

The Contribution of International School Linking Partnerships to the
Provision of
Global Education

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Abstract

This study attempts to evaluate and assess the contribution made by international school linking partnerships to the field of global education. The research focuses on partnerships linking primary schools in the UK with schools in economically poorer parts of the world and on the views, perspectives and experiences of the UK teachers involved in such links. The study addresses two key questions – '*What is the nature of school linking?*' and '*What role do school links play in the development of global education?*' It also explores the nature of global education as a complex and multidimensional concept and seeks to contribute to the development of policy and practice in the field of school linking.

The research has taken a qualitative, *bricoleur* approach, drawing on the work of Levi Strauss (1966) and Kincheloe and Berry (2004) and has employed a wide range of methods and data collection techniques as and when needed in the developing dynamic of the research journey. These have included survey, case study, interviews, journals and diaries, reading across a range of disciplines, analysis of policy documentation and informal professional interactions. The complexity of the phenomenon under investigation, together with its intercultural dimensions, necessitated a high degree of reflexivity. The study acknowledges and draws on the biographical background and professional values, as well as the ontological and epistemological stance, of the researcher.

The nature of globalisation and its implications for education are explored and the phenomenon of school linking, as an aspect of the primary curriculum, is set within the context of developments in global education. A survey of Nottinghamshire schools, conducted in 2004, is used as the starting point; key themes and issues arising from analysis of this data have been explored through an in-depth case study of a link between Richard Bonington Primary and Nursery School, in Arnold, Nottinghamshire and St Anthony's High School in Goa, India. The issues have also been investigated through a wider set of teacher interviews.

The research indicates that there are several key factors which make for effective practice in school linking. It also identifies key issues which seem to be critical ones in ensuring that links do have the potential to contribute to global education. These include:

- issues of equity and partnership;
- teacher starting points and subject knowledge;
- the relationship between cultural exchange and social justice approaches;
- the role of geography;
- issues of sustainability;
- the role of CPD and ITT.

The study argues that the geographical enquiry process, within the context of a strong humanities curriculum, should be seen as the basis for a pedagogy of school linking. A model to support the development of such a pedagogy is presented.

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GLOSSARY OF TERMS

BC	British Council
CB	Central Bureau
CPD	Continuing Professional Development
DEC	Development Education Centre
DES	Department for Education and Skills
DfEE	Department for Education and Employment
DfID	Department for International Development
EPO	Education Partnerships Overseas
ITT	Initial Teacher Training
LA	Local Authority
LEA	Local Education Authority
LNU	League of Nations Union
MFL	Modern Foreign Languages
NCC	National Curriculum Council
NGO	Non Governmental Organisation
NTU	Nottingham Trent University
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education
PSHE	Personal , Social and Health Education
PGCE	Post Graduate Certificate in Education
RE	Religious Education
SATS	Standard Assessment Tasks
TIPD	Teachers' International Professional Development programme
UKIERI	UK - India Education and Research Initiative
UKOWLA	UK One World Linking Association
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Introduction

This research grew from a number of starting points which, over a period of time, coalesced into two key questions. Firstly, 'what is the nature of school linking?' and secondly, 'what role does it play within the context of global education?' In this introduction, I explain the origin of the research, define some key terms and explore the parameters of these two questions. I also map out and explain the structure of the study.

Starting Points

This study originated first and foremost from my own experience as a humanities tutor on Initial Teacher Training (ITT) courses and is rooted in real issues which have lain at the heart of my own pedagogical practice over a number of years. These issues grew from, and are related to, my desire to improve the learning experiences of students, teachers and children. Before teaching in higher education, I was a primary school teacher for many years and through both of these phases in my teaching career, I have maintained an interest in and commitment to the idea that education should strive to effect individual transformation and social change. As an historian, I have also maintained a passionate belief that humanities subjects should lie at the core of the curriculum and that education should be a process of exploring the human condition and its relationship with the natural world. The marginalisation of humanities, along with other national curriculum foundation subjects, since the introduction of the literacy and numeracy strategies, and the concurrent loss of time given to them in ITT courses, has created a greater need to prioritise and work creatively to ensure the best use is made of the available time.

During the 1990s, I found myself teaching primary geography to ITT students and, as a non-specialist in this area, was grappling with the subject at a deeper level than I had previously experienced. I became particularly concerned to improve the teaching of a distant locality, a key requirement in the National Curriculum Programme of Study for primary geography (GB/NCC 1995: GB/DfEE:1999).¹ I was grappling with issues relating to students' own poor locational knowledge, to the prevalence of stereotypical images they carried, to their sometimes negative or patronising attitudes and to a shortage of up to date and good quality teaching resources. At the same time, education for citizenship was being increasingly linked with the global dimension and it seemed to me that good geography teaching must be central to any process which aspired to help children and students develop the requisite knowledge, skills and attitudes to become global citizens. At the same time as I was trying to improve my own teaching in relation to these aspects of the curriculum, national and international initiatives and developments were also

¹ The current Programme of Study for geography requires KS1 children to study a contrasting locality either in the UK or overseas; KS2 children are required to study a locality in a country that is less economically developed.

having an impact on my thinking. In 1997, Clare Short became Secretary of State for Education and increased funding to support international school linking and a guidance document for schools was published (GB/DfID et al 2000) which encouraged schools to incorporate a global dimension across the curriculum. In 2000, the Race Relations Amendment Act required all schools to actively contribute to education for intercultural understanding and in the same year, the revision of the national curriculum (GB/DfEE1999) introduced citizenship into the curriculum making the aims and purposes of the school curriculum more explicit in terms of personal and social values. The publication of Excellence and Enjoyment (GB/DES 2003) and the Every Child Matters (GB/DES2004) documents encouraged schools to move away from rigid subject teaching towards more cross curricular approaches. Despite the emergence of these welcome trends, there seemed to be a contradiction between the broadening of the curriculum, with its renewed emphasis on the values dimension, and the increasingly limited amount of time available to those subjects most able to provide a meaningful context in which these ideas could be explored and developed. The reality of a target driven and assessment laden system, focused on league tables and Ofsted ratings, and dominated by the role of numeracy and literacy hours, made it difficult for schools to incorporate new initiatives in meaningful ways.

At this stage, I was becoming increasingly convinced that geography, with its central concern being the interaction between people and their environments, was of major significance in preparing young people for their role in a globalised future. The skills and attitudes of effective global citizenship needed to be developed and honed in a context which provided a knowledge base, was underpinned by an enquiry based methodology and placed strong emphasis on evidence. The dire state of much geography teaching and its limited role in the curriculum (Ofsted 2005) began to concern me more and more as the information technology revolution gathered pace, environmental issues became more pressing and educational policy and practice continued to be restricted to target driven and utilitarian objectives.

I also became aware at this time that international school linking was becoming a more common feature of the curriculum in some primary schools. Many of these projects linked schools within the European Union, supported by money from Comenius funding.² However, an increasing number of schools were engaged in developing links with schools in poorer parts of the world - Africa, Asia, Latin America and the Caribbean. The funding being made available through the Central Bureau for Educational Visits and Exchanges (UK), the increased focus on developing the global dimension and the advent of the world wide web and e-mail communications, were encouraging schools to look further afield. Locally, I became aware of these links and was interested in the potential they seemed to

² Comenius is part of the European Lifelong Learning Programme (LLP), providing opportunities for schools and colleges to introduce or strengthen the European dimension in their curriculum.

offer to enable children to learn from each other and gain more accurate perspectives on each others' lives. In terms of the geographical curriculum, it seemed to be a way to avoid the use of quickly out of date and uniform locality packs which tended to portray distant localities in narrow and lifeless ways, often compounding the stereotypical ideas they were trying to challenge. Conversely, I also felt uneasy at the way in which these projects were sometimes conducted and was questioning whether this was not another form of colonialism in which British schools plundered the poorer parts of the world to find the materials they needed to resource their curriculum.

As I continued to grapple with these issues, an opportunity arose in 2000 to visit India and as I was not a seasoned traveller, this experience brought all the issues relating to the teaching of geography and global citizenship into sharp relief and provided me with a focus for research. In September 2000, I reflected on the impact of this visit in a conference paper I wrote for the British Educational Research Association (BERA), expressing some tentative ideas about exploring the relationship between geography and global citizenship through the development of school linking:

'In Goa, the road from Candolim runs inland away from the tourist stretch of hotels and beaches across level cultivated land of rice paddies and coconut groves to the market town of Mapusa. Travelling the road by open topped jeep on my third day in the country, the scenery matched perfectly with all the images I had gleaned of India throughout my life. A place that had been, until that moment, a purely imaginative reality constructed from the family tales of my great grandparents' lives as missionaries under the Raj, through countless books, through the experiences of friends who have lived or travelled there and through films and documentaries, was there, laid out before me as a physical reality and the sense of being in such a completely different place took on the quality of a dream world. None of the images I had created from the experiences of others, not even the visual imagery of films and documentaries, had been able to give me as great a sense of place and cultural distinctiveness, as this first hand and personal experience of the place itself. As we neared Mapusa we passed at a distance the shanty homes of the poor, clustered around the fringes of the town itself and then drove on through the noisy and congested streets of the town centre to the market. Markets the world over are similar in many ways but it was here that the sense of place and its distinctive nature was at its greatest. The heat and stench of rotting sewage piled against the wall of the fish market contrasted vividly with the freshness, colour and cleanliness of the fruit and vegetables laid out on the coconut matting. The children's persistent and assertive begging, the noise and clamour, the vivid colours and the sheer number of people jostling and haggling, created a scene so far removed from my prior experience that it took on the quality of a dream, at once unknown and unpredictable but at the same time alluring and infinitely exciting in its complexity. (Disney 2000: 1)

This journey was a significant one for me in crystallising the issues involved in teaching children about a distant place. This national curriculum requirement is often accomplished in school by using a locality pack – many schools, for example, using the Action Aid pack 'Chemberkolli' (1999:2002)³ – and teaching the topic for a maximum of one hour a week over a half a term. The challenge for teachers is to teach about this locality in an accurate way, with up to date information, providing a range of evidence about people's lives and the environment in which they live, without resorting to generalisations and simplistic caricatures. The journey clarified for me the complexities

³ In recent years, this pack has been supplemented effectively with web based resources.

involved in getting to know a place. Even with experience, it is a complex and ever changing picture – I have been back to Goa many times since then and each time there have been changes in the place and in my perceptions of it. My own knowledge and perspectives change, my relationships and interactions change, I become more familiar with the place and lose the sense of difference; the more exposure I get to the culture, the more I realise the limitations of my understanding.

