand and other countries 'to promote dialogue around the shifting role of education in technology and information rich 'globalising' contexts'" (*Ibid* p7).

(Andreotti, V. and de Souza, L. M. T.M. (2008b) Global learning in the 'knowledge society', Four tools for discussion, *ZEP*, pp7-12)



## Appendix (ii)

Moon's reflective model (2004, Resource 1, p185) reproduced with the author's permission



## Appendix (iii)

### Ethics pro-formas, original (2008) and revised application (2011)

#### February 2008: original approved ethics application:

##### Outline of main ethical issues:

Participating case study schools will be anonymised; I do not represent any funding agency so my findings will not directly impact financial provision to linked schools.

Who will benefit? It is intended that conclusions will be drawn about best practice in the linking process, these could then inform potential new Southern linking participants, contemplating the establishment of South/North links. Other future beneficiaries might include those at the Northern ends of similar educational associations, including policy makers and funding agencies, since the main aim of the research is to identify how the links affect Southern educational provision. Initiators of Visitor Exchanges, at both ends of the partnerships should also benefit from conclusions drawn.

##### Risks to research participants? Informing participants of research? Informed consent?

All adults will be asked for their informed consent. Those Education spokespeople interviewed would be offered the opportunity for triangulation, as would any other adults interviewed as a result of the snowballing technique referred to earlier.

Adults in Southern schools will be asked for their informed consent at the outset.

Since pupils in focus groups will be interviewed without another adult present the issue of informed consent will be an important one, it is anticipated that Head teachers will be happy for such interviews to be conducted. Their local advice will be followed on the acceptable protocol about seeking informed consent from their pupils in their respective cultures.

Sensitive data? Racial/ethnic origin and religious beliefs are sensitive data which will be sought in schools, since it may be required during the data analysis stage. Physical health data may be required, since one of the intended Southern schools is a specialist school for the blind.

Safety and security of data? Anonymising case study schools and coding all school participants should help to maintain the integrity of the data and mitigate against any repercussions for adults and young people taking part in the case study element. Where publications emerge from this research it will not be possible to identify individuals unless they consent to this.

Researcher risks? Personal safety while travelling and working in Southern destinations is a risk. Advice will be sought from the relevant British Embassies and the UK Foreign Office. A risk assessment will be completed as part of the Ghanaian pilot study, to inform visits for subsequent overseas visits (Ghana, Tanzania, Uganda, India and potentially in the Caribbean).

##### Copies of information leaflets to be used?

These have not yet been constructed; it is intended to use the pilot study to devise these, in consultation with the Headteacher, teachers and pupils at the Ghanaian school which has consented to take part in this context. A basic introduction to the project however would be informed by the briefing on the survey research carried out for UKOWLA's *Toolkit for Linking: challenges and opportunities* ([www.citizenship-pieces.org.uk/downloads/](http://www.citizenship-pieces.org.uk/downloads/)) and the IoE's consultation on School Partnerships, carried out by Karen Edge's London Centre for Leadership in Learning team on behalf of DfID's Global School Partnerships, once this is released to the public (publication due Summer 2008)

##### Informing participants about findings and how?

1. The findings will be incorporated into proposed articles in a variety of educational publications, including in the UK's the Institute of Education in London's new academic

journal on Development Education Research and their online journal Educate; Teaching Geography, produced by the Geographical Association and reports for the Development Education Association, UKOWLA, and Germany's ZEP.

2. Dissemination will also take place to all case study schools' Northern link partners and any associated organizations which express an interest in the findings.
3. New geography teachers taking part in Initial Teacher Education in UK will also be introduced to the concept of School Linking and the research findings as part of their Teach First continuing professional development.
4. If brief presentations in UK or Southern university workshops and seminars are suggested these too will be seized.
5. It is intended that the major findings will form the basis of new "Best Practice" Southern resources on linking, to complement UKOWLA's *Toolkit for Linking: challenges and opportunities*. Chances for collaborative reports written with Southern researchers would be welcomed. Possibly a website could be created to showcase research findings and a link could feature on DfID's GSP and the British Council's Global Gateway webportal.

#### Special issues because primary data collection is outside UK?

1. Different values and traditions will inevitably make this research project one in which sensitivities to differences in culture and traditions should feature; this is a key aspect of the nature of Development Education, so by engaging in the research exercise it will allow the researcher to experience these first hand. Guidance in sensitivity to differences will be sought from local Southern teachers and academic researchers and Northern partners.
2. Arrangements for speakers of other languages? In all four of the Southern countries which should feature since the language of education is English there will be a common language. However, it is recognised that many of those interviewed will not have English as their first language; specialist local advice will be sought when any literacy issues arise. Ideally transcripts from interviews will be sent to all adult interviewees so that factual errors can be corrected.
3. Time constraints will also be important, since overseas travel will have to be restricted to school/university holidays. Electronic communication will also allow textual materials to be accessed; some virtual communication, via video-conferencing might be possible. If Southern institutions can access such facilities some overseas travel might not need to take place- perhaps via Higher Education Institutions or facilitated by the British Council. Telephone interviews can achieve the same cost advantage; both however may artificially restrict oral responses in interviews.

Revised approved ethics application, 2011:  
Outline of main ethical issues:

Participating case study schools will not be anonymised- this is an amendment to the application made in 2008.

Anonymity is not guaranteed to research participants. The precedent for this is three-fold: firstly I identified Northern participants of four of the South/North Educational Linking relationships in my MA dissertation (2004) at IOE and the Ghanaian school in the pilot study had agreed in July 2008 that their participation might not be anonymised.

Secondly, Edge of IOE, the principal investigator of a major two year DfID funded large scale project investigating School Linking sought to achieve this from participants in the case studies carried out in the second year of that investigation. (2009). Four IOE authors, Edge, Creese, Frew and Descours who explored the PLAN School Linking programme have also not anonymised participating schools in their published research findings (2011).

Most importantly, Linking practitioners actively seek to celebrate the process, including entries on schools' websites. Such success is acknowledged by the receipt of awards for successful relationships by government agencies and is fêted on websites (DCSF Global Gateway, British Council , DfID , ActionAid, PLAN), cited in School Inspection reports (such as the UK's Ofsted ) and in the media (BBC World Class ; TES and Guardian). So what would be gained by anonymising my research findings on the topic?

Should research participants however wish that their contributions are anonymised this option would be available.

See informed consent form attached to this application

It is intended that, if approved, this section replaces the original "Outline of main ethical issues" on page 3 of the 2008 Ethics approval form.

### About this project

Alison Leonard is a research student at the Development Education Research Centre, Institute of Education at the University of London, (U.K.). She is researching relationships between schools in developing countries (or the 'South') and those in the 'North'. This research involves interviews with head teachers, linking co-ordinators, teachers, pupils, parents and others affected by the School Linking process in Ghanaian, Tanzanian, Zanzibari and Ugandan communities.

This interview will be audio recorded. The findings from this research will be stored for later analysis. If you have any complaints about this research, please contact my supervisor at the University.

### Consent form.

I agree to participate in this interview. I agree that information from this interview can be used in published and unpublished works. The school's identity may be disclosed in future use of this research.

Signed by participant

Name- PLEASE USE CAPITALS

Town/city

Religion

Age

Ethnic group  
Nationality

Role/s (Head, linking co-ordinator, teacher, parent, school governor etc)

If school staff- Date appointed to current school post:

### Questions

1. Would you say that this school's South/North relationship is a:

- Link       Partnership       Other: please specify

\_\_\_\_\_

2. Here is a list of the UN's Millennium Development Goals. In your opinion, which one of these poses the greatest Development challenge? Please tick one box:

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Eradicate Extreme Poverty and Hunger    | <input type="checkbox"/> 2. Achieve Universal Primary Education          |
| <input type="checkbox"/> 3. Promote Gender Equality & Empower Women | <input type="checkbox"/> 4. Reduce Child Mortality                       |
| <input type="checkbox"/> 5. Improve Maternal Health                 | <input type="checkbox"/> 6. Combat HIV/Aids, Malaria & other Diseases    |
| <input type="checkbox"/> 7. Ensure Environmental Sustainability     | <input type="checkbox"/> 8. Develop a Global Partnership for Development |

## Appendix (iv)

### Correspondence relating to St Bede's Tanzanian partner school

-----Original Message-----

From: Alison Leonard

Sent: Mon 22/02/2010 11:35

To: [he@st-bedes](mailto:he@st-bedes)

Subject: Contacting your link school in Tanzania

I would be very grateful for any contact details that you could give me about Shambalai Secondary School, since at present all I have is their postal address.

I spoke with Dave Gibbons about the School Linking research that I hope to carry out there this year and he suggested that both schools would be happy for me to use Shambalai Secondary School as a case in my Ph.D research.

Many thanks

Alison Leonard

2 March 2010 16:15, Alison Leonard

Dear David,

You may remember talking with me several months ago about visiting St Bede's link school in Tanzania; at the time we spoke you didn't have a new Linking coordinator in place, but you suggested that SHAMBALAI SCHOOL would support my research. I am now at the point of trying to arrange for this visit to happen at the beginning of April. When I apply for my visa I need to supply the contact details in Tanzania, so if you could suggest a local contact near the school who might provide accommodation that would be really useful too. I am very happy to pay for people's expenses and would rather do this than stay in European accommodation.

Please could you give me the relevant contact details of those at the school in Lushoto? I am currently trying to arrange the same sort of thing at another school in Zanzibar and some schools in Dodoma- the Northern ends of their links had all, like you, helped my MA research into Linking and Educational Partnerships.

Many thanks in anticipation that you will again be happy to assist my research. I attach the summary document which I am sending to those schools kind enough to help me.

Best wishes, Alison

From St Bede's former linking coordinator:

Date: Sat, 20 Mar 2010 08:25:03 +0000

Subject: Re: Visiting SHAMBALAI SCHOOL, Lushoto, Tanga for Ph.D research

Dear Alison,

Apologies for a delayed reply. School has been intense, I hope that this is not too late. Sadly, our link is still lapsed for various reasons. I would say that there is no one in management at Shambalai who can talk about the link with St Bede's. The main research that would be done there would probably therefore be historical.

The previous Headteacher who presided over the link for 16 of its 19 years is Mr xxxx. He has a hostel/rooms behind his house in the middle of Lushoto. it is very well placed. His name is Mr xxxx and his mobile number is xxxx in Tanzania, you would need to put 00 255 784 etc. His hostel is called Masaule Hostel, in effect only 2 rooms. However, he is an elder in the community still teaching and would be a real source of advice and contacts. His box number may still be box xxx Lushoto.

2 further teachers in Lushoto, who have both been sent to start new schools nearby, formerly of Shambali and both have ben to St Bede's twice, again both very useful links are Agnes and Kaluse. They are both at box number xx as well, Agnes phone number is xxxx. They have a web address at xxx, They have both been extremely helpful to me and are switched on members of the community with long experience of our previous link.

As for Shambalai, the Hedteacher Mr xxxx has a brother Gregory who is head of a new 6th form there. The main service you could do at Shambalai is perhaps to discuss with the management what would their expectations of a link be. In some way this may help the beginnings of a link with us again, although we would not centre it around Shambalai. I am presently starting a Tanzania Connexions group here at St Bede's which is collecting textbooks and childrens books as a first activity, some of the textbooks will go to Shambalai 6th form. I would see the group developing a range of activities with Tanzania which would change from year to year and not necessarily be so closely linked to one school. For instance we may set up a couple of environmental investigations for schools in Lushoto and on Zanzibar to start with, or an activity with Tanzania House of talent from the music department etc. Gregory xxx also has an email which he will reply to xxxx I will send these in a minute as I have to close this!

Sorry if this is rushed an only of limited help. I believe the Masaule hostel will have a webpage, worth doing a search for it. New Course at both A level and GCSE have pushed most activities out of the picture here, but I hope to be renewing some of the Tanzania connections again within the next few months. Our book collection is using Read International.

Hope that this is of some help, and I would be interested in hearing how you get on especially if you manage to gain a set of "what we would expect from a link" from Shambalai as I think this would have to be a starting point if we are to renew this part of the link. All the best with your plans.

David Gibbons

## Appendix (v) Interview questions and original research sub-questions

A Semi-structured interview (Pilot study, Set 1 and Set 2)

B Original 2006 research sub-questions, proposed when applying to IOE to commence doctoral studies.

### A Semi-structured interview (Pilot study, Set 1 and Set 2)

Explanation given to respondents:

2009 Summary for participating Ugandan schools:

#### Summary of planned case study research

The purpose of the research is to investigate the effects of the process of South/North School Linking on participating Southern schools and the communities which they serve.

Its aim is to isolate the differences which the process of Linking makes to educational provision, with an intended focus on Development Education; ideally to inform future policy and provide "Best practice" advice to novice linkers.

#### Case study data collection and analysis methods

1. The main methodology will use case studies, probably of the Southern end of four South/North links which were investigated for my MA Geography in Education dissertation. Data collection would include interviews with Education officials in the Southern countries represented, to discover official government attitudes to the establishment of such links, their maintenance and subsequent development.
2. With the cooperation of Head teachers acting as gate keepers it is intended that semi-structured interviews with adults would be carried out in selected case study schools. Those in the sample would include Linking coordinators, teachers who use the school link in their planning, those who have taken part in Visitor Exchanges, those whose continuing professional development has been affected by the linking process, those who do not use the link and local community representatives, including parents and School governors.
3. Focus groups would be established amongst school pupils, with interviews ideally conducted without other adults present, to establish how the South/North linking is perceived by pupils in the case study schools.
4. Ideally interviews would also be conducted with adults who have previously taken part in Visitor Exchanges, should it prove practical to contact such individuals, to assess the lasting impact of the linking process on a range of participants, pupils, teachers and others.

Specifically, I want to discover:

How South/North Schools Linking affects teaching and learning in participating Southern schools;

Whether South/North Schools Linking has an influence on how the UN Millennium Development goals are promoted and learnt about in Southern schools;

How first hand contact with those in developed countries through participation in South/North Linking Visitor Exchanges and Schools Linking affects Southern participants.

The primary aim of the current research project is to give an insight into how Southern schools and the communities they serve are affected by the Linking process. A secondary aim is to promote support of Southern Linking participants by sharing good practice.



## Pilot study

**Question 1 Can you tell me about the general importance of the South/North link?**

And if you could just elaborate on which age groups are particularly involved, that would be really helpful? Are there any age groups who are particularly involved, who are perhaps more involved than others?

**Question 2 How do you think the school link benefits Krobo pupils?**  
*(How have you already experienced it in different ways in the school?)*

My next area is about the benefit that the link brings to **adults** at Krobo.

**How do you think you and your colleagues benefit?**

Does participation in overseas **visitor exchanges** benefit Southern participants, if so, how? Can familiarisation with Northern values and attitudes have a negative impact on pupils and teachers alike?

**How are you intending to bring the school link into the classroom, into lessons - or how do you?**

[Respondents were asked to study a double-sided A4 resource identifying the 8 Millennium Development Goals and Development Education and Global Dimension concepts, before responding to the final questions. Reading time was given for this; recordings were stopped at this point and restarted after sufficient time had elapsed for reading the information sheet.]

**Question** Specifically about Development Education and UN's Millennium goals, and having a South/North link.

**Question 3 MDG: How does the school currently teach about these concepts? Is that done through linking activities?**

Are you aware that the link is part of lessons in which pupils are taught and learn about these ideas or not particularly? Have you got any particular **examples** of how the link informs these lessons?

Have you got a particular example, that you could give me, which I can refer, of how your link has been integrated into **your** lessons?

**Question 4 Balance of creation of new materials:**

**In developing shared activities with Northern schools, is it one way, in terms of materials created? Who takes the lead in linking activities?**

**Question 5 If a school were setting up a new link from nothing, do you have any specific recommendations?**

*Do you have any concrete recommendations, if a new school link is being established, that the school should follow here, the **Ghanaian** school should follow, to try and make sure that it becomes a successful school link: an **active**, maintained link and not just something that happens because you have got one enthusiastic teacher- they leave and the link fizzles out.*

*(So what makes your school link work is...? Give me the recipe.)*

**Thank you very much. That's wonderful.**

## THE 8 MILLENNIUM DEVELOPMENT GOALS



Eradicate Extreme Poverty and Hunger



Achieve Universal Primary Education



Promote Gender Equality and Empower Women



Reduce Child Mortality



Improve Maternal Health



Combat HIV/AIDS, Malaria and other Diseases



Ensure Environmental Sustainability



Develop a Global Partnership for Development

**Development Education and Global Dimension concepts:**

‘Development education is an approach to learning that leads to a greater understanding of (global) inequalities, of why they exist and what can be done about them. It encourages learners of all ages to explore how global issues, such as poverty, link in with their everyday lives. By challenging stereotypes and encouraging independent thinking, development education aims to help people develop the practical skills and confidence to make positive changes locally and globally.

**Global Citizenship**

For example, understanding issues of local significance in a global context.

**Interdependence**

For example, exploring the social, economic, environmental and political connections between places.

**Social Justice**

For example, understanding the existence and impact of inequality on a variety of scales.

**Human Rights**

For example, relating local differences around the world to universal human rights.

**Conflict Resolution**

For example, investigating access to and use of particular resources, such as oil or diamonds, from a range of perspectives.

**Diversity**

For example, appreciating the distinctive character of places and people.

**Sustainable Development**

For example, considering probable and preferable futures and how to achieve the latter.

**Values and Perceptions**

For example, understanding that people have many different perceptions of places.

## Set 1 adults- not in schools

Version created for intended use with John Agaba and Jane Okou, at Ugandan Ministry of Education, October 30 2009; adapted for use at Ministries of Education in Kampala and Dar es Salaam

Question 1 Can you tell me about the general importance of South/North linking in Uganda?

And if you could just elaborate on which age groups are particularly involved, that would be really helpful? Are there any age groups who are particularly involved, who are perhaps more involved than others?

Can you tell me how you think the school linking is important in Ugandan schools please?

Why do Ugandan schools want to be in relationships with schools in Western or Northern countries?

Question 2 My next area is about the benefit that the link brings to pupils  
How do you think school links benefits Ugandan pupils?

Question 3 My next area is about the benefit that the link brings to adults at Ugandan schools. How do you think teaching staff benefit? What sorts of issues does it raise?

Does participation in overseas Visitor exchanges benefit Southern participants, if so, how?

Can familiarisation with Northern values and attitudes have a negative impact on pupils and teachers alike? Do you have any examples?

How about the effects of School Links beyond the school, into the local community?

Question 4 Specifically about UN's Millennium Development goals and Development Education and having South/North links.

(This was the same as that used in other adult interviews)

Are you aware that School linking is part of lessons in which Ugandan pupils are taught and learn about these ideas or not particularly? Have you got any particular examples of how School links inform these lessons?

How do Ugandan schools currently teach about these concepts? Is that done through linking activities?

Have you got a particular example, that you could give me, which I can refer, of how Ugandan North/South link/s has/have been integrated into lessons?

Question 5 Balance of creation of new materials

In developing shared activities with Northern schools, who takes the lead in linking activities? Is it one way, in terms of materials created?

Question 6 Do you have any concrete recommendations, if a new school link is being established, that the Ugandan school should follow here, the Southern school should follow, to try and make sure that it becomes a successful school link: an active, maintained link and not just something that happens because you have one enthusiastic teacher- they leave and the link fizzles out.

If a school were setting up a new link from nothing, do you have any specific recommendations?

(So what makes a Ugandan school link work is...? Give me the recipe.)

Right - are there any other things you think would be helpful for me to know having explained where I'm trying to get to?

Thank you very much. That's wonderful.

**Set 2 adults and PFGs- associated with S/NELP schools and their local communities,**

1. "Can you tell me about the general importance of the relationship between *Makunduchi* School and *Aston* School in the UK?"
2. How does that affect the pupils here at *Makunduchi*? So, what are the benefits, what are the good things, but also, maybe there may be some problems, or some issues, because of the relationship? So, I would like to know both please. Because *Makunduchi* has this relationship with *Aston*, how do you think people like yourself who teach, have benefited from having the relationship? But also, does it create any difficulties, or does it create any issues, because you have the relationship?
3. How does having the relationship, between *Makunduchi* and *Aston*, affect the community, the local community, in *Makunduchi*?
4. I don't expect you to talk about all of them. But I just wonder if you could share with me, perhaps one or two ideas, ideally perhaps from each side, where you think the *Aston-Makunduchi Partnership*, is contributing to either one of the MDGs or is allowing Development Education to take place.
5. If people are sharing ideas and making new materials, making new things together, does one side take the lead more than the other, in creating those new materials? Or is it shared equally?
6. If a school in ...wanted to set up a new relationship, with a school or with schools in the UK, do you have any advice for that school here in Tanzania? How would you advise the new relationship, at the beginning, so that that new relationship becomes successful?
7. Is there anything else that you think it would be helpful for me to know about whatever the school? Is there anything else that you think it would be very important for me to know about this particular example of a South-North educational relationship? That I haven't asked you

Additional questions introduced in Ugandan and Tanzanian research:

Questions

1. Would you say that this school's South/North relationship is a:

- Link       Partnership       Other: please specify

2. Here is a list of the UN's Millennium Development Goals. In your opinion, which one of these poses the greatest Development challenge? Please tick one box:

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Eradicate Extreme Poverty and Hunger    | <input type="checkbox"/> 2. Achieve Universal Primary Education          |
| <input type="checkbox"/> 3. Promote Gender Equality & Empower Women | <input type="checkbox"/> 4. Reduce Child Mortality                       |
| <input type="checkbox"/> 5. Improve Maternal Health                 | <input type="checkbox"/> 6. Combat HIV/Aids, Malaria & other Diseases    |
| <input type="checkbox"/> 7. Ensure Environmental Sustainability     | <input type="checkbox"/> 8. Develop a Global Partnership for Development |

## **B Original 2006 sub-questions for research**

1. Is there a qualitative difference in Southern pupils' knowledge and understanding of UN MDGs and DE, when schools are linked?
2. In developing shared activities with Northern schools, is it one way, in terms of materials created?
3. Does participation in overseas Visitor Exchanges benefit Southern participants, if so, how?
4. Are Southern schools disadvantaged in establishing a link if they are in rural locations and/or do not have Internet access?
5. What lessons from the S/NELP, would Southern schools wish to share with others?

### Explanation of original 2006 five research sub-questions

The first original sub-question, "Is there a qualitative difference in Southern pupils' knowledge and understanding of UN MDGs and DE, when schools are linked?" was intended to explore if evidence can distinguish how the S/NELP affects participants and makes a difference in terms of Development Education. Ideally it was thought important to sample the views of parents, teachers and pupils themselves, in linked and non-linked Southern schools. If my data didn't correlate these tensions would merit further analysis. I immersed myself instead, over periods of up to seven days in only S/NELP schools.

The second original sub-question, "In developing shared activities with Northern schools, is it one way, in terms of materials created?" was included because I was concerned that élitist domination may exist in terms of power relations in the S/NELP. As noted in my Theoretical Perspectives Chapter critical literacy and postcolonial thinking are key theoretical underpinnings of my current research work. A major aspect of these is that such power relations must be discovered and unpacked for deep learning to occur. In linking relationships, based on personal participation in two links between Ghanaian and UK schools and comments from Southern observers, expressed in the research literature:

"The offer of links with UK schools is regarded by some in the developing world as patronising and having little impact beyond enriching individual schools, especially when UK schools have little more than charitable intentions" (Doe, 2007, p7)

A claim confirmed by this query posted on the TES website (16/9, 2008) by a newly appointed Humanities coordinator in a UK infant school, asked to set up a link by the Head Teacher:

"We have boxes and boxes of books that might be good to send off to developing countries in need of them - is this normally done and how do I go about it?"

By inference the UK teacher's question implies that the Northern school's largesse, possibly of unwanted books, could be given to a Southern school. Would such an inference be made if this Infant school were to link with another Northern school? We have to have 'Northern' people to understand the same problem- i.e. globalisation, exploitation, equality of aspiration- and for 'Southern' people to lay

out goals that the S/NELP can aspire to achieve. Power relations are considered at length in section 3.5.4

The third original sub-question, “Does participation in overseas Visitor Exchanges benefit Southern participants, if so, how?” followed concerns that Visitor Exchanges/ overseas travel by Southern participants might elicit negative effects in Southern communities (Leonard, 2004; McNicoll, 2012). These could include dissatisfaction with home circumstances or career opportunities, emigration of professional adults to the North contributing to the international brain drain and restricting Southern capacity building and development of human capital. This negative impact is particularly felt in Africa in terms of medical personnel. Criticisms of the scale of the practice of nursing recruitment from African countries to Scotland, for example, despite the introduction of a Code of Practice for International Recruitment in 2001 and NHS guidelines which prevent Health Trusts “actively recruiting” from developing countries<sup>102</sup>, was condemned by a Scottish Union leader in 2004<sup>103</sup> as follows:

“This quite frankly is abuse. These countries have healthcare problems of their own...”

“If we are recruiting their nurses, we are recruiting from developing countries, which is not an ethical nurse recruitment policy”.

My fourth original sub-question, “Are Southern schools disadvantaged in establishing a link if they are in rural locations and/or do not have Internet access?” was devised because there is some discussion amongst linking practitioners and in the literature about the effects of rural versus urban schools’ locations on the ease of establishing a S/NELP. The unreliability of rural infrastructure, including electricity supplies is also a major constraint on the Development process itself, even cited in target 8.F of the UN’s all encompassing final MDG. Political developments in DfID’s funding of the S/NELP and advice to schools, announced in 2012, added weight to this original 2006 sub-question.

The last original 2006 sub-question was intended to perhaps contribute to the analytical generalisations, “What lessons from the S/NELP, would Southern schools wish to share with others?” Just as Northern Linking participation is encouraged yet some counsel caution (Burr, 2008a; Disney, 2004, 2007, 2008; Leonard, 2008; Maddern, 2010; Martin, 2007, also quoted in Ross 2010), if Southern participation is found to be promoted, by Southern governments and NGOs intending to promote new School Links, perhaps recommendations are required from Southern perspectives? It was not intended that this advice would be a ‘one size fits all’ set of recommendations, but rather that a variety of forms of Southern link could disseminate their ideas and what constitutes ‘success’ is best determined by Southern participants.

*(Any references relate to the bibliography for my final thesis)*

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<sup>102</sup><http://news.bbc.co.uk/1/hi/scotland/3627410.stm> <http://news.bbc.co.uk/1/hi/health/3135512.stm> (18.23 August 26, 2009)

<sup>103</sup> <http://news.bbc.co.uk/1/hi/scotland/3627410.stm> Accessed August 26, 2009 17.46



## **Appendix (vi) Correspondence with DfES, DCSF and British Council**

2006-2009, regarding scale of school linking and location of linked schools

To: Alison Leonard  
CC: Judith.GRANT@dfes.gsi.gov.uk

Dear Alison

I'm sorry you had difficulties getting an email through to the department. I'm afraid Judith is unwell at present, so your enquiry has been passed to me. This message is just to quickly let you know that your email has been received and is receiving attention. We'll gather together as much information as we can and send you a response as quickly as possible, probably in the next day or two.

Regards  
Ann Harper  
International Strategy and Programmes Division  
DfES/DWP Joint International Unit  
Level 4A  
Caxton House Tothill St  
London  
SW1H 9NA  
Tel: +44 (0)20 7340 4325  
GTN: 391 23325

-----Original Message-----

From: HARRIS, Win  
Sent: 24 October 2006 11:27  
To: HARPER, Ann  
Subject: FW: School linking queries for Development Education seminar

----Original Message-----

From: PEU, Information  
Sent: 24 October 2006 10:05  
To: GRANT, Judith  
Cc: HARRIS, Win  
Subject: FW: School linking queries for Development Education seminar  
Importance: High

-----Original Message-----

**From:** Alison Leonard  
Sent: 23 October 2006 19:56  
To: PEU, Information  
Subject: School linking queries for Development Education seminar.

I have tried unsuccessfully to send an e-mail this evening to two members of the DfES department, Judith Grant, International Strategy and Programmes and Win Harris, Director of the Joint International Unit, requesting information about School Linking. On both occasions they were bounced back to me, claiming that "one or more of the intended recipients does not have an internet email account with us. Please check the mailing address with the intended recipient(s). Department for Education and Skills"

Please could you ensure that my e-mail below is indeed delivered to the intended recipient(s)?

Many thanks, in anticipation that these two staff members, who both appear on the Department's website, do indeed work for you and that one of them may be able to help me.

The original content of my e-mail, intended for Judith Grant is as follows:

Dear Judith,

I am sorry that I never got to speak to you at the July 31st Development Education event at the Institute of Education, but I am again e-mailing you, prior to the November conference with a plea for help.