The journey was also significant in that it led to my visiting St Anthony's High School in Mapusa and discussing with the principal the possibility of linking his school with a school in Nottinghamshire and participating in a curriculum development and research project. I wrote at the time:

'these reflections on my own journey towards 'knowing' this particular locality within the context of my previous learning about India, brought to the forefront of my thinking, the difficulties inherent in providing children with meaningful experiences when teaching them about the wider world and distant places. If it is only through first hand experience that the distinctiveness and character of a place and the reality of people's lives within that place can be truly understood, what sense do children make of geographical locality studies and how meaningfully can they contribute to global citizenship ideals? In supporting the use of educational narrative research Bridges (1999) argues strongly for the 'almost talismanic power of the real....to link us with another person, another world' and it is my contention that in many aspects of global learning, a sense of immediacy and reality are difficult to achieve even with the provision of quality visual and artefactual resources. It is the power of learning through real contacts with real people that enhances the potential of the geographical curriculum to contribute to the development of global citizenship.' (Disney 2000: 3)

As a consequence of this visit, a link was set up between St Anthony's High School in Goa and Richard Bonington Primary School in Arnold, Nottingham, which is one of Nottingham Trent University's partnership schools. The University made some funding available for me to set up the project, to provide some ICT resources for St Anthony's and to work with children and teachers in both schools. Over the next few years, Primary Partnership Project funding⁴ provided small amounts of money to enable me to support the development of the project and carry out some research. As I became more involved in the process of supporting the schools and researching aspects of the link, and as we learned many times from our mistakes and successes, I became more and more aware of how little research had been done in this field and how few sources of support were available for schools. Attendance at conferences and discussions with others involved in similar projects also made me more aware of the wide range of attitudes and approaches that were being brought to bear on school linking projects and the extent to which the guidance documentation, where it existed at all, tended to lack criticality or tentativeness. I heard several alarming tales of teachers undergoing problematic experiences on link visits and was struck many times by the clearly unequal partnerships which were being forged, apparently imbued in subtle ways with paternalistic and colonial values. At the same time, it became very apparent to me that some of these experiences

⁴ The Primary Partnership Project (PPP) was set up as part of the University's Long Term Strategy Initiative and for several years supported research and curriculum development projects facilitating collaboration between schools and the university.

were transformative for teachers and children and had the potential to become contexts for powerful intercultural learning.

The development of the questions

As the project developed, my awareness of the complexity of the processes involved grew and I felt the need to move my research interest on from its focus on one particular link, to a wider investigation into the nature and role of school linking. In formulating this PhD proposal, I identified two key aspects which I wanted to investigate further:

- *What is the nature of school linking?* This question explores the different types of links that exist, the way in which they are organised, the experiences of teachers and children in participating in them and the factors which make them thrive or fail.
- *What is its role in the development of global education?* This question explores the relationship between these links and the provision of global education. It seeks to ascertain whether such links can contribute to the knowledge, skills and attitudes which will be required by global citizens of the future. It also involves a critique of 'global education' and its place in the curriculum.

These two questions became interwoven in the formulation of the overall research focus – '*An Investigation Into The Nature And Role Of Primary School Linking Projects In The Provision Of Global Education*' and were further clarified by the identification of the research aims:

- *To demonstrate the extent and focus of school linking projects in the primary schools of Nottingham City and Nottinghamshire County.* At the time of the research proposal there was no local or national data on the number of schools having such links or on the ways in which schools were using them. Ascertaining this information on a local level provided a starting point for more in depth research.
- *To investigate the experiences of primary school teachers involved in the linking with schools in poorer countries.* I had already decided from the outset that I was particularly interested in the links between UK schools and those in economically poorer countries as it was the issues arising from the relationship between the richer and poorer areas of the world that seemed to me to focus attention most on the role of global education.
- *To analyse the experiences and views of teachers in relation to the value and effectiveness of school linking in the development of global education.*

My research of the St Anthony/Richard Bonington link had focused so far on the perceptions of children involved in the links and on the development of particular learning and teaching strategies. I decided that as the teachers were the key players in any link, influencing the children's learning, and the involvement of parents and community, the next stage of research should focus on their experiences and attitudes. I also decided that the focus would be on the attitudes and experiences of UK teachers for reasons which will be explored more fully in Chapter 4.

- *To explore the nature of global education within the context of the primary curriculum.* My purpose in conducting the research was to explore the ways in which globalisation was affecting the curriculum in schools and to try to contribute to an understanding of the ways in which it can support the development of global education. The aim was to achieve greater insight into these issues in order to formulate practical recommendations for policy and practice.

Terminology

There have been many issues relating to the use of particular terms and the following ones need clarification and explanation:

'Economically poorer countries'

The national curriculum and other government documentation uses the term '*economically developing countries*' to refer to countries in poorer parts of the world and the Geography Programmes of Study for KS1 and 2(GB/DfEE1999) identifies these as being countries in Africa, Asia, Latin America and the Caribbean. Although the term is preferable to the now outdated and much more demeaning 'Third World', I find it problematic for a number of reasons. Firstly, it sets economic development as the key reference point in identifying and categorising a particular country and does not engage with the idea that it was the economic development of the western European countries which created the poverty which now exists in many of these countries. It is also the economic development of the western powers which has led to regional and global conflict, over consumption and global warming and the term is not used with any accompanying evaluative narrative. Secondly, many of these countries have cultural and intellectual traditions dating back for millennia which have enriched and continue to enrich human experience and this aspect of their societies becomes subsumed or ignored in the ways in which we commonly refer to them. In attempting to overcome these problems, the norm in the field of development education is to refer to 'countries of the south' but I find this geographically inaccurate as many countries in the southern hemisphere, such as Australia and New Zealand are clearly not included and the poverty existing in some northern countries such as Russia and eastern European states is not recognised. Thirdly, as Rist (1997:204) argues, the discourse of 'development' is fraught

with ideological and practical problems which make it both ambiguous and overladen with the agenda of the world's richest industrialised nations:

'it is impossible to consider the poverty of the South without also seriously examining the wealth of the North'.

I therefore decided to refer to 'economically poorer countries' and define these *as countries in any part of the world, in which a significant number of people live in conditions of real poverty i.e. they struggle to feed and clothe themselves, have poor housing and have difficulty in accessing clean water, health care and primary education.* This is a 'best fit' definition and I acknowledge that in these countries there are often powerful and affluent elites and middle classes, economic situations are constantly changing and poverty is a relative term. Attempting to categorize and apply labels to countries, particularly in the globalised world in which we now live, will always be problematic. Because of this complexity, despite my own preference lying with the use of 'economically poorer countries', I am not dogmatic about this and on occasions use the terminology employed in the literature or documentation with which I am engaging at the time.

'School linking'

There are many types of school links and more will be said about these in Chapter Two. However most school links involve communication between two or more schools with a social or educational focus in which children learn from and with each other. In my research I am particularly focused on international links between primary schools in the UK and those in economically poorer countries.

'Global education'

Much more will be said about the nature of global education in Chapter Two and it is a complex and multifaceted term. Essentially, I am defining it as education which not only prepares children for their future in a globalised world but education which enables children to make sense of the world in which they live in the present. It is education which facilitates the development of knowledge, concepts, skills and attitudes which will promote intercultural understanding, social justice and active stewardship of the planet.

'Global citizenship'

This concept is often used interchangeably with 'global education' and the 'global dimension' within the discourse of education. It has come more to the fore since citizenship education has become a higher priority in UK schools and emphasises the global responsibilities which people share. The changes and use of these terms will be discussed more fully in Chapter Two.

'Development education'

The Development Education Association uses the term to describe education that seeks to create a more just and sustainable world in which power and resources are more equitably shared. The term is not commonly used in schools and carries overtones of 'development' as a process through which the richer nations encourage poorer countries to become part of the global market economy and to take on the culture and mores of western economies. This process has been critiqued by Rist (1997). Development education centres commonly provide support for schools in the provision of global education

Structure of the thesis

Chapter 1 The Global Context

In this chapter I consider the nature of globalisation and its implications for education. In reviewing and discussing the relevant literature of globalisation, I identify key issues for global education and elaborate on key concepts such as global citizenship, the global dimension, intercultural and international education. International school linking has developed rapidly in the past two decades and its nature and role need to be explored within this wider global context and with reference to on-going global changes.

Chapter 2 School Linking

This chapter reflects on the history of school linking and its more recent developments in the primary sector of education. A variety of different types of links are identified and the rationale behind them elucidated. The connections between school linking activities and the global dimension in education are discussed with reference to the policy and practice documentation issued by government departments, NGOs and development education centres.

Chapter 3 Epistemology

In this chapter I reflect on and analyse my own perceptions and understandings about the nature of knowledge and how these have impacted on the research process. I discuss my own position throughout the research process, which has been a constant focus for intense introspection, critical analysis and assessment. The strength of my commitment to the case study element, which forms a major part of the research, the warm and close relationships I have developed with many of the participants and the well established educational values I have brought to the process are all considered in relation to any claims I make to knowledge. My epistemological position is located within the interpretivist and constructivist domain, drawing on insights from globalisation theory and from the tensions between the Enlightenment traditions and post modern perspectives.

Chapter 4 Methodology

This chapter describes, explains and justifies the methodological approach I have taken. It conceptualises the overall approach as a piece of bricolage drawing in particular on the work of Kincheloe & Berry (2004). The complexity of the phenomenon under investigation is emphasised and the difficulties in putting together a clear and accurate representation of the evidence are elucidated. It is argued that the complexity of the research focus required a multifaceted and mixed methods approach which enabled the many subtle, shifting nuances of the school linking experiences to be portrayed in a multidimensional way, capturing the dynamics of what are complex human, social and intercultural processes. The case is made that there exists a harmony between the epistemological stance, the methodological approach and the nature of the phenomenon under investigation. The overall approach includes the use of a variety of specific data collection methods – survey, case study and interviews – and the approach taken to each of these is identified and explained.

Chapter 5 The Point of Entry Text - The School Linking Survey

In this chapter I analyse the results of the school linking survey, a central element of the research data, which was conducted in July 2004, using 285 schools in Nottingham and Nottinghamshire who were in partnership with Nottingham Trent University in the provision of initial teacher training. The data is analysed and discussed in relation to the follow-up interviews that were conducted and key emerging issues are identified. I describe the way in which these issues, once identified, became the sounding board for data collection in a variety of contexts using a range of methods.

Chapter 6 Making The Links – The Study Of A School Linking Project

In this chapter, I tell the story of the St Anthony/Richard Bonington school link, using the emergent issues from the survey as a starting point for further investigation within this one particular context. The story is told from my own perspective using my diaries, journals and reflections but draws heavily on the evidence provided by teachers, school documentation, children's work, visual evidence, reports and school resources. In this chapter, I do not claim to tell the whole story or the only story but it does tell a story which I claim has a certain authenticity and value and can be used to deepen our understanding of the complex issues involved.

Chapter 7 Teachers' Views On Global Education

In this chapter, I draw on the preceding research data, bring it together with a wider set of research interviews from teachers in the cluster link schools and analyse the implications of it in relation to the nature and development of global education.

Teachers' reflections on the nature of global citizenship in the curriculum provide the main body of data which is analysed in relation to global education.

Chapter 8 Final Reflections And Conclusions

In this chapter, I reflect on the validity of the claims I make to knowledge and the reliability and trustworthiness of the research methodology. In the light of these reflections and the issues identified in the previous chapter, I present some recommendations and insights which I hope will be of practical use to teachers, global educators and policy makers.

In each chapter, I draw on personal insights and reflections and on a range of literature from a variety of fields to help explain, explore and analyse the research process and the findings. Reading from a number of fields – politics, sociology, education, humanities, technology and philosophy – has been central to my developing understanding of the issues involved and making the connections across a wide variety of disciplines, without claiming an expertise in most of them, has enriched my understanding and been an essential part of the research process, one which seems peculiarly pertinent to the global nature of the phenomenon under investigation. In considering the significance of human agency in globalisation, Holton (2005: 12) suggests we need to draw on:

'multi-disciplinary research assembled by historians, anthropologists, sociologists, and practitioners of cultural studies'

and I have certainly found this to be just as true in attempting to understand the implications for global education.

It also needs to be understood that the world has changed in many ways since my interest in this field first began and in the five years since I embarked on this research. During this time there have been major world events and conflicts – the Gulf War; September 11th; the fall of the Taliban; the continued occupation of Palestine; Darfur ; natural disasters such as the tsunami and New Orleans; the earthquakes in Afghanistan and China. There have also been attempts to address many inequities - the Make Poverty History Campaign and the cancellation of debt; awareness of global warming has moved from being a peripheral issue to being centre stage in global discourses and public awareness, and the telecommunications revolution has continued to unfold at an astonishing and unprecedented rate. All of these occurrences, events and developments have impacted on my thinking as the research process has progressed and have continually influenced my questioning about global education, what it should look like in the twenty first century and what it needs to take on board if it is to equip children to live in the present and prepare them for what will surely be a future that few of us can imagine or predict.