I have taken the liberty of copying below the e-mail which I sent to all those who attended the July event, asking for assistance in the preparation of my seminar on the afternoon of 20 November, but I also have five very specific queries which you might be able to answer, or be able to send on to someone else in your department who could respond:

1. What progress has been made towards the 2010 deadline of linking every school in England with an overseas school?
2. What is the rationale behind this target?
3. Is it envisaged that a particular percentage of the School Links established by English schools should be with schools in developing countries? If so, what percentage and why?
4. What research has the DfES carried out into existing links and is it proposing to conduct any research into the Linking process over the next five years?
5. Does the DfES intend to evaluate existing or new links?

*(Numbering added when compiling this appendix)*

I have a particular research interest in the process of linking between Northern and Southern schools and as such am also embarking on a longer term piece of research into the topic; should there be a possibility of receiving funding for this it would enable me to alter the time-scale over which I carry it out. Currently I am a part-time researcher, since I cannot afford to enrol as a full-time PhD student.

My general e-mail is below, just in case you didn't receive the original mailing:

I wondered if you could inform me of any current research into the topic of School Linking which you might be aware of. I am hoping to present a summary of recent academic and other research, over about the last eight years, both published and unpublished, to report to the conference delegates on who has done what and where research is being conducted.

If you could point me in the right direction it would be much appreciated; while I will be exploring the traditional routes to identify references in the published literature you might know of unpublished work and work in progress which I could not be aware of. I am hoping to focus on the thinking behind School Linking and development of partnerships, rather than the practicalities of the process of Linking.

I need a fairly rapid response please; since I intend to write up my findings in the first week of November.

Many thanks, in anticipation that some of you may be able to assist me.  
I look forward to meeting some of you for the first time if you attend the conference at the Institute on 20 November, or possibly even working with you in the afternoon, should you decide to participate in the seminar on School Linking, which I will be facilitating.

Best regards  
Alison Leonard  
Geography teacher and IOE MPhil/PhD student

DCSF Reference number 2009/0076244- regarding where the UK schools' partners are located in the global South.

From: Alison Leonard  
Sent: 04 September 2009 09:57  
To: Leonard, Alison  
Subject: School Linking

Please could you confirm the following:

1. Progress towards UK government targets for every school to achieve a link by 2010?
2. Is there a target with regard to how many/ what share or percentage will be with schools in the Developing World?
3. Progress towards drawing up guidelines on good practice in the establishment and conduct of school links, following Bill Rammell's commitment to do so, made at the Commonwealth Consortium for Education's conference on School Linking held in Cape Town (December 2006), when he was the Minister responsible for linking at DFES.
4. Any updates from DCSF about "School Linking", particularly with reference to "North South School Links"

I am updating some work on this topic for my Ph.D and it would be helpful to be able to include the official Ministry response.

Many thanks  
Alison Leonard

-----Original Message-----

From: info@dcsf.gsi.gov.uk [mailto:info@dcsf.gsi.gov.uk]

Sent: Tue 22/09/2009 16:48

To: Leonard, Alison

Subject: Case Reference 2009/0076244

Dear Alison

Thank you for your email dated 4 September about School Linking.

The information you require can be found on the following website:

<http://www.teachernet.gov.uk/community/webcasts/schoolslinkingnetworkwebcast/>.

Once again, thank you for writing.

Regards,

Leona Smith

Public Communications Unit

[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

<[http://www.dcsf.gov.uk/system/style/new/img/DEPT\\_Email\\_Logo.gif](http://www.dcsf.gov.uk/system/style/new/img/DEPT_Email_Logo.gif)>

Your correspondence has been allocated the reference number

2009/0076244. To correspond by email with the Department for Children, Schools and Families please contact [info@dcsf.gsi.gov.uk](mailto:info@dcsf.gsi.gov.uk)

From: info@dcsf.gsi.gov.uk [mailto:info@dcsf.gsi.gov.uk]

Sent: 20 October 2009 15:34

To: Alison Leonard

Subject: Case Reference 2009/0082794

Dear Alison

Thank you for your further email dated 28 September.

I was sorry that the link I previously sent did not work. Please take a look at the following website for information about School Linking: [www.schoolslinkingnetwork.org.uk](http://www.schoolslinkingnetwork.org.uk).

Once again, thank you for writing and I hope you find this useful.

Regards

Leona Smith Public Communications Unit [www.dcsf.gov.uk](http://www.dcsf.gov.uk)

Your correspondence has been allocated the reference number 2009/0082794. To correspond by email with the Department for Children, Schools and Families please contact [info@dcsf.gsi.gov.uk](mailto:info@dcsf.gsi.gov.uk).

From: Alison Leonard

Sent: 28 September 2009 17:34

To: 'info@dcsf.gsi.gov.uk'

Subject: RE: Case Reference 2009/0076244

I tried this and it said "Page not found"

Alison Leonard

---

Request for BC data on scale of S/N School Linking:

From: Alison Leonard  
Sent: 15 September 2009 13:08  
To: Andy Egan, Director of DGSP Linking Programme, at British Council  
Subject: FW: School Linking query

Dear Andy,

When you were on the plenary panel at the end of the July conference hosted at IOE you gave a statistic about the scale of learners who have been affected by Linking and partnerships. Please could you either confirm what it was, or give me a figure now? It would help me with an abstract for a conference at which I am giving a presentation on Linking and Partnerships. A swift response would be much appreciated since the conference organisers have just asked me to get some preliminary paperwork to them by next week.

Kind regards,

Alison Leonard

## Appendix (vii)

### Planned and actual data collection, 2008-2010

| Intended interview schedule   | Originally planned date                                  | Final arrangements  |
|---|--|---|
| Ghanaian pilot study at KGSS-<br>Adult teacher semi-structured interview and pupil focus group.   | February 2006- prior to commencement of doctoral studies | July 2008- only one adult took part. PFG of four pupils.<br><br>Linking coordinator not interviewed   |
| One Ugandan case NSS, Iganga, partnered with Lady Hawkins School, Kington. Head teacher, Linking coordinator and teachers' semi structured interview and pupil focus group.<br><br>Interviews at Ministry of Education and Sport, with John Agaba and Jane Okou, Kampala.   | October 2009   | October 2009-Additional schools included, Kisiki College, Namatumba and and SJCC, Kampala.<br>Commercial fish farm consultant. Two PFGs, at NSS and SJCC, boys and girls at both.<br><br>Interview with Dr Yusuf Nsubuga, Director of Basic and Secondary Education, Ugandan Ministry of Education and Sports |
| Three Tanzanian cases: Makunduchi Secondary School, partnered with Aston, Rotherham- Head teacher, Linking coordinator and teachers' semi structured interview and pupil focus group. Interview with Zanzibar Education Minister.<br>Schools in Buigiri/ Chamwino district, partnered with Arnold School, Blackpool (and Village Aid, NGO)<br>Shambalai Secondary School, partnered with St Bede's School, Redhill, Surrey.<br><br>Interview at Ministry of Education, Dar es Salaam. | April 2010   | April 2010<br>Ten adult interviews at MSS. Six students in PFG, boys and girls.<br><br>Four Head Teacher semi-structured interviews.<br>Adult interview with local Village Aid NGO representative.<br><br>Selestine Gesimba, Deputy Permanent Secretary at Ministry of Education and Vocational Training.     |

Correspondence sent to UK Ambassador in Dar es Salaam, prior to visit to Tanzania, seeking her assistance in arranging to interview Prof Dihenga, at the suggestion of the former Tanzanian Education Consul in London.

From: Alison Leonard  
Sent: 04 September 2009 12:14  
To: bhc.dar@fco.gov.uk  
Subject: Educational research in Tanzania

Dear Diane,

I have applied to COSTECH for a permit to carry out some visits in Tanzanian schools as part of my Ph.D on North-South School Linking and had hoped to be in the country now, before my new school year starts in London.

At the Tanzanian High Commission in London their Education officer Athumani Mashanga has been copied into my correspondence, but I was not able to visit as planned in August since I had not heard back about the permit required before I can carry out my research. He is aware of the present situation. The Tanzanian communities and schools which I hope to visit are Makunduchi, including its Secondary School, in Zanzibar (linked with Aston School in Rotherham), Shambalai Secondary School, Lushoto, Tanga (linked with St Bede's School, Redhill) and Buigiri village, including its primary school, new Buigiri secondary school and Chamwino secondary school, Dodoma, (linked with Arnold School, Blackpool). I have spoken with those in England who are involved with these links who feel that their Tanzanian partners would be happy to assist me, but I haven't yet contacted all their Head Teachers.

Is there any way in which you could help me to find out why there has been a holdup and whether there is an issue which might be causing problems?

I haven't yet applied for a visa, but the next time I could travel will be in late March or April- when I am on holiday from my teaching commitments.

I am very happy to copy you into my communications with COSTECH if that would help to progress things.

Many thanks, in anticipation that you will be able to help me,  
Alison Leonard

From: Alison Leonard  
Sent: 29 September 2009 13:39  
Subject: Educational research in Tanzania

Dear Diane,

As I wrote to you in an earlier email I have applied to COSTECH for a permit to carry out some visits in Tanzanian schools as part of my Ph.D on North-South School Linking and had hoped to be in the country now, before my new school year starts in London.

At the Tanzanian High Commission in London their Education officer has been copied into my correspondence, but I was not able to visit as planned in August since I had not heard back about the permit required before I can carry out my research.

Is there any way in which you could help me to find out why there has been a holdup and whether there is an issue which might be causing problems?

I haven't yet applied for a visa, but the next time I could travel will be in late March or April- when I am on holiday from my teaching commitments.

I am very happy to copy you into my communications with COSTECH if that would help to progress things.

Many thanks, in anticipation that you will be able to help me,  
Alison Leonard

bhc.dar@fco.gov.uk<mailto:bhc.dar@fco.gov.uk>

(This followed my earlier request for assistance from the FCO in finding suitable representatives at the Ministry of Education)

Date: 30 Mar 2010 21:06:38 GMT +1.00

Dear Diane,

Sorry to hassle you, but I have still had no joy on my quest to find out whether Prof Dihenga would be happy to let me interview him during my research visit to Tanzania early next month. If your PA was able to find anything out for me it would be wonderful. I have sought assistance from the newly appointed official at the Education section of the High Commission in London, but haven't had any response yet.

I leave for Dar on Thursday this week; it would be a great shame not to get any Ministry spokesperson's responses while I am there; I have his name as a contact from Mr Athumani Mashanga the former Education Consul in London, who is now back in Tanzania.

Many thanks, in anticipation that you may have found something out for me.

Alison



## Appendix (viii) Adult informed consent pro-formas (Contact details supplied in footer)

### About this project

Alison Leonard is a research student at the Development Education Research Centre, Institute of Education at the University of London, (U.K.). She is researching relationships between schools in developing countries (or the 'South') and those in the 'North'. This research involves interviews with head teachers, linking co-ordinators, teachers, pupils, parents and others affected by the School Linking process in Ghanaian, Tanzanian, Zanzibari and Ugandan communities.

This interview will be audio recorded. The findings from this research will be stored for later analysis. If you have any complaints about this research, please contact my supervisor at the University.

### Consent form.

I agree to participate in this interview. I agree that information from this interview can be used in published and unpublished works. The school's identity may be disclosed in future use of this research.

Signed by participant

Name- PLEASE USE CAPITALS

Town/city

Religion

Age

Ethnic group  
Nationality

Role/s (Head, linking co-ordinator, teacher, parent, school governor etc)

If school staff- Date appointed to current school post:

### Questions

1. Would you say that this school's South/North relationship is a:

Link                  Partnership                  Other: please specify \_\_\_\_\_

2. Here is a list of the UN's Millennium Development Goals. In your opinion, which one of these poses the greatest Development challenge? Please tick one box:

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Eradicate Extreme Poverty and Hunger    | <input type="checkbox"/> 2. Achieve Universal Primary Education          |
| <input type="checkbox"/> 3. Promote Gender Equality & Empower Women | <input type="checkbox"/> 4. Reduce Child Mortality                       |
| <input type="checkbox"/> 5. Improve Maternal Health                 | <input type="checkbox"/> 6. Combat HIV/Aids, Malaria & other Diseases    |
| <input type="checkbox"/> 7. Ensure Environmental Sustainability     | <input type="checkbox"/> 8. Develop a Global Partnership for Development |

Thank you for participating



## Appendix (ix) Adult respondents In Ugandan and Tanzanian research

Ugandan respondents: 16 in schools

### Roles of NSS adult interview respondents

| Role/s (gender: all male, unless specified)                  |
|--|
| English teacher  |
| School Linking Coordinator                                   |
| Science teacher  |
| Head Teacher (female)  |
| Former linking coordinator                                   |
| School bursar  |
| Art teacher  |
| Sub-county chief, Iganga                                     |
| Commercial fish-farmer, advising NSS on fish farming project |

### Roles of SJCC adult interview respondents

| Role/s (gender: all male, unless specified) |
|---|
| Curriculum Director (female)                |
| Top-infants class teacher (female)          |
| Teacher with responsibility for science     |
| School bursar (female)                      |
| Head Teacher                                |
| Class teacher (female)                      |
| Director and founder of SJCC                |

### Other adult respondents and informants

| Institution  | Role  |
|--|---|
| Directorate of Basic and Secondary Education, Ugandan Ministry of Education and Sports | Director of Basic and Secondary Education. (YN)                         |
| Kisiki College, Namutumba  | Head Teacher (DW)   |
| Lady Hawkins School, Kington   | UK linking coordinator (KS)   |
| Nsumbi Trust   | UK trustee (PE)   |
| Smile International  | UK Former gap year student (HC) (female)<br>Kampala representative (AG) |
| Ugandan High Commission, London  | Third Secretary (FMM)   |

Tanzanian respondents: 16 in schools

Roles of MSS adult interview respondents

| Role/s (gender: all male, unless specified)  |
|--|
| English literature teacher   |
| Deputy Head and Geography teacher  |
| Civics/history teacher and School Linking Coordinator  |
| Volunteer teacher- Physics and Mathematics and former Linking coordinator and District Education Officer |
| Head Teacher and Mathematics teacher   |
| Recently retired English teacher and former linking coordinator  |
| Islam/RE teacher   |
| Biology teacher (female)   |
| Kiswahili teacher  |
| Local District Education officer and former MSS Headteacher  |

Other adult respondents and informants

| Institution   | Role  |
|---|---|
| Arnold School and Village Aid                                     | School Linking co-ordinator (now former coordinator) at Arnold School, Blackpool UK Trustee (KL)  |
| British Council, Dar es Salaam                                    | Connecting Classrooms and DGSP workshop facilitator (FM)  |
| Buigiri Adult Rehabilitation Centre for the Blind Village Aid NGO | Director and local Buigiri representative for NGO (KM), KM's son, (ZD)  |
| Buigiri Primary School  | Head Teacher (M)<br>Deputy Head Teacher (Interpreter for Head Teacher) (CH)   |
| Buigiri Secondary School  | Head Teacher (RAK)  |
| Buigiri School for the Blind                                      | Principal (SH)<br>Academic Master- in attendance during interview with School Principal   |
| Chamwino Secondary School   | Head Teacher (C) (female)   |
| Diocese of Central Tanganyika                                     | Business Advisor<br>Buigiri School for the Blind is linked with Welford Primary School, the primary school of his former home village Welford-upon-Avon. (BA) |
| St Bede's School, Redhill   | Former linking coordinator (DG)   |
| Sazani Associates NGO   | UK Director (C MacCallum)   |
| Tanzanian Ministry of Education                                   | Deputy Permanent Secretary (SG)   |
| TEMBO NGO   | Canadian trustee (AV)   |
| Zanzigap NGO<br>Aston Academy                                     | UK Director (JE)<br>Former Linking coordinator<br>Former gap year students (AT) (MH)  |

## **Appendix (x)**

### **Correspondence with Southern research participants**

#### **Uganda**

Ministry of Education

E-mail correspondence with suggested interviewees at Ministry of Education, John Agaba and Jane Okou, Kampala, Uganda

From: Leonard, Alison

Sent: 25 September 2009 18:10

To: John Agaba and Jane Okou

Subject: North South School Linking research in Ugandan Schools

Dear John and Jane,

Mr Moses Mukhooli of the High Commission in London, UK has already kindly informed you, on my behalf, about my visit to Uganda next month. I wanted to let you know a little more about my doctoral research for my Ph.D and explain how a visit to the Education Ministry in Kampala will help me- since I have already seen that Jane is happy to meet me. If you could possibly let me have contact telephone numbers then it might be helpful once I am in Uganda? My mobile number is xxxxxx.

The document attached is a summary for schools of what I am doing in my doctoral research; having an opportunity to meet with Education officials is cited in the first point.

If I can possibly come to the Ministry to carry out my interviews on my last day, Friday 30th October, I will have already visited my Ugandan case study schools linked with schools in the 'North' and carried out my schools data collection. I will be spending the first part of my visit at Nakigo S S, Iganga and then visiting the primary school attached to the Stephen Jota Centre in Kampala. My flight back that night leaves at 22.55, so I would need to be at the airport earlier that evening. I would therefore be very grateful if I could arrange my meetings at the Education Ministry that afternoon, and then travel straight on to Entebbe airport (I will have been staying at the home of Stephen and his wife Agnes in Kampala). I plan that my semi-structured interviews would each take about 30-40 minutes. If you think I should meet with others at the Ministry, as well as yourself and John Agaba then I would need about half a day in total. Alternatively, I could come in for the morning.

Since I believe Jane you have recently completed your Ph.D you may have some advice for me about carrying out educational research in Uganda; I am always grateful for 'critical' friends' comments.

Best regards and looking forward to meeting you in October,  
Alison

Alison Leonard has an MA in Geographical Studies from the University of St Andrews (1980). Prior to pursuing a career in Geography teaching and Initial Teacher Education she worked in Financial Services in the City of London. She is an Alumna of the Institute of Education, University of London having gained both her PGCE (1993) and MA in "Geography in Education" degree (2004) from IOE. Currently she is teaching geography part time at Westminster School, lecturing on the Teach First

programme for Canterbury Christ Church University and is a part-time doctoral student at the Institute of Education (IOE) writing her thesis on “North-South” school linking and partnerships. She is module tutor for and author of a key reading on the new “North-South Partnerships” module of the IOE’s MA in Development Education. Alison has participated as a teacher in “North-South” School links between UK and Ghanaian and Chinese schools. Her doctoral supervisor is Dr Doug Bourn, former Director of the Development Education Association and Director of the Development Education Research Centre at IOE.

From: Alison Leonard

Sent: 21 March 2010 19:15

To: Yusuf Nsubuga [at Ministry in Kampala]

Subject: South/North School Linking research interview transcript

Dear Dr Nsubuga,

Sorry that it has taken me such a long time to get back to you, but here is a Word document which is the transcript from your interview at the Ministry of Education and Sports last October. I have finally, yesterday, completed the transcription of all the interviews which I carried out when I was in Uganda, just in time for my visit over my Easter school and university holidays to Zanzibar and mainland Tanzania. You kindly agreed to take a look at my transcription and correct any factual errors. Please could you either amend the hard copy which I am posting to you and then post it back, or, if you prefer, make any necessary changes to the Word document attached and then send it back to me? I hope to write up my findings from my Ugandan work as a paper later this year, before I embark on the training for the next cohort of new Geography teachers at the University of Warwick in July. That paper will inform a chapter in my Ph.D, in which I will present my findings from my research in Ugandan schools. At that point it would be very helpful if you could let me have your comments on what I conclude; these contributions will be included from any of those adults interviewed who (like you, I hope) choose to respond to my analysis. Are you still happy to also help me in this way? Please let me know if I owe for your postage or any other expenses incurred in order to help my research and I will endeavour to reimburse you. I will post a hard-copy of this transcript to you tomorrow, to your PO Box address at the Ministry of Education and Sports together with a self-addressed envelope to my school address in London. I am sending you a text message so that you are aware of this email. I had over 48 000 words from my Ugandan trip; so perhaps you can forgive me for the delay in getting back to you. I have had to give my parents quite a bit of time since December, both have had health issues... so progress on my research has been slower than I had hoped last year when we met at your office in Kampala. I have a comprehensive photo resource too from my visits to Kisiki College, Namatumba, Nakigo Secondary School, Iganga and the Stephen Jota Children's Centre, Kampala, which will feature in my final thesis- as a record of the artefacts associated with participation in the South/North School Linking Process. All best wishes and thank you again for helping me in this research which I hope will be of interest and potentially of benefit to those in the South taking part in these Education Partnerships and relationships.

Alison Leonard

**Re: arrangements at NSS**

From: Alison Leonard

Sent: 08 September 2009 12:16

To: Josephine Kasozi, Head Teacher at NSS, Iganga.

Subject: Visiting your school for my International research on School Linking

Dear Josephine,

I have been given your email contact details by Kevin Smith, from your Linked school in the UK. I would be very grateful if you would give me permission to use your school as one of the cases which I will include in my Ph.D research into the effects of the School Linking process in Southern schools and the local communities which they serve.

If in principle you are agreeable, ideally I would like to be able to visit your school near Iganga at the end of October, when I believe your school is in session, but I will be on my half-term. I am happy to send you a summary of what would be entailed and give you a brief background to my current research.

An early response would be much appreciated, since I would need to apply for a visa at the Ugandan High Commission in London; I have had all the required immunisations, since I had hoped to be out in Tanzania at this time, again to collect data for my research. If you do agree I will need to supply the school's full postal address when I apply for my visa.

I do hope that you will feel able to allow my research to include your school as one of the five which will make up my cases- I have already carried out a pilot study with a Girls Senior secondary school in Ghana, linked with schools in Kent, UK.

Best regards

Alison Leonard

From: Alison Leonard

Sent: 09 September 2009 11:26

To: Josephine Kasozi

Subject: RE: Visiting your school for my International research on School Linking

That is excellent news; I will write back later today with a more detailed response and an outline of my research. Kevin Smith has suggested a contact who could hopefully accommodate me while I am carrying out my research. Ideally I would need to be at the school for a maximum of about four days.

I thoroughly look forward to the opportunity to meet members of your school community and learn more about how the process of Linking affects you at Nakigo S S. I shall now contact the High Commission to apply for my visa.

Kind regards, Alison Leonard

---

From: Josephine Kasozi  
Sent: 09 September 2009 08:37  
To: Alison Leonard  
Subject: Re: Visiting your school for my International research on School Linking

Hello Alison. I have received your letter stating your intention to visit Nakigo S S to study the link. Personally and on behalf of the school I have no objection . Yes we are in session In October, you are welcome. Please give us more information about how long you intend to stay and where you expect to stay.our school address is as below

Nakigo S S  
P O Box 582  
IGANGA.

The school is about 5miles from Iganga and the means of transport is bicycles and motorcycles called bodabodas. Hope to hear from you  
Josephine

From: Alison Leonard  
Subject: RE: Alison Leonard's Visit to Nakigo S S in October  
To: Josephine Kasozi  
Date: Monday, October 5, 2009, 5:41 AM

Dear Josephine,

My flights are with KLM; I too was anxious about the late arrival time at Entebbe, but because of my departure time from Europe (I have to check in at 4am in the morning) that was about the earliest time that I could arrive, having changed planes first en route in Kenya. I will contact Ugandan friends here in the UK for their recommendations too, and try to speak with them before I call you. Your kind offer to arrange for me to also meet with a Head teacher of another Linked secondary school would be much appreciated, allowing me to consider not just your school's experiences of the Linking process.

I will see if I can try to alter things and also speak with you about this in more detail later on today; I got back home after 11 pm last night from my conference in Ireland.

All best wishes, Alison



From: Alison Leonard  
Sent: 10 September 2009 13:52  
To: Josephine Kasozi  
Subject: Alison Leonard's Visit to Nakigo S S in October

Dear Josephine,

Many apologies that I didn't contact you again yesterday as I had promised in the morning; I can now give you some more information about what I would hope to do in October and some proposed dates too.

I have looked at International flights and would like your advice on the most convenient choice for you and your colleagues and pupils at Nakigo S S and the others who could also help with my research about School linking. I think that I will need about three or four days at the school and the attached document explains what I would like to do when I am on site. If you have a telephone or mobile/cell number on which I could call you (or Skype on a computer) then I could explain more in a conversation with you.

Kevin Smith, the School Linking co-ordinator at Lady Hawkins School in Kington has advised me to contact one of your former teachers who has accommodated their visitors in the past, which I have done by email him this morning. I only had an email address, rather than a name- is it Danbali?

I can fly out arriving on either a Sunday evening or a Monday evening; there is quite a big difference of the cost of the tickets, but I would need to know from you which days of the week would cause least disruption at Nakigo: Monday- Wednesday or Thursday, or Tuesday to Thursday or Friday? I have explained to my potential host that I would also hope to visit the Stephen Jota Children's Centre in Kampala and try to interview some Education Ministry officials, but that before I can do that I want to confirm the arrangements at your school. My interest in the Children's Centre is that the education there is partly funded through NGOs based in the UK, which involves several UK schools linking with them. I would be most grateful if you could arrange my onward travel from Entebbe, which I will pay for and could subsequently help me to arrange to travel onto the Children's centre; it will be my first visit to Uganda and I am not familiar with local travel arrangements. I can ride a bicycle (badly) for daily needs during my time at Iganga and Nakigo S S.

Please could you therefore confirm your choice from the following and send me a copy of the table? Then I can arrange my flights, accommodation and visa.

| Preferred choice | Arrive at Entebbe | Days at Nakigo S S                                     | Depart for Kampala                  |
|------------------|-------------------|--|-------------------------------------|
|                  | Sunday 17 October | Monday 18 to<br>Wednesday 20 or<br>Thursday 21 October | Thursday 21 or Friday<br>22 October |
|                  | Monday 18 October | Tuesday 19 to<br>Thursday 21 or Friday<br>22           | Friday 22 or Saturday<br>23         |

Or if either is convenient please also let me know.

I would hope to visit the Education Ministry on Monday 26<sup>th</sup> or Tuesday 27<sup>th</sup> and fly back from Uganda to the UK on the Tuesday evening (overnight), so that I can work in central London on the afternoon of Wednesday 28<sup>th</sup> October. As my original e-mail to you explained, I teach part-time and also train new teachers part-time and am carrying out my research alongside these posts and need to visit some new teachers that afternoon- their school is linked with one in South Africa.

Alison

**From:** Kevin Smith

**Subject:** RE: Update on Nakigo Secondary School's link with LHS

Date: Wed, 18 Apr 2012 15:28:42 +0000

Dear Alison,

Thanks for your email, I did intend to reply to your previous one so thanks for reminding me. Jenny left us last July so the link is now down to me. I am hoping to bring three teachers out next year and I was wondering whether there are still grants available through the British Council as I couldn't find the application forms online last time I looked. Thanks for looking into the visa issue. Our local MP has also promised to help next time.

The fish ponds were going well and we helped to pay for restocking but the last I heard was that the man who was looking after them died so I don't know if they are still being used.

I will try to contact Josephine again to get an update.

Otherwise I am still using the link in my teaching especially with year 9 when we look at development. I use the Guardian's Katine website which has some great resources (especially the virtual village). They also do an activity where they have to spend an imaginary £10,000 on grass roots development projects to help improve the quality of life of local villagers using charity websites such as Oxfam unwrapped, Send a Cow African gardens and the Busoga trust.

Thanks for your continued interest in the link.

You are always welcome to pop in at school or at our house, Strawberry time would be good.

I spent part of the holidays helping to plant 7,000 plants for next year!

All the best,

Kevin

**From:** Alison Leonard

**Sent:** 18 April 2012 12:33

**To:** Jenny Barlow; Kevin Smith

**Subject:** Update on Nakigo Secondary School's link with LHS

Dear Jenny and Kevin,

Do either of you have time to give me a quick update on your School Link?

Specifically:

The progress of the Fish farming project?

The visit to UK from Nakigo to Hereford, cancelled last summer? I am still in correspondence with the UK Border Agency regarding the visa issue

AOB

My research is at the stage now of writing up my findings; it would be good to bring things up to date in terms of your link, which forms a major element of my chapter on findings from Uganda and Tanzania.

Many thanks, in anticipation that you might find time to get back to me.

Alison

## **Re: Triangulation arrangements at SJCC**

From: Alison Leonard

Sent: 26 September 2011 20:01

To: Alex Gift- Smile International's local representative in Kampala

Subject: Helping Alison Leonard's Ph.D research at Stephen Jota Centre

Hayley Chapman has suggested that you might be able to help me with collecting some information while you are at the centre. Here is what she had explained to me:

"I'm so so sorry but I've got some bad news ... I wanted to phone and explain and apologise in person but didn't have a current number, so I'll do my best on here.