Chapter 1 Globalisation and Its Implications for Education

In this chapter I consider the nature of globalisation and its implications for education. In reviewing and discussing the relevant literature of globalisation, I identify key issues for global education and elaborate on key concepts such as 'global citizenship', 'the global dimension', 'intercultural' and 'international' education. International school linking has developed rapidly in the past two decades and its nature and role need to be explored within this wider global context and with reference to on-going global changes.

1.1 The nature of globalisation

Beck (1999:19) refers to globalisation as a key word which is *'one of the most rarely defined, the most nebulous and misunderstood, as well as the most politically effective.'* Its ability to avoid definition is symptomatic of its complexity and its richness as a concept to define the processes and characteristics governing life on the planet at the beginning of the twenty first century. Sharma (2008) refers to it as *'a multifaceted and disparate phenomenon'* and in trying to come to some understanding of the nature of the phenomenon and its causes and effects, its complexity has to be seen as one of its defining characteristics. As Steger (2003:8) emphasises, the term:

'should be used to refer to a set of social processes that are thought to transform our present social condition into one of globality'.

These processes relate to all aspects of human activity and have dimensions which include the social, economic, cultural, technological, ideological and environmental. They are also interlinked and interdependent, incorporating complex chains of cause and consequence, changes and continuities. The impact of these processes is felt by us as individual human beings and by the communities and wider societies of peoples that inhabit the globe. It seems to me that as these processes unfold and affect our lives with ever increasing rapidity, there is a pressing urgency not only to understand them more fully but also to explore the educational implications. If as Holton (2005: 15) argues, globalisation is *'an ongoing set of processes shaped by human agency'*, then education has a key role to play in shaping and engaging with its impact on human lives.

Throughout history, individuals, groups and societies have sought contact and experiences far beyond their own familiar environments. The local has always been defined with reference to the distant, unknown and imaginary worlds beyond human contact. Beliefs about these distant worlds have motivated and challenged individuals to make contact with them, sometimes in the spirit of seekers after knowledge, after adventure and challenge, in the search for economic and social advantage or from

altruistic beliefs and values relating to religious ideals, social consciousness and a wish to serve. Sometimes the journeys to these distant places have been from rural isolation to busy towns within the same nation state, or from one country to another within the same geographical area or have involved long voyages in hazardous conditions from one continent to another. As well as journeys motivated by choice, people have also journeyed from necessity, fleeing from war, famine, poverty, their journeys taking them far from the familiar home locality. The local – distant dimension is as old as human history, is central to the myths and legends told in all cultures and belongs at the heart of what it means to be a human being. Whether we agree with Smith (1990) that a sense of place is a natural human attribute or with Sack (1986) that it is constructed through social experiences and the dynamics of power, it is a sense which conceptualises itself around the continuums of near to far, close to distant, local to global. It also hinges on comparisons and contrasts and is fed by our perceptions, beliefs and values. Our emotions and beliefs can influence our interpretations of the familiar local environment as well as those of the distant ones we have only read or heard accounts of from other people.

The mass migrations throughout history, the travellers' tales, the rise and fall of world empires and the explorations and encounters that fuelled the Industrial Revolution, all conspire to tell us that globalisation is nothing new and that the current experience of globalisation through which we are living is merely an extension, or intensification of trends and practices which have always been a feature of human experience. The shards of Samian tableware unearthed at archaeological sites all over Europe, Asia and north Africa, dating from the time of the Roman Empire, are evidence of the extent of the trade and commerce during this period. The journals of Ibn Battutta and of Marco Polo, document the huge distances travelled by explorers and traders in medieval times. The cosmopolitan make-up of cities such as Bristol and Liverpool in the nineteenth century, as well as the statistics relating to emigration figures during the Victorian age, indicates the vast amount of international and intra empire traffic and communication occurring at this time. During the twentieth century the scale and ferocity of international conflicts, the rise and fall of totalitarian regimes, new technologies and increased mobility led to the movement of people around the globe increasing to unprecedented levels. Is globalisation nothing more than the continued development of earlier trends made more dominant and intense by the application of new technologies? Or is globalisation a new phenomenon that has some characteristics which set it apart from earlier international communication and interaction? If the latter is the case, what then are the implications for the education of the children who will inherit this world?

Globalisation impinges on and influences all aspects of human society and culture but its driving force and focus is primarily socio - economic. This aspect is dominant in the definition of Held (1999: 19) who sees it as:

'a process or set of processes, which embodies a transformation in the spatial organisation of social relations and transactions – assessed in terms of their extensivity, intensity, velocity, and impact – generating transcontinental, or inter regional flows and networks of activity.'

Globalisation as a term makes no sense unless we relate it to the notion of locality and Held's definition turns on the idea of *spatial organisation and relations*. It is the transformation of spatial relations from the local to the global that is at the heart of the concept of globalisation. Held also identifies three fields of thought about the nature of globalisation in relation to its impact – the hyperglobalisers (Ohmae 1995) who see globalisation as a growing phenomenon which will subject our lives increasingly to the global market, the sceptics (Hirst & Thompson 1996) who consider the concept of globalisation to be exaggerated and the transformationists (Giddens 2000: 60) who see globalisation as the:

'intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.'

Beck (2000: 20) offers a wider and more complex definition incorporating a number of dimensions – communications technology, ecology, economics, work organisation, culture and civil society. These dimensions are all individually complex and all interrelated and Beck extracts from them a central common denominator:

'One constant feature is the overturning of the central premise of the first modernity: namely that we live and act in the self enclosed spaces of national states and their respective national societies'.

This common denominator hinges again on the centrality of the concept of place – that borders no longer retain old meanings, that distance creates no barriers to communication over the surface of the globe and temporal experiences are also condensed. Time and place as abstract concepts are being redefined and experienced in new ways, although it is of course true to say that 'places' remain to a large extent as fixed elements which can be located on maps. London and New York remain the same physical distance from each other, however fast we may be able to travel between them, through the ethernet or by air flight. Time, however, despite our ability to measure it with increasing accuracy, remains a social construct and we can move faster from one place to another or make contact across huge distances in nano seconds. Our ability to differentiate between past and present and to sequence events

through time in order to make sense of historical narrative is affected by the telescoping of the temporal dimension. As Baumann (1998:77) indicates:

'In the world we inhabit, distance does not seem to matter much. Sometimes it seems that it exists solely in order to be cancelled; as if space was but a constant invitation to slight it, refute and deny. Space stopped being an obstacle – one needs just a split second to conquer it'.

Giddens (2000) has argued that this kaleidoscoping of temporal and spatial dimensions has resulted in the declining significance of the nation state and others claim that the:

'vacuum left by the shrinking state is already being filled by a web of non-state actors – from above by multinational corporations and international organisations and below from sub national groups, NGOs and an array of transnationalist activist networks'. (Sharma 2008: 3)

Whilst globalisation can be seen as an essentially economic set of processes, the social and cultural dimensions of the phenomenon have a significant impact and Ritzer (2004) refers to Lechner's definition of globalisation as:

'the world wide diffusion of practices, expansion of relations across continents, organization of social life on a global scale and growth of a shared global culture'. (Lechner in Ritzer 2004:160)

This definition focuses more on the social and cultural dimensions of globalisation and on the notion that globalisation is an homogenising agent, with the inference that distinctions between local and global will become less evident. The dominance of global marketing and services will result in places and lifestyles becoming more similar in different societies, resulting in places and cultures being less distinctive. An example of this is given in a report by the New Economics Foundation (NEF) asserting that independently owned stores in Britain's high streets are closing at the rate of one a day and the trend is towards domination by the large store chains, resulting in the development of 'clone towns' (Frith 2004:14).

This notion has been challenged by Robertson (1992) who sees the relationship between local and global and between homogeneity and heterogeneity as a central concern. Robertson coined the term 'glocalisation' in presenting the case for globalisation as heterogeneous. 'Glocalisation' is seen as:

'the interpenetration of the global and the local, resulting in unique outcomes in different geographic regions' (Ritzer 2004:163)

This view considers pluralism and diversity to be increasing rather than decreasing and emphasises the power of individuals and groups to control its impact within their own localities and communities. Holton (2005) draws on the work of Held (1995) and Robertson (1992) in clarifying three essential aspects of any definition of globalisation:

- *'The intensified movement of goods, money, technology, information, people, ideas and cultural practices across political and cultural boundaries....'*
- *The inter-dependence of social processes across the globe, such that all social activity is profoundly interconnected rather than separated off into different national and cultural spaces.....'*
- *The consciousness and identification with the world as a single place, as in forms of cosmopolitanism, religion or earth centred environmentalism....'* (Holton 2005: 14)

Held (1995: Held & McGrew 2003) has been a key influence in my thinking about the process of globalisation and his focus on the importance of active human agency in creating a global world, and the notion of multiple, different and alternative globalizations, has been critical in helping me articulate the implications for education. The nature of human agency can be varied (Geyer & Paulman 2001; Holton 2005), from the organised formal and institutional bodies creating global arrangements to the *'informal set of polycentric processes that push ahead of the formalised world'* (Holton 2005: 13), which include cultural exchanges and international communications. It is the realm of these less formal interactions, often referred to as 'globalisation from below' and exemplified in Castell's (1996) concept of the network society, that provides a context for considering the role of school linking and its relationship to global education. Education of course has a formal and institutional role, often working in the service of the economic and utilitarian demands of the global economy, but it is also a sphere of human interaction and experience that operates in ways which can empower individuals and communities. Tomlinson (1999) and Appiah (2006) have argued strongly that global citizenship and cosmopolitanism are important approaches to the challenges of living in a globalised world and:

'to advance this process of cosmopolitanism, the global community must begin the process of open conversation and dialogue immediately'. (Sharma 2008: 17)

Baumann (1998: 1) considers globalisation as:

'the intractable fate of the world, an irreversible process; it is also a process which affects us all in the same measure and in the same way.'

Although we are all being 'globalised', Baumann asserts the effects of the process are not in reality the same for all. He sees the term 'time/space compression' as a pivotal

one in understanding the varied effects and emphasises the paradox at the heart of globalisation – that it *'divides as much as it unites'* (1998:2), the causes of the division being identical with those that promote the greater uniformity. He sees access to mobility as the new high status value, giving wider benefits of globalisation to those who can move easily and independently through real and cyber space, with some people becoming truly global in their lifestyle and others remaining tied to locality, in which life becomes increasingly dominated by the agenda and actions of the beneficiaries. For these, mobility is often restricted and choice limited so that movement to escape economic hardship or areas of conflict is restricted and creates hardship fraught with difficulties and human degradations. The effects of globalisation according to Baumann are to create classes of 'tourists' and 'vagabonds' and to infinitely deepen the divisions between people. The consequences of globalisation as it continues to unfold will undoubtedly include ever more pressing issues of social justice. The role of education in a world of increased inequality brought about by globalisation will be critical in providing children with opportunities to understand how and why these inequalities exist and how their own experiences impact upon those of others and on the sustainability of the environment that is common to all.

Similarly, in considering the significance of boundaries in the conceptualisation of place, Massey (1995) emphasises the need to understand places as both unique but also as interlinked. Nation states, and particular boundaries around places, do still exist in the globalised world but the interlinkages are becoming more significant and increasingly unequal (Fig 1).