I handed everything in to the office at the SJCC during my first week at the centre as at that point I didn't know who all the different teachers were. This, looking back with 3 months' knowledge of their administrative system, was an error on my part; I should have distributed the contents personally as when I enquired of the appropriate teachers towards the end of my time there whether they had filled in their questionnaires so I could take them back, no one knew anything about it. The office denied all knowledge of the envelope and I really don't know what happened. We searched everywhere at the centre, and even all over our house just in case someone had tried to deliver it to us there, but without success. I left telling them to please get in touch if they found anything but no one has so I can only put it down to being lost in their chaotic administrative system. I really am so sorry as I know how important this was and I definitely should have distributed the questionnaires personally rather than relying on the office.

We had other frustrating experiences concerning the office over the following 3 months when it came to paying our rent/bills/ food kitty money etc...there were so many aggravations, hardly any of which ever came with an explanation, that it seems this type of occurrence is not uncommon. However that doesn't make it any the less frustrating for you and again I am so sorry.

In terms of remedy, there are a couple of things that may help. The new Smile co-ordinator who works full time out there, Alex Gift, has a laptop and access to both internet and a printer. If you have copies of the questionnaires on your computer perhaps emailing them to him to distribute is an option. He could post them back which I would be very willing to pay for. The other option is there is another team of Smile gappers leaving at the beginning of October who could fly out with them".

I had given her printed copies of my transcriptions from interviews with staff at the centre, and wanted each person to read through theirs and let me know if there were any errors... if you are happy I can ask you to print them out instead of trusting them to the post again. Last year I posted out copies, which never arrived, so this year I gave Hayley personalised versions for each staff member, with a covering letter. This is part of the triangulation process, so that if there were any errors they could be pointed out to me. What do you think?

If you don't feel happy to help me in this way then I will contact Smile personnel as a matter of urgency and ask them to bring out printed copy for each staff member.

...

These are the staff involved:  
Gloria Natukunda Director of Studies  
Sharon Nalubira Top Nursery  
Leonard Mutabi Science  
Victoria Tibatya  
Jackson Smanyanja Head Teacher

Many thanks  
Alison Leonard

**Re: Follow-up at Kisiki College**

From: Alison Leonard  
Sent: 21 March 2010 19:02  
To: Deborah Baskeanaky (Mrs Wesonga)  
Subject: South/North School Linking interview transcript

Dear Deborah,

Sorry that it has taken me such a long time to get back to you, but here is a Word document which is the transcript from your interview last October. I have finally, yesterday, completed the transcription of all the interviews which I carried out when I was in Uganda, just in time for my visit over my Easter school and university holidays to Zanzibar and mainland Tanzania.

You kindly agreed to take a look at my transcription and correct any factual errors. Please could you either amend the hard copy which I am posting to you and then post it back, or, if you prefer, make any necessary changes to the Word document attached and then send it back to me?

I hope to write up my findings from my Ugandan work as a paper later this year, before I embark on the training for the next cohort of new Geography teachers at the University of Warwick in July. That paper will inform a chapter in my Ph.D, in which I will present my findings from my research in Ugandan schools. At that point it would be very helpful if you could let me have your comments on what I conclude; these contributions will be included from any of those adults interviewed who (like you, I hope) choose to respond to my analysis. Are you still happy to help me in this way?

Please let me know how much I owe for your postage or any other expenses incurred in order to help my research and I will endeavour to reimburse you.

I will post a hard-copy of this transcript to you tomorrow, to your PO Box address in Busembatia, unless you prefer me to mail it to your PO Box address in Kampala, together with a self-addressed envelope to my school address in London. I am sending you a text message so that you are aware of this email- I remember that accessing your e-mails is far from straight forward, something which I have explained

to my Geography International A level students who have explored the theme of Economic Transition in their studies since January. As we have explored concepts such as Economic Development we have also examined how technology can promote this, but how inability to access modern ICT can also arguably frustrate opportunities for development. I wish that we could create an affordable, practical solution to reduce the digital divide which I fear is holding back opportunities for many in 2010.

I had over 48 000 words from my Ugandan trip; so perhaps you can forgive me for the delay in getting back to you. I have had to give my parents quite a bit of time since December, both have had health issues... so progress on my research has been slower than I had hoped last year when we met.

I have a photo resource too from my visit to Kisiki College, which will feature in my final thesis- as a record of the artefacts associated with your participation in the South/North School Linking Process.

All best wishes and thank you again for helping me in this research which I hope will be of interest and potentially of benefit to those in the South taking part in these Education Partnerships and relationships.

Alison Leonard

**Tanzania:** To contact Ministry of Education spokesperson in Dar es Salaam

From: Alison Leonard

Sent: 02 March 2010 16:43

To: psmoevt@moe.go.tz

Subject: Ph.D research into School Linking with UK schools

Dear Sir or Madam,

I am hoping to carry out some research in schools in Tanzania (and Zanzibar) this April, as part of my Ph.D at the Institute of Education in London. Please could you suggest the appropriate person at the Ministry of Education who might be happy at the end of my stay to answer some questions about the process of Linking and Educational Partnerships with Northern schools? I sent this to [xxxxxx@moe.go.tz](mailto:xxxxxx@moe.go.tz), hoping that his would be the appropriate contact, but the email bounced back to me.

Originally I had hoped that this work would be conducted with the assistance of COSTECH, but since I have not had any recent responses from that agency the latest advice from the High Commission in London is to approach the schools direct.

The Tanzanian schools which I intend to visit are:

in Buigiri, Dodoma- hopefully 4 local schools, associated with Arnold School, Blackpool, UK; a Tanzanian secondary school SHAMBALAI SCHOOL, Lushoto, Tanga linked with a school in Redhill, Surrey, UK and another one in Zanzibar associated with the Aston Makunduchi partnership in Rotherham, UK .

Many thanks, in anticipation that you can suggest some Ministry of Education officials with a special interest in the process of School Linking. The attached document is a summary of my intended research in April 2010.

Alison Leonard

**Re: arrangements in Village Aid/Arnold School's partners in Buigiri, Dodoma , Tanzania** (Kenneth's Mwanampalila's son Zawadi Dende was an intermediary)

**From:** Zawadi Dende

**Sent:** 23 March 2010 12:25

**To:** Kendall Lee

**Subject:** April Visit to Buigiri.

Dear Sir,

I did communicate with my father yesterday and he said that there is no problem with accommodation for the two visitors, but I'm a bit worried about the fulfilment of their activities. This is because they have planned to arrive Buigiri between 2nd and 15th of april where a lot/most schools will be on Easter holiday (mid-term holidays) which will be difficult for them to collect data for their researches.

To be more specific, a lot of schools around here will be on **Easter holiday for a week starting on 1st to 12nd of april**. It will work well if they will arrive at Buigiri on 9th or 10th of april for them to stay for 4-6 days as they want, so that they can utilize their time effectively.

After they have arrived can contact us on the following mobile phones:

Kenneth Mwanampalila xxxxx

Zawadi Dende xxxxxx

I havent got much to add, wishing you all well and hope to hear from you soon.

Faithfully Yours,  
Zawadi K. Dende.

Date: Wed, 10 Mar 2010 14:21:10 +0000

**From:** Kendall Lee

Dear Zawadi,

I hope you are well. I am contacting you because I have a contact who wishes to visit Buigiri in April. Because of the shortage of time, I am e-mailing you so you can get the information to your father as soon as possible. I would appreciate a response as soon as you receive this so I know you have it. The visitor in question is a lady called Alison Leonard. She will be accompanied by her partner Hugh, also a teacher. She is doing research into the links between schools in Africa and the UK and has some information about our link and wants to follow it up by a visit. I was hoping Kenneth would make the necessary introductions to the schools, the primary and the two secondary schools as well as the Blind School. I know Alison will enjoy discussing the research with Kenneth and Kenneth also will find it interesting. Perhaps you may also share some of your thoughts as you are part of the process! They will need accommodation from Friday 9<sup>th</sup> April until Friday 16<sup>th</sup> April. I have attached a letter from Alison to Kenneth about her visit and also a brief about her research. Please print these off and take them to Kenneth.

When you return the e-mail, please give me up to date contact mob numbers for yourself and Kenneth. This will be most helpful

I look forward to hearing from you soon.

Best wishes, Kendall

Kenneth Mwanampalila (letters referred to by Kendall Lee)

2 March 2010

Dear Kenneth,

I have been given your contact details by Kendall Lee, the School Linking co-ordinator from the Buigiri link school in the UK. He suggested that you might be able to organise some accommodation in April when I hope to visit Buigiri to carry out some data collection for my Ph.D. Kendall hopes that perhaps 4 schools can take part and I now need to plan the detail of my visit, including my flights, accommodation and visa etc. I need an address when I apply for my visa at the Tanzanian High Commission in London. I will be travelling with my partner, Hugh Morrison, who is another teacher.

I will probably need to spend about four to six days collecting data, based on the work that I did in Ugandan schools in October. The time when I hope to visit is between Friday 2<sup>nd</sup> and Thursday 15<sup>th</sup> April. I haven't booked flights yet from London, but I will be teaching on Wednesday 31<sup>st</sup> March and working in London again on Monday 18 April. I am also hoping to visit other schools, one in Zanzibar associated with the Aston Makunduchi partnership in Rotherham, UK and another Tanzanian secondary school **and SHAMBALAI SCHOOL, Lushoto, Tanga** linked with a school in Redhill, Surrey, UK and have a chance to interview some Education Ministry officials, but won't try to organise that until I have sorted out the main data collection at Buigiri.

I would appreciate an early response and sincerely hope that you will be able to help me. If you can say "yes" please could you let me have your full postal address? If you have a telephone or mobile/cell phone telephone number too then I could call you to discuss things further.

I am happy to tell you about my research if you are interested to learn more about what I am planning in Tanzania and my progress so far.

Kind regards  
Alison Leonard

Alison Leonard is a doctoral research student at London's Institute of Education, Geography teacher at Westminster School, London and Senior Lecturer at Canterbury Christ Church University. Her research is focused on development education and the potential contribution of international links between schools in the global South and North.

2 March 2010

Dear Kenneth,

I am writing to you at the suggestion of Kendall Lee, of Arnold School in Blackpool and Village Aid in the UK, who has explained to me that you would be an excellent person to arrange for me to do the research which I hope to undertake in early April at Buigiri. I am very happy to pay for people's expenses; please let me know what would be suitable? I will be travelling with my partner, Hugh Morrison, who is another teacher.

The attached document is intended to inform you of what I would like to see and do, while I am in Buigiri. Kendall hopes you – or your son- will arrange the accommodation and the visits and take us around. On a practical note, I have limited time; if you think this will not be long enough please let me know the best course of action. If I could speak directly to you or your son that might make things easier; I need to give all my addresses in Tanzania on my visa application form, which I need to apply for at the High Commission next week in London and will also need to liaise with two other Head Teachers, including one in Zanzibar.

The **exact dates** of when I wish to be in Buigiri are:

For a period of **4-6 days** between 2 and 15 April; I also hope to visit schools linked with the UK in Lushoto and Zanzibar, and finally interview interested personnel at the Ministry of Education in Dar, before flying back to the UK- I teach again on 18 April, in London.



Kendall has kindly agreed that you might try and arrange accommodation and hopefully someone to ensure access to all I require. I hope that my visit may be an interesting insight into the experience s of linking with schools in the North as you have found these to be in Buigiri. He also hopes that you can arrange access into 4 schools, including the Blind school, the local primary school and perhaps the two new secondary schools which have opened within walking distance of the Blind school.

I believe the good news is that travel to Buigiri is very easy. We will probably take a bus from Dar which will take us to Buigiri via Morrogoro, travelling by Scandanavian buses, from their dedicated bus station

Best wishes,  
Alison Leonard

From: Alison Leonard  
Sent: 28 February 2010 10:13  
To: Kendall Lee  
Subject: Arranging Ph.D visit to Buigiri in April 2010  
Dear Kendall,

I am at the point of trying to finalise travel arrangements to be able to visit Buigiri, as we spoke about last year. I have an old contact telephone number for you, xxxxxx from when you kindly helped me with my Masters research into School Linking, and would welcome a chance to speak with you about how to contact the Head Teacher there, arrange for accommodation in April and seek your guidance on a few other things. I will need about three days at the school, based on my existing experience from visiting schools in Uganda and Ghana. (If I had a chance to also go to the new secondary school which pupils can transfer to that would need an extra day). I wrote to the Head Teacher about a week ago and also emailed, but have not had any response to the email yet; a mobile number for him would be excellent. I am sending my letter to you as an attachment, so you know the picture too.

I hope that you won't mind helping me out with some local travel advice, this will be my first visit to Tanzania; I will be accompanied by my partner Hugh, another teacher.

I have tried to arrange all this through a Tanzanian Government organisation called COSTECH, on the advice of an Education Consul at their High Commission in London, but he has now left and not been replaced and the new advice from another official in London is to just sort everything out direct with the schools.

If your telephone number has changed please could you let me have the new one? I tried to contact you via Arnold School's website last week, but the email address I used at the Institute of Education can't be accessed this w/e due to maintenance. You may kindly have already replied to that query but I wouldn't know until Monday.

I am really looking forward to the chance to undertake the interviews and visits in Tanzania, but am getting a little anxious about internal travel with only about a month now to plan things; I have to visit in April during my school holidays from teaching at Westminster School- otherwise I won't get another chance to visit until much later in the year. I hope you won't mind if I try to contact you later on today, when I am back from Church and family commitments.

Kind regards, Alison

**From:** Zawadi Dende

**To:** Alison Leonard

**Subject:** RE: Kenneth's interview with Alison Leonard about School Linking

Date: Wed, 2 May 2012

Dear Alison,

I hope that you are well and that work is good. Thanks for the message, but the job you have given me will be difficult because I was employed last year by the Government and posted at Tabora region which is about 560KM away from home. I think it will be better if you send a hard copy to him so that he will correct and send it back to you.

I havent got much, wishing you all well.

Yours faithfully,

Zawadi K. Dende.

**From:** Alison Leoonard

**To:** Zawadi Dende

**Subject:** Kenneth's interview with Alison Leonard about School Linking

Date: Thu, 19 Apr 2012 12:06:14 +0100

Dear Zawadi,

Do you think that you might be able to ask your father to kindly correct any errors in the transcript for my interview with him? I have attached it here; if there are factual errors or mis-spellings it would be a great help if you could then send me back a record of the changes?

My record for that interview is attached in the Word document. If you could kindly read through to Kenneth and amend any factual errors that would be really helpful? I did not type out all my questions, since I had a standard set from which I carried out my interviews. If you could perhaps '**mark up**' any factual errors that would be very helpful? You can do this using the "Review" or "Track changes" facility on Word, depending on which version of the software you have.

When Kenneth kindly agreed to let me interview him about the process of South/North Educational Linking, in April 2010, I explained that I would ensure adults received copies of the transcriptions. I am afraid that I am only now sending these to those in Tanzania; but rest assured I have been working on my research since then. If Kenneth is also happy to offer any additional comments at this stage that too would be very useful to me. The whole purpose of my research is to allow those interviewed to share their perspectives on School Links. If you would prefer that I send a paper copy of my interview and you then correct any errors by hand on that I am happy to do that as an alternative means? I will repay any postage cost incurred for it to be sent back to my school address in London.

Or, if you can think of another way in which I could carry out this process that too would be very helpful.

Please advise the best method to allow this 'triangulation' process to proceed at your end now.

Many thanks, Alison Leonard

**From:** Zawadi Dende

**To:** Alison Leonard  
**Subject:** RE: Helping Alison Leonard again  
**Date:** Tue, 30 Apr 2013 17:13:56 +0300

Dear Alison,

Thanks for the message. I hope you are doing well. Me and the Family are doing fine. The Chamwino Secondary School Headmistress you did meet is called Christabela Mushi.

Regards,

Zawadi K. Dende.

**From:** Alison Leonard  
**To:** Zawadi Dende  
**Subject:** Helping Alison Leonard again  
**Date:** Thu, 25 Apr 2013 13:32:50 +0100

Dear Zawadi,

I cannot tell you how sad Hugh and I were when we learnt last month of your father's death last December; he will be sorely missed. We count ourselves privileged to have met him and are both very grateful for all that he did for us in April 2010, when we were in Buigiri.

Please could you give me some information about Chamwino Secondary School? I need the Head Teacher's surname, whilst I have her first name, Christabel, I cannot find my record of her surname, and do not want to be disrespectful when I write about her in my thesis.

A quick email response would be most welcome.

Once again, please accept our condolences on the loss of your father; a very, very special man.

Kind regards,  
Alison Leonard

**MSS**

**From:** Alison Leonard

**To:** Moh'd Ali Khatib.

**Subject:** Alison Leonard's Visit to Makunduchi School 2009

Date: Mon, 8 Jun 2009 15:06:47 +0100

Dear Mohammed,

Sorry it has taken me a while to get back to you with more information about my intended visit to Tanzania and Zanzibar this summer. I had a visit to Mr Athumani Mashanga at the Tanzanian High Commission just before Easter and then waited to get a response from a UK based NGO, Action Aid, before completing the required paperwork with COSTECH in Dar es Salaam (they require that I complete an official application and achieve approval before I can carry out any research in Tanzania)

I now have a letter from my Ph.D supervisor, which I will post to the address which you kindly gave me; I will forward a copy to you as an email attachment with this email.

The dates for my intended visit will now be in August and September, since those in July when I would not be working for Canterbury Christ Church University did not allow sufficient time to visit Makunduchi and the schools in mainland Tanzania which I intend to visit too.

The dates for my intended visit will now be in August and September, since those in July when I would not be working for Canterbury Christ Church University did not allow sufficient time to visit Makunduchi and the schools in mainland Tanzania which I intend to visit too. The dates when I could be out in East Africa are between 22nd August and 6th September; my school term at Westminster School starts on September 7th, although I might be able to stay on until Thursday 10th September. I teach at school on a Monday, Tuesday and Friday and work for the university on Wednesdays and Thursdays, but don't know my time-table for next academic year yet.

The Tanzanian communities and schools which I hope to visit are Shambalai Secondary School, Lushoto (linked with St Bede's School, Redhill) and Buigiri village, including its primary school, new Buigiri secondary school and Chamwino secondary school (linked with Arnold School, Blackpool).

I am sending you all the paperwork which I have had to send to COSTECH in Dar es Salaam, so you have a clearer idea of my background. The only thing I am currently struggling with is how to arrange to send them the \$50 fee, which is required with my research application. The first attachment is a copy of the letter which I have will post on to the Zanzibar authorities, as per your advice about conducting research at Makunduchi School.

I will be very happy to run a workshop for you, as per your request; please can you give me a bit more information about what you would like it to focus on and the equipment which I could use, or your teachers and pupils would have access to at Makunduchi School?

Best regards

Alison Leonard

Doctoral student at DERC, Institute of Education, University of London

Geography Subject Tutor Teach First ITE programme

From: Moh'd Ali Khatib

To: Alison Leonard  
Subject: RE: Alison Leonard's Visit to Makunduchi School 2009  
Date: Wed, 10 Jun 2009 09:42:06 +0100

Thanks for your swift response; I have much to learn from you, as both a teacher and a fellow professional in other ways. I also want to be able to share the responses from your school community about how a School Link affects your school: pupils, teachers, yourself as School Principal, governors of the school, parents of pupils and the wider community at Makunduchi.

I will indeed keep you informed; currently I am struggling to sort out how to send a payment in US\$ out to COSTECH in Dar es Salaam; I am hoping that the British Council there will be able to advise me.

Best regards and looking forward to working with you in either August or September, I hope;  
Alison

**From:** Moh'd Ali Khatib.  
**To:** Alison Leonard  
**Subject:** RE: Alison Leonard's Visit to Makunduchi School 2009  
**Date:** Wed, 10 Jun 2009 10:33:42 +0300

Hi Alison

Thank you very much for your email.

I wish you the best of luck in organising your documents and finalising your plans for visiting Tanzania. Please continue to keep us informed of your progress.

Regarding the workshop, we would like it to focus on teaching techniques. We have a projector and laptop, so maybe you could use power point? I think when you come here you will see the condition of teaching and learning in our school and no doubt you will be able to advise us on how to make progress. Maybe you could also run a workshop with our form 4 students regarding learning/revision techniques?

I look forward to receiving your next email.

Regards, Moh'd Ali Khatib.

**From:** Alison Leonard  
**To:** Moh'd Ali Khatib.  
**Subject:** RE: Alison Leonard's Visit to Makunduchi School 2009  
**Date:** Wed, 29 Jul 2009 23:26:57 +0100

Dear Moh'd,

I am very disappointed that it now looks as if I will not be able to visit you all in Zanzibar now until 2010; I have not had a response from COSTECH and as a result have decided that I will have to postpone my visit to Tanzania and Zanzibar until March or April. Like me, my Ph.D supervisor is disappointed that this delay has been necessary, but I am still keen to visit Makunduchi and schools in mainland Tanzania as case studies for my research.

If you have Internet access at school perhaps I could try to explore possibilities of video conferencing before my visit in person; please let me know if this might be a suitable interim plan.

I am starting my annual leave tomorrow and will be away sailing and out of email contact until the middle of August.

Best wishes to you and your staff.  
Alison

### **To Head Teacher, requesting support in triangulation process, April 2012**

Dear Mohammed'Ali,  
When you kindly agreed to let me interview you about the process of South/North Educational Linking, in April 2010, I explained that I would ensure adults received copies of the transcriptions. I am afraid that I am only now sending these to those in Tanzania; but rest assured I have been working on my research since meeting you.

My record for our interview is attached in the Word document. If you could kindly read through it and amend any factual errors that would be really helpful. I did not type out all my questions, since I had a standard set from which I carried out my interviews. If you could perhaps mark up any factual errors that would be very helpful.

If you are also happy to offer any additional comments at this stage that too would be very useful to me.

Additionally, we had said that as part of my research methodology I would invite those who had taken part in my research to comment on my final analysis; would you be happy to do this later this year? I hope to complete this part of my thesis by the end of July.

If you are interested you can access my recent work shared at the Geographical Associations' Annual Conference last week, hosted at the University of Manchester, from this link:GA website <http://www.geography.org.uk/cpdevents/annualconference/>

You'll need to look for my name, under the "Reporting research" section. There is currently a glitch with an embedded MP3 file, in slide 12 of the Powerpoint presentation. This was an audio file for part of our interview.

The paper there refers to the Makunduchi partnership with Aston Academy in Rotherham.

Many thanks; I do hope that you will be able to assist me in the "triangulation" process and may want to give me your responses to the forthcoming chapter analysing my E African cases later this year.

#### **Paper copies of all adult transcripts at MSS**

Additionally, could I perhaps ask you to act as a postal address on behalf of your teaching colleagues at Makunduchi. I will send out paper copies of all the transcripts, with personal requests for all to help me in this way. If you let me know the cost of postage for their return to my school address in London then I would ask that they are posted back safely.

Alternatively if there is someone travelling back to London then perhaps we could ask them to bring them back for me? I have been relatively unsuccessful so far in achieving this "triangulation" for a variety of reasons, but it would be very helpful if it could take place.

Kind regards, Alison Leonard

**Re: follow up to Buigiri School for the Blind- with Diocese of Central Tanganyika**

**From:** Alison Leonard

**Subject:** Request for name of Buigiri School for the Blind's UK partner primary school

**Date:** 30 March 2013 12:01:41 GMT

Dear Bishop Mdimi Mhogolo,

I am currently writing up the chapter of my Ph.D thesis based on my visits in Buigiri and Makunduchi, Zanzibar, which I made in April 2010. In reviewing the transcript of my interview at Buigiri's School for the Blind with the Principal I realise that I do not have the name of their linked UK primary school correctly transcribed.

Is there any chance that either you or Brian Atkins might be able to tell me please?

I had several different versions and had meant to follow this up, but obviously didn't quite get round to it.

What I had heard was either, Ampleford, Appenford or Amford- but none of those are the correct name...

I do hope that you can help me; otherwise, if you could let me have an email address for Sylvianus Hosea I will contact him and ask Sylvianus again myself.

Kind regards and have a wonderful Easter day tomorrow,

Alison Leonard

Alison Leonard currently teaches geography at Westminster School, London and is a Senior Lecturer at Canterbury Christ Church University (CCCU). For five years, 2006-2011, she combined her teaching with the role of Geography Subject Tutor on the Teach First Initial Teacher Education (ITE) programme. For two years, 2009-2011, she was a tutor at the Institute of Education, on the "North/South Education Partnerships" module of its MA course in Development Education.

If you are interested to learn more about my doctoral research this is a link to a report which was published last autumn; it only relates findings from my research in Zanzibar, not the research which I carried out in Buigiri, when Kenneth Mwanampalila kindly helped me to arrange to visit several schools, including the School for the Blind.

## **Follow up at Tanzanian Ministry of Education-**

From: Alison Leonard  
Sent: 09 May 2012 16:42  
To: xxxxxx@tanzania-online.gov.uk  
Cc: Alison Leonard  
Subject: Contacting Selestine Gesimba in Dar

Dear High Commission contact,

I am seeking an updated email address for the Deputy Permanent Secretary in Dar, so that I can ask him to comment on the transcription of any interview which I conducted with him. Please can you help? I have looked on the website for the Tanzanian Government, and there is no contact address listed there for him, except the Ministry's postal address.

It would speed up my research if I could send him, as promised, a digital version, rather than the hard copy.

The High Commission was kind enough to help me prior to my research visits to school in Zanzibar and mainland Tanzania and I hope they can do so again.

Kind regards,  
Alison Leonard

Alison Leonard is a part-time Geography teacher at Westminster School, London, doctoral research student at the Development Education Research Centre at London's Institute of Education, and Senior Lecturer at Canterbury Christ Church University, Canterbury, UK on the Teach First Initial Teacher Education programme. Her research is focused on development education and the potential contribution of the South/North Educational Linking Process (S/NELP) in three sub-Saharan African countries. She has been personally engaged in such relationships between schools in Ghana and China with schools in the UK.



## **Appendix (xi)**

### **Correspondence regarding COSTECH research clearance in Tanzania**

From: Rclearance@costech.or.tz  
To: Alison Leonard  
Subject: NOTICE OF PRELIMINARY APPROVAL  
Date: Thu, 8 Oct 2009 08:41:31 +0300

In reply please quote: RCA 2009/106      October 8, 2009

Alisen Leonard  
UK

Dear Alisen,

RE: NOTICE OF PRELIMINARY APPROVAL

We are pleased to inform you that your application for research clearance entitled "School Linking: A Southern Perspective" has been approved subject to comments from our local reviewer.

We will send the full notice of approval after getting the comments.

Yours sincerely,

Mashuhuri Mwinyihamisi  
for: DIRECTOR GENERAL

From: Alison Leonard  
Sent: 17 February 2010 13:40  
To: rclearance@costech.or.tz  
Subject: FW: RCA 2009/106 October 8, 2009

Please respond as a matter of urgency to this query below; any changes will need to be planned before I travel to Tanzania at the beginning of April.

Best regards

Alison Leonard

From: Alison Leonard  
Sent: 17 February 2010 13:37  
To: rclearance@costech.or.tz  
Cc: Alison Leonard  
Subject: FW: RCA 2009/106 October 8, 2009

I have since learnt from the High Commission in London that my contact there has been transferred, however I still would be grateful for a response to the query sent on 21 January please- see below.

Additionally I wrote to your Dar-es Salaam office and have also not had any reply yet.

Please advise of any requirements made by your local adviser in Tanzania as a matter of urgency.  
Best regards,  
Alison Leonard

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From: Alison Leonard  
To: rclearance@costech.or.tz; mashanga@tanzania-online.gov.uk  
Subject: RCA 2009/106 October 8, 2009  
Date: Thu, 21 Jan 2010 08:41:26 +0000

Reference: RCA 2009/106 October 8, 2009

Dear Mashuhuri Mwinyihamisi,

Further to your confirmation that COSTECH have granted me Preliminary Clearance application for my research "School Linking: A Southern Perspective" subject to comments from your local reviewer please could you inform me what I should do next? I have not received any communications yet from a reviewer in Tanzania

I will need to sort out arrangements to travel to Zanzibar and then Tanzania and since I am paying for my travel myself the earlier I can book international flights the better. I may also need to ask my school or the universities which I work for to release me from some of my teaching in April, and the more notice I can give them the better.

Your early attention would be much appreciated,

Alison Leonard

From: Alison Leonard  
Sent: 10 September 2009 13:59  
To: mashanga  
Subject: Alison Leonard's COSTECH application and School Linking research

Please could you contact me to advise on what I should now do, I still have had no correspondence from COSTECH in Dar. I left a telephone message this morning on your Answerphone at the High Commission and would appreciate an opportunity to speak with you again about my intended educational research in Tanzania, which I am still keen to carry out.

My mobile/cell phone is xxxxx; I am working at home this afternoon and could also be contacted today on xxxxxx.

Best regards and looking forward to your response,  
Alison

Alison Leonard is a doctoral research student at London's Institute of Education, Geography teacher at Westminster School, London and Senior Lecturer at Canterbury Christ Church University. Her research is focused on development education and the potential contribution of international links between schools in the global South and North.

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From: mashanga  
Sent: 14 August 2009 11:28  
To: Alison Leonard  
Subject: Re: Alison Leonard's COSTECH Research Clearance application

Dear Alison,  
I am sorry that I was away for a month and I just came across your mail yesterday. Since a number of days have passed, can you please update me as to how far you have gone as regards your correspondence with COSTECH

Best Regards

Mashanga  
----- Original Message -----  
From: Alison Leonard  
To: Mashanga  
Sent: Thursday, July 16, 2009 11:32 AM  
Subject: Alison Leonard's COSTECH Research Clearance application

Since you kindly offered to be of help from London please could I ask you a favour?

I know that the original hard copies of my paperwork has been received by COSTECH and that they had received the additional extra electronic mailing of 23 June- there was an additional requirement for me to submit a research proposal (I attached these to that email), which I copied you into. I have not heard back whether my second mailing, with hard copies of the research

proposal has been received or if my application has been approved yet.

#### COSTECH Research Clearance application

Their information clearly states that researchers should not make any further arrangements until the clearance is granted, but I am running out of time in which to carry out the necessary preparations to visit Tanzania and Zanzibar in August and September. Can you advise me what I should do?

If I am not able to visit then the next time slot when my teaching commitments would allow me a two week period would be in mid October, when I have a two week half-term from Westminster School.

Do you think it would be better to assume that I could do my research in October and forget about trying to visit in late August? As I had explained to you, I am self-funding and by leaving flight arrangements until the last minute the costs of international air travel often become prohibitive.

#### Contacting School Head teachers/School Principals

I would like to also contact the Head teachers/School Principals at the schools which I hope to visit, since out of courtesy I feel that I should personally request that I can visit their schools and explain my planned research; do you agree? Even if I am contacting them now that would give them about five weeks' prior notice (for August); would that be sufficient? I have already instigated this with the school in Zanzibar.

Once again, thanks so much for your encouragement and assistance in this research challenge;

Best regards

Alison Leonard

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From: Mashanga

Sent: 26 June 2009 11:43

To: Alison Leonard

Subject: Re: Additional paperwork for Research Clearance application

Wish you the best. Just in case you will want any help from our side, please dont hestate to call us.

----- Original Message -----

From: Alison Leonard

To: Rclearance@costech.or.tz

Cc: Alison Leonard"

Sent: Tuesday, June 23, 2009 7:24 PM

Subject: Additional paperwork for Research Clearance application

Dear MASHUHURI M

Further to your email of 10 June I now have pleasure in attaching electronic copies of the extra documentation which you had requested. Please find attached:

1.

Research proposal which contains an abstract, introduction; literature review; research problem; objectives; methodologies, research beneficiaries and bibliography

2.

Literature review- as a separate chapter.

I will put hard copies in the post to you tomorrow and hope that you will be able to consider this application at your earliest convenience, since I will need to make travel and accommodation arrangements. I hope my first mailing has now arrived at your offices.

I am happy to supply additional information.

Best regards

Alison Leonard

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## **Appendix (xii) Visitor Exchange: NSS planned visit to Kington 2011**

E-mail correspondence with Lady Hawkins School, NSS's UK Partner's School Linking co-ordinator

**Date:** Fri, 10 Jun 2011 07:20:43 +0100

**From:** Dan Baliraine

**To:** Alison Leonard

**Subject:**

Dear Alison,

We are scheduled to do an exchange visit to Lady Hawkins' School on 26th June 2011 at the invitation and sponsorship of our hosts. We are processing our visas and it will be good to have a chance to visit you and your church if it will be possible.

... We are going through hard economic times and have been struggling just to push through the times day by day by God's grace. Our son joined University in September last year but on self sponsorship. The fees is high and a challenge to us especially when our taxi vehicle has been performing poorly ever since it had the accident. Even now it is to undergo engine overhaul. Sorry for the delay.

Am travelling with Fred Mudope, the Deputy head at Nakigo SS and Charles Ilukor, a teacher at Nakigo P.S. Hope we shall meet you when we come over.

Yours, Dan.

**Date:** Tue, 21 Jun 2011 07:46:41 +0100

**From:** Dan Baliraine

**To:** J Barlow K Smith A Leonard

Dear Jenny,

We have just checked on our visas this morning. Sorry to inform you that we have not been granted visas. They recon that we are not genuine as exchange visitors and they believe that we would not return to Uganda. They also claim that we shall not be able to afford our return flight and that our host will not sustain us through the days stated for the visit! Am indeed surprised given the paperwork that we presented to them. They even think we are not teachers even after documentation from the schools and pay slips.

Yours Dan.

From: Kevin Smith  
Sent: 08 July 2011 14:43  
To: Alison Leonard  
Subject: RE: International relations with Uganda and UK visa application process

Thanks, Alison, that is great. We have been assured by our local MP Bill Wiggins that his secretary will submit the applications directly to the British High commissioner in Nairobi next time. We haven't finalised arrangements but we are looking to inviting Dan, Charles and Fred out again next Easter to allow for our trip to Uganda to take place in July.

Thanks again for your help and support. Being a teacher yourself, I know that you are fully aware of the extra work something like this entails, but that also I see it as an incredibly valuable part of our students' education. I do hope that we can pull it off next time and that the people that blocked it this time are suitably embarrassed and apologetic and are held to account for their actions (unfortunately I am also a realist!)

Best wishes for the summer and feel free to visit again. We are in the middle of a bumper crop of strawberries and raspberries.

Kevin.

From: Alison Leonard  
Sent: Fri 08/07/2011 14:30  
CC: Kevin Smith and Daniel Baliraine  
Subject: FW: International relations with Uganda and UK visa application process

Copy of email which I have sent to our Foreign Secretary. I sent a similar mail to my local MP- who is also a member of the Conservative Party.

Alison\_\_\_\_\_

**From:** Alison Leonard  
**Sent:** 08 July 2011 14:22  
**To:** haguew@parliament.uk  
**Subject:** International relations with Uganda and UK visa application process

Dear Foreign Secretary,

It would be helpful for my current doctoral research at London's Institute of Education to learn your response to this situation. As a tutor too on a Masters Level module on the North/South Education Partnerships, with the majority of my MA students based in the South, I would be interested in your response and that of my local MP, Bob Neill. As part of my data collection for my Ph.D in the last two years I visited several schools in East Africa, including a Ugandan secondary school in Iganga. All the schools where I carried out my interviews have links with schools in the UK. While I have not completed my analysis of all these interviews I was struck by the consistent identification of a keen desire to promote the equality of these international relationships by facilitating exchanges of teaching personnel between the parties. Although schools in Uganda had hosted their UK 'partners' only rarely had the Ugandan teachers visited their UK visitors' schools.

During my visits in October 2009 I had stayed in the homes of Ugandans. Like them I hoped to be able to return their hospitality here in the UK. Three weeks ago I learnt from my Ugandan teacher host in Iganga that the school link which he has taken part in for several years was finally going to be able to send a party of three teachers to their hosts in Herefordshire. I immediately responded that I would try to meet up with them in London, where I also teach geography (and train new Geography teachers on the Teach First Initial Teacher Education programme). The arrangements at this end were in place, their programme had been put together and the students here were looking forward to their opportunity to return the educational opportunities, which they had benefited from in Iganga. Imagine my despair therefore when I received this response, only days before their intended departure for UK: "We have just checked on our visas this morning. Sorry to inform you that we have not been granted visas. They recon that we are not genuine as exchange visitors and they believe that we would not return to Uganda. They also claim that we shall not be able to afford our return flight and that our host will not sustain us through the days stated for the visit! Am indeed surprised given the paperwork that we presented to them. They even think we are not teachers even after documentation from the schools and pay slips."... I would be very keen to know the government's response. If the DfID supported Global Schools Partnerships Programme (DGSP) advice is followed it clearly recommends that these relationships seek to promote equality and reciprocity between the parties, whilst acknowledging that inevitably the resource provision between a Ugandan and an English school will be very different. This link has sought to achieve this, yet the refusal of UK visas now effectively sets back efforts within this partnership to reciprocate. What sort of outcry would



there be if this happened to teachers from a school in Christchurch, New Zealand or Perth, Western Australia?

As a participant in these South/North relationships myself I feel thoroughly embarrassed on behalf of the teachers in Iganga and Kington that this has happened. Having organised a school exchange with teachers and students in China on two occasions in the last 3 years I am now anxious about the next round of our arrangements, and our Chinese partners' applications for UK visas. Equally, for the teachers in Uganda and at Kington I would hope that I can report back that I have contacted both the UK Foreign Secretary and my local MP and sought responses to their dilemma. I have also contacted Bob Neill independently, asking that he responds and seeks out your reply, in your official capacity as Foreign Secretary.

Best regards,  
Alison Leonard

Alison Leonard is a part-time doctoral research student and course tutor on the "North-South Educational Partnerships" module of the Development Education MA at London's Institute of Education, Geography teacher at Westminster School, London and Senior Lecturer at Canterbury Christ Church University, Canterbury, UK on the Teach First Initial Teacher Education programme. Her research is focused on development education and the potential contribution of the South/North Educational Linking Process (S/NELP) in three sub-Saharan African countries. She has been personally engaged in such relationships between schools in Ghana and China with schools in the UK.

**From:** william.hague.mp@parliament.uk  
**Date:** Mon, 11 Jul 2011 10:35:46 +0100  
**Subject:** RE: International relations with Uganda and UK visa application process

Thank you for your email to The Rt Hon William Hague MP.

Foreign affairs related matters

If you are writing to Mr Hague in his capacity as Foreign Secretary please go to the Foreign & Commonwealth Office website for contact details

<http://www.fco.gov.uk/en/contact-us>

<http://www.fco.gov.uk/en/ministerial-feedback-form>

Visa matters

If you are a not a constituent of William Hague and your enquiry or correspondence is related to visa matters, please go to

<http://www.ukba.homeoffice.gov.uk/contact/>

#### **Correspondence with local MP**

**From:** bob.neill.mp@parliament.uk  
**Date:** Thu, 14 Jul 2011 12:01:22 +0100  
**Subject:** RE: UK visa application process and international relations with Uganda

Mr Neill will write to Henry Bellingham MP, Parliamentary Under Secretary of State at the Foreign Office who leads on such matters. When we have a response, we will forward it to you.

Kind regards

Vanessa

**Vanessa Michna**

**Office of Bob Neill MP, Bromley & Chislehurst**  
**Parliamentary Under Secretary of State for Communities and Local Government**  
House of Commons, London, SW1A 0AA  
Tel: 020 7219 8471

**From:** Alison Leonard

**Sent:** 14 July 2011 11:51

**To:** NEILL, Bob

**Subject:** RE: UK visa application process and international relations with Uganda

Thanks for this response; however, please can you advise me how that office should be contacted. The email which I had sent to the Foreign Secretary's email address was not responded to. While I am going to send a paper copy of the letter to him c/o Foreign and Commonwealth Office it would be very helpful to be given further advice on how William Hague can be contacted directly by members of the public.

Many thanks, Alison Leonard

From: bob.neill.mp@parliament.uk

Date: Thu, 14 Jul 2011 11:26:54 +0100

Subject: RE: UK visa application process and international relations with Uganda

Thank you for the information. Mr Neill has noted the content of your email and has asked me to respond on his behalf. The issues you have raised are a matter for the Foreign and Commonwealth Office and therefore, await their response accordingly.

Kind regards  
Vanessa  
[Vanessa Michna](#)

**From:** Alison Leonard  
**Sent:** 08 July 2011 14:10

**To:** NEILL, Bob

**Subject:** UK visa application process and international relations with Uganda

Dear Bob,

*Preamble as per correspondence with Foreign Secretary...*

If you could raise this matter with William Hague I would be very keen to know the government's response. If the DfID supported Global Schools Partnerships Programme (DGSP) advice is followed it clearly recommends that these relationships seek to promote equality and reciprocity between the parties, whilst acknowledging that inevitably the resource provision between a Ugandan and an English school will be very different. This link has sought to achieve this, yet the refusal of UK visas now effectively sets back efforts within this partnership to reciprocate. What sort of outcry would there be if this happened to teachers from a school in Christchurch, New Zealand or Perth, Western Australia?

As a participant in these South/North relationships myself I feel thoroughly embarrassed on behalf of the teachers in Iganga and Kington that this has happened. Having organised a school exchange with teachers and students in China on two occasions in the last 3 years I am now anxious about the next round of our arrangements, and our Chinese partners' applications for UK visas.

Equally, for the teachers in Uganda and at Kington I would hope that I can report back that I have contacted my MP and sought his response to their dilemma.

I will also contact the Foreign Secretary independently.

Best regards, Alison Leonard

## Appendix (xiii) Correspondence regarding closure of DGSP

**From:** Alison Leonard

**Sent:** 29 March 2012 13:44

**To:** Najda, Ruth (Education and Society)

**Subject:** Closure of GSP

Dear Ruth,

I was disappointed to note on DfID's website when checking yesterday that GSP is closing... is there any official explanation which I can cite in my forthcoming presentation at the Geographical Association's Annual Conference next month? I have a short slot to report on my research; this development is likely to be one which might be questioned by the audience and it would be good to have a response from the British Council. When I had seen that grant applications had to be in by the end of January 2012 I hadn't realised the potential significance of that deadline.

The following quotation that DfID is: "currently looking at how this can be done to ensure a high quality service to schools that also represents value for money for the UK taxpayer" perhaps infers that the government considers that the programme is not "value for money".

Have the partners in GSP been given an explanation?

Alison

**Subject:** RE: Closure of GSP

Date: Thu, 12 Apr 2012 16:07:58 +0100

**From:** Ruth.Najda

**To:** Alison Leonard

Hi Alison,

My apologies for not replying to you sooner. It's been a particularly busy period recently.

The messaging on our website is as follows:

*The Global School Partnerships (GSP) programme has awarded final grants to schools, but will continue to provide support and advice to schools completing their grant activity until March 2013.*

*The Department for International Development (DFID) is committed to continuing support for school linking beyond the closure of GSP and is currently looking at how this can be done to ensure a high quality service to schools that also represents value for money for the UK taxpayer.*

*DFID will be making further announcements about the continuation of school linking shortly and will ensure all schools partnered through GSP are fully informed about how this will impact on their partnership.*

I'm sure we will shortly hear about DFID's plans for continuing support for school linking.

Regards,

Ruth

**Subject:** RE: New messaging  
**Date:** Thu, 26 Apr 2012 18:13:24 +0100  
**From:** Ruth Najda  
**To:** Alison Leonard

Hi Alison,

This is the new messaging that has gone live on the GSP website today. Hope this helps with your enquiry.

Ruth

The Global School Partnerships (GSP) programme has awarded final grants to schools, but will continue to provide support and advice to schools completing their grant activity until March 2013.

The Department for International Development (DFID) and the British Council will continue to support global citizenship and school linking and launch a new programme in June this year.

A new toolkit about how to sustain your Global School Partnership is available at

[www.dfid.gov.uk/globalschools](http://www.dfid.gov.uk/globalschools).

For information about GSP email [globalschool@britishcouncil.org](mailto:globalschool@britishcouncil.org) or call +44 (0)161 957 7755.

Schools are advised to refer to [British Council Schools Online](#) in order to get up to date information about new sources of funding.

The British Council is the United Kingdom's international organisation for educational opportunities and cultural relations. We are a registered charity; 209131 (England and Wales) SC037733 (Scotland). We create international opportunities for the people of the UK and other countries and build trust between them worldwide. We call this cultural relations.

## Appendix (xiv) Correspondence with UK end of cases, 2006-2013

### Weald of Kent Grammar School for Girls, Tonbridge, Kent: KGSS's UK partner

Reply to Linking co-ordinator for further information about my liaison with KGSS colleagues, 2005-6

2007: Queries in black, my responses in italics. LR refers to a folder on the school's intranet, accessible to members of the teaching staff.

I'm putting together the report for the Ghana projects last year, and am having trouble finding the files related to the link. I know you did tell me where to find everything but LR has become so complicated I keep going round in circles. If you can remember where things are saved please could you let me know?

I no longer have access to LR, so it is very hard for me to be certain of how to access the Ghana Stuff; I don't know if any changes have been made over the summer, for example. However, I do know that I had previously saved materials onto the Staff, Staff area: that way it didn't matter which department or permissions people had. So, the work that was done on Ghana in French was saved there. You will probably still find a Krobo or a Ghana folder there.

In particular I am looking for the ppt you did on waste in Ghana and the other photos.

I might have a copy on my home computer of this; if not I think it should be on the Staff, Staff, Staff area... since I showed it in the Mezz on a laptop, connected to a mobile projector. The other photos should all be on the School system.

Also, do you know where I can find examples of students' work in Geography done as a follow-up to the information exchange?

The Sixth form work, I am afraid is probably in girls' folders and they have now left; I didn't keep copies. Girls worked in small groups to present to the rest of the class findings on a range of different topics. The main resources created for them were summaries of:

Ghana's trade with the UK; The role of trading organizations in West Africa; The impact of the possible introduction of a new common currency to West Africa, similar in nature to the Euro; The role of other International Organisations in Africa. This work was then integrated into the Year 13 course, giving girls detailed, located knowledge and understanding for LEDCs, focused on Ghana and Sub-Saharan Africa. Some Ghanaian pupils had clearly spent time to create immediately usable resources, while others interpreted 'research' as printing out very advanced documents from the Internet. I think that I left these in the Geography Department.

I need to be able to comment on the outcomes of the project in terms of the development/global economy issues considered.

Was there any display work or are there any essays available to send in?

- We didn't really create permanent display work. In the photos folder for Krobo, however, were photos used in lessons.
- When Bismark was over in September he left us a video and gave the geography department some resources, such as chocolate products- the wrappers are in the drawers with the Yr 8 Ghana work. Again, pupils' folders would have work in them derived from the School Link.
- Last year's Year 8 should still have their Ghana work, especially if they did it in exercise books, since they don't get new books until their old ones are full up.
- For the Ghana in French work speak with Esther; I have done some analysis on pupils' responses this year, but haven't written it up yet. When I do I will send you a copy; I thought I would send it to CILT and Maureen, although I know she is no longer Head of Faculty she was very supportive of what we were trying to achieve.
- I did not retain copies of girls' essays; if they haven't gone to uni yet Phil could probably put you in touch with some of them. It would be a good idea to speak to those hoping to carry on with their Geographical Studies and /or those who sat the AEA award. Poppy would be really helpful, as would someone like Louise or Hayley.
- The key idea for Year 13 was to use Ghana wherever appropriate during the year; so, for example, when looking at plantation agriculture they used Cocoa production in Ghana; when looking at Fair trade, they used Ghanaian examples- it was anticipated that this year's trip would visit a Fair Trade plantation in October (Emma and I did a recce there in February). When looking at tourism in LEDCs those who had been to Ghana shared their observations from visiting both cultural/ historic and beach and safari resorts.

(You already gave me copies of our students' answers to the Ghanaians' questions. Was this a reciprocal thing?)

See comments above.

Ghanaian pupils needed to gain an understanding of the role of the Euro, EU and International trade, so did our pupils. Thus by carrying out the research on behalf of their Ghanaian peers our pupils were also helping to develop their own understanding of these topics, which could then complement their research based on the resources created for them by the Ghanaian pupils- thus it was reciprocal for both ends of the link.

By the nature of the 'research' carried out by the Ghanaian pupils, before our visit there, some of their pupils incurred considerable personal expense; I know this was an issue from conversations with Bismark. I think it is worth impressing on them, gently, that research is not just about printing out pages from the Internet- the pupils who directly responded to their research brief produced work which was more readily accessible to its audience, was succinct and directly relevant to an A level audience. It is a delicate matter, but I am sure you could do this in a very tactful way. Since they also thought that this was the only way to do the research perhaps some pedagogical advice on research skills might be mutually beneficial to all students. Clearly there could be an equality issue here; Internet Access is not widely available to Krobo staff or students, did their interpretation of the request to carry out research unwittingly create inequalities?

It was not reciprocal in terms of our students asking their students questions, since we hadn't got to the part of the course to be able to devise questions- and the time issue would have held things up at this end. I had therefore asked Bismark to give his students these topics, knowing that I could bring back to the UK their work (without incurring expensive postal charges, or the risk of things getting lost in the post. The British Council are less inclined to let schools use their internal postal system than they were in the past.)

Also, can you let me know what resources were purchased by the department to support the project?

The Year 8 scheme of work resources created involved an entire Year group, so Phil should be able to work out the cost from the budget for photocopying, purchase of Fair trade chocolate products etc. The main expense was the laminating of sets of photos and maps which were colour printed. He balked at the expense, but to ensure that these last they were not just on A4 sheets. However, in terms of consumables, others would have been used if they were still learning about Kenya, so I am not sure that it is fair to claim they were expenses to support the project; you decide. These could be used to create a new display, using pupils' responses from one of the lessons, if Phil thought it would be a good idea? The pupil activity involved creating a series of annotations, but I am not sure how the scheme of work was used, since these lessons were taught after I left. The girls studying Ghana in French, however, had completed their work before I finished at Weald. I never billed the school for posting the girls' work out to Ghana and doubt that I would still have the receipt from the Post Office.

I am sorry that I can't be of more help; if you had asked me to keep copies of these things I would have done so; perhaps it is worth impressing this on those now working on projects. There should be copies of the presentation made to the school in assembly somewhere on the School system, I hope.

Please let me know when the Ghanaians are over and I will try to offer hospitality to them in Bickley, at my new home.

I am embarking on a short-term piece of research on School Linking, and possibly using this towards an MPhil or PhD, if my research application is successful. I would therefore like to keep closely in touch with the Weald/ Krobo School link and how it develops over the next few years.

I hope that this goes some way to answering your queries; when the ICT Department have created the CD for me, that they have promised me, I might be of more use to you. I know that they must be incredibly busy at the start of a new academic year, especially with CATS tests etc.

[Unfortunately the CD referred to was later lost]



## Correspondence with John Errington, Aston's former Linking coordinator

Message Received: Mar 26 2010, 04:06 PM

From: "Alison Leonard"

To: John Errington

Subject: Visit to Makunduchi

Dear John,

Finally, after months and months of trying to sort out a visit to Tanzania this time next week I should be negotiating my way to Zanzibar, from Dar. I am still waiting to hear on a contact with Professor Dihenga at the Ministry of Education, via a contact at the High Commission in London.

Mohammed Ali had kindly agreed well over a year ago, that I could carry out part of my Ph.D research with Makunduchi, so now that I am about to visit I wondered if you had any messages to convey? Your advice would be appreciated too over payments for our accommodation; he has arranged that Mr Kinole or Miss Alha will help with this.

Further, if you can think of any items which we could helpfully take with us for our hosts that would also be very welcome advice. For example, when we visit the Village Aid schools in Buigiri, near Dodoma, linked with Arnold School, we have been asked to take Gaviscon tablets with us.

Best regards, Alison

**From:** John Errington

**To:** Alison Leonard

**Subject:** RE: Visit to Makunduchi

Date: Sat, 27 Mar 2010 11:24:23 +0100

Hi Alison,

Nice to hear from you after a while. Of course, Michael Haggard was our very first Zanzigap volunteer. Thank you for suggesting to him that he should contact us.

The Ministry of Education want Zanzigap to provide about 120 volunteers, we reckon we could manage 60+, but so far, it's numbers of less than 10. I think the main problem is the cost of advertising - we don't have lots of spare cash.

I'll be in Mak at the end of July to witness and celebrate *Maka Kongwa*, 100th anniversary of Mak school & 20th anniversary of the Partnership.

The Minister of Education is Haroun Suleiman, and the Principal Secretary, Mr Vaiu. Vaiu is accessible, Haroun is maybe too important these days, but you will probably meet him. I don't know your professor, but I wouldn't worry about a lack of contact, that's normal!

Does Moh'd know your arrival date? Kinole is the Dept Head, Salha is a senior teacher and wife of Kozi .... He's the 'District Administrative Officer', ...Moh'd hasn't answered to my last 3 mails, even though I've prompted him with a text.

His number is xxxxxx

Your accommodation in Mak should be the schoolhouse. You need to ensure it's got nets.

You might be better buying one new in Town on your way. I'd invest in a cheap fan also. It gets hot at night. Accommodation should be free! You should pay about £1.50 per meal when eating with a family. You'll eat on the floor - makes my old legs stiff after a while!

You might have to barter about accommodation and food! They'll be keen to earn a few bob out of your visit! Remain polite at all times, but don't be afraid to offer about half of what might initially be asked for! Tell them there's a recession in the North. If you do part with cash ask if it can be put into the completion of the examination hall project!

From Town take the #310 dalla-dalla to Mak.

You'll no doubt have to make a speech to the teachers when you arrive. Please convey my best wishes to everyone at Mak School, and remind them I'll see them soon.

What to take? It makes me cringe when I see people giving out pencil cases and stuff. Whatever you might decide, it's not going to alter much. I think the best thing might be malaria tablets, if you can get your hands on some free or cheap. You'll visit the hospital in Mak while you're there - harrowing!

Have a good *safari*, contact me if you need more.  
Best Wishes, John

**From:** John Errington  
**To:** Alison Leonard  
**Subject:** RE: Visit to Makunduchi  
**Date:** Tue, 30 Mar 2010 18:58:43 +0200

Hi Alison,

Thanks for all that.

I've put Zanzigap on facebook! (Trying to get into the 21st Century, kicking and screaming!) It would be wonderful if you signed in, became a fan, and sent us some details of your trip while you're there. There has been a surprising uptake within the last 48 hours since I created the page. It's people who have been and who are going. Makunduchi, as you know, has internet access. Just go to facebook and type in 'zanzigap'!

Michael was an able volunteer - a great first candidate!

Kozi is very approachable. His mobile # is xxxx I don't know anything about Fran Martin's work. Fill me in.

I'll definitely come to your house and stay! I usually travel these days with my 12 year old son, the other children have reached the age when they wouldn't be seen dead with me! Likewise, have you considered Sheffield as a mini-break destination? It's pretty nice here, we have room, we walk a lot, Derbyshire is magnificent!! I'd need your address and when you're there. Mine is xxxx Haroun's e-mail is xxxx his full title is Hon. Haroun A. Suleiman MP, Minister of Education & Vocational Training. You'll be lucky to get a reply, but past experience shows he does read his mails, albeit that he doesn't reply, but you might get lucky!

Again, thanks for everything.

Please consider joining the Zanzigap facebook fan list and contributing to the discussion.

Best Wishes,  
John

=====

Message Received: Mar 29 2010, 08:44 PM

From: Alison Leonard

To: John Errington

Subject: RE: Visit to Makunduchi

Dear John.

Thanks for both your emails. I didn't know that Michael Haggar was your very first Zanzigap volunteer. I am very happy that having suggested it to him that he took part; I hope it was successful all round?

I will try to contact The Minister of Education Haroun Suleiman, and ask for an appointment with the Principal Secretary, Mr Vaiu. Since I am none the wiser about the meeting in Dar it would be good to have a positive response in Zanzibar.

Moh'd does know our arrival date? But like you I have not had a response to my email, so I'll text him again and also ask Majenda to try to get in touch and try to call him too.

It would be helpful to be able to interview xxxx I think, since you have said he is the most important man in the village.

We've bought some nets and will take your advice about investing in a fan also. I'm quite used to sitting on the floor, but like you getting up again might not be quite to easy... something I have only really noticed in the last year or so!

I'll get Hugh to do the bartering about accommodation and food; it isn't one of my skills. We'll try to follow your advice and being polite at all times, but not afraid to offer about half of what is asked for. I am more than happy for cash to be put into the completion of the examination hall project!

My speech making is not wonderful, but I had to do it a few times in Ghana and Uganda to the teachers and others, in churches and schools.

I'm sorry about the pencil bit: I suppose what you're saying is that the scale of what people can do is not going to make any real difference? I'm not sure how I would get hold of extra malaria tablets, but will try to locate some- I may have left it too late without a prescription. Hopefully, however, what I can write afterwards might be of greater benefit, especially since my prime aim is to let Southern voices be heard on the South/North Educational linking process- warts and all! What have you thought about the recent coverage of the work which Fran Martin is carrying out at Exeter?

I will certainly send your best wishes to everyone at Mak School, and also remind them you'll see them soon for the big celebrations.

How lovely to be able to visit this summer:two real causes for celebration Mak school's 100th & 20th anniversary of the Partnership with Aston.