- 'Boundaries' are socially constructed phenomena; they do not define 'essential places'. They are, however an important aspect of social space; and they have effects.
- The linkages between places mean that their fortunes are also both interconnected and interdependent.
- However, these interdependencies are unequal: there are important geographies of power
- Such geographies of power exist in all spheres of life, for instance in economic and cultural relations.
- Individual places occupy particular positions in these wider geographies of power, that is within the overall contours of uneven development.
- The geography of power structures the inequalities of uneven development

Figure 1 Unequal interdependence (Massey 1995:71)

In exploring the nature and role of school linking within the overall context of the globalisation process, the social justice issues, inherent in the relationship between richer and poorer nations, between the winners and losers, the tourists and the vagabonds, have to be understood. However in taking these issues on board, it is also necessary to avoid simplistic models which fix individuals, particular places and cultures into conceptually rigid roles at a time when people and places are changing and being changed at rates hitherto unknown in the history of the world. Globalisation

changes our own perceptions of our place in the world and as Waters (1995: 3) indicates, needs to be seen as:

'...a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding'.

On the surface, this may seem to indicate that humanities subjects in the curriculum now have less relevance. However, in reality, their contribution as subjects which are potentially the best situated to grapple with the concepts of time, place and society and help mediate the role of the individual within the local to global frame, have an increased part to play in any coherent model of global education. Conceptualisations of time and place, which are central to humanities teaching, lie at the heart of the process of globalisation and as such need to be addressed by educational responses to it. These implications are returned to in the next chapter.

1.2 A personal reflection on globalisation – a family tale

Surveying the wider literature on globalisation and its theoretical underpinning, whilst critical to any understanding of the processes involved, is not on its own sufficient to explain my own positioning and needs to be balanced and enriched by reflections from a more personal perspective. In reflecting on the nature of globalisation, I have also drawn on my own family experience to chart the particular impact it has had on several generations of women.

My great grandmother, Bessie, grew up in a small Gloucestershire village. She rarely travelled far from its immediate hinterland and certainly by the time she was eighteen would only on rare occasions have visited the city of Bristol. She was born into a family that conformed to the strictest puritanical form of religious zeal prevalent at the time. Her father had connections with a missionary society and her days were spent in homely tasks, service to the poor, prayers and bible reading. When she was eighteen, Frederick Rowat, a young missionary on leave from his station in India, where he had served for several years bringing 'salvation to the heathens', visited her home. On only a brief acquaintance, he considered she would make him a suitable companion in his life work and asked her father for her hand. Her father was agreeable but the choice was left to her. The choice was a big one – to leave all she knew, her familiar home, family and friends to marry a man she hardly knew and travel to the farthest corner of the British Empire, to live in the heat and dust of India among alien people of a different creed and culture for possibly the rest of her life. How did she decide her fate? Of course, she prayed. She locked herself in her room and fasted and prayed for several days and God told her to go. She was not happy about this – she travelled by train, for the first time, to London all alone, and cried for the whole of the journey.

Frederick had gone on ahead and she was to travel to Calcutta with a couple of missionaries whom she would meet in London. She travelled to Calcutta, met up with Frederick, got married there and continued on to where the mission house, Mahijam, was awaiting her. What did she make of India? I have often wondered, particularly when I visited India for the first time and experienced the assault on the senses, the cultural shift and the extraordinary colours. Was it a shock of wonder or of horror? How did her senses, inured to the subtle and delicate shades of grey and green which predominate in the wet, moist air of the west of England, adjust to the vividness, to the heat and the redness of the earth? What did she make of the smell of that earth, the raucous morning chorus and the torrential rain? Did she arrive during the monsoon? She has inhabited my mind for so many years since I heard her story as a child and met her in her old age, when I was a small child of four, and I long to ask her these questions. I can only speculate. Her voice comes through in some of the letters written during her first years there. In 1892, she writes:

'I am getting on fairly well with the language and have commenced a class for women who come to the verandah every morning at eight o'clock. I am also teaching them to sew. Last Wednesday the Lieut.-Governor of Bengal visited Jamtara and my husband had an interview with him. He said 'One missionary has done more for India than a whole regiment of soldiers'. My husband recently treated successfully two poor men who had blood poisoning and they seemed grateful. We have a good many patients. Two paralytic children were brought to us who were unable to stand, but of course we could do nothing for them. One man who had been quite blind for six years came for medicine. This also was a hopeless case but they seem to think we can cure everything'.

I do know that she remained in India for most of her life, only returning to live in Bristol when my great grandfather died in 1947. She maintained a regular and lively correspondence with and on behalf of the missionary society for the rest of her life, dying at the age of eighty five. I also know that she appears to have enjoyed a particularly happy marriage and had seven children, five of whom survived, all born in India and sent to England for schooling at the age of five. Her commitment, along with that of her husband never seems to have faltered. Their mission was the driving force of their lives and they believed they were saving souls. Their certainty comes through in the reports my great grandfather wrote for the missionary journal, *Echoes of Service*, and this also gives me insight into their daily lives of incredible hardship and enormous energy. Their disdain, bigotry and sense of cultural superiority were total and though relationships with Indians were often tinged with affection, it was the affection of parents for wayward and recalcitrant children. What did the local Indian population make of them? My great grandparents' value system and *modus operandi* seem deeply offensive to my values, but hearing the stories and reading the accounts of their daily lives, it is hard to question their total belief that what they were doing

was of the utmost importance to the souls of the people they were trying to help. When they returned to England on leave, they would interrogate my father, then a small boy, in order to assess the state of his soul. Was it in a state of grace or not? They also brought home presents – a zoetrope with sepia pictures of India which opened a magical world to me as a child.

I reflected a lot on Bessie's experiences when I first went to India and thought about her experiences in relation to my own. Her belief that she was engaged on a god-given task, along with her faith and certainty, is at odds with the doubts and questions I carry with me. Is it right for wealthy westerners to use poorer countries as their holiday playground or as a resource for their curriculum? How should I respond to begging, to the sight of mutilated children and poverty stricken shanties? How do I live with the knowledge that I have what I have because of my ancestors' exploitation of theirs? Why don't I do more to make difference? I still carry the angst of puritanism within me but expressed in a different way, overlaid with far more hedonistic tendencies and with none of the certainty.

Both my grandmothers were born in rural Gloucestershire and as children and young women their lives were little different from that of my great grandmother. They grew up in farming communities, worked hard and married men from their own localities and rarely travelled further than Bristol. My paternal grandmother's life took her beyond the confines of the locality in which she had been born in the aftermath of the First World War. Having married my grandfather in 1921, they were constantly on the move around the country during the economic hardship of the 20s and 30s. Following his death in 1936, a result of the harsh treatment experienced at missionary society boarding school, she found some comfort in her new independence. In 1953, she took a bus trip to Oberammergau in Austria and this caused great excitement to us as children – it was unusual then for a family member to travel abroad – and she visited family in other parts of the country, enjoying some holidays and coach trips. Television, acquired for the Coronation of 1953, brought the wider world to her sitting room but viewing was severely rationed and generally regarded with some suspicion. Life was still essentially local although with more exposure to the outside world and she probably had very little contact with anyone from a distinctly different culture.

My mother too was born into the same Gloucestershire village as her mother and her early life was essentially no different – the same round of seasonal rural activities, Sunday school picnics and harvest festivals. She experienced an archetypal country childhood with freedom to roam the countryside, attend the village school and take the annual summer holiday in Weymouth or Devon. Private education in Bristol was followed by a job working at BAC as a secretary when the Second World War erupted into her life. On the day that war broke out, she was on holiday and there is a picture

in the photo album of the first traffic jam as people returned home. By this time the cinema was a source of news about world events and the newspapers were covering events across the world. Her brother and many village friends served in other countries. She married my father in 1942 and her early married life through the war and into the 1950s was spent in the same village which both she and my father found oppressive, claustrophobic and limited. They left the village in 1953 and during the rest of my mother's life she lived in five different localities and travelled to numerous holiday destinations in the UK and Europe. She was aware of the growing multicultural nature of British society and had opportunities to meet with people from other cultures, although her view of them was tinged with exoticism and quaintness. Television and political engagement kept her up to date with global issues and until quite recently, she remained a tireless writer of letters on environmental issues. The changes to the countryside, the climate and the ecology that she has witnessed in her lifetime have filled her with despair.

I was born into the same village and spent the first five years of my life there living as idyllic a country childhood as my mother. We then moved to Hampshire and at this time my father bought his first car in which we could travel back to Gloucestershire for holidays and go on day trips to Bournemouth and Southsea. On our Gloucestershire holidays we enjoyed the same carefree and independent experiences of wandering freely over the fields and hills, fishing for minnows, picking wild flowers, making cowslip balls and building dens. When we moved from Hampshire to Nottingham, my life revolved around the holidays and the freedom they brought. We went on day trips to Derbyshire and Lincoln, on occasional holidays to Cornwall and Sussex and my first trip abroad was with a school exchange visit to Germany. We didn't have television until I was eleven and then it was strictly rationed and considered a bad influence. I remember watching Richard Baker break the news that Kennedy had been shot and from that moment I became riveted to political news and world events. I have lived in four different places, travelled far more than any of my ancestors, although not as much as many of my peers, am in constant communication with people all over the world and come into contact with people from a wide range of different cultural backgrounds as a matter of course.

My daughter belongs to the first generation of the family not to have had a country childhood. She was born in Islington and grew up in Nottingham. Her experience has been urban to the core and she has grown up in a multicultural, cosmopolitan environment where liberal values and cultural interests have conspired to make her what she describes herself as being – 'a city person'. She has interrailed around Europe and lived and worked in several cities – Bristol, London, Kiev, and Moscow. She loves air travel, has friends around the globe and is acutely aware of global and environmental issues. She no longer remembers what it was like to live in a house

without central heating, to have no automatic washing machine, TV or computer. She is also the first female member of my family, who on attaining her majority, entered adult society on equal terms with men and with full equality before the law.

As I reflect back on the female generations in my family, it is fairly easy to compare our lives in terms of available technology, lifestyle and values and detect the social and technological changes which affected us. Although one family can in no way be representative of the kinds of changes affecting society at large, and although individual personalities and personal circumstances are unique, I have thought about the differences in our lives and two of Beck's (2000) dimensions seem to me to be of particular significance.

1.2.1 Communications technology

Through the generations of the twentieth century, the rapid development of communications technology has continued at an ever increasing pace. In the late nineteenth century my great grandmother would have travelled by horse and cart to Bristol, by train to London and by steam ship to Calcutta – a hazardous five week journey. During her time in India she could only make contact with home by post and telegraph. During her lifetime she saw the introduction of the telephone, the motor car and the aeroplane. She saw distances diminish and journey time shorten. The flight time from the UK to India is now about ten hours and it is possible to make instantaneous contact with home through e-mail and mobile phone. Has this been an incremental development of the same technological processes or are there factors in the most recent developments which are distinctive in their 'globalised' implications and effects? It is not just the world wide application of the latest communications technology that contributes to its globalised nature – it is the individualism it makes possible. The telephone has allowed us to speak to people across the world from the time of my grandmother's childhood but now we are able to individually, and at any time, access not only other people but also world wide information. We can do this by and large without any government interference and it is as cheap and easy to communicate with someone in India as it is in England. I can also e-mail someone in India and someone in the next room at the same time. Until the age of twenty four, my daughter had no mobile phone and could not access e-mail. Her son, born in 2004 will never be beyond instantaneous, individualised contact with family and friends. This revolution, which has occurred within my daughter's young adulthood, has made life distinctly different from that of previous generations in terms of access to knowledge, personal security and personal communication. We do now live and act much more immediately in spaces which are not controlled by, or bounded by the borders of, the national state. Time/space compression (Baumann1998) can be seen as one of the most significant aspects of the globalisation process and one which has the biggest implications for education.