Alison

## Appendix (xv) Audit of dissemination of findings 2006-2014

| Date          | Nature: book chapter, paper or presentation  | Organisation/venue   |
|---------------|--|--|
| Nov 2006      | Paper:<br>North-South linking Current research and Challenges (paper and Ppt. presentation)  | Institute of Education (IOE)/DEA<br>Development Education: Practice, Policy and Theory: Challenges for the future Conference, London:<br>IOE<br>November 20 2006 |
| July 2007     | Paper: Global School relationships. School Linking and future challenges   | ZEP  |
| 2008          | Book chapter:<br>Global School Relationships: School Linking and Modern Challenges' in Bourn, D. (ed.)<br>Development education: debates and dialogue  | Institute of Education, Bedford<br>Way papers  |
| 2009          | Chapter co-authored with Bourn,<br>"Living in the wider world- the global dimension"<br>in Mitchell, D. (ed.) Living Geography   | London: Optima Publishing  |
| April 2009    | Research paper and Ppt. presentation:<br>School Linking: A Southern perspective  | Geographical Association,<br>Annual Conference, University<br>of Manchester  |
| October 2009  | Research Paper and Ppt. presentation:<br>A Southern Perspective on School Linking:<br>Learning from Linking  | Critical Thinking for Development<br>Education: Moving from Evaluation<br>to Research, National University of<br>Ireland, Galway, Eire                           |
| November 2010 | "The South/North Educational Linking Process (S/NELP)", presentation and paper<br>19-20 November, convened jointly by the Institute of Education (IOE), London and Beijing Normal University (BNU)   | Education & Citizenship in a<br>Globalising<br>World conference, Beijing Normal<br>University/ Institute of Education,<br>University of London                   |
| January 2011  | "The South/North Educational Linking Process (S/NELP):<br>Learning from Linking 2" paper and presentation  | Geography Teacher Educator (GTE)<br>Conference, Matlock, Derbs.  |
| April 2011    | "The South North Educational Linking Process-<br>Southern perspectives revisited", paper and<br>presentation   | Geographical Association Annual<br>Conference,<br>University of Surrey, Guildford  |
| January 2012  | "A Southern perspective on the South/North<br>Educational Linking Process (S/NELP). Early stage<br>analysis from Zanzibar" research paper and<br>presentation at conference entitled "Development<br>and Development Education",<br>23 January | Institute of Education,<br>University of<br>London   |
| April 2012    | Research paper and Ppt. presentation:<br>"The south-north educational linking process:<br>comparing southern perspectives", 14 April   | Geographical Association,<br>Annual Conference, University of<br>Manchester  |
| June 2012     | "School linking: young people's perspectives<br>from the Global South", presentation,<br>FRI-S7B-91 Session 7B, paper, 29 June   | University of Aberystwyth<br>A Child's World conference; working<br>together for a better future.  |

|                                      |  |   |
|--------------------------------------|--|---|
| July 2012                            | "The south/north educational linking process: a southern perspective, 2012" presentation, 17 July  | Canterbury Christ Church University<br>At the Crossroads, Jubilee<br>Conference-new directions in<br>teacher education. |
| September<br>and<br>November<br>2012 | Online participation as invited contributor, "Lessons around the world: working with schools overseas", 27 September and "Teaching and learning in the global classroom", 8 November         | Guardian Teacher Network<br>live chats  |
| November<br>2012                     | "Effects of linking in Ugandan schools", themed seminar presentation, at conference entitled "School Linking, Where Next?", 23 November  | DERC at Institute of Education/ LCD<br>conference, Institute of Education,<br>University of London                      |
| November<br>2012                     | "The 'Aston-Makunduchi partnership': South- North School Link – In-depth Case Study" Research Paper No.8   | London: Development Education<br>Research Centre, Institute of<br>Education, University of London                       |
| October<br>2013                      | How schools in the Global South are affected by the process of School Linking, paper and presentation  | Canterbury Christ Church, Faculty of<br>Education, University<br>Scholarship Day  |
| April 2014                           | "School Linking: research in Sub-Saharan African schools. Ghana, Tanzania and Uganda. Sharing perspectives from the Global South", paper and presentation, 16 April.                         | Geographical Association Annual<br>Conference,<br>University of Surrey, Guildford                                       |
| July<br>2014                         | Book chapter:"The South/North Educational Linking Process: Young People's Perspectives from the Global South", in Thomas. M. (ed.) <i>A Child's World. Contemporary issues in education.</i> | Aberystwyth: CAA University of<br>Aberystwyth   |
| Forthcoming<br>Publication<br>2014   | Book chapter on doctoral research findings   | DERC at Institute of Education,<br>Institute of Education, University of<br>London                                      |

Plus internal work in progress seminars and poster conferences at IOE, including:

|                  |   |
|------------------|---|
| December<br>2006 | School Linking and Development, Poster conference<br>8 December   |
| February<br>2009 | Poster conference<br>27 February  |
| June<br>2009     | 17 June: 'School Linking: a Southern Perspective', work in progress seminar   |
| February<br>2011 | THE SOUTH/NORTH EDUCATIONAL LINKING PROCESS: A SOUTHERN PERSPECTIVE, FROM SCHOOLS IN GHANA, UGANDA AND TANZANIA Poster conference, 23 February. |
| December<br>2012 | "Analysis of interview transcripts", work in progress seminar, 5 December   |

## **Appendix (xvi) Corrected transcript comments/feedback from respondents**

**From:** Deborah Wesonga

**Date:** 20 November 2010 10:46:07 GMT

**To:** Alison Leonard

**Subject: Re: Comment on your Paper on school linking**

Dear Alison,

Greetings hoping you are fine. I have read through your document and the following are my comments. Let me hope that this will be helpful in improving your document

- 1) I believe NSEP may foster a dependency culture (attitude of waiting for the donors to send money/support)
- 2) Why do you use quotations without editing them in proper English? Although English is our second language the unedited English (of the quotations of the interviewees from the south) makes me uncomfortable
- 3) For the southern schools, its not possible to choose outcomes from the S/NELP. In the same way outcomes cannot be imposed by Northern S/NELP! Rather, through the interactions of the Northern and the Southern schools, the outcomes are spontaneous rather than planned (neither chosen nor imposed)

Hoping to hear from you,  
Deborah

**Date:** Sun, 28 Mar 2010 12:06:35 +0000

**From:** Dan Baliraine

**Subject:** Re: Alison's School linking research: Your interview transcript

**To:** Alison Leonard

Dear Alison,

Thank you very much for the interview transcript. It is the exact record of your interview with me.

We have just concluded our Sunday service and Am blessed. I received the sms message the same day you sent but I have been preoccupied with other issues, one of which was the loss of the father to my spiritual father and so we buried him on Wednesday.

The vehicle repair is almost over after a long time of panel beating. The panel beater requested me not to hurry him if I wanted a good job.

Thank you once more for your contribution in prayer, moral support and ... May God bless you abundantly.

Yours, Dan.

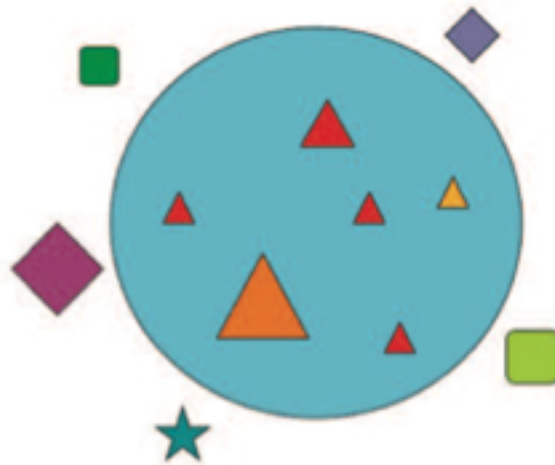
**Appendix (xvii) Data for participating Southern schools- with relevant dates of my visits**

| Name of school   | Type of school + pupils   | Visit to school  |
|--|---|--|
| Krobo Girls Secondary School,<br>Odumase-Krobo,<br>Ghana                 | Day/boarding school<br>Rural town   | October 2005- 3 days<br>February 2006- one week<br>(Focus group carried out at UK partner, WOK, July 2008; Interview at WOK, completed at my home) |
| Tortibo Primary School<br>Near Akossombo                                 | Primary school<br>Rural village   | October 2005<br>Day visit  |
| Nakigo Secondary School<br>Nakigo, Iganga<br>Uganda                      | Government/community<br>Rural village   | October 2009- one week   |
| Kisiki College,<br>Namatumba,<br>Uganda                                  | Government/ boarding<br>Rural Secondary School  | October 2009-<br>Half day visit<br>During stay in Iganga   |
| Stephen Jota Children's<br>Centre,<br>Nsumbi, Wakiso District,<br>Uganda | Private primary school,<br>Rural setting adjacent to<br>Kampala, Uganda's capital   | October 2010<br>4 days   |
| Makunduchi Secondary<br>School, Makunduchi,<br>Zanzibar, Tanzania        | Government Secondary<br>School  | April 2010- one week   |
| Buigiri Primary School,<br>Buigiri, Dodoma,<br>Tanzania                  | Government Primary<br>School  | April 2010<br>Half day visit   |
| Buigiri Secondary School,<br>Buigiri, Dodoma,<br>Tanzania                | Community Secondary<br>School   | April 2010<br>Half day visit   |
| Buigiri School for the Blind,<br>Buigiri, Dodoma,<br>Tanzania            | Blind and visually impaired<br>pupils.<br>Sponsored by Diocese of<br>Central Tanganyika,<br>Anglican Church<br>Rural all age school | April 2010<br>Half day visit   |
| Chamwino Secondary<br>School, Chamwino,<br>Dodoma,<br>Tanzania           | Government day school,<br>Rural secondary school  | April 2010<br>Half day visit   |

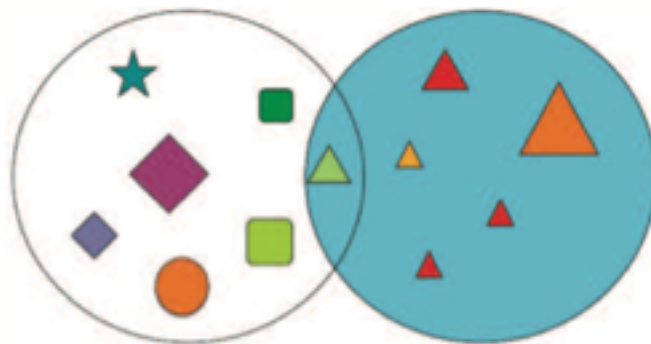
**Appendix (xviii) Martin's concepts of difference and similarity**, adapted from Martin (2012), reproduced with author's permission

Martin's three concepts of difference/similarity:

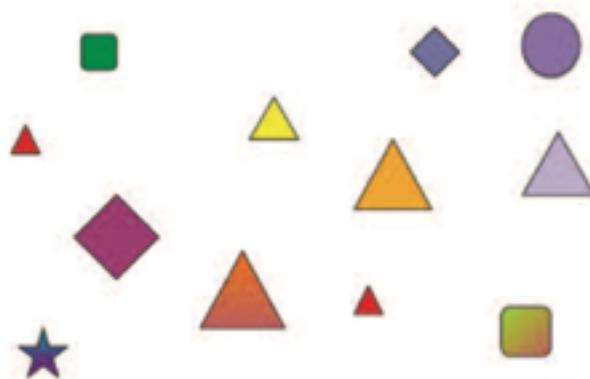
Based on Martin (2012) Figures 1-3, pp118-9



1 Simple binary: starting from similarity determined by dominant culture



2 Similarity/difference understood as aspects of diversity

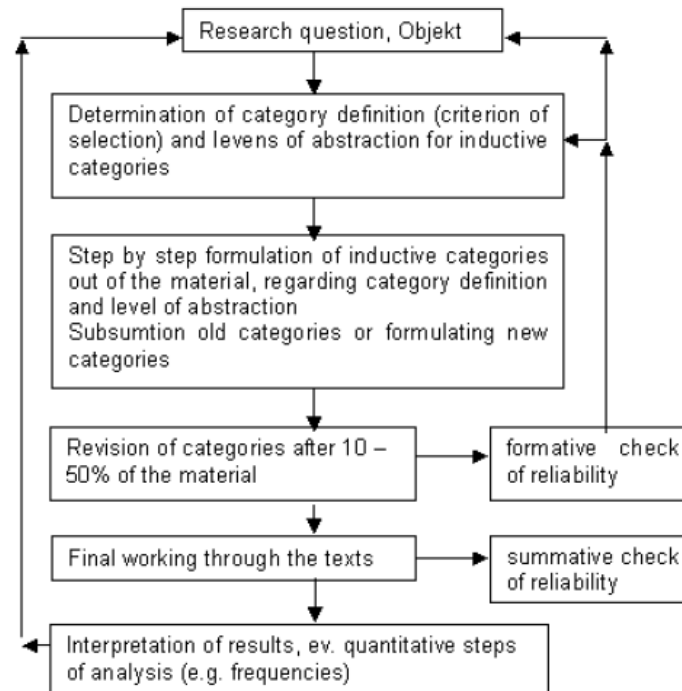


3 Relational concept: starting point of difference determines similarity - groups of purple shapes, and of four-sided figures, of triangles, or many other groups that are not visible (Martin, 2012, p119).

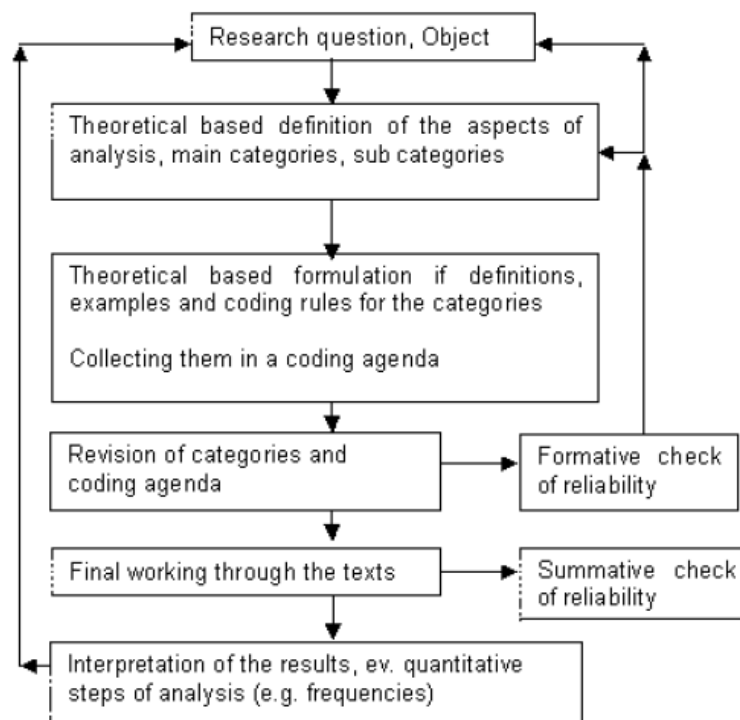


**Appendix (xix) Mayring's categories- reproduced with author's permission**

**Fig 1: Step model of inductive category development**



**Fig.2: Step model of deductive category application**



Mayring, P. (2000). Qualitative Content Analysis, Forum Qualitativ Sozialforschung / Forum: Qualitative Social Research, 1(2), Art. 20 Accessible at: <http://www.qualitative-research.net/fqs>

**Appendix (xx) Contributions to Guardian Teacher Network discussions,** including live chats, on 27 September and 3 November 2012. I was invited, on behalf of DERC, to become a panel member for live chats:

Global awareness in schools: opportunities, challenges and ideas - live chat

<http://www.guardian.co.uk/teacher-network/2012/nov/03/global-awareness-teaching-learning-schools-live-chat?INTCMP=SRCH>

Alison Leonard is a doctoral research student at the Development Education Research Centre at London's Institute of Education.

Alison is a geography teacher at Westminster School, London and senior lecturer at Canterbury Christ Church University and on the Teach First Initial Teacher Education programme. Her research is focused on development education and the potential contribution of the South/North Educational Linking Process (S/NELP) in three sub-Saharan African countries. She has been involved in relationships between schools in Ghana and China with schools in the UK.

Teacher Network

Building international links and partnerships: top tips from schools

My top tip: Set up a partner school: Consider having a partnership agreement at the outset. Additionally, if a UK school is intending to link with a school whose circumstances are very different (in terms of resources, ICT and so on) it needs to think very, very carefully about the implications of helping their partners. Materials available from the British Council are very helpful in this context and in particular now from their Connecting Classrooms team. <http://www.guardian.co.uk/teacher-network/2012/sep/30/international-partnership-tips-schools?INTCMP=SRCH>

Lessons around the world: working with schools overseas - live chat. Thursday 27 September 4pm to 6pm

EmmaDrury, 27 September 2012 3:55pm: Have any other members of the panel been involved with a project that changed their view of teaching and perhaps even had an impact on their professional development?

My response to Emma: My experiences of teachers and pupils collaborating in learning across the global divide has I believed impacted on my professional development considerably. The first stimulus to this was when I taught a class of Year 6 pupils in Central London and through the "On the Line" project we were linked up, in 2000, with a school in Accra, Ghana. I have been hooked ever since, as an enthusiast for teachers to get to share ideas, and as a researcher, who is particularly keen to know what can occur in schools when other teachers collaborate in this way. My view of teaching has changed, to remind me that very powerful learning can occur without the need for expensive interactive whiteboards. Reading supporting literature which relates to international collaboration is one change- I wonder how often teachers get a chance to discover how their international counterparts approach their teaching? I suspect we can become very insular, perhaps assuming that we know best, without having understood other ways of achieving exciting teaching and learning inside and outside our classrooms. My professional development has, since 2000 included an MA dissertation and now my ongoing doctoral research into how school links play out for participants. I have also taught on a Masters level online module about such North/South Education Partnerships.

**My Response** to: EmmaDrury, 27 September 2012 4:06pm

The advice I would share, from teachers and students engaged in South/North Linking, the sorts of links which several commentators have described, and from reading a great deal about this too, is to consider having a partnership agreement at the outset. Additionally, if a UK school is intending to link with a school whose circumstances are very different (in terms of resources, ICT etc) is to think very, very carefully about the implications of helping their partners. Materials available from the British Council are very helpful in this context and in particular now from their new Connecting Classrooms team- Vicky I am sure could say more about this.

Cliff Manning, at 4.20:

The British Council has been great at supporting links between schools - Schools across Europe ran a News Week where they all took turns to post content to the My World network on Makewaves <https://www.makewav.es/myworld>  
Quad blogging is another great tactic to create a mini network between international schools and provides a good rotation between creating and commenting on work. Teachers we work with all say the students gain a lot from having an international perspective on their work and it helps their students to broaden their own horizons - especially those from more remote or challenging areas

**My Response** to cliffmanning, 27 September 2012 4:20pm

Is there a danger in some of this that schools without the access to such technology (and e-learning) will lose out on the chance to work together? You will note that my research in global schools has been in countries where for a teacher to post content is still quite a logistical challenge. A recommendation which I am making in a current report about a school's link of long-standing, joining secondary schools in Zanzibar and Rotherham, is that the ICT provision which we know can help teachers to bring an international perspective to their work is not a given in many parts of the world- including those which are in more remote or challenging areas. Would you have any ideas on how such ICT initiatives could be promoted? The Quad blogging idea sounds great, particularly if it allows comments on work.

NickFalk, 27 September 2012 4:22pm: The extensive CPD opportunities available through involvement in international programmes has the potential to motivate staff and students and contribute to raising standards.

**My response to Nick:** What would you say is the main aspect of raising standards? Is it related to one particular area of the curriculum? When I interviewed teachers, head teachers and students for my research in Uganda and Tanzania they particularly commented upon benefits in Mathematics and Science. I would be interested to learn of others.  
Response from Nick:

One the keys to raising standards is utilising international projects to engage students in the process of collaboratively exploring concepts. I have used this in projects working on particularly difficult ideas. The students often take the role of teachers to explain these ideas or construct their understanding together.

Sandra Underwood- was another invited panel member

She is school link coordinator at LSA Technology And Performing Arts College, Lancashire.

Sandra coordinates all international partnerships including Comenius and Connecting Classrooms which is a global school partnership. She is also an active eTwinner which involves online collaboration with students and teachers through the eTwinning network.

Sandra Underwood, 27 September 2012 4:30pm: Thanks Emma for the spotlight on International collaboration. I think it is important to highlight this work that goes on in

schools with particular focus on the digital classroom as we are in a new era of learning - using ICT, mobile devices and video conferencing to connect with what used to be a very big world. However, this is not the case any longer therefore we have all the opportunities to bring learning to life!

I've also been involved in Comenius and am just starting our second consecutive project. We were the largest project with 15 countries and 16 school. It was an amazing experience and highly recommend it to anyone who has not yet been involved as it can really be life changing not just for the students but also for the teachers.

Visit our Comenius blog at: <http://lsahighschoolcomeniuspartnership.blogspot.co.uk/>As a result to all the international linking which began with a small eTwinning project I was promoted to School Link Coordinator and work on embedding international linking across the curriculum but also bid for partnership projects, plan events and trips and handle large budgets. Professionally international linking has given me the step up into management that I was looking for.

**My response to Sandra:** Do you know of similar outcomes for others (teachers who have also used their experiences as Linking coordinators to step up to management positions)- how about those at the other end of your School Links?

Has your international linking included schools in the global South?

For students in some UK schools their world might still be a very small one.

## **Appendix (xxi) Other correspondence related to my research into School Linking, 2006-2013**

**1 With commercial organisation Livewire's Director, L. Weinberger. Lucille was considering becoming involved in the establishment of a school link between Gloucestershire and Kenyan primary schools. (As follow up from my IOE initial doctoral supervisor's suggestion):**

15 December 2010:

Hi Alison

Thanks very much for responding to my voice mail. As you know, Ashley recommended that I get in touch with you when I was explaining to him a bit about the teachers my company is sponsoring to visit a school in Kenya.

Here's some brief background. In September 2009, I visited Kenya as part of a Leadership experience with 2 performance coaches and the course was centred around a school there in Maragua, some 50K north or Nairobi. The Summit school has been set up by a former teacher/minister and his wife, who was also a teacher, after they retired. It has about 160 pupils, mostly boarders, and the majority of them are in the infant/primary stage – the secondary age children numbers are low – which is a whole other issue. You can see a few photos and bits of news on our company website.

I seemed to strike up a rapport with James and Karen, and also the children, and as a result, since I came back, have been involved in setting up a trust fund to raise sponsorship for paying the school fees of orphan children at the school.

Over and above that, I was struck by the teachers there – very young and clearly not had as sophisticated teacher education as occurs here – my son is a primary school teacher and when I have met some of his co-teacher friends they have so impressed me with their innovative approaches to teaching these days, whereas in Kenya, it was a bit like going back 50 years, very one-way. Serendipitously, my son introduced me to his head teacher in Gloucs, who is a very switched on lady and has some experience in international linking, but at a fairly limited level and within Europe. She and I returned to Maragua in May last year for her to see the school – and as a result of that my company, Livewire is sponsoring 2 of the Gloucs teachers to visit Summit for 2 weeks in Feb/March 2011. I am hoping that they will be able to 'teacher educate' some of their interactive teaching skills (in music and sport in particular) during their time there. We are going slowly, step at a time, James and Karen are visiting the UK in April next year (not sponsored by me) and will be able to visit the Gloucs school, and eventually I would like for 2 Kenyan teachers to be able to come and experience teaching in Gloucs. James has some concerns about that, and so do I, with regard to not encouraging any absconders, but that's a separate point.

I have no previous experience of school linking – I did do some teacher training years ago and did teach, but very briefly and at secondary level. I absolutely do not want any of this to carry any whiff of colonialist 'do gooding' – it all has to be practical, and beneficial to both parties. Also keep it simple.

Sorry, that's a bit long winded, but hope you get the idea.

I don't know any details of your experience, and am wondering whether it may be relevant to what we're doing – whether it may be beneficial for the teachers and head in Gloucs (and me) to meet up with you prior to their visit to Kenya, or whether there is any information you may be able to point us to. Let me know what you think and if it's worth pursuing any further I will be happy to give you a ring.

Warm regards, Lucille

**From:** Alison Leonard  
**Sent:** 03 January 2011 18:26

**To:** Lucille Weinberger

**Subject:** FW: Lesotho/Yorkshire School Linking

Dear Lucille,

As I wrote below to Alice these are some thoughts geared to the Southern school/s thinking about forming South/North Educational Linking relationships with schools in the North. I included the Kenyan British Council/DGSP information for you and the good folk in Gloucs' contacts. I have not geared this to your contacts there; sorry! They should, however, still find the general content of use.

Plan-ed does have a Link Schools Programme in Kenya, LCD doesn't, according to their website.

Alison

Follow up email in February 2011, from Lucille:

Hi Alison

The two teachers I have sponsored to go to Kenya are just into their second week in the school and are now beginning to blog more successfully on:

[www.summitschoolkenya.com](http://www.summitschoolkenya.com)

if you want to take a look. We're not getting pictures through, they will follow.

The Kenyan headteachers are coming here end March/beginning April, they will be spending a few days at Cam Hopton.

BW  
Lucille

## **2 With Teach First teachers seeking advice on the establishment of new S/N school links**

To Mark Lovell, working at Gladys Aylward Academy, London Borough of Edmonton, 26 January 2009

Dear Mark,

Hope this brief review and the attached Adobe document may be of use as you try to decide where to go with this idea; Linking can be of great value at both ends of the relationship. Let me know what decision you arrive at.

### **School Linking: initial considerations for a new link.**

There are a number of organisations who will facilitate the establishment of a new international link between UK secondary schools and those in Southern countries. The British Council co-ordinates the largest network of these, jointly with other interested organisations, on behalf of DfID known as DfID Global Schools Partnerships (DGSP [www.dfid.gov.uk/funding/globalschools.asp](http://www.dfid.gov.uk/funding/globalschools.asp)). They will help to find you

a partner school, based on criteria at both ends of the link and subsequently schools can apply for generous funding to consolidate the relationship, seeking to develop a sustainable partnership.

However, there are other organisations which can also help at the initial stages, whose ideas about what constitutes a school link may be subtly different from those of the DGSP programme. Several charities can put you in touch with Southern schools which want a Northern partner, some schemes will charge a fee (Plan UK, Link Community Development), while some may be purely pupil to pupil; others may rely heavily on electronic contact.

I suggest that a useful starting point is to approach the network of Development Education Centres they have a wealth of experience in this field and can advise too on successful outcomes. In London that would mean contacting the Humanities Education Centre (HEC) in Tower Hamlets; I advise that you contact Margaret Burr, the Head of the centre - her contact details are: Tower Hamlets PDC, English Street, London E3 4TA Tel: 020 7364 6405, she is the author of the DEA Thinkpiece cited below.

If you decide to go ahead please could I add a cautionary note? Think carefully about your motives for wanting to embark on this potentially exciting venture and the expectations which your Southern partner school may have of this relationship. What time scale are you thinking of? What means of communication? What curriculum developments are you intending to emerge? Will the personnel at your school remain in post to allow the relationship to become a sustainable one? Will it matter if this last condition can not be met?

My MA Geography in Education dissertation (2004) identified a range of positive learning outcomes for UK students when School Linking is sensitively embarked upon by the British School, but also led me onto my current Ph.D research examining the effects of School Linking in Southern countries. I am happy to send you the government funded BPRS report which I wrote summarising the findings of my dissertation (sadly no longer accessible on the [www.teachernet.gov.uk](http://www.teachernet.gov.uk) website).

### **References**

UK One World Linking Association (2007) Toolkit for linking: opportunities and challenges  
DEA Thinkpiece Thinking about linking? (See attached Adobe document)  
[link@plan-international.org.uk](mailto:link@plan-international.org.uk)  
[www.ukowla.org.uk](http://www.ukowla.org.uk)  
[www.globaldimension.org.uk](http://www.globaldimension.org.uk)  
[link@lcd.org.uk](mailto:link@lcd.org.uk)

A E Leonard  
26 January 2009

**To** Alice Ward, (whilst working in Lesotho- considering establishing a link with a Yorkshire school)  
Dear Alice,

I have put a few thoughts together for you on this and will type it up, hopefully before Christmas. Apologies that you haven't heard back from me with these ideas yet. I didn't want to overload you with information at this stage.

Meantime, here is a paper which I presented at a conference in November at the Institute of Education, as something to be getting on with.

You may remember that I had been somewhat sceptical about a project established by another Teach

Firstly which your old school in Whitechapel, since to me it had appeared to be underprepared. She had clearly approached the whole prospect with plenty of enthusiasm, but in my view too little thought about the potential implications. It had been with Indian communities if I remember correctly, whilst your school's associations were with Bangladeshi communities, weren't they?

If you are happy for me to do so I will also send you a couple of links to materials created by some of the NGOs which promote relationships between schools? Let me know if they would be useful.

Alison

21.12.2010

Great, thank you so much for this, Alison, much appreciated.