1.2.2 Ecology

My great grandmother was born into a time before the invention of the motor car and the development of the chemical industries. Although the Industrial Revolution had created grimy cities and blackened landscapes in the areas of heavy industry, much of the countryside was rich in native species and children and young people in rural communities were very much part of that natural environment. My grandmother walked four miles to school across fields and through woods, carrying the lunch pail and picking mushrooms that grew 'as big as plates'. My mother reminisces about the profusion of natural life that surrounded her in her childhood. I remember the freedom of play and exploration in the natural environment. Although my daughter has had experience of country walks and holidays she was never able to inhabit the natural world in quite the same way – the dangers of traffic, fear of strangers and limited availability of accessible environments, made this impossible. The interdependence of places and environments, and our mutual dependence on the planet, only really began to be an issue in my early adulthood with the beginnings of the environmental movement which followed the publication of Rachel Carson's *Silent Spring* (1965) and the first pictures of our fragile planet being beamed from space onto our TV screens (1959). The processes of globalisation have both created more awareness of our interdependence and the fragility of our planetary environment, and has also contributed to the destruction of habitats, pollution and global warming. Giddens (2000) comments on the fact that our traditional worries were to do with what nature could do to us. Whilst we still remain concerned with this, a more recent worry is what we are doing to nature and how we have now created risks which no other generation has faced. He refers to the 'quantum leap' there has been in the extent and power of the changes we are making. This seems to me nowhere more significant than in the effect globalisation is having on the environment and it is in this area that I find the idea of globalisation as a significant new development, rather than an intensification of prior trends, the most convincing. Bonnett (2004: 7) considers that the:

'recognition of environmental issues turns us into a global community with a force that is potentially greater than any that we have yet experienced'

and Louv (2004) forges the concept of '*nature deficit disorder*' to explain the impact that lack of '*a right relationship with nature*' (Bonnett 2004: 10) has on the development of human beings.

Whilst identifying technological and ecological changes as being most pronounced, these cannot be considered separately from the political and economic changes. The impact of the ending of the Cold War and the gathering pace of technological change

was reflected in Fukuyama's (1992) thesis that *'liberal democracy in reality constitutes the best possible solution to the human problem'* (1992: 338) and that this would lead to continued homogenization and the disappearance of the idea of cultural relativism. Conversely, Huntington (1996) has argued that the dominating source of future conflict will be bound up with people's religious and cultural identities, leading to a *'clash of civilizations'* which would dominate global politics. These very different theories about the possible global future are both systemic and stand in contrast to Geyer & Bright's (2006) more humanistic view that *'this condition of globality is the integrated global space of human practice'* (2006: 28) in which it is the role of historians to:

'find a representation of the world as the field of human contestation in which the histories of the world are mixed together, but societies and peoples are not thereby transformed into one, or even made more alike'. (2006: 28)

In considering the literature of globalisation, and reflecting on my own experiences and responses to it, I reached a tentative viewpoint that there has been a 'quantum leap' in the last few decades which has seen a set of social, technological and economic processes, which we can refer to as globalisation, radically alter the nature of human interactions and the relationship between people and places. I consider the advances in communications technology and the environmental changes to be the two most significant areas in which globalisation appears to be much more than a mere continuation of previous trends and marks a significant watershed that is likely to have enormous and unpredictable effects on our futures. In these areas I see the clearest differences between my life and that of my forebears and see these as having the most significant implications for the nature and role of education.

Through the process of reviewing and exploring the literature about globalisation, and considering its implications for education, I became increasingly dissatisfied and disconcerted, finding the content of the discussions interesting and intellectually exciting and becoming fascinated by the interrelatedness of political, social, economic and technological forces and explanations. The analysis of the processes involved are endlessly fascinating. Nevertheless the sense of dissatisfaction with this literature grew and I became tired of reviewing chapters on the definitions of globalisation, of the discussions of whether it is a new phenomena or a continuation of older trends and what its implications are. I struggled to bring together this sense of fascination with a sense of exasperation. Reading about 'post-globalisation' (Held & McGrew 2000) made my brain erupt in rebellion – I have not understood globalisation yet but thinkers are moving on to post-globalisation! At this stage I had an epiphany of sorts – I had been looking at globalisation only from *within* the process. I felt a strong urge to remove myself to the depths of space and begin again with the image of the world

as it is and from the perspective of the true meaning of the world 'global'. This seemed so obvious once I had got there. I have always found the perceptions of astronauts to be deeply moving and profoundly wise. There is something about the experience they have which sets them apart and gives them a view of humanity which is almost divine in its perception. At this stage I considered their comments (<http://www.solarviews.com>) which seemed to me to offer profound insights into the global nature of our existence:

'Before I flew I was already aware of how small and vulnerable our planet is; but only when I saw it from space, in all its ineffable beauty and fragility, did I realize that human kind's most urgent task is to cherish and preserve it for future generations'.
— Sigmund Jähn, German Democratic Republic

The following commentary on this quotation encapsulates a lot of what I feel about the globalisation process and the centrality of environmental issues:

'Like Sigmund Jähn (first German cosmonaut), those who have gone into space have come back with a changed perspective and reverence for the planet Earth. Gone are the political boundaries. Gone are the boundaries between nations. We are all one people and each is responsible for maintaining Earth's delicate and fragile balance. We are her stewards and must take care of her for future generations'.

'Our perspective on Earth can be very narrow. We may not see the effects of one tree that is cut down. Only by expanding our perspective can we see entire rain forests that have been devastated. Humans can destroy in a matter of days that which nature took thousands of years to create. We might ask what harm can one factory do to the environment by not meeting proper pollution controls? The effect from space is obvious. Pictures taken by Gemini astronauts over 30 years ago are much clearer than those taken by space shuttle astronauts today'. (<http://www.solarnews.com>)

This reminded me of the writings of Thor Heyerdahl. On his first expedition on the Kontike in 1947 he records the clarity of the oceans yet on his second expedition on the Raa in 1970, he records the extensive pollution encountered in the shipping lanes of the Pacific Ocean. It was this voyage that began to alert the world to the environmental effects of globalisation. Of all the quotations from astronauts, the one I find the most powerful and humbling is that of Sultan Bin Salmon al-Saud, Saudi Arabia:

'The first day, we pointed to our countries. Then we were pointing to our continents. By the fifth day we were aware of only one Earth'.

This perhaps best encapsulates what I think global education should be about – it should aspire to help children understand this statement and this perspective, and to truly realise its implications.

1.3 What are its implications for education?

The rate at which globalisation is happening and unfolding has meant that schools, policy makers and individual teachers are responding in a variety of ways. The English National Curriculum was introduced in 1988 at a time when the communications revolution was really just beginning to take hold and schools were first investing in ICT. Since then the curriculum has been modified and amended with the most significant change being Curriculum 2000 (GB/DfEE1999). The most significant aspect of this version of the National Curriculum was the addition of citizenship to the curriculum and some small references to the need for education for sustainability and the global dimension to be promoted. The content of the primary National Curriculum is still broadly anglo-centric and its place within an assessment driven and league table orientated national framework, militates against values-based teaching and learning, even though this is declared as one of the aims of the curriculum. The curriculum is based on traditional lines, with numeracy and literacy being accorded predominance over humanities, the arts and technology. Modern foreign languages are being introduced and are achieving high status quite rapidly. In considering the nature of education at the beginning of the twenty first century, it seems to me relatively unchanged from the time of my great grandmother. Access to it is now universal and resources are more readily available but the basic structure of the timetabled day and the subjects taught remain the same, as does the utilitarian ethos and results focused agenda. Most significantly, the emphasis is still predominantly on the three 'R's.

As will be discussed more fully in Chapter 2, the Department for International Development (DfID) has, since 1997, provided funding and support for international school linking and this has been taken up by a number of schools who see it as a way of promoting a wide variety of curriculum requirements as well as meeting their commitments to the Race Relations Act 2000.

Osler (2002:21) has stated that:

'..if citizens are to shape the processes of globalisation and participate in democratic processes at local, national and regional levels, schools need to prepare learners for global as well as national citizenship'

and this is a reminder that although many discussions about globalisation are centred on globalisation from above, it is important to draw attention to the processes of

globalisation from below. NGOs, interest and pressure groups, and individuals can act as a check on governments and business corporations and if this is to remain the case, then education is of the utmost importance. However, it seems to me at this stage that the National Curriculum and the current approach to curriculum development in this country is far too restricted, tied down and controlled by the government, a key player in globalisation from above. Tinkering with the current national curriculum is hardly likely to provide opportunities to engage children with the issues in a way which will prepare them for their futures in a globalised world.

Ritzer (2004), Wilkinson (2006) and Bottery (2006) have all analysed the ways in which globalisation has affected the policies and practices of nation states and global corporations and the extent to which the characteristics of MacDonaldisation – *efficiency; calculability; predictability; control* - have been applied to other contexts, including education. Despite much government rhetoric, and policy documentation espousing the high ideals of global citizenship, social justice and democracy, the government response to globalisation has, in reality, been to exert more central control and re-fashion the education system in order to gear it more effectively to the needs of the global market economy. As Wilkinson (2006:95) asserts this has resulted in the MacDonaldisation of the system:

'with a disproportionate stress on narrowly defined efficiency, an obsession with calculability and measurement and the power of the controlling mechanisms needed for imposition, policing and enforcement...'

which

'...may deliver an education fit for the inhabitants of consumerist McWorld but its appropriateness for nurturing participatory citizens for twenty-first century liberal democracies is rather more contestable.'

Bottery's (2006) identification of the shift there has been in English schools away from the arts and humanities and towards the development of 'transferable skills', echoes Bonnett's (2004:90) concern that the curriculum has become:

'narrowed around subjects of greatest economic utility' and 'any sustained engagement with content has been replaced with abstract skills and information processing strategies'.

This increasingly standardised, controlled and utilitarian curriculum framework has implications for how effectively schools can engage with global education in a humanistic way. Bottery (2006:112) argues that in order for education to respond effectively to the processes of globalisation, educators will need to take on a more self

reflective and informed role, requiring higher levels of self knowledge and critical awareness of the issues relating to *'the ecological and political context of their professional practice'*. The teacher's role is central in combating and alleviating the 'top down' pressures exerted by the global economy and ensuring the humanising potential of the educative process is maintained.

1.4 Educational responses to globalisation

As part of a research seminar given in Feb 2002, I asked participants to define the term *'global education'* and describe what it meant to them (see Appendix 1). A variety of perspectives and insights were expressed which formed a useful starting point in considering the features of a child's primary education which might contribute to their present experience and future development as global citizens. I categorised the responses and although there was some overlap, found that there were six main areas – communications technology, social and cultural, holistic, interpersonal, economic and political and geographical. Interestingly no mention was made of environmental or sustainable issues or of citizenship. Of the questions that were also raised, there was a concern about the control of global education and about whether it might lead to homogenisation and standardisation.