In haste as limited internet from a hut in my village.

I look forward to having a read through everything, and in the meantime hope you have a great holiday (hopefully without being stranded everywhere as the rest of the country seem to be right now?)

Alice

21.12 2010

Dear Alice,

Sorry, it was only today that I typed these up for you; hope they will be of some use. I will forward the document to a contact in UK who is interested in supporting fledgling links between Kenyan and UK schools in Gloucs.

I wish you a very happy 2011; keep me informed please about the progress between Lesotho and Yorks, if they do indeed decide to formalise their relationships.

Alison

3 January 2011

**Issues to consider:** if the linking relationship is instigated from the Southern schools in the remote mountainous valley in Lesotho, seeking Yorkshire school/s as the 'others' in the South/North Educational Linking Process.

**1. Purpose/intentions**

What are the intended outcomes sought? These should be shared and transparent. If a school's improvement plans could benefit, how will this be shared with Northern parties?

**2. Duration**

Is the link going to be for a short time; or is it hoped that a long term relationship will be formed?

**3. Organisation**

Successful linking relationships between Southern and Northern schools often have a "Linking committee" to plan, undertake and evaluate the programme of activities. It can be a problem if one person's role becomes dominant.

**4. Curriculum**

Have teachers considered which aspects of the curriculum could include link-related activities?

**5. Training/support (see British Council/DGSP refs at the end)**



This is highly valued by several Southern participants who have undertaken an MA module on NSEP at the Institute of Education, London, for which I am the tutor.

#### **6. Resource gain**

If resource gain is hoped for, this could be viewed as part of a trade or exchange with the linked Northern school/s, rather than resource donation from the North to the South.

Might it be helpful to link through the auspices of an NGO which can draw upon Southern in-country expertise to assist (such as Plan, LCD or Global Dimension Trust)?

#### **7. Local communities**

Has the potential role of the relationship in the local communities served by the school been considered? The process of South/North Educational Linking can contribute to both Development and understanding of Development Education.

#### **8. Visitor Exchanges**

If visits between parties are planned several important questions should be raised:

How will these be funded?

Might these visits be partially funded via the British Council's grants, within the DGSP programme?

How will participating adults and students be selected to take part?

Might locally raised financial contributions be better spent on other educational provision within the Southern school/s?

#### **9. Communication**

What means of communication will be used? How frequently will this occur?

#### **10. School Management**

Is Senior Management in the school/s committed to the project?

#### ***Research in Sub-Saharan Africa:***

Edge teams' reports: funded by DfID (2008 and 2009) - large scale, includes Sub-Saharan Africa.

NGO- funded by LCD, small scale, linked to schools' improvement plans. (Due 2011; primary schools in Uganda, planned publication date: summer 2011).

+My research- (2003-present) small scale, detailed; only in Ghana, Uganda and Uganda.

My research findings on the South/North Educational Linking Process (see references)

#### **Teachers' CPD:**

Participation can introduce teachers to different approaches in the classroom.

Linking can encourage collaborative working between students and must challenge unreliable stereotypes and misconceptions, but could create a dependency culture without sufficient understanding at both ends.

#### **Intercultural awareness:**

In effective relationships the S/NELP should enable those engaged to question underlying reasons for the status quo and 'delve deeper' to explore the complexity of South/North relations.

Participation can contribute to friendships between schools and communities and boost morale of participants.

#### **Development and Development Education**

The final figure in my November paper provides a useful summary of observed outcomes from my Ghanaian pilot and initial analysis of data from schools in Uganda.

Using the 'all', 'most', 'some' classification for reviewing Linking objectives:

In some Southern schools linked with those in the North:

1. **All** students may engage in activities devised as a result; without the S/NELP these would not happen.
2. **Most** Southern schools will benefit from resource exchange- especially when teachers develop curriculum based activities which enable teaching and learning in all participating

schools. Resource is used here to include intellectual property, such as ideas about how to engage learners- these can also be physical resources, such as teaching aids.

3. **Some** taking part in the S/NELP might question the underlying reasons for differences between the South and the North- as stated above- and seek to challenge these. Some may see their career choices affected.
4. But, **some** might have a simplistic level of understanding of the differences between those engaged at the 'ends' of the relationship. Some might see their stereotypes (including misconceptions) of those in the North strengthened.

It is hard to prove that the S/NELP is responsible for developments within Southern schools and their local communities; other factors may be operating which also bring about educational and other outcomes.

Although you set the context as the Northern 'school in Yorkshire' proposing that they form a formal link with one or a couple of the schools in the 'remote, mountainous valley in Lesotho' I have written these from a Southern perspective, since that has been the focus of my research.

**Summary** of common advantages and disadvantages:

| <b>Advantages</b>   | <b>Disadvantages</b>  |
|---|---|
| Widening of 'world view' - for teachers, students and those in the local community          | Can strengthen stereotypes and misconceptions   |
| CPD for those in schools  | Expertise may be lost to the local community, if professionals leave the local area   |
| Collaboration between educational establishments in the South- not just confined to schools | Movement of professionals into other institutions   |
| If SMS or Internet communication is practicable parties can communicate regularly           | Frustrations due to difficulties in communications between the parties engaged in the relationships. Additional costs of repair/maintenance |
| Resource gain   | Dependency culture reminiscent of colonialism can emerge  |
| Funds raised can facilitate capacity building   | Lack of transparency – could include financial arrangements within the S/NELP   |

*Recommended reading:*

Edge, K., Frayman, K., and Lawrie J. (2009) **North South School Partnerships: learning from schools in the UK, Africa and Asia**. Research report. London: IOE, UKOWLA and Cambridge Foundation. Final Report and Executive Summary available at <http://www.ioe.ac.uk/study/departments/lcc/33261.html>  
<http://www.dfid.gov.uk/Getting-Involved/For-schools/global-school-partnerships/get-started/advice-to-help-you-get-started/>

And other short guides on the site, including the 'Frequently asked questions' link:

<http://www.dfid.gov.uk/Getting-Involved/For-schools/global-school-partnerships>

Oxfam's Guide to Building Successful School Partnerships <http://www.oxfam.org.uk/education/teachersupport/cpd/partnerships/>

UKOWLA (2007) **Toolkit of Good Practice - Opportunities and Challenges**. <http://www.ukowla.org.uk/toolkitmain/toolkit.asp>

## Appendix (xxii) Correspondence regarding corrupted digital audio files

### 1 Manufacturer of equipment:

**Subject (e.g Television tuning advice needed)**

ICD UX71 garbled recording advice/corrupted file

**Summary of your enquiry:**

**Response (Aron Woodgate)**

05/01/201

2 03.40

PM

Dear Mrs Leonard

Thank you for your recent e-mail.

I understand your interview taken in Tanzania taken on your Sony ICD-UX71 is faulty and you are unable to hear the audio.

Firstly, please accept my apologies for any disappointment or inconvenience this issue has caused, I appreciate that this interview is likely to of been of importance to you and the location of the interview makes it impossible to return and conduct again.

Unfortunately it is unlikely you will be able to recover this file, could you confirm whether this occurs on current recordings?

I hope this information is of some assistance. Thank you for your enquiry.

Yours sincerely

Aron Woodgate  
Customer Information Centre  
SONY UNITED KINGDOM

Sony United Kingdom and Ireland, a division of Sony Europe Limited.  
A company registered in England and Wales. Registered office:  
The Heights, Brooklands, Weybridge, Surrey, KT130XW  
Registered company number: 2422874

**2 With BBC journalists, following broadcast of an interview with similarly distorted sound, on Radio 4's Today programme, April 2012**

-----Original Message-----From: Alison Leonard Sent: Tue 4/24/2012 6:36 PMTo: Mark DoyleCc: Terry O'Neill; Sarah NelsonSubject: Mark Doyle's report this morning on Today programme

Dear Mark,

I was listening this morning to your report in which you broadcast an interview in which the person being interviewed had disguised their voice, yet with help you were able to distinguish what was being said. The part of the programme, with the problematic audio section at 0:55:01: <http://www.bbc.co.uk/iplayer/b006qj9z/console>

I wondered if you might be able to assist me?

For my doctoral research I interviewed teachers and students in Tanzania whose schools are linked with schools in the UK. The working title for my research is currently: "The South/North Educational Linking Process: Southern perspectives".

Unfortunately, amongst my digital recordings I have two, sadly both on the same aspects of this process (How School links can contribute to the UN's Millennium Development Goals and people's ideas about how to create sustainable school Linking relationships) which sound exactly like those from this morning's programme. I would be very grateful if you could perhaps put me in touch with the Nigerian who had helped you to interpret the responses. Sony, whose digital recording equipment I had used were not able to help me, despite several email conversations with their engineers. Or, if you have any other advice on how I could still use them I would be very grateful.

I won't be able to re-interview the students from the Pupil focus group and it would really, really help if I didn't 'lose' their interviews. I am presenting a paper at a university conference this June, for which it would be particularly helpful if I could use the students' own voices (or at least have managed to transcribe them): <http://www.aber.ac.uk/en/media/ALISON-LEONARD-FRI-S7B-91.pdf>

Is there any way in which you might be able to help?

Kind regards,

Alison Leonard

From: Mark Doyle

Sent: 25 April 2012 02:04To: Alison LeonardCc: Terry O'Neill; Sarah NelsonSubject: RE: Mark Doyle's report this morning on Today programme

Dear all,Sorry - the interpretation was simply a Nigerian national knowing what another fellow citizen was saying with marbles in his mouth - no tech wizardry here. So sorry cannot help. M

From: Mark Doyle

Sent: 03 July 2012 11:40To: Alison LeonardSubject: RE: Mark Doyle's report this morning on Today programme

Dear Alison,

I have just come across this mail and I fear I did not respond to you. Its probably far too late for me to respond and if so I'm sorry.

There was no technical trickery involved - my Nigerian colleague (in Nigeria) simply was able to understand because: he knew the guy's voice from before the call; knew the accent/the sort of things he habitually says; and knows the context.

Best, Mark

**Appendix (xxiii) Correspondence regarding dissemination of digital audio files,** December 2011- February 2012

Correspondence regarding dissemination of research findings via World Service of BBC

-----Original Message-----From: Alison Leonard Sent: 09 December 2011 07:15To: maura.cullen@bbc.co.uk; peter.lewenstein@bbc.co.ukSubject: FW: African schools' links with UK schools audio and transcripts

Rachael Akidi has suggested that I get in touch with you both, in relation to this idea.

Alison Leonard

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From: Alison Leonard  
Sent: 09 December 2011 07:14  
To: Rachael Akidi  
Subject: RE: African schools' links with UK schools audio and transcripts

Thanks for responding so quickly.  
Alison

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From: Rachael Akidi  
Sent: 08 December 2011 20:25  
To: Alison Leonard  
Subject: Re: African schools' links with UK schools audio and transcripts

Hi Alison,  
I am not working on the planning desk. Please email the following planning team members: [maura.cullen@bbc.co.uk](mailto:maura.cullen@bbc.co.uk) and [peter.lewenstein@bbc.co.uk](mailto:peter.lewenstein@bbc.co.uk)

Best, Rachael

----- Original Message -----  
From: Alison Leonard  
To: Rachael Akidi  
Sent: Thursday, 8 December 2011, 22:12  
Subject: FW: African schools' links with UK schools audio and transcripts

As per your BBC out of office automatic reply I am contacting you on this contact address.

Alison Leonard

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-----Original Message-----From: Alison Leonard Sent: 09 February 2012 11:59To: Lucy BurnsSubject: RE: African schools' links with UK schools and School Report team

Thanks for the suggestion and what a shame that I hadn't contacted you before my journeys. I will get in touch with the School Report team. What I can confirm is that the transcription agency who I paid to help me out with the last four hours of interviews confirmed that the audio quality of my recordings was either good or excellent.

The guidance from pillar to post is appreciated I can assure you. Additionally you might be interested to learn that in pre-Podcast days one of my Masters Level assignments was written on the use of radio in the school teaching of Geography. My A level students this week will have the benefit of a R4 broadcast about migration in China as part of their lesson; two weeks ago my Year 10 pupils listened to an extract from a Today programme report about Land grabs in Ethiopia and I regularly use short audio extracts, occasionally from the World Service too in my teaching. What a wonderful, low-cost, affordable resource radio represents- and with affordable ICT provision in African schools, one which my teacher colleagues in Tanzania, Uganda or Ghana could access. The big gap: is the ICT provision. Something which my research has highlighted.

Kind regards  
Alison Leonard

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From: Lucy Burns [Lucy.Burns@bbc.co.uk]  
Sent: 09 February 2012 11:28  
To: Alison Leonard  
Subject: RE: African schools' links with UK schools

Hi Alison,  
Thanks for getting in touch - this sounds like an interesting project. I'm afraid I don't think this will work for One Planet - we hardly ever use material which has been gathered for purposes other than journalism, as radio journalism requires quite a different approach to what is recorded, the questions asked, etc, than field research. Had we been able to discuss this with you before your trip we could have talked about ways we might have been able to make this work for us, but after the fact it's difficult to reversion audio that wasn't recorded for broadcast into a radio feature. However there is another part of the BBC which might well be interested in your research - the School Report team, who run an annual project in schools in the UK and abroad (it's likely that the Tonbridge report you heard was part of this project). Katie Hile is the team assistant for School Report - [katie.hile@bbc.co.uk](mailto:katie.hile@bbc.co.uk).  
Sorry to send you from pillar to post again!  
best  
Lucy

-----Original Message-----

From: Alison Leonard

Sent: 09 February 2012 09:16

To: Lucy Burns

Subject: African schools' links with UK schools

Dear Lucy,

I am writing to you at the suggestion of Peter Lewenstein, Deputy Editor, BBC Network Africa. He thought that "One Planet" might perhaps be interested in the email that I had first sent to his team at the World Service. I have also contacted Peter White of Radio 4. I think it would be a real travesty if the Southern voices of the wonderful people I interviewed are not heard more widely. These could be shared with a radio audience; otherwise, like much research carried out for doctoral studies my data could sit unread- or shared with a paltry audience. I think the inspirational people I met deserve better:

I first wrote to the World Service's David Edmonds about a year ago.

I wondered whether the BBC's World Service might have any interest in making use of the hours of recordings that I now have from my doctoral research that investigates how schools in 3 African countries, Ghana, Uganda and Tanzania, are affected if there are relationships with schools in the UK...

As I wrote to David Edmonds I do remember several years ago listening to World Service radio items about the process of establishing such relationships - but from only the perspective of the Northern schools, in the Tonbridge area.

My research is purely focused on the implications in the African communities, in Odumase-Krobo, in Ghana; Kampala, Namatumba and Iganga in Uganda and Makunduchi, Zanzibar and Buigiri, Dodoma, Tanzania.

I have audio and transcriptions for all of these. I now have all the transcription completed, as at the end of January 2012. Tanzanian interviews from Zanzibar and Buigiri, near the capital of Dodoma, include some with those in Tanzania's first school for the blind and at a rehabilitation centre for the blind. For the Ghanaian and Ugandan interviews I have personally transcribed the interviews (>40 000 words). It seems a shame for these "Southern voices", both the audio and the written versions, to be shared with such a small audience - the limited number of people who may read my final Ph.D thesis and those who attend workshops and seminars at these conferences. Having transcribed a further 47 000 words from the Tanzanian work myself, and additionally paid for the professional transcription of a further 5.75 hours of recordings, shouldn't these voices be heard on the World Service?

If you have even a slight interest in this then the accompanying abstract from a paper which I presented at an Institute of Education/ Beijing Normal University conference in November 2010 may help:



“Three themes are explored: The United Nations’ Millennium Development Goals and the South/North Educational Linking Process (S/NELP); Pupil and teacher learning outcomes attributable to the S/NELP and How S/NELP relationships impact on Development and Development Education in local communities”

In 2011 I presented my research findings at three other conferences, in January at the Geography Teacher Educator’s conference in Matlock and at the annual international conference of the Geographical Association (GA), at the University of Surrey, in April. In December 2011 I presented at a symposium at London’s Institute of Education, entitled “Education and Development”.

In January 2012, I have presented at another conference, hosted by the Development Education Research Centre at the Institute of Education, entitled “Development and Development Education”, at which DfID’s Mark Poston also spoke.

I am presenting at other conferences this year, at the Geographical Association’s Annual Conference at the University of Manchester in April and in June, at “A Child’s World - Working Together for a Better Future” conference at the University of Aberystwyth. That paper will focus on young people’s views, from focus groups with students in Ghana, Uganda and Zanzibar, Tanzania.

Best regards,  
Alison Leonard

-----Original Message-----From: Alison Leonard Sent: 08 February 2012 17:22To: Peter LewensteinSubject: RE: African schools' links with UK schools

Thanks for replying; I was beginning to fear this was falling on deaf ears. I will follow up your suggestion and contact One Planet. I have already approached Radio 4 since in Tanzania I also visited a Rehabilitation Centre for the blind and thought that Peter White of the "In Touch" programme might be interested- especially since we also visited their first school for the blind in the same village, of Buigiri.

Do you have a contact at One Planet; the paper trail to you all started through David Edmonds

Best regards,  
Alison

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From: Peter Lewenstein [peter.lewenstein@bbc.co.uk]  
Sent: 08 February 2012 16:00  
To: Alison Leonard; Rachael Akidi; Maura Cullen  
Subject: RE: African schools' links with UK schools

Dear Alison

I'm so sorry you've not had a response - Rachael is no longer on our Planning Desk, and this slipped past Maura and myself.

I have read through your mail carefully, and it sounds like you've got some fantastic material. But I don't think it's really for our programmes Network Africa and Focus on Africa, which are news magazine programmes, playing quite short inserts.

I guess what you really need for this is a programme specialising in Education and/or Development issues? Maybe One Planet? Otherwise, have you approached Radio 4?

I wish you every success,

thanks and best wishes  
Peter Lewenstein  
Deputy Editor  
BBC Network Africa

With BBC Radio 4's "In Touch" journalist:

From: Alison Leonard Sent: 09 February 2012 11:52 Subject: FW: Rehabilitation centre for the blind Dodoma Tanzania

Dear Peter,

This time I hope I have the correct Peter White? The other Peter White at the BBC suggested that this is your email address Peter: I am trying to contact the Peter White who is responsible for both "In Touch" (for this mailing) and You and Yours, on Radio 4.

Please read the email below, which relates to two centres for the blind near Tanzania's capital city of Dodoma. If you were interested I have audio files and accompanying transcripts.

Kind regards,  
Alison Leonard

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From: Alison Leonard Sent: 08 February 2012 15:44 Subject: Rehabilitation centre for the blind Dodoma Tanzania

Dear Peter,

I have had the privilege of visiting a rehabilitation centre near Dodoma, Tanzania's capital city, in which blind adults live together and support themselves on a farm. The director is himself blind and had attended the nearby school for the blind in Buigiri, when it was Tanzania's only school for the blind.

Additionally I visited that school for the blind and interviewed the Head teacher. Both these ventures have connections with a small UK NGO, Village Aid (Blackpool).

I now have transcripts and recordings from my interviews and wondered if these could be shared more widely with a radio audience; otherwise, like much research carried out for doctoral studies my data could sit unread- or shared with a paltry audience. I think the inspirational people I met deserve better.

I do hope that you and your production team might agree. I have tried to enthuse people on the BBC's World Service, since I have hours of recordings from other African schools too, all in links with schools in the UK. I have approached their Africa desk, but so far without success.

I also have accompanying photos, taken by my husband, who accompanied me on my visit to Tanzania.

Kind regards,  
Alison Leonard

## Appendix (xxiv) PFG transcripts, young people's perspectives of the S/NELP

### Makunduchi Secondary School (MSS)

Pupil focus group: Suleiman, Asher, Hassan, Mustafa, Mariam (f) and Hafalina(f)  
Folders 2 Itunes: 100408\_008.mp3 and 100408\_009 and 10.mp3

AL Right; I am very fortunate, because I have six pupils who have all very kindly stayed behind, after school, to help me with my research about the relationship between Makunduchi Secondary School and Aston School in Rotherham, in the UK. So, the first question, and I will repeat it is "Can you tell me about the general importance of the relationship between this school and Aston school in the UK? Can you tell me about the general importance of the partnership between this school and Aston school in UK?" Who would like to answer? Or, do you need me to say the question again? (chatter)

AL I'll repeat the question again: "Can you tell me about the importance of the relationship between Makunduchi and Aston?" Who would like to answer first? And I will pass this. So, the first person who is kindly answering is Suleiman, thank you Suleiman.

*S Thank you teacher, to give me this chance to verify the general importance between Aston from the UK and Makunduchi Secondary School. The first one, Aston helped us to build this building (the staffroom complex). So, previously the school was very poor in building, that is all the building. But now there is; there is suitable buildings for many teaching as teachers. Secondly, secondly, they help us to give us the tools, such as computer, television and other books. So that books, we are maybe going to discuss, to discuss may be in the library. You may go to loans and just leave it; otherwise you can go within the Internet maybe to search somethings through? That's the computers were given us by our friends. So, in addition, we get some teachers from the UK; my example: I mean teacher, teacher Andy. He came here maybe for a year, in order to teach us. He teaches us English as well as Mathematics. So he is very important to Makunduchi Secondary School, because they help us through teaching that we get suitable education from here. So, Aston is very important for Makunduchi; thank you. 3.33*

AL Thank you Suleiman; would anyone else like to answer the same question? You may have some other answers; maybe Asher? No? Shall I ask a different question? Right, Hassan is going to have a go. So, you speak into the end; yup? Thank you Hassan.

*H Yeah; first of all let me thank you our visitor.*

A You are very welcome

*H Second, what I can say is, the most important from that relationship is. OK. Let's say, in the olden days we used not to, we used not to have that relationship of maybe going to the UK. But after the relationship of you and us, we are used to go there. At least we can see how London is. Yeah; yeah; that's all I can say. I have nothing to add.*

AL Thank you Hassan. Anybody else? OK; shall I ask my second question? Yup? OK. So this question is particularly thinking about you as the students here; OK? So, I would like to know: "How you think, as a student at this school, at Makunduchi Secondary School, you think having the partnership with Aston in the UK affects you?" So, can you tell me, how having the relationship with Aston school affects the students here, people like you? I am not asking about the teachers, I am asking

about the students. So, some of them may be good things and some of them may be perhaps problems, or ... difficulties.

*Anon; Could you maybe repeat?*

AL Shall I ask it again?

*Maybe*

AL So, I have six students here, and I would like to know how you think you are affected. What are the good things, the benefits of having the relationship with Aston? But maybe, if there are any problems, because you have that relationship; I'd like to know them as well. So, what are the good things for you? We're not talking about the teachers now, we're talking about the students. Right, Mustafa is going to start. Thank you very much Mustafa.

*M Yes, thank you teacher that's given me to deliver this golden chance. Yes; I'd like to answer your question.*

AL Thank you

*M Firstly, I'd like to tell you about our school. Our school suffer from money; such that it can help our school to be well. Like, as you know that, this is, Aston, they have, they have delivered so, much money, for building this school. As you know, that this school here, we are going to commemorate 100 years our school has reached ... So, they helped us much money; for building, as well as just for, for looking for so many materials, like books. Because, this relationship became I think because of our poverty. That's why. Thank you.*

AL Thank you Mustafa. Shall I read the question again and someone else might answer? So, can you think of any benefits to the students? Maybe one of the girls, would you like to answer? No? Hassan will answer it. Thank you Hassan

*H OK. Thank you very much. What I can see, I don't see the bad of you to be there. Because I can see the construction, they're help in building. As you can see there outside, you can see there is a construction, which is being continued. That is the most, the most goodness of you. I don't have much to say. I will say thank you.*

AL Thank you. Thank you. Anybody else who would like to tell me? Right. This is Mustafa again. Thank you Mustafa.

*M Yes, also. 100408\_009*

AL Now it's OK. I think you may have pressed one of those buttons.

*M Also, so many students have already gone to, have already gone to Aston; so as to know the world, how it is. So I think this is the one among of the benefits for students, like me. I think so many students like Alinga, have already went to Aston, just to know the world. Or, "Aston is very good"; or "London is good, rather than Tanzania". I think this is one among the benefits for students. I think, I have nothing.*

AL So, that's telling me about the chance to visit on the Visitor Exchange.

*Anon Yes*

AL Are some of you going to go to Aston this year?

*Anon No, this year?*

AL This year?

*Anon; No, no.*

AL OK; because I thought that one of the people who was in the focus group might be travelling to Aston later on this year. OK. Any views on that question?

*Anon What?*

AL Any more views, any more answers to that question?

*Anon That you asked?*

AL No, any answers to my question?

*Anon To your question?*

AL Right, this is Suleiman.

*S To insist on, this year, there is various students, I mean from form Three, they are required to go there, in order to visit the London. How Aston is OK and up here, how for that school. And I mean that, I mean those students, who are supposed to go there, they feel happy to go there, so that is very, very importance for Aston, and that is really friendship and, thank you.*

AL Yes, I just realized I got muddled, because the Aston people come here this year; yes?

*Anon Yuh*

AL Did any of you go to Aston last year?

*Anon No*

AL No, none of you. And the next time people from Makunduchi go will be next year?

*Anon Yes*

AL Is that right? So, will any of you go? No? Are any of you in that trip? Do you know yet?

*Anon What?*

AL Will any of you six visit UK?

*Anon What?*

AL Do you know if you will be in the group that goes to Aston next time?

*Anon... inaudible*

AL You don't know, OK. Right, so the next question is a similar question, but it is asking now about your teachers

*Anon Our teachers?*

AL Your teachers, the people who teach you.

*Anon Yeah*

AL So, you mentioned Andy Tomlinson, who came here and taught: "Can you tell me how having the relationship with Aston school affects the Makunduchi?"

*Anon Yeah*

AL Did any of you meet Michael Haggar?

*Anon Michael?*

AL Did any of you meet teacher Michael Haggar?

*Anon (m) Well; we knew him*

*Anon (f) He was teaching...*

AL Well, maybe he didn't teach here.

*Anon (m) He stayed here.*

AL He did come here.

*Anon (m) Previously he came*

AL Yes. I taught him, in London. He was one of my pupils.

*Anon Yeah?*

AL Yeah. OK. So, thinking about all the teachers...

*Anon Teacher Lucy*

AL I didn't know teacher Lucy, no. OK; so, can you tell me how you think that having the partnership with Aston may affect your teachers? Can you tell me what you think the good things are for your teachers here are, because the school has the relationship with the school in the UK?

*Anon Because...*

Mariam, would you like to answer it?

*M Could you repeat it again?*

AL I'll repeat it

*M Repeat it?*

AL Please can you tell me how you think your teachers may benefit, because this school is linked with the school in the UK? So, some of the good things that may happen because your school, Makunduchi Secondary School, has the relationship with the school in Rotherham? Right, Hassan is going to answer for me.

*H Now, what I can say, is by learning more skills from other teachers who are coming from there, Aston. Because, those teachers from the upper section, they are well...*

*What I can say, they are well educated; they are good teachers and they know how to teach. So, from a teacher, at least they can get something from them, ah. 05.36.*

AL Thank you Hassan. I think Mustafa wants to answer; yes? Right. Mustafa now.

*M Also, teacher from Aston, UK, they give assistance to teach. Just to take a rest, because they help teacher for technicality. Because, as you know that Makunduchi, is a big area. So, some teacher from Makunduchi go to South to teach, as well to Kingoni School to teach. So, if they come here; they will be good for our teacher, just to take a rest. Thank you.*

AL Thank you; I hadn't thought about that. That's a good thing, isn't it? OK. Now I have Suleiman. Thank you Suleiman.

*S In addition, our teachers have benefited from various teachers, including there is a lot of teachers who have visits to there. Europe, I mean London, so they are among the people who are going to visit London, are our teachers. So, that is very important for our teachers, because when they go there they study something about it and when they came here they maybe they modify. How, how this is, maybe? This is very important, this is [hard] for me maybe, this teaching is very important. So, they know what I am going to teach and what I am not. I don't suppose to teach students, so that education from London is very important for teaching in Europe; and so, you are teaching in Africa, because in Africa there is less science and technology. Thank you.*

07.33

AL So that answer was particularly about teaching in science and technology; yes?

S Yes.

AL OK; any other answers to that question?

*H I want to try.*

I have Hafalina; did I say your name properly? (laughter) Probably not. Here she is; thank you.

*H Thank you Miss Alison, for giving me the chance. The teachers of Makunduchi have more periods at least one teacher has twenty six periods. If teachers of Aston are coming here, it helps us to divide their periods. So, if one teacher has six periods and one teacher from Aston, six, it helps us to, it helps us to get technology. To Europe.*

*Thanks.*

AL Thank you. So that answer is explaining that you can share the work.

*H Yup.*

AL And also it helps with the technology.

*H Yup*

AL Yup. Any other answers? Yup; Mariam is going to answer, thank you Mariam. I am saying this Mariam so that when I write it I know that it is your answer. OK.

*M Thank you teacher for giving me the chance too. Teachers from Aston school and Makunduchi school, they are creating a relationship, because in our school there are few teachers of science. And, from this situation, it helped us to get, to get another teacher of science, because in this school teachers of science is: few. And in this situation it helped us to improve the knowledge, especially science, because it is very important knowledge. Thank you teacher.*

AL Thank you very much. We also have a big problem in the UK, of finding enough teachers to teach science. Yup.

Anon (f) OK

AL So...

Anon (m) In Europe?

AL So, for example, I told you I work with new teachers. Yup.

Anon (m) Yes

AL And one of the schools that I work with, they couldn't find someone to teach Chemistry who was a Chemistry teacher. So, they are lucky; they found a science teacher yeah, but he is a biologist.

Anon (m) Yeah

AL He is not a chemist. So, he is teaching chemistry, although he is a biologist. And the other one that is really difficult is finding enough teachers to teach mathematics. We have a big problem in the UK. So, maybe it is not just a problem here in Zanzibar.

S Teacher, I wanted to add: maybe it is distribution

AL This is Suleiman

S Here, here..

AL One either side

S

AL We just need to check that the red button is on because otherwise it won't record.

S The difficult problem...

AL Just let me see that

S *The difficult problem within Makunduchi secondary school especially science rather than Europe: This is, I am a scientist, and my favourite subjects included biology and chemistry. But, the difficult problem: including within the practice. So, they teach us maybe theory, but we need practical. I mean maybe when you finds maybe practical... Sodium reacts with, maybe magnesium; sodium reacts with water, so that: what happened? So, that fact you are supposed to have seen, by face. So, you see, to a lot of schools, within Africa, including Makunduchi, there is less laboratory apparatus. So, this is a very, very difficult problem for our schools. So, it is better to gain more apparatus within the laboratory in order to improve our education and our teachers. Because, if there is good apparatus within the laboratory it is better for teachers, to teach well the students. Thank you. 12.24*

AL Thank you very much. So, Suleiman is explaining there the big issue is the lack of equipment for practical demonstrations or experiments. Yup. OK. Now Mustafa would like to answer as well and Mustafa, I need to make sure the red button is on; because these buttons do other things. Alright? Thank you; OK. I think you may have pressed that one. Now it's OK.

16.23 Thursday M *Also; not only science problem, but even geography, in our school, A long time ago pupils were getting credits of geography but nowadays, credits of geography became cumbersome, I don't know why. But, I think this problem caused by teacher; so, I mean that we have a lot of teachers of geography. So, I think that this situation of geography, allowed us just to hate geography. But, we love geography, like you, but we don't know how to do. So, I think this is one among our problems of our school: geography. Because, in the library, you may go to the library to see so many books, and then, you may look, but it is very cumbersome to understand well without the teacher's guidance. So, I think that this situation enables us just to hate geography, but we love geography so much, like you; because, we*



want to be geography teacher, but we don't know how we are going to be geography teacher. Thank you. (laughter) 16.32 9 mins = 1 min 50.

A Thank you Mustafa. Right, now that was mainly about teaching geography. Thank you. Now Hassan and you don't have to talk to me about geography. I'd like you to love other subjects as well. Here's Hassan

H Yeah. Thank you very much; just to add on what Mr, Suleiman has said:

14.26 (16.35) First of all, I want to congratulate Mr Mussan Kinole, he is first in teaching physics and chemistry. But the most problem with us it is our laboratory. Our laboratory is not fully equipped. That's all. And that is all that I have to say.

14.52 (16.37) 30 secs = 2 mins so 4:1

A Thank you Hassan. So that was another one about how the laboratory for teaching science doesn't have some of the things for teaching science that you would like to have. Maybe when you have more computers you can watch demonstrations on the Internet?

Anon What?

A Maybe you could watch a demonstration of a lesson?

Anon With an Internet? Yes.

A Yeah

S it is...

A This is Suleiman

S It is. There is few Internet within our school. So, it is very difficult for people, or for students to go there in order or to teach, in order to study, within the school, because a lot of students they don't know how. How we, I mean among of them is me, we don't know how to use that Internet, so it is very difficult to go there to, in order to search many topics. Maybe gold leaf... yeah, the previous year, within there is Form 4 who leave, that year, they go there and they are taught by teacher Kinole, about gold leaf electroscope. So, he goes there and he finds within the Internet: this is a gold leaf, this is a metal strip. This is a metal strip. But, ...The Internet is very few, so it is difficult for students to go there and a lot of students who were failed, due to a lack of Internet. So knowledge, good knowledge from the Internet, we are not given from our teachers, this is because our teachers were failed to deal us with that Internet. So, it is better to gain more, to gain much Internet, many, many Internet, in order to be maybe to be stable with our subjects.

A OK. Thank you for that answer, which is explaining how the lack of Internet may be still an issue and that perhaps your teachers may need to use the Internet to then share it with you. Is that right?

S Yeah

A OK. I have Mustafa. Right; here's Mustafa.

M Moreover, this situation and a lack of Internet, enables students to perform in his examination. Because, even one Internet; it will be easy just to, for students just to break it. But, if we have so many Internet, I think it is very cumbersome for students to break it. Because, one Internet, so many students want to use it; so, it will be easiest to break it. So, if we shall get more Internet, I think we, teachers will pay attention for Internet, because for one Internet, it is very cumbersome for teachers to pay attention for students. Because, as you know, students is for students; yes?

A I know yes.

M Thank you.

A Thank you. So that was talking about how making sure the equipment is looked after and doesn't have problems with; I suppose we call it wear and tare? Problems happening with it, so it doesn't function properly. Any other answers about how

having the relationship may help your teachers? OK. I'll move on to the next question. And this time I think it would be lovely if the girls answered it. First; and then we'll let the boys.

*Anon (m) Yes*

A Is that OK?

*Anon mixed- Yes*

A So, I know that the relationship between Makunduchi and Aston is not just between the schools. That it also extends into Makunduchi village? Yeah? So, it affects the local community. I've been told that's what happens; yeah?

*Anon (m) Yes*

A So, I wonder if you could tell me about some of those effects? So, we are not thinking about students and we're not thinking about the teachers. We are thinking about the other people, around the school. So, the people who live in the village.

*Anon (m) About the community?*

A In the community; yes. In the community of Makunduchi.

*Anon (m) About that Makunduchi*

A So, would any of the girls like to tell me first?

*Anon (f) Repeat the question*

A Can you tell me how having the relationship between Makunduchi and Aston affects the people in the local community here? So, perhaps there are some good things that come about, that happen because of the links. So it maybe something to do with the parents of the students, or perhaps something in the local hospital? Or, I don't know. Or, it may be how the local community use the buildings here? I think Hassan might want to answer it; I don't know? But, how about the girls first?

*Inaudible*

A No? I'll give you a bit more thinking time. Would anyone else like to answer? Right; Mustafa. And you'll have more time to think ladies. OK?

*M I'd like to answer this question. Community of Makunduchi also benefited from USA, from just benefited from it. Because I mean that not only those who are going from, not only those that are going to teach at Makunduchi, not only Makunduchi, but also for so many schools in the Makunduchi area. Like Kingone school, so I think this is the one among the benefits for the community.*

*Also, people from Aston, helped in the hospital in Makunduchi. I think last year, we had so many teachers. Like, Mr Macdonalds and Andy; they went to the hospital of Makunduchi so as to see instruments. Also, so, I think for the whole of the Makunduchi area, I think that whole of the community of Makunduchi will benefit about it. So for: Thank you.*

A So, Mustafa was telling me a little bit about how the visitors from Aston also went into the village and went to the local hospital

*Anon (m) Inaudible.*

A Last year; when they came. And Suleiman would like to answer.

*S The friendship between Aston and Makunduchi instance, on that, that is very important, because: how community benefited from that friendship? I mean, did that. Teachers, when they come here, including teacher And; he used to stay with community and he talked about maybe some sort of life. Maybe, that he has made through friends, many friends, within the society. He maybe go; where he has students, he may buy something and he got a lot of friends. He talked with them; then maybe he learn a way, or he around... I mean, that area, he has a lot of friends, so our society agree that this is a childhood, and this is not only friendship, this is childhood between Aston and Makunduchi. So, it is better to improve this friendship.*

A Thank you; so that is explaining that the friendship that develops is also very important and you mentioned teacher Andy; yup?

S Yeah

A Yup? Is that Andy Hodgson?

S What?

A Is his name Andy Hodgson?

S His parents'?

A Is his other name Hodgson? I think maybe. I think I; yeah? I think I've met him.

S Laughter

A Does anyone else want to answer? Right.

Laughter from girls

A Yes? Right, Mariam is going to answer.

*M (f) For this one, the communities of Aston and Makunduchi is very important; because, the people from Aston and Makunduchi, they share different ideas and they, for example, environments from Aston, and this Makunduchi and in this situation it helps us, to know how. How to: improve, how to conserve environments; how from Makunduchi, for Aston, cause this situation helps us to create it; the relationship. Thank you.*

A Thank you very much. Ah, Mustafa. Thank you Mustafa.

*M Aston is first of all coming to Makunduchi. They have learnt from them, out of school time; including me. I have learnt from Mr Andy, how to use a computer. So now, I know, even a little, how to use a computer. Because, out of this school I tried to follow him, so as to teach me. So, I think, so many people, have come here so as to learn computer from Mr Andy, out of this school. Thank you.*

A So, the computing lessons happened not just in school, but out of school as well. But, and thank you for Mariam, who explained about how to care for the environment, yeah? From the two schools working together. Thank you very much. Anybody else want to answer that question?

Anon (m) Yeah

A About the local community?

S I would.

A Yes? Suleiman does; OK. Suleiman:

*S Also the community benefits from that school. Because, I mean, maybe the parents, when they want to send their children, within the Makunduchi Secondary School, so, the child is below; this is due to their assistance from Aston. They when Aston assisted this Makunduchi, not only assisted this, but they assisted this, all the society in Makunduchi. So, this is very important. In addition, the Makunduchi Secondary school has built special house for visitors from Aston. This house built to the beech, so I mean. There is various people know that houses but I don't know that, but I don't know you and you don't know, or you knew? But, there is a special house, for them.*

A Yes, I am very lucky, because that is where I am staying. I am staying in the special house. Anybody else? Right, this is Asher, who is going to tell me about how the relationship affects the local community. Thank you Asher.

*A(f) Thank you for giving me the chance. In Makunduchi society, in Makunduchi community, benefits with relationship between Makunduchi Secondary School and Aston. For example, the teacher from Aston, helped the children in our village for teaching English. Maybe the student who had no speak English well. Also, the teacher from England; speaking English for studying the, for many children in our community. Nothing to say.*

A Thank you; so that is talking about not just working here, but in other schools in Makunduchi? OK, thank you very much. Right; I think maybe I give you a break for a moment, because you've been working very hard. So, I will stop the tape; and maybe let you help my partner do something that is a bit more fun. Yeah? And then afterwards then, if you are kind enough, you can come back and do my last question. Is that OK?

*Anon Yes*

A Because I have two more questions that I would like to ask you. Thank you. 100408\_010 A OK; thank you. Now for this question I need to ask the pupils to read some information so they'll have a quiet time to do some reading and then I will ask a question right and its about two things. One of them is a set of ideas which the United Nations devised called the United Nations Millennium Development goals which you may know about. I don't know if you do. There are eight of these ideas which the UN, before 2000, yeah, before the Millennium, set as targets for the year 2015, so in five years time now yup? So one side gives you information about those eight things. Then if you turn it over there's more reading which is about something called Development Education so I'll give you some time to read it. You may need to ask me some questions first and then I will ask you my questions. OK?

Right. I'm now asking a question which is about the Millennium Development Goals and Development Education. So, we don't have to talk about all of these, all right? Maybe you can choose to talk about one of these that interests you. And what I'd like to know is how this school Makunduchi Secondary School may teach you about some of these things, yup? So maybe, I believe that some of the ideas about Development Education are covered in your Civics lessons, yeah? So maybe some of you might like to talk to me about those, so maybe pick out one or two of the MD goals which are of interest to you and you can tell me how you learn about them in this school. OK? So, I don't know who would like to go first - we don't have time and I don't expect you to talk about all of them, right, so just the ones that you would like to talk about. Asha, have you got one you would like to tell me about? No? How about Facharina? No? Mustafa, what about you?

*M inaudible*

Mustafa is kindly going to tell me how in Makunduchi Secondary School the students learn about the first MDG which is to eradicate extreme poverty and hunger, and maybe some of these things you learn about when the people from Aston are here, or maybe when you go there you learn about them. So Mustafa is going to tell us how he learns about eradicating extreme poverty and hunger. Thank you.

*M: Firstly I'd like to talk about what I have learnt in MSS. I have learned about extreme poverty and hunger. Firstly, poverty, the situation, whether the people are defeated to control their basic needs such as causes, shelter, as well as food. So, our teacher has told us the strict measure so as to eradicate poverty and hunger. Firstly government should establish local industry so as to take off these problems - so as to eradicate these problems. People should be - people should unite together - should maintain unity and solidarity so as to develop in terms of economy because poverty is mostly caused by economy so if economy would be other. So, it is very easy, just to be defeated to develop, in terms of economy. And also, people should help avoid, trace any differences between women and man, because we have to be one thing, so as to eradicate poverty and hunger, because so many people suffer from hunger, especially Makunduchi area. Even our school, so many people are prevented to continue; I mean any advance, because of poverty. Thank you.*

A Sorry; do you mean that they don't finish their schooling? Is that what you mean?

*M Eh, what?*

*A Do you mean that they don't finish their education?*

*M Ah, to?*

*A Have you said that because of the extreme poverty and hunger they don't complete their education?*

*M Yes. Yes. Some of the people, in the Makunduchi area were defeated from hunger. A long time ago, but nowadays people try to use any ways to develop, in terms of learning. So, I think they were defeated because they couldn't know how to do it. But, nowadays, they know how so many activities, that enables them just to develop.  
6.59 sound problems until end of interview...*

## **Nakigo Secondary School (NSS)**

Kasubina (f), Mutono (Mut), Baliruno, Biribawa, Nassanga (f), Musasizi: Folders 16 and 17

AL Right, I now have the privilege of being able to speak with some of the pupils at Nakigo Secondary School and I am asking them questions about the relationship their school has with a school in UK. So, the first question is: "Can you tell me about the general importance of this link, of this relationship between your school and the school in the UK?" Can you tell me something about the general importance? Who would like to start? *(pause)*

Did you understand my question? *(pause)*

Someone be brave. Do you want to answer? Right, so the first person who is going to answer is Mutono, yeah? You have to hold it and that's the microphone.

*M Yes, the importance of the relationship Lady Hawkins with our school is they have produced for us, some poultry houses down there and fish ponds, which helps us to gain income from them and some water for uses, for domestic uses.*

AL Thank you very much, does anyone else want to answer the question for me? OK, now I've got an answer from Baliruno, did I say your name properly? Baliruno; thank you Baliruno. That's the microphone there.

*B The other importance which the link school from UK has done to our school is that they have constructed for us some, some blocks which other students are learning in.*

AL Thank you very much; anybody else want to answer my question? Maybe I try my second question then? This one is specifically about you as pupils here. So, "What effects do you think it has on you, as a pupil, or your fellow pupils because your school is linked with a school in UK? How does it affect the school pupils?" Because: thank you, because you've told me about how it affects the buildings, yeah, and the projects, but I want to know about how it affects pupils. Do I have anyone who would like to start? Right, I think ah Musasizi? Is that your name?

*K Kasubina.*

AL Oh sorry, I can't read my map. *(Laughter)* That's you. What a mistake, I've muddled up one of the girls and the boys *(Laughter)*. Sorry, Kasubina is going to start my answer I hope. That's the microphone.

*K First, first pardon, your question, I have not understood it.*

AL OK, I'll ask the question again. "Can you tell me how having a link with a school in the UK may affect pupils, you are a school pupil, so perhaps it doesn't affect you at all?"

*K This project has helped us in the development of this school; and no negative effects we have faced. (pause) We are going to get income from that fishing pond and help our school to develop.*

AL Thank you Kasubina, I got her name right this time I hope. (*Laughter*) Is there anyone else who would like to say how you think how it affects you as a pupil, because your school here in Uganda... right, I have an answer from Baliruno.

*B The other importance which you are getting from the link school is that as they brought for us a fish pond it is, we will be learning from there. We were not supposed to, we will not be going for field work outside, but we shall be having our studies at our school.*

AL Thank you, so you will be able to study the fishing in your school site, yeah? Are there any other comments about how it affects the pupils because there are many secondary schools with no link, yeah? So, your school has one, maybe it doesn't affect you very much. Does anyone else want to answer my question? Yeah. This time it really is Musasizi.

*M Musasizi*

AL Sorry, Musasizi. I got it right that time.

*M This link has helped us. To provide fishing ponds, which acts as, which help us for running purpose, for example, like those Senior 4s, they have, they have used the fish which is there for practicals, and for food purpose.*

AL Thank you, afterwards I will find out which year you are all in. For the next question I need to ask people to do some reading first, so I am just going to stop the tape.

Folder 17 Right, I have my focus group of pupils who are all in Senior 3, which means they are going to finish school this year. And the question is, not that you thoroughly know, I hope, about the MDGs, the eight United Nations Development Goals, and what we mean by Development Education; "How does your school teach you about those ideas? How do you learn about those sorts of things?" Do I have a volunteer? Or it may be that you don't learn about them in school? Maybe you learn about them in other ways? Do I have anybody prepared to answer my question? Baliruno is going to try to answer the question.

*B Try to repeat the question.*

AL OK. So, we looked at the eight Millennium Development Goals, those eight things there, and I also explained what Development Education is, or I hope I did, maybe I didn't? I want to know whether you learn about those sorts of things in school. Or whether you learn about them through having the link? Or perhaps you don't learn about them in school? Or, shall we choose one? Shall we choose one that you might like to talk about? Or shall I choose one? How about combating HIV/Aids, Malaria and other diseases? Do you learn about that in your school? Yeah; OK, well perhaps in that case somebody could tell me how you learn about it? Since you've told me you do learn about it. Biribawa, would you like to tell me? How you learn about it in school, please?

*Bi We learn about that combat of HIV, Malaria and other diseases; they told us the dangers of Aids and how to abstain from it and how to be care of Malaria and other diseases.*

AL So which subjects do you learn about that in?

*Bi Biology.*

AL In biology and would anybody else like to tell me about how you learn about it? So the question is "Would you like to tell me about how you learn about it?" So, in your biology lessons, right... Baliruno is going to answer.

*B They always tell us to abstain in order to prevent against HIV/Aids and also sleeping in treated mosquito nets to prevent against Malaria, this is against other diseases as well.*

AL Right, so you are given advice, yeah? So, do you, do you listen to your teacher, or do you have to take part in activities, I don't know how you learn about it.

*B I learn from my teachers.*

AL Right, from your teachers. Shall we choose one more? Let's choose one from the Development Education, since I worked so hard to try and explain it, but I may not have explained it very well. How about, ah, the topic of Sustainable Development? So, it means looking at what could happen in the future and what would be the best thing to happen in the future. Do you learn about that in school at all? (*pause*) Doing things in a way which gives us the best possible future? Do you learn about that at all in school?

*Anon Pardon, pardon.*

AL Right, I'll repeat the question. Do you learn about thinking how you could do things into the future in a way that is the best way we could do it? So, for example, if we talk about diet, yeah, the food we eat: do you think about, well "What is the best way of growing our crops, or what is the best diet that we could have? So, that the environment isn't spoilt? Or maybe you don't learn about it? I think I may have Matuno going to answer for me I hope.

*Mut For me I think in future, to make our environment be developed we shall be planting trees and irrigating our crops and then to ensuring our crops grow well we shall be using fertilisers and other good things to make our crops grow well.*

AL OK. Does anyone else want to tell me anything else about doing things in a way which makes it the best possible future? Maybe something that would affect your home? (*pause*) I'll give you one example from my life; OK? Right, in the UK we have a big problem with plastic bags, yeah, and the problem is that plastic doesn't rot, it doesn't break down, it lasts for many, many years, and then we have all this waste and we have to do something with it. Yup? So, my personal action, it is only small, is if I go to the shops I bring my own bag and I refuse to take a bag from the shopkeeper, I take out my own bag and I, and I make a big fuss, and I explain, I'm



doing this because I don't want to have this problem of all this rubbish, yeah. So, that is me locally, one person, doing something because I think if everybody did it, it would help all of us and then we, because to make the plastic we are using oil yeah? And oil is a resource which is fixed, it is finite; once we have used it, it has gone, and once we might like to keep some of it for longer. So that is an example of me doing something which is sustainable in my life. Yeah? I think possibly you have things to teach me about doing things sustainably? I think you could have some lessons for me. I live in the North, I live in the UK and I think you might be able to teach me ways of doing things that would be kinder to the environment. Maybenot? Does anyone else want to answer the question? I think I might have Mutono?

*Mut Yes, Madam, in our country Uganda, we have plastic bags, they take a long time to rot, it brings for us drought, and I think that the solution is to take less polythene bags in our homes, we must burn it after using it, or if not that, to stop using that polythene bag and to use a paper bag. Yes.*

AL So, use a material which is from trees, because you can plant the trees again?

*Mut. Yes.*

AL OK. Right, does anyone else want to tell me about Development Education or, the UN Millennium Development Goals; no? I just wondered if you wanted to tell me about any of those there as well. Because we've talked about that one, but that is because I chose that one.

10 48 You might want to talk about another one? We've just been talking about that one, haven't we? Ensuring you do things sustainably, how about number 3? Empowering women; I have three women here, they might like to talk about it? Do you learn about that in school? No? Right, that's fine. I will go on to my almost last question: "If there was a Ugandan school, which wanted to have a relationship with a school in the North, perhaps in the UK; what advice would you as pupils want to give that school in Uganda, about setting up from nothing... at the moment there is no link, setting up their relationship so that it works well?" So that it succeeds, yeah? So that in its relationship things happen, it is active, yeah, you maintain that relationship and it would still be here perhaps in five years or in ten years? (pause) Do we have any advice for this Ugandan school? Or you could adapt it for your school... OK, we have a link, let's make it really successful? Mutono is going to answer I think.

*Mut Madam, for me I thought that being successful, does it include schools, we must be behaving well, so that teachers who come from those schools and if we get a chance they provide for us, so that like for us, we get this project. They must definitely provide for us money, they must use it for that project, not use it in the other things. For, if they come, if they came to see what they have sent money for and they found, well, it is already done,*

AL Thank you. How about um, what the pupils could do if they had a link?

*Anon Pardon?*

AL So, if there is going to be a link, a new link, at the moment there is nothing and you are pupils in the school what would you like to happen? Because you've told me about projects, which is something which happens here, but you are starting from nothing now, so how would you like the relationship with the other school to actually develop?

*K So, with the other foreign schools, or near us?*

AL Anywhere in Uganda, setting up a new link with a school perhaps in the UK.

*K The first thing we do, we've got a relationship and those schools in the UK they help us in other things, to help those in needs, the orphans, and from there they could continue to be friendly to each other and to co-operate with them, to behave in a good manner, .... To in relationship with those schools.*

AL Thank you and I have another answer, sorry, I'll just check my list, that was just Kasubina speaking. I got it right that time and now Baliruno is going to explain what he thinks should happen at the beginning, when you start a new link.

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*B When starting a new link, you have to, as a student, they have to be well disciplined; you have to behave well; you have to be... and also loyal, so that my loyalty and discipline persuades the other people to help me. In order to attain what I want.*

AL So, do I have any other advice from pupils? This is giving pupils a voice, you can tell people what you think should happen. (pause) Right, well, I've just one more question, OK, because it is your lunch time, sorry: "Do you understand what I am researching?" I am researching links between schools that are in Uganda, but I am also looking at Tanzania and Ghana, and each time the relationship is with a school in the UK. Yeah? So I wondered if there is anything else that I should know about this school and its relationship with the school in the UK, which is called Lady Hawkins School?

Is there anybody who thinks there is anything else which I should know about this one? Do you need me to repeat the question? OK. "This is my last day here, yeah and then I am going to Kampala. And I am going to a school there which is a primary school and many of the children there are orphans yeah, and it is linked with several schools in the UK, not just one. So, your school has a link with one school. Yeah? this school has a link with several, well, not many, but perhaps that many schools (shows a handful) I wondered, this is my last day here, I wondered if there is anything I should know about your school's link? Because your school is linked with Lady Hawkins School, which is in the town of Kington, yeah? I've never been to Kington, does that ... anything else that you think I should know? That would help me with my research. Maybe not? Yup; I have one idea hopefully from Mutono.

*Mut Madam for me I thought something which you should know about the research you are on is that in our school here, our classes are not well, are not well cemented. And, another, our compound, our fences, is not well fenced, our other students they keep on escaping, passing through those holes which they cut on our fence. So, we need to help us in that way, to find for us a solution of that issue,*

AL So, does that mean that students come to school and then they leave. Yes?

*Anon (f) They come in the morning and they go before time.*

AL Right and do you think your teachers know this is happening? Do your teachers know that is going on?

*Mut Our teachers, they always be around and they teach us as the time-table guided them to teach.*

AL Thank you, so, um; why do you think the students go at lunch time? They come in the morning and then they go. Yeah? So, why do you think they don't stay all day? Why do some pupils come to school, but go before they should and this is, I should remember your name, I am sorry, this is Kasubina again.

*K Other children go before time because they did not take enough food, they did not eat food in the morning and so they go outside to look for food.*

AL Do we have any other reasons why they might go and not stay for the whole day? This is Mutono again.

*Mut Madam, since our school does not provide for us food, other students go outside to look for food and the other students go back home to cook for other relatives over there and those of our students who study from here, they have some responsibilities to other people in their home, so they go back home to help them in other work.*

AL Thank you; I have another comment. From Baliruno.

*B Some students always escape because some of them have a lot of work to do at home, so they have to utilise the little time that they have, from morning up to evening, they come to school in the morning and then leave in the afternoon to go and do other productive work, because some students cannot live without money, so they go back home to look for some money to help them.*

AL Do you think it would help if the school gave people lunch? If the school provided pupils with lunch; you don't think it would help?

*Anon (f) This school does not provide food.*

AL Yeah, but I am saying, if your school was able to provide lunch, do you think it would then mean more students stayed for the whole day?

*All Yes*

AL Yup?

*All Yes*

AL. OK. That seems to me like quite a big challenge for your school, or not just this school, yup? Well, thank you very much everybody, because I think I have made you

work very hard, I think I may have made your heads hurt from thinking so hard. And I really do appreciate your contribution to my research. So, if you would let me I would love to have a photograph.

## SJCC

Gloria, Isaac, Samuel, Herbert, Elizabeth Primary 7 SJCC focus group  
Folders 32, 33 09103001 09103002

AL Right, this morning I'm very lucky because 5 of the pupils in P7 at Stephen Jota have agreed to answer some questions for me about the link, the links that their school has with schools in the UK and with Smile International and Nsumbi Trust. OK? And I have Elizabeth, Gloria, Isaac, Samuel and Herbert. And what would be helpful for me afterwards is if each time they tell me their name, before they speak. OK? So when I write it up if Elizabeth says something I can say, this is what Elizabeth said, alright?

So, my first question is "Can you tell me about the importance of Stephen Jota Children's Centre having links with schools and teachers in the UK?" Shall I repeat the question: or are we happy? I'll repeat the question is "Can you tell me something about the importance of your school having links with schools and teachers in the UK?" Now, I think the 1<sup>st</sup> volunteer is Elizabeth.

*E There is cooperation between the children in Uganda and the children in UK, development .*

AL That's lovely, can you give me an example? Could you explain a bit more?

*E If there is cooperation I mean there is friendship, cooperative- we cooperate to each other.*

AL Thank you very much Elizabeth. Would anybody else like to answer my question? Can you tell me something? I think Samuel is going to tell me something about how important that link is with the sister schools and the teachers in the UK. So this is Samuel's answer.

*S Since Stephen Jota is supporting orphans in Uganda, so those children in UK help in supporting some children in Uganda, like orphans and other disabled people; that's all I have.*

AL That's all you have. Does anyone else want to answer my question and tell me how important you think it is for your school to have these links? Herbert would like to answer.

H Since some of the children who are unable to pay their school fees through their parents, they are given care and school fees from the links from Europe. They are given money to avoid illiteracy, in the school in Uganda and all over parts of the nation. It is good through the links because many of the schools have been improved, have been modernised and illiteracy has been prevented and avoided. Thank you.