The concept of what we may wish to describe as 'global education' has a long pedigree and draws on a number of different strands which have existed in educational thought under a dizzying array of labels. Davies, Evans and Reid (2005) state that citizenship and global education have occupied very different positions and this is certainly the case although they do have much in common. The emergent education system at the end of the nineteenth century incorporated history and geography in the curriculum of elementary schools and learning about one's place in society, and Britain's place in the world, was high on the agenda. Empire Day and the ubiquitous world map which hung on classroom walls, linked children who rarely left the confines of their home localities to distant lands around the globe. The relationship between local and global within the curriculum was unproblematic and imbued with the language, values and confidence of a dominant and powerful world empire. Knowing one's place in the world and one's duties as a citizen were closely intertwined. The emergence of socialist groups, trade unions and the election of Kier Hardie to Parliament in 1892, indicates that other perspectives of universal brotherhood, cooperation and interdependence existed but this had little impact on the curriculum of elementary education. It was not until the 1930s, in the aftermath of the First World War, that changes to the curriculum began to loosen the hold of the dominant ideology of empire. The landmark Hadow Report of 1931 ushered in an era in which the curriculum became influenced by 'progressive' ideologies. The report seemed to reflect a shift from the idea of the individual existing for the sake of the state, towards the idea of the state as a support to the individual. Developments in the fields of psychology in the interwar years, the growing influence

of early years' educational philosophies based on the work of the McMillan sisters and the sociological perspectives of Dewey (1902; 1916), all contributed to new theoretical frameworks whose immediate impact was evident yet limited by the economic depression of the interwar years and the advent of the Second World War. The Hadow Report (1931) encapsulated the changing educational ethos in its assertion that:

'we are of the opinion that the curriculum of the primary school is to be the thought of in terms of activity and experience, rather than knowledge to be acquired and facts to be stored'. (Recommendation 30)

These ideologies came to fruition in the post war years and were most influential in the 1960s and 70s. In placing the child at the centre of the educational process and paying attention to social and emotional development, as well as intellectual achievement, they have come under attack in recent years, yet continue to influence the curriculum of state primary schools. The predominance of the topic approach and the integrated day allowed for children to learn in more holistic and free flowing ways but also led in many schools to the virtual disappearance of any coherent coverage of subjects such as history and geography.

The immigration and increased social mobility of the post war years, as well as the erosion of traditional class structure, increased the need for schools to respond to social changes and the social and cultural needs of children. The relationship between the child, the curriculum and the real world became more problematic and schools developed mechanisms to involve parents in their children's education, to be more responsive to community needs and to reflect children's cultural experiences within the curriculum. By the 1970s, multicultural and antiracist education had become a major focus for curriculum development and the in-service training of teachers.

From the 1930s, changes had also occurred in secondary education and although the subject based nature of the curriculum remained largely the same, new subjects such as social studies, civics and integrated humanities were developed. In both phases of education, schools were free to design and organise their own curriculum and teachers worked independently in developing the content of their lessons. It is therefore hard to generalise about curriculum content during this time but prior to the 1990s there is little evidence of any universal or sustained commitment or curriculum approach which equates with notions of global or international education. Subjects such as geography, modern languages, religious education and history all contributed, as did some of the topic based work in primary schools, but the contribution of civics and multicultural education tended to be based within the local and national context. During this period, changes also occurred in the way citizenship was conceptualised and understood. Whereas traditional models of citizenship from Plato onwards had emphasised the role

of the citizen as being a passive one, based on notions of a fixed social hierarchy in which laws must be obeyed, progressive ideologies emphasised the notion of individual citizens as being:

'not merely equipped with a knowledge and understanding of all that is necessary to function competently in modern society, but are also empowered to partake in the active process of political democracy'. (Garrett 2003: 95).

This notion of the active citizen, echoed Thoreau's view of the good citizen being the grit in the machinery of government rather than the oil.

Although not a dominant feature in the changing curriculum models of the twentieth century, international ideals and commitments still had a strong tradition. During the interwar years, idealist internationalism led to the setting up of the World Education Fellowship and the Council for World Citizenship and these ideals thrived in schools under the auspices of the League of Nations Union (LNU) which worked with schools to encourage teaching about the League of Nations. In the aftermath of the Second World War, the need to refashion the world and strive for a 'new Jerusalem' gave further impetus to the need for education to play a role in securing future world peace. International charters such as the United Nations Charter of Human Rights (1948) and the Declaration of the Rights of the Child (1959) set in place for the first time an internationally agreed set of rights which went beyond the borders of nation states and national citizenship and was predicated on the idea of universality of human experience. Writing in 1943, Brimble & May published a small book entitled '*Social Studies And World Citizenship*' in which they argued that:

'both education for national citizenship and for world citizenship should aim at the improvement of the human status, and both use the method of enlightenment'. (pxi)

Their view of world citizenship was one in which the overall aim was world peace and co-operation and which could only thrive within the context of democracy and with the support of education:

'Education in civic and national affairs is good, but it is inadequate. Every person is a member not of one, but of several communities – family, parish, county, country, empire and world. Today, the importance of events cannot possibly be measured in terms of geographical remoteness. A good citizen of any country realizes that his welfare is identical with the welfare of each of his fellow citizens, and another step in the same direction enforces the realization that the nations of the world are dependent on the good will and co-operation of each other just as any community is dependent upon the loyalty and support of its citizens'. (Brimble&May1943:2)

This conception of 'world citizenship' was clearly influenced by the ideals of the League of Nations and the Atlantic Charter (1941) which had recently been signed. It affords a central role to education and within the curriculum emphasises the centrality of social studies – '*social studies must become the heart of the curriculum*' (Brimble & May 1943:x). The strategies suggested for organising world citizenship represent a permeation model, with each subject having a particular contribution to make and taking a shared responsibility for developing the key concepts, skills and values. Of key significance in the provision of world citizenship education was the role of the teacher as a model:

'..in the working philosophy of every teacher a place should be found for a concept of world citizenship and the relationship of this aim to the other aims of education.....The whole point of view must be before the teacher all the time, and it is for him (sic) to grasp every special opportunity as it arises.' (Brimble & May 1943 : 150)

Brimble and May's view reflects the observation by Dower (2000) that the concept of world citizenship had become uncoupled from notions of world government, which had received wider support in the inter war years, and instead embodied an understanding that global issues required individuals to exercise responsibility beyond the boundaries of unitary states. Dower argues that the concept of world citizenship does not imply a mere extension of national citizenship; it is not just the same thing on a wider scale and is more than just a moral or ethical conception. It operates within emerging institutions at a global and international level but these do not constitute world government but rather 'governance' (Heater 1996).

The post-war years also saw the establishment of an educational charity, the One World Trust, which in 1973 initiated a curriculum project to develop the teaching of world issues – the World Studies Project. This was followed in 1980 by *World Studies 8-13* in which 'World Studies' were defined as:

'education which promotes the knowledge, attitudes and skills that are needed for living responsibly in a multicultural society and interdependent world'. (Fisher & Hicks 1985:8)

In their introduction to a teachers' handbook published in 1985, the authors raise questions about the role and nature of global education:

'The modern world is increasingly one world, a single world society in which we are all involved. Its future and our personal futures are inextricably linked. What should we teach children in schools about world society and the changes taking place in it? And how should we teach?'. (Fisher & Hicks 1985: Preface)

These issues and questions are even more pertinent today and are key questions in relation to my investigation into the role of school linking in promoting global education. As Hicks (2003:266) acknowledges, the Trust, under the directorship of Richardson, was responsible for the development of *'the first conceptual map of world society that many educators went on to use in their work'* and for the identification of four key categories – *poverty, oppression, conflict, environment* - that were central to understanding of global issues. In 1993, a World Studies source book for primary teachers was published (Steiner 1993) which promoted an active and experiential methodology for addressing global issues in the classroom and developed Richardson's approach within the context of the primary curriculum (Fig 2).

<p>Making connections between the local and the global: strategies for primary pupils</p>
<ol style="list-style-type: none"> 1. <i>First hand experience</i> 2. <i>Personal histories</i>
<p>When questions like this are asked and researched, they will naturally and appropriately reveal issues to do with the meeting of cultures, about cultural and personal identity, about racism and colonialism</p>
<ol style="list-style-type: none"> 3. <i>Local connections</i> 4. <i>Parallel lives</i>
<p>Children's personal feelings of powerlessness can mirror the power relationships between North and South, and equally, positive feelings, such as creative satisfaction and friendship, are universal.</p>

Figure 2. World studies in the primary curriculum (Steiner 1993)

The World Studies Trust was influential in creating a national network of like minded global educators and in the 1980s, the Centre for Global Education was established by Pike and Selby. Their publication of 1988, *Global Teacher, Global Learner*, became a seminal text in which they identified four dimensions of globality – the spatial dimension, the temporal dimension, the issues dimension and the human potential dimension, and provided a summary of the aims of global education which were expressed as learning requirements for students under five major headings:

- systems consciousness;
- perspective consciousness;
- health of planet awareness;
- Involvement consciousness and preparedness;
- process mindedness.

In reviewing the development of global education over the last thirty years, Hicks (2003:270) draws on these areas in identifying four *'core elements that are required for any endeavour to be labelled as global education'* and these closely concur with my view of the essential concerns of humanities education (Fig 3).

1. Issues dimension – this embraces five major *problem* areas (and *solutions* to them); inequality/equality; justice/injustice; conflict/peace; environmental damage/care; alienation/participation
2. Spatial dimension- this emphasises exploration of the *local-global* connections that exist in relation to these issues, including the nature of both interdependence and dependency
3. Temporal dimension- this emphasises exploration of the interconnections that exist between *past, present and future* in relation to such issues and in particular scenarios of preferred futures
4. Process dimension – this emphasises a participatory and experiential pedagogy which explores differing *value perspectives* and leads to politically aware local – global *citizenship*

Figure 3. Core elements of global education (Hicks D. 2003)

The centrality of the spatial and temporal dimensions echoes Schiller's (1979:43) view that *'time and space cannot be separated, they are but different dimensions of a single mystery'* and I contend that it is these dimensions which place humanities at the centre of any conceptualisation or model of global education.

The work of the World Studies Trust and Global Education Centre predominantly used the terms *global education* and *world studies* rather than the term *global citizenship* and from the 1980s onwards, as we can see in Hicks' fourth element, citizenship becomes an increasingly common term within the prevailing discourse.

The coupling of citizenship with global education has been seen as problematic but in the post war world the nature of world citizenship has been reconceptualised, in a way which has led to it being merged with global education in an intellectually coherent way, and this has been expounded in recent years in the work of Dower (Dower 2003; Dower & Williams 2002). Dower's view of world citizenship is based on four assumptions:

- o there is a global ethic related to rights and responsibilities;
- o it is more than an assertion of this ethic;
- o world government is not desirable;
- o it is not defined as a relationship of a world citizen to a world state.

This conception of world citizenship emphasises that world citizenship has both ethical and institutional components. Dower sees these institutions emerging from the active participation of individuals in a 'global civil society' or 'cosmopolitan democracy' (Dower 2000:560) and taking the form of charities, NGOs, lobby groups. I would also add that active participation is also channelled through existing institutions such as national governments, educational establishments and business organisations and has the capacity to change these. Dower also identifies the influence of *'shared public culture which adds a cosmopolitan dimension to political citizenship'* and through which *'the agendas of citizens within a state increasingly include global concerns'* (2005:560).

From the 1970s onwards citizenship and global education have developed in very different ways and occupied different positions. The 70s and 80s saw a rise in the number of 'adjectival educations' (Davies, Evans & Reid 2005) including multicultural

education, peace education and antiracist education, and in these areas more emphasis was placed on universal issues of social justice which were not confined to the context of the nation state. Through these fields, global education was demonstrating a more political character that was viewed with some suspicion by government and conservative ideologues, already ill at ease with the progressive movement in education. This contributed to the Ruskin College speech by James Callaghan and the setting up of the National Curriculum (GB/DfEE1990). Models of citizenship since this time have been heavily influenced by Bernard Crick (2000) and have tended to maintain a traditional 'civics' approach. In Curriculum Guidance 8 (GB/DfES1989) which outlined non statutory guidance for schools, Marshall's (1950) view of citizenship as being bounded by the state, was still dominant. Interestingly at this time, the comparable documents in other countries of the UK, took very different perspectives which were reflected in their titles - in Wales the document was entitled *Education for Community Understanding*, in Scotland, *Values Education* and in Northern Ireland, *Education For Mutual Understanding*. Davies, Evans and Reid (2005:76) have argued that global education has a more political and broader base than citizenship education:

'citizenship education in the national curriculum stresses the three key features of social and moral responsibility, community involvement and political literacy. The last of these three seem to have got lost in the National Curriculum document'.