AL Anybody else? Right, I shall go to my 2<sup>nd</sup> question: OK? My 2<sup>nd</sup> question is: you are all pupils in P7, that's the top class; I wonder if you could tell me, for you, as a pupil here, um, perhaps a good point about your school having these links and if you think there are any bad points you can tell me that too please. So, I'll repeat the question: it is just thinking about you as a pupil here, so how do you think your school Stephen Jota Children's Centre and you as pupils, may have some good things which come from the links and also maybe if there are any problems. The first person to answer is Herbert.

*H What I know, there is not any problem, because when you request for a link it means that link will make to improve you. A link it will encourage, it will help someone to develop; it will expand someone's expertise. It is very good because I myself I love it. Thank you.*

AL Thank you, anybody else? The next person is Samuel, he's going to tell me something as a pupil here at the school.

*S You may think there's no problem, because these links have improved a lot; like now, the country gains. If there are links they are also promoting facilities, infrastructure such as education, when a school is set up it helps in improving the economy and development. Thanks*

AL Thank you to Samuel. Does anyone else want to answer my question? The next one is Isaac is going to tell me something. He may have to hold this himself, my arm isn't long enough.

*I Also, also to me it has no problem, because it has supported education in Uganda, and it has promoted employment. It has employed for example teacher, and other Head teachers and it has given opportunities to pupils to eg me and others. So, I end up saying that it has no problem.*

AL Would anyone else like to answer? Maybe not? OK. Now, my next question needs everyone to look at some pictures, so before I ask them the question I'm going to turn this off and then start again, when they've all had a look.

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AL Now, you can choose when you want. OK, now we've looked at the eight UN MDGs and the question I want to ask pupils, the five of them in P7 is: "How does your school currently, at the moment, teach you about these 8 goals?" So, what do you learn about them in your school? So, you might like to choose one that you would like to talk about- we won't have time to do all of them. So, we're going to start with Elizabeth.

*E Yeah, I'm talking about "Combat HIV/Aids, malaria and other diseases". In our school they teach us about sanitation; so here, now, I'm going to start by saying prevention (sic) of HIV/Aids: have one life-long partner, avoid sharing bad sharp piercing instruments. Now, I'm going to malaria: malaria we are going, we clear stagnant water, that means that we are reducing the, the breeding of the what?*

AL Yup.

*E Now,*

AL Mosquitoes?

*E Yes. Now, sleeping under mosquito nets.*

AL Yup

*E Now even "and other diseases": immunisation, vaccination and other. That's all what I have.*

AL So, that's how you learn about things at the moment in your school. Thank you. Who wants to go next? I'll let Gloria go next, because I think the boys have said a bit more. Right.

*G OK, for me, I'm going to talk about "How to eradicate extreme poverty and hunger". In our school we are taught ways of eradicating poverty in our country, and hunger. First of all, to eradicate poverty, we have to first, the government has to first set up some, some organisation, to employ more people, and another thing, they have to build more schools- more schools to fight illiteracy. Because the main cause of poverty in our country is illiteracy. And then, on the point of hunger: in my school we are taught how to eradicate hunger in the country by carrying out farming, as the major practice of Uganda. We are, we are taught to learn more farming skills so that we can improve on yields, to make enough provision of food in our country, to eradicate hunger. That's all I have, thanks.*

AL Thank you very much Gloria. Now, the next person who wants to tell me something is Samuel.

*S I've now got; for me, I'm going to talk about two points, that is "Achieve Universal Primary Education". To achieve UPE the government has set up, the government has set up schools, that is Universal Primary Education schools, and is has also advised parents to take their, to take their children to school. Those who cannot afford school fees in the private schools, so they government has managed to achieve its goals by introducing UPE. The 2<sup>nd</sup> point is "Reduce Child Mortality". To reduce Child Mortality the government, including other non-governmental organisations, has set up organisations that help in looking after orphans and also promoting immunisation in children, Thanks.*

AL Thanks. Does anyone else want to talk about one? Right. Isaac would like to. *I Yeah to me, I'm talking about "Ensure Environmental Sustainability". This, I'm explaining this in this way: the government have formed organisations to protect the environment, or conserve the environment in the ways that those organisations have moved around the world, sensitising people, about the importances of the environment and how to guard the environment from being damaged and hence causing, hence causing other, other disasters. The government have, the government have set up more organisations to sensitise more people, about the uses of the environment. Thanks.*

AL And one more? Herbert; do you want to tell us something? How you learn about one of these in school, yeah?

*H So, I'm going to talk about the Development, to Develop Global Partnership for Development. Through developing our country and other countries, they formed some of the regional bodies which would create partnership. Through partnerships many of these things have been developed; some of our countries... Some of our countries who hadn't had markets, they have improved markets through those regional bodies. That will help the development in the global partnership, of their country. They will create markets, free market movement of goods, there will be employed; many will get chances of movement- many will get chances of taking their goods abroad- and bringing say? There will be a spreading of possibility of importing and exporting; there will be free movement of goods. They will reduce taxes; highly paid taxes will be reduced. That is what I have.*

AL Thank you. Do you learn about any of these things perhaps while you have the visitors here from the UK?

*Anon I beg your pardon. The question is?*

AL I wonder if you learn about any of these things when the visitors from the UK are with you, or maybe not?

*Anon (f) Sometimes they teach us more about some of these things, like education. Like the eradication of extreme poverty and hunger and achieve universal primary education.*

AL Thank you very much, right. I have one final question, because I must be able to speak with your teacher, teacher Roland, Ronald, sorry- who's waiting very patiently and this is: "You are closing your eyes and thinking about another school in Uganda, which would like to have a link or a partnership with the UK, OK? And I would like you to advise, to give some advice to that other school in Uganda, so that their new link is really successful, it works well. It is active and it is maintained. So now, you have closed your eyes: they have no link at all at the moment. Let's think of the recipe, which you could give them, so that their new relationship is a really good one, please. Right, who would like to answer? Do I have anyone who would like to advise this Ugandan school? Do I need to repeat the question?

*Anon (m) Yes.*

AL Right, you are going to give some advice to the Ugandan school, so that their new link, with a school in the UK, will work really well. It will be a good, successful relationship. Do I have any advice for them from you, because you are the pupils. There's a lot of thinking going on. Because your school has a link, and has these relationships, yes?

*Anon Yes*

AL Now I want you to tell another Ugandan school what they should do, so that their link works well. Right, do I have any volunteers? Right, Herbert is going to try.

*H OK. If any school is to acquire links, to those from Europe, that school must be in a good harmony, it must use all the qualities and all the friendship, partnership that it obtained from the links, because it would enable them, as we had begun that it would develop them. Those links will lead them to success. After success, they will achieve what they need, they will build links, they will develop. Europe in any way may be sharing ideas of the schools, which it is helping too in Uganda, for our country, which is us. There will be a great cooperation which it is that I think will maintain good links with that other one, for the school in Uganda and the school which is outside Uganda, or in Europe. Thank you very much.*

AL Thank you Herbert, for that advice. Do I have any other advice for them? Right, from Samuel.

*S To me, I would advise that the schools, if they have a link they should be with a goal, that they are aiming to, and they should avoid corruption in what they are doing and they should be satisfied with what they are given and in order to achieve what they are getting at. That's all.*

Thank you. I will have to speak to teacher Ronald soon; so, is there any more advice for this school? (Pause) Well, thank you everybody for being really helpful, because that is wonderful and I will write everything you have said, every single word, me, myself. So, thank you ever so much and I will pray for you for Monday, for your exams. Thank you.

## **KGSS**

Diana, Dexy, Barbara and Priscilla

Alison Right, I am now interviewing 4 of the Krobo pupils who very kindly, instead of going to an English lesson are helping me with some research. And I have Priscilla, Dexy, Diana and Barbara. So this is the first question: I will repeat it, OK? And we'll go round this way to start with, with the first question and then we'll swap, we'll go the other way with the second one; OK? So the first question and it's the same for all of you, is: "Can you tell me about the general importance of the South-North link, that's the link between schools in Ghana and we include Tortibo now and the Weald School, and now there is a primary school called Slade Primary school, which are in Kent." So I'll repeat it: "Can you tell me what you think about the importance of the link". First will be Priscilla.

**Question Can you tell me about the general importance of the South/North link?**

*Priscilla Well I think that, um, the link has, well should I say, um... exposed both schools to our cultures. Because in Ghana we have a different culture. I think our culture varies. We have different lifestyles and then we learn here from them. And*



*then they also learn some things from us. I think it is going a long way. It is helping us to improve and shown some things that we do and I think it is also helping them. Because hey are learning about us in a way and yeah...*

Alison            So by 'them, do you mean the people in the UK?

*Priscilla        Yes.*

Alison            Yup

*Priscilla        Yeah*

Alison            OK. Thank you very much. So I'll repeat the question: "Can you tell me something please Dexy about the general importance of the school link?"

*Dexy            Um I think it is helping us to know about their culture. Because, even though we all celebrate Christmas, in Ghana when it's time for Christmas most of the Christians go to church. But in here I was told that, when it's Christmas day you go to church and there's... the children are given sweets on a plate, containing an orange with a candle on top and sweets around it. And the orange represents the world and that the candle represents the light of the world and the sweets represent all the sweet things in the world. So, it's really helping us to understand their culture.*

Alison            So it has helped you to understand that....

*Dexy            Even though we all celebrate Christmas, yeah...*

Alison            OK: I will repeat the question: "Can you tell me, and this time it's Diana, about the general importance of the South-North link?"

*Diana            OK, for me actually, this link has helped us a lot in our educating. In our education, like, how we learn and also when you go to the site of the Tortibo it has also developed that place a lot. They have helped them financially and they have supported them; they have given them some kind of love. And when they come to Ghana they visit that place and they give them lots of gifts. And also, we have also gained something from it. Like, we have been able to interact with them and know what is happening outside in the world. And also know what's happening in our world. And the different things that we share; those in common and those that are different from each other. So we get to know more about you people and you also know more about us.*

Alison            Right; and I'll repeat the question again, just to make sure that um Barbara has remembered: "Can you tell me about the general importance of this South-North link please?" For you?

*Barbara        OK. This link has brought so many changes in the lives for both countries. This link has helped us to... we are able to interact with the students. We know what is happening in here and they know what is happening. Last year when they came there were smiles all over their faces because when they came they got to understand that we blacks, we are weird, but getting to interact they saw that we*

*are just like them. It is just the matter of the colour. And that's so. They got to understand that their culture being practised here is different from ours and with the education side that we the Ghanaians get to learn. We get to understand that the courses they pursue here are very different from the courses that we pursue there. Therefore those who would like to pursue the courses they pursue here, they get to interact with them, get to know what is happening here. Then they get to understand that it doesn't necessarily mean that pursuing that course is only the chance for you to pursue a profession linked with that course.*

Alison Thank you. Those first answers were really helpful. Now, I may need to get my glasses out to read this next bit. My next area, question 2, is about the benefits the link brings to pupils at Krobo: "So, how do you think", first time, this time I'm asking Barbara to speak and we're going round the other way: "How do you think the school link benefits Krobo pupils?"

**Question How do you think the school link benefits Krobo pupils?**

Barbara *With this link, um with the group from Weald of Kent have encouraged us to recycle our rubbish, because really the rubbish are posing a great challenge and problem in Ghana. Therefore with their encouragement we've been able to use this rubbish to make a carpet and floormats, which was presented to the Weald of Kent school. Which was really helpful,so.*

Alison Lovely. Thank you. I'll repeat the question and this time perhaps give you a slightly longer version of it...so this time asking Diana: "How have you already experienced the school link in Krobo?" ... Or, I'll extend it: "Could you give me a specific example of something you've learnt, that you wouldn't have learnt if there was no link?"

Diana *OK. Let's stay with the recycling that you were talking about, the one you taught us. If we hadn't had the contact with them we wouldn't have known that you could use our rubbish so usefully like that. And also ...*

Alison Perhaps the question is too difficult.

Diana *OK it needs a lot of thinking about...*

Alison OK. We'll leave Diana to think about it. I will ask Dexy: "So how do you think, Dexy, the school link benefits Krobo pupils and can you think of something, from one of your lessons, where you've learnt something because there is the partnership between Tortibo, Krobo, Weald and now Slade primary school?" Do you want me to ask it again? "How do you think the school link benefits Krobo pupils? So, can you think of something where you've learnt something because of the partnership and if there wasn't the partnership you wouldn't have learnt that?" So it is making a difference. I am trying to find out how it is making a difference to your learning. Yup?

Diana *It's um...The partnership has helped the students of Krobo Girls to be able to travel to this place. And me, for instance: I didn't know that, I thought that the naming ceremony, I thought that it was only any time a child is born, there is a ceremony done. I thought that it was done in every country, but when I came here I*

*got to learn that you don't do it here. It is only in Ghana that when the child is born there's um some kind of ceremony to name the child. But over here when I hear that when the child is born it is not kept inside for eight days, the child is brought out. See, for other people to see the child.*

Alison Well, that's a very specific example, which you've learnt because there is the partnership. OK. Thank you very much. Ah, and the same question, this is the last time around for question 2, to Priscilla. "How do you think that the school link benefits Krobo pupils? And if you've got an example of something where the learning is directly because of the partnership that would be really interesting to know". Priscilla now.

*Priscilla Well, I don't know about the other students of Krobo Girls. But for me, before we came here I had this notion that um, let me say, whites, or people here in this country...like when they are teenagers, they are, they don't really...they're out of control. Their parents can't really control them. Like, um, they are disrespectful, they do what ever they want or think should be done. Because in Ghana it is, whether or not you like it, you have to have respect for the elderly one. But then when I came here I realised that with my host family, where I am staying, there's so much order and respect in the house. When you ask the mother for something and she says "No", it means: "No". When you are supposed to go somewhere and she says: "No" no. So there was this...It really proved a point to me that: no matter how they dress and no matter how they look like, they all have respect for their elders and then they have respect for themselves and it is something good; it is something that is going to go a long way. And when I send back home I'll tell my friends that this notion that we had is, you know, is not true. It is bad, cos, we think too, I don't know, to think that it is a bad character they have here, but we have the good ones. But I can see that some of them have way good characters and it has really helped.*

Alison So I think what you are saying is it has challenged a stereotype. Yeah, that you had?

*Priscilla Yeah.*

Alison So, you'll go back and you'll have a different impression,

*Priscilla Yeah.*

Alison Because you've had the chance to travel here? But there's only 21 people in your group and there are now almost a thousand pupils in your school? Is that right? OK. Right, the next question is specifically about these Millennium Development education goals, from the UN. OK? and the link between the schools? So, I am going to show you what the 8 Millennium Development goals are, my tongue gets stuck when I say that. OK, there are 8 of them and then the question is going to be: "How you learn about these in your lessons in Krobo and again, whether there are examples of how the link helps you to learn about these goals. OK. So I'll show you the picture of the 8 and then the question will be: "How does the school, Krobo Girls, currently teach about these 8 ideas and if Linking helps you to learn about them?" Quite a long question, will you remember it? Alright, so I'm going to

show the girls the, I've got two copies of the 8 icons, I'll make sure they know what they all are, and then we'll go round and ask Priscilla the question first. So you know, there's only one more question after this, alright? So, I'm showing the eight goals to the four girls, two are very kindly helping me, hopefully you can read them. The first of these is... that we should, that we should achieve all these by the year 2015; that's the intention of the United Nations. The first one is that we should eradicate extreme poverty and hunger; is that understood by you?

*Question*      **How does the school currently teach about these concepts? Is that done through linking activities?**

*All*              *Yup*

*Alison*          The second: that we should achieve universal primary education. The third one: promote gender equality and empower women. Are you happy about that one?

*All*              *Yes*

*Alison*          The fourth is: reduce child mortality. The fifth one is: improve maternal health and I've only got four girls here, because we're in a Girls school.

*All*              *laughter*

*Alison*          The next one, the fifth one is to combat HIV/Aids, malaria and other diseases. The seventh, which we talked a little bit about earlier is: to ensure environmental sustainability and the final one is, number 8, to develop a global partnership for development. So, those are the 8 goals and I am asking Priscilla first, if she can think of how you learn about any of these in school in Ghana. And if you've learnt through linking activities about any of these MG.

*Priscilla*        *Well, about eradicating extreme poverty and hunger: In school we learn about it through social studies in Ghana. And, this I think is on its way because um the government in Ghana has now introduced a free compulsory education um to the country, whereby um pupils are supposed to go to school. Because it is compulsory and then also will be provided with free school meals; which makes it very attractive for them to come to school. And then, um, with the linkage between um Weald of Kent and then our school: they have, um Weald of Kent has then, um, should I say, um, established this kindergarten school in Tortibo, where the kids are also fed for free, which makes the people in the community want to take their young ones to school, because they know it's for free. And then they'll be fed there, maybe the whole of the day. So, maybe in the evening when they come there, they just have to have supper, where the burden on the family is much less.*

*Alison*          Right, OK that is really helpful. Thank you, Priscilla. So if Dexy can remember my question: it is how you learn about some of these at Krobo Girls and whether there are examples, apart from the one that Priscilla has told us about, where the partnership helps you to learn about any of these 8?

*Dexy*            *Um, in Ghana, ah...*

Alison If you need a bit more thinking time we'll come back to you...

Dexy OK

Alison Yeah? I'm now asking the same question to Diana

Diana Yeah

Alison And Dexy is going to think about it and we'll come back to her

*Diana OK, I'm going to decide on the: promote gender equality and empower women. I think back in Ghana this Girls school, secondary school, is really helping people, because when you come there we are all one. And with the mixed schools the boys over there tend to look down upon the girls, because they think we don't have the ability to compete with them. So, when you are in a Girls school like this, you are able to see yourself as being equal. And there's everything that you think you can do, without anyone, anyone oppressing you down. And here, with the linkage, with the Weald of Kent pupils they are also, I think they are also promoting this gender equality. Because I heard that, they say that they want to make this school a Girls school, they want to make this school a girls school. I've heard there are boys in this school?*

Alison There are some boys in the top of the school.

Diana Yes

Alison Just the top two year groups. Not very many.

Diana OK

Alison There are some.

*Diana OK. So, even with ... with my stay with the host family I can see that there is this kind of gender equality. Because um... the woman makes decisions on her own. She need not seek permission from the man before she does anything. She does what she thinks she is able to do and what's right. I think there's some kind of equality there, yeah.*

Alison That's really helpful. Thank you, Diana. And I am going to ask the same question to Barbara, who has also got the list of the 8 goals in front of her and hopefully you'll be able to tell me something about how you learn about those in your school in Ghana and whether the partnership's also helped you to learn about any of them. Thank you.

*Barbara I would also like to talk about the promoting gender equality and empowering women: we are single sex schools and this, in school, we are being taught that, we are only girls, we are being taught that, with being with girls, we are being taught that being a woman doesn't only, being a woman, that there's this notion that "We are women and therefore there are certain things that we fall back*

*at, that we cannot do". But being in a single sex school has boosted most of us, our confidence...our capabilities. As at now I can stand tall with a boy and say I'll compete with him. In Krobo Girls we are very proud to say that we went into this debate competition with a very compliant, most intelligent school in Ghana, Prosek Boys, we went for a debate. And standing out tall, we won. So I would say that the empowering women, we've been able, it's boosted the capabilities. We are able to stand out. And this linkage, with being here, I've come to realise that even though there are a few boys here, the girls are able to stand firm on their decisions... not allowing the boys to pursue them downwards and .... (inaudible)*

Alison            Afterwards I'm going to ask Barbara to write down the name of that school that you competed against in the debating competition, OK? And hopefully perhaps Dexy now might like to say something and I think that Priscilla may as well. So, can we go to Dexy first? Thank you Dexy

*Dexy            UN goal about HIV/Aids malaria and other diseases...In Ghana we have lots of diseases due to our poor sanitation. For instance, Aids, Aids for instance. When a person gets Aids, the person is being shunned and looked down upon by the family members and then people around. And in Ghana we don't have the necessary equipment to help to treat the person and malaria too, due to the poverty in Ghana.*

*[End of first side of tape]*

Alison            About the millennium goal no 6, combating HIV/Aids, malaria and other diseases and she has just explained that quite a lot of the problems in Ghana are due to the poverty there. Thank you            Dexy, do carry on now

*Dexy            Due to the poverty in Ghana, those who are not from well to do families are not able to buy the nets and the medicines to help treat their children and therefore they end up dying and so with the partnership with the Weald of Kent and the British country, they are helping us to...um... they send some of the nets to the country and the medicines to Ghana to help treat the diseases.*

Alison            That's really interesting, I didn't know that was happening now, OK? And Priscilla would like to talk one of the goals and how the partnership's helped their learning in school...thank you....

*Priscilla        Um about the millennium development goal no 4, which is: reduce child mortality rate. At first in Ghana, um, because um most girls are not found in schools they tend to get pregnant because they, because they are ignorant. They wouldn't know what the, what the consequences of having pre-marital sex, but now with... Because um the government or the UN want to achieve this goal they've gone a very long way, as to, should I say um? Empowering girls? And then encouraging them to go into schools, furthering their education? Instead of maybe selling by the road side and then engaging in petty trading where at the end of the day a sixteen year old or a fifteen year old or sometimes as young as nine years would find, um like, get herself pregnant, and then when trying to give birth might die or something, this is wearing away, slowly because the government and the UN are fighting really hard to get every single girl child on the street in school.*

Alison Can you think of a way in which the partnership's is helping? Or perhaps it doesn't? Perhaps it has nothing to do with you learning about that.

*Priscilla Um, yes, I think the partnership is also helping, because, um, when the students from Weald come to Ghana, and the pupils there in our school sees them, we admire them because.. We wouldn't... I'm not too sure that any of the students from Krobo Girls would want to end up in the streets or selling something, when we see the Weald students come: the way they talk, the, the way they present themselves generally, the way they are able to express themselves the student there are in my school are also motivated to do the same things. So they wouldn't really want to drop out of school. Then when they go home they tend to maybe tell their friends, who are not interested in schooling, they tend to advise them to maybe worry their parents to send them to school. So I think this partnership is also helping to get more girls or more of us interested in schooling.*

Alison And I believe that Barbara wanted to say something.... Thank you  
Barbara

*Barbara I wanted to talk about the ensuring and about the environmental sustainability. In ensuring the environmental sustainability, in our school, we've learnt to keep our environment and community very clean and this has gone a long way. By; this has gone a long way by encouraging activities such as tree planting. Rearing of animals and the garden. And there's this special garden in the school, which is called the "Weald of Kent and Krobo garden" and this is a tree that was planted when they visited Krobo Girls Last year and I believe this...*

Alison I hope it was a mango tree?

*Barbara Um hum, um yeah.*

Alison It was meant to be a mango tree

*Barbara Yeah.*

Alison Good

*Barbara And yes...This tree is growing and growing and I think it's showing a sign of working together, togetherness, and this has gone a long way by encouraging we the students to also grow flowers and as I came here I've seen so many flowers and trees. And I believe this is making the environment really healthy and actually because the trees helping the exchange of carbon dioxide and oxygen. And I believe this has gone a long way to encourage us. When I go back personally I'd like to maintain a personal garden at Krobo Girls.*

Alison That's lovely. I've got one more question because school's going to be finished soon anyway. Um... which is: " If a school in Ghana was setting up a new link, from nothing, do you have any recommendations so that it would be a successful school link?" So, it would be another school in Ghana that wants to have a link with a

school in the North. And when I use the word “in the North” I mean perhaps it would be in France or Spain, or the UK. So we’ll ask Barbara first this time.

**Question**      **If a school were setting up a new link from nothing, do you have any specific recommendations?**

*Barbara*      *Um*

Alison          I’d like a recipe please, you are cooking this for me... A recipe to make it a successful link:

*(Quiet laughing)*

*Barbara*      *Um I think, I think one of the best recipes is getting to see each other and chat more frequently with you. Because this link, this sort of link, seeing each other its, its posing a great sort of... It’s raised the link for some time and the link still holds on. We get to visit each other once a year and, and I think that it should be regularly and frequently.*

Alison          The bad news, so you know, is that it in future it will only happen one year in two, not every year. OK? So the same question, I’m now going to ask to Diana: “If there was going to be a new link, what would you say needs to happen to in Ghana, for it to be a successful partnership, with the school or several schools in the North?”

*Diana*          *OK.: If...*

Alison          Think of it from the point of the pupils...

*Diana*          *OK*

Alison          Yeah?

*Diana*          *I’ll think if the...(inaudible) because when you’re in touch with each other we know more about ourselves than ... it also encourages, it encourages each other because when, we, we talk to our, we talk to each other we express ourselves in one way or the other. And also know what’s happening with, with each other.*

Alison          Can you tell me how you’d do that?

*Diana*          *OK. Um...*

Alison          And I’ll go back: there’s a thousand pupils in your school and 21 of you have had the chance this year to come to the UK... Perhaps the question is too difficult?

*Diana*          *Huh...*

Alison          Shall I ask Dexy and you can go on thinking?



Diana OK

Alison OK: Let's ask Dexy I'll come back to Dexy, I'll go to Priscilla first.

Dexy OK

Alison Sorry; sorry, I'll go back to Dexy. She just wanted me to repeat the question. Which is: "If we have a new link, being set up, between Ghanaian schools and schools in the North, what would you recommend so it would be a successful link?"

Dexy *Um...I'm going to research and find more information concerning the link. Um... by, you can research by interacting with, um, with people, to, you know they have a power here in UK and you in Ghana, going to ask that person through the Net, or even through phones, to know more about their country and then, for the person to also know more about your country.*

Alison So you are recommending using the Net and possibly phones, as well? OK. Thank you very much for that. And we'll ask the same question to Priscilla... We want it to be a successful partnership... There's nothing at the moment and you are going to start it.

Priscilla *OK. Well, for me first of all I would take into consideration the developmental projects that could be established between the two schools or the, the country that I'm supposed to choose. I'd think of the projects that when we have would have impacts on both schools. And then also I would take into consideration the, in the North, where the country is, the environment, the kind of people there. How they live. And then I would also take into consideration exchange programmes. Um, by maybe saying from that school to um my school and then from my school to that school. With the developmental projects you can um, if ... um, if let me just take France, for instance: I take um, it is a country where they speak French and um they tend to trade a lot. So and when, let me say Krobo Girls we, we're not linked to Weald, we're not having the partnership programme with a school in France and we, where we are we make a lot of beads. And then maybe there they have another thing they are doing altogether. We can maybe take the beads there, exhibit it and then sell. To maybe, maybe we have a programme down um, we have um projects down here and maybe we are building a school, a library or something, which will facilitate learning or enhance it. Then when we would bring the money down we would use to maybe finish up where we are starting, which would help the students in a very long way. Yeah.*

Alison That's a really exciting idea. Right.; ah: Do any of you want to say anything else about that question? Right, well I've just got one more. Are there any other things that you think would be helpful for me to know? Because I have hopefully explained what I am trying to do... There might be some other things about partnerships which I haven't asked you, but you think I should know... Well, I wish you all continued success with your partnership and it is very exciting for me to realise that since I was last out in Ghana there is now a new part of this partnership, which is between Krobo Girls and the Tortibo community. Um I think that Priscilla might, might just have something finally...

Priscilla *I believe that in partnerships you should also, you should also listen to the, maybe the comments, maybe. Definitely, you have some people saying things that are not so good. Maybe, you overuse something or you did something and they didn't really like it and they wouldn't really tell you the individual in your face that they didn't really like that, they might tell someone else. So, it would be very good of whoever it is, to, when we are told the ideas of what you did, you should try and correct or accept corrections so that it would let the partnership grow.*

Alison Can you think of an example where that has happened, perhaps?

Priscilla Yeah...um

Alison Because it is really important that we share these things, because: if not, we don't always get it right. Do we? But we need to know if something is not right, so we can do something about it.

Priscilla Well was it in the last two years?

Anon 2 *The last two years*

Anon 3 *The last two years*

Priscilla *The last two years and the group of students who came, we learnt um that they used, that they tend to use phones a lot with their host families. So when we are coming we were told that we should be very, very careful as to how we make certain demands. Because the host families might not tell us in the face that, that this is not right, but they might give complaints and then maybe later on then this, due to the complaints, the partnership and the link and everything might end. Because we wouldn't get people who would want to host us anymore. So we are very, very careful. In particular about what we do. We are very, very careful about what we ask, what we do, where we go, how we talk and everything so to make the link grow.*

Alison So we have to share things, the bad things as well as the good things? Yeah. Are there any other comments that you would like to give me? Right, well thank you all. So that's Priscilla, Dexy, Diana and Barbara. Because this is going to be really, really useful, not just for my research but hopefully also for the partnership. OK?

## Appendix (xxv) Word Cloud “Wordles” for thesis, August 2013

1. Entire thesis
2. Ghanaian findings
3. Ugandan findings
4. Tanzanian findings

Entire thesis



Ghanaian Wordle