The Commission for Citizenship (GB/HMSO1990) took evidence that indicated that this view of citizenship was contested and changing, Paul Boateng stating that there were three ingredients of citizenship – a sense of belonging, a capacity to gain access and an ability to be able to participate. He argued that if any of these were denied there is a denial of citizenship and this approach implies a broader and less nationalistic conception. However, partly due to the influence of Bernard Crick (2000) citizenship education, which was largely ignored in primary schools, failed to capture the changes that globalisation was bringing. Continued globalisation, the setting up of the Development Education Association and the impact of charitable organisations, ensured global education made progress during the 1990s and despite the new statutory citizenship orders being cast again in the traditional 'civics' mould and lacking real focus on wider world issues, the revised national curriculum does pay more attention to global and sustainable issues. Government policy and practice has highlighted its significance and given it some support. As Davies, Evans and Reid (2005) recognise, good quality materials to support teachers in this field have become readily available and this has made pedagogical approaches more user friendly and accessible to teachers. They contrast citizenship education, being a fairly new area which does not yet have *'a tradition or pedagogy of its own'* (2005:84) and is struggling to develop a coherent pedagogy, with global education having *'a well*

developed style' and supported by a range of practical guides and materials. Despite this they argue that:

'the level of legitimation for citizenship education is far higher than that for global education, DfID may support global education and the DfES may refer to it positively but it is clear that citizenship and not global education has found a place in the national curriculum'. (2005:84)

However, the terminology of 'global citizenship' is widely used in current documentation and educational parlance and appears to have become an aspiration of many schools. 'Global education' is not as commonly used and the terms are often used interchangeably. Pike and Selby's (1995) revised dimensions of global education, match particularly well with my view of humanities education and bring together the notions of global education and citizenship. These dimensions, the *temporal, inner, spatial* and *issues* can be explored through global content, linking past and present, emphasising the affective and encouraging action. They have been useful in considering the extent to which school linking projects can contribute to global education and have been the sounding board for much of my analysis, raising questions about the nature of the school linking experience and about the parameters and characteristics of global education (see Fig. 4).

Dimensions	Focus areas	Questions
Temporal	Linking past, present and future	To what extent do school linking experiences contribute to children's understanding of: <ul style="list-style-type: none"> • change in the wider world and the impact of these changes? • Why the world is as it is? • How the world might change in the future?
Inner	Emphasising the affective	To what extent do school linking projects enable children to reflect: <ul style="list-style-type: none"> • on their own values and attitudes? • their own identity as an individual and a human being? • on issues of human rights, social justice and equality? To what extent do school linking projects enable children to communicate with others and engage in dialogue?
Spatial	Global content	To what extent do school linking projects develop <ul style="list-style-type: none"> • children's geographical, historical, scientific and technological knowledge and understanding?
Issues	Encouraging action	To what extent do school linking projects provide and encourage: <ul style="list-style-type: none"> • participatory pedagogies? • opportunities for children to question reflect and debate? • identification of issues which relate to wider global processes and encourage children to take action on these?

Figure 4. Relating Pike & Selby's dimensions of global education to questions about the nature of school linking.

1.5 Conclusion

The pace of globalisation and its socio-cultural impact has shifted the concept of citizenship from its framing within the boundaries of the nation state towards a global and more cosmopolitan ideal based on human rights and responsibilities. UNESCO (2000: 2) defined global education as:

'Education for human rights, peace, international understanding, tolerance and non-violence. It also covered all aspects of education relating to the principles of democracy and multicultural and intercultural education'.

This shift towards a global conception of citizenship does not diminish the significance of the local but rather enhances its relevance by seeing its singularity within the wider world view. As Pigozzi (2006: 1) reminds us, recent history teaches us that difference, and the fear of the other, can also include *'one who was proximate, and who has been a neighbour for centuries'*. Developing global education is important not just in order to understand others but also as a means of reaching a better understanding of ourselves and our own communities:

'Global education encompasses the strategies, policies and plans that prepare young people and adults for living together in an interdependent world. It is based on the principles of co-operation, non-violence, respect for human rights and cultural diversity, democracy and tolerance. It is characterised by pedagogical approaches based on human rights and a concern for social justice which encourage critical thinking and responsible participation. Learners are encouraged to make links between local, regional and world wide issues and to address inequality'. (Osler and Vincent 2002:2)

Gould (2004) has identified the need to protect economic human rights whilst promoting individual and cultural diversity as the major challenge of globalization and education has a key and dominant part to play in achieving this. It has to take on the responsibility for engaging in intercultural dialogue and understanding, and the potential of school linking as a contributor to this endeavour, is the focus for my research. In this chapter, I have considered the nature of globalisation and its implications for education. I now turn to discussion of the ways in which international school linking has developed as a means of promoting global education.

Chapter 2 The History And Development Of School Linking

In this chapter, I reflect on the history of school linking and its more recent developments in the primary sector of education. A variety of different types of links are identified and the rationale behind them elucidated. The connections between school linking activities and the global dimension in education are discussed with reference to the policy and practice documentation issued by government departments, NGOs and development education centres.

2.1 The origins of school linking

Primary school linking has emerged as a significant feature of the formal and informal curriculum of many primary schools in the UK and this development has built on a long tradition of inter school communication. Much of this longer tradition was focused on secondary education and took the form of exchange visits. In the immediate post war years, these exchanges were seen as a significant way to encourage European harmony and reconciliation and were often organised by language departments. However the Council of Europe prioritised non-governmental youth organisations, rather than schools, as the key focus of activity for the rebuilding of a democratic Europe (Weingartner 2004). I myself participated in a German exchange visit as a secondary school pupil in 1965 and the focus was very much on learning the language and, even at this time, the wartime associations were never far from our minds. Skillen (1999:1) describes how he began setting up French exchange visits in 1947:

'for pupil's from Harrow initially.. and then for Middlesex generally at the request of the Chief Education Officer for Middlesex. Former Pupils of Harrow County (school) who had become teachers of Spanish at Solihull which was the blossoming center (sic) for Spanish, asked for their pupils to be included, and other former pupils across England and Wales made similar requests. And so it grew, just like Topsy'.

This particular project which ran for over fifty years, with its huge organisational and logistical challenges and its lasting impact on individuals, is vividly described by Skillen and is typical of the secondary exchange visits undertaken by children and their teachers in the post war period. It is a tradition that has been continued. For most schools, the constraints of available communications technology at the time made exchanges beyond Europe much more difficult to undertake.

During the 70s and 80s, the development of multicultural approaches led to some primary schools making links between inner city schools and suburban or rural ones within the UK. In the mid 80s, I was involved in what then seemed an innovative scheme which linked the inner city school, in which I taught, to a small Leicestershire village school. The objective for the inner city school was clearly geographical as many of the children, who were learning to read on the *Village With Three Corners* reading

scheme (McCullagh 1969) which was universally used at the time, had no concept of a 'village'. Through the topic of 'Towns and Villages', we tried to develop the key concepts which underpinned children's understanding of the books. For the village school, the aim was to provide opportunity for their children to communicate with children from different cultural backgrounds. The project quickly floundered after the first reciprocal visit in which, although the inner city children spent time exploring the village and experiencing the countryside, their time at the school was problematic, as they were treated as quaint and exotic by both teachers and children and we felt uncomfortable about the children being regarded in this way.

In 1988, Rex Beddis and Cherry Mares published a small book entitled *'School Links International – A New Approach To Primary School Linking Around The World'* and in many ways this can be seen as a seminal work in establishing the pedagogy and practice of international school linking. The publication gave an account of the first two years of the School Links International Project which had been set up following a Council of Europe Seminar on 'Geography for International Understanding in Primary Schools' at Donnaueschingen in October 1985. At the conference it was proposed that 'class-to-class linking' might contribute to one important aim of primary education:

'to help pupils gain some knowledge and understanding of other people and places not only in their own country but also in other parts of the world'. (Beddis & Mares 1988:2)

By 1987, at the end of the first two years of the project, one hundred and twenty class - to - class links had been established between schools in the County of Avon and those in forty countries around the world. It is interesting to note the aims of the class-to-class linking:

- *'to encourage and help pupils develop a knowledge and understanding of themselves , their families, and friends, their local neighbourhood and environment, and their country in using a wide range of study methods;*
- *to encourage and help pupils communicate to others this understanding of themselves, their community, environment and country, and their feelings and attitudes towards them. This may be done in a variety of ways- through writing, speech, images, sounds, models, music and artefacts. It may also involve the use of electronic mailing and new information technologies, and offer support for the learning of a foreign language;*
- *to enable pupils to learn something of people, neighbourhoods, environments and ways of life in other parts of the world through the receipt and active study of similar communications from pupils of their own age;*
- *through this deeper understanding to counteract prejudice, develop sympathetic and caring attitudes to other peoples and ways of life, and a sense of responsibility for the environment, both locally and globally'. (Beddis & Mares 1988:3)*

Despite the absence of the terms 'global citizenship' or 'the global dimension', these aims remain very pertinent for school linking experiences today and match well with those stated in current guidance to schools. There is a strong link established within the aims between the local and the global. Learning is not just about the far and distant but is also about learning about oneself and one's immediate locality and community. The learning about self and others is a strong thread running through these aims but there is also a higher purpose to this – the need to develop attitudes which are expressed in the terminology of global citizenship, caring attitudes towards others and responsibility for the environment. A letter quoted from a Kenyan teacher to a colleague in Avon, highlights some of the immediate issues relating to the setting up of links:

'...we discussed with the children what we would like to tell your children. Some even felt that since the Europeans know everything there is nothing we can amuse them with. Since Kenya is an agricultural country we have tried to write about our daily lives, e.g. the food we eat, mostly maize and beans; going to the river to fetch water with cans; picking coffee or tea, planting and weeding our shambas; our homes are built of mud, mixing soil and water – would this really amuse you or would it be looked on as a dirty and hard life?

The problem that I am mostly facing when preparing the children is language. Most children I know have made grammar mistakes. The other problem is finance. Most children are very much interested but cannot afford to raise money for postage so the idea you had of raising money to help postage of materials is very welcome.' (Beddis & Mares 1988: 3)

This brief extract, written at the beginning of a linking project, identifies a number of key issues which permeate all such projects and have been a key focus for my investigation into the value of these links in contributing to global education:

- the colonial relationship is clearly present in the almost apologetic concerns of the writer;
- the clear disparity between each school's access to resources to support the link;
- communication problems expressed here through the need for one of the schools to communicate in a language that is not their mother or national tongue;
- financial concerns.

In clarifying the principles of linking, Beddis & Mares emphasise the need for teacher-and-class, rather than whole school linking, as having the greatest potential for involving pupils in both individual and shared activities because *'if it is part of the*

normal class curriculum it can also provide a more progressive and sustainable experience over a lengthy period of time' (1988:4). They also identify another key factor:

'a major difficulty in class-to-class linking is the great diversity in opportunity for teachers around the globe to determine the curriculum for their class. In systems where the class teacher has to teach to a tightly prescribed programme, it may prove hard to find time or support for linking activities'. (1988:4)

The approaches advocated and found effective by Beddis and Mares (1988) have been useful ones to reflect on and compare to later guidance issued by DfID and NGOs in more recent times. Significantly, they identify the centrality of personal communication through pen pal letters and the exchange of personal information and see this as essential at the start of the project and as a feature of on-going practice. The advice that the material exchanged by schools should also reflect the local and other directly experienced environments, as well as events and features that exemplify the culture or cultures of the neighbourhood or country, ensures a clear geographical and cultural focus to this approach and also acknowledges that the materials exchanged will need to reflect the needs of the prescribed curriculum and be selected from normal class work. The ideal is a balance between *'private and personal communication and a shared, group activity, with contributions from everyone'* (1988:8).

The report identifies particular themes that have been the focus for linked schools:

- pupils talk about themselves;
- school and neighbourhood;
- social responsibility;
- environmental responsibility;
- learning about cultural diversity;
- communicating in the mother tongue;
- communicating in a foreign language;
- communicating through electronic communication;
- communicating through visual images;
- communicating through using maps;
- communicating through using artefacts and models.

Many of these themes have continued to be at the heart of practice as school linking has developed and become more prevalent. The report also highlights the possibilities offered within the curriculum by subjects such as history, geography, maths and science. The opportunities provided by school linking are referenced to the HMI publication *Geography from 5-16* (GB/DES 1986).

An assessment of the impact of the linking experience on children's attitudes was piloted with four hundred children. Questionnaire responses from children who had been involved in a link and those in a control, who had not, were compared. Tentative conclusions suggested that:

- the experimental group had more factual knowledge than the control group;
- the experimental group had more positive attitudes than the control group;
- the experimental group seemed more tolerant than the control group;
- the experimental and control groups showed equal awareness of political situations particularly in Russia, N Ireland, Africa and America;
- the experimental group made more comments about fear of terrorism, war and violence;
- only the experimental group made comments about wishing to alleviate world problems.

In evaluating the first two years of these linking projects, tentative conclusions indicated that the effective establishment, maintenance and sustainability of the links were influenced by a wide range of factors which included having a supportive co-ordinating network, a school based co-ordinator, visits and exchanges, in-service training, feasible organisational and administrative arrangements and motivated teachers. Factors causing links to falter or fail, included loss of communication, dependence on one key teacher, misinterpretation of goals, whereby the UK school was perceived as a provider of funding, and the high cost of postage. Overall the participants in the project found the experience to be a positive one which enhanced learning opportunities and professional development. However, the focus of the report heavily emphasises the experience of UK schools, although drawing on examples from the partner schools abroad. The issues of inequity in the relationships when schools are linked with schools in economically poorer countries are not stressed, although occasional reference is made to examples whereby greater equity was achieved. For example one link involved setting up a trading company to market goods and textiles which:

'greatly enriched the lives of both communities and set up a working relationship of mutual commercial profit. It is no longer a case of one group giving aid to another, but rather of sharing and mutual support, with both groups benefiting'. (1988: 13)

Neither does the report problematise any issues other than the practical and organisational ones. Impact on teachers' attitudes is not mentioned and issues of social justice, citizenship and critical thinking are not evident. The emphasis throughout is on raising awareness, shared learning and the development of a sense

of responsibility. This equates more with a 'global dimensions' rather than a 'global citizenship' approach. It stresses the value of 'cultural exchange' rather than 'social justice' and this issue lies at the heart of my research interest, raising the question for me, as to whether this is an appropriate *modus operandi* for the primary school age group, or whether more critical and active participatory approaches are more relevant in a globalised age and within the context of global education.

The report identifies the teachers as being the key players in the project and the success, or otherwise, of the links is clearly seen as dependent on teachers' motives and on their expectations being met. The variety of motives for teachers becoming involved in links are identified in Figure 5 but no attention is paid in the report to teachers' own levels of knowledge, attitudes or understanding and the impact these may have.

- A wish to be associated with a new international project
- The likely benefits of in-service training and general support
- The desire to improve the quality of education given to the pupils
- The possibility of increase in professional confidence and career prospects
- Concern about education for international understanding
- General interest and enthusiasm for foreign countries
- The opportunity to take part in action research
- And for non- English speakers, the opportunity for pupils and teachers to use the English language

Figure 5. Teachers' motives for linking (Beddis and Mares 1988 :39)

I have paid particular attention to the *School Links International Report* as it marked a significant development in the incorporation of school linking into the primary school curriculum and a first attempt to evaluate and research systematically, the value of such links.

In 1991, the British and Foreign School Society commissioned a review entitled *Global Connections* and its author Peter Batty declared:

'Now is the time to be thinking about linking.

Never before has the climate been better....1990 saw the first major international conference on linking and development in Bulawayo, Zimbabwe. It brought together representatives from 26 countries, South as well as North, and was opened by the Vice President of Zimbabwe, Joshua Nkomo. Throughout Europe the idea of linking is catching on fast in the wake of the Cologne Appeal which urged local action for global change in 1985. Even in Britain, 1990 saw the overseas development administration make funds available for the promotion of linking activities.' (1991:Preface)

Batty saw the strength and potential of linking to be its capacity to:

'...involve ordinary people directly in the process of taking shared responsibility for the future of the world. As an educational medium, rooted in person to person contact and learning through experience, linking is loaded with potential'. (1991:2)

This note of high optimism is continued throughout the report which, although focused on secondary school experience, has significant insights to contribute to the way in which thinking about 'North/South' linking was developing at this time. The report focuses on links which involved:

- *'A secondary school in the UK*
- *A school, community or organisation in the South*
- *Two way communication*
- *Intended development over a reasonable period of time.'*

Batty (1991:3)

The report provides an overview of the status quo in school linking as found through a survey. It presents seven case studies of links drawn from the survey data and a discussion of the potential of linking, and how it might be realised in schools, including recommendations for practice. The survey identified 182 links which took a variety of forms, 42% of these being referred to as active links. It was emphasised that the picture presented was constantly changing, hard to define and only gave *'a flavour of the real distribution of activity'* (1991:6). In terms of geographical distribution the majority of links were with countries in Africa, a few in Asia and fewer still in Central America. There were examples of very longstanding links, two starting in 1975 and others beginning in the 1980s. In many cases, schools also tended to have links with other schools in Europe, North America and Australia. In terms of the principles underlying the linking, the main aims which schools identified were summarised as:

- educating for global awareness and widening horizons of individuals;
- promoting friendship and mutual understanding in partnership;
- offering shared direct experience in groups;
- enhancing the curriculum;
- giving assistance.

Links tended to start as a result of a chance meeting or personal contact, a response to broad curricular issues or in order to enhance a particular subject. The impact of personal contact through visits and exchanges was repeatedly cited as being of the greatest significance in the development of the link. Responses to the questionnaire indicated that agreeing aims and working them out in practice was often problematic.

Financial considerations and fund raising were key problems, with the main sources of funding at this time being individual contributions, group fundraising events or sponsorship from outside organisations. The cost to the link schools in hosting visits was often underemphasised.

In terms of the benefits of linking, southern perspectives focused on how communication had enabled UK children and teachers to gain real knowledge about African life and challenged preconceptions, as well as identifying the value of friendship, increased social and global awareness and access to English speakers. UK teachers reported the benefits for their schools as being in line with the aims identified above but were less able to distinguish what they thought the benefits to their southern partners were.

In analysing and discussing the potential of linking, the report makes some pertinent observations which conceptualise it within a clear framework of global citizenship values more clearly than that of Beddis and Mares. The more critical social justice dimension to the analysis possibly reflects the fact that the study focuses on the secondary rather than primary phase of education but also reflects a sharper awareness of the historical and political realities influencing the relationship between rich and poor. The review highlights three particular aspects which need consideration and on which recommendations and guidance for practice are based:

- *the potential for creating a new north-south relationship based on justice and respect for the dignity of all people;*
- *the potential for readdressing some of the specific and recurring problems that are the direct legacy of the old, unequal (and existing) relationship;*
- *the potential to enhance the curriculum for young people on whom, ultimately, the responsibility for realising all this potential will fall.*

(Batty 1991:22)

The review concludes that realising this potential is not easy and identifies four necessary ingredients to any successful link – learning from the experiences of others, organisation and management, curriculum planning and evaluation.

2.2 Developments since 1997

1997 was, in many ways, a watershed in the history and development of school linking. The year saw Clare Short become Secretary of State for International Development, and providing government funding to facilitate links between schools in the UK and those in economically developing countries. It also saw the publication of Oxfam's *A Curriculum for Global Citizenship* (Oxfam1997). Although not directly addressing school linking, this document has been hugely influential in its impact on

policy makers and practitioners in the linking field. The power of the document lay in its provision of a theoretical and practical framework for incorporating global issues into the curriculum. It firmly linked the issues of poverty, social justice and environmental concerns to the citizenship agenda which was increasingly taking over the ground lost, since the introduction of the national curriculum, by the 'adjectival educations' such as multicultural and anti racist education. In defining global citizenship, the document confirms this in stating that:

'many of the ideas and principles it promotes are reflected in what teachers may know as multicultural, anti racist, development or environmental education. But global citizenship builds on these other 'educations' to offer a specific- and unique- response to the challenge of poverty.' (Oxfam 1997:2)

The curriculum identifies the key elements for responsible global citizenship, in terms of knowledge and understanding, skills, values and attitudes and maps its potential against the National Curriculum objectives. Most significantly the document defines the global citizen (Fig. 6), emphasising the importance of participatory action.

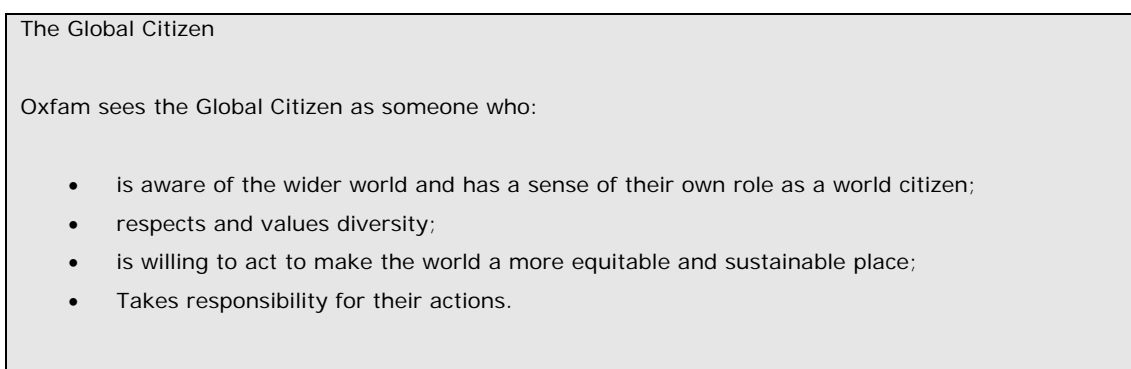


Figure 6. Oxfam's definition of a global citizen (Oxfam 1997:2)

This model of global citizenship was a strong influence on the government guidance document promoting the development of the global dimension in schools (DfEE et al 2000) which further clarified the conceptual framework which supported the notion of a globalised curriculum:

'Underlying the notion of a global dimension to the curriculum are eight key concepts. These underpin subject areas and help us to clarify what the global dimension means

- *Citizenship*
- *Sustainable development*
- *Social justice*
- *Diversity*
- *Values and perceptions*
- *Interdependence*
- *Conflict resolution*
- *Human rights'* (DfID et al 2000:2)

This publication also promoted the idea of school linking as being an important process through which these concepts could be developed. However, despite the emergence of a model of global citizenship, and government encouragement of the global dimension in the curriculum, policy and practice in the field of school linking often reflected euro-centric and colonial perspectives and values. Documentation provided by organisations such as the Education Partnerships Overseas (EPO) was alarming in some of its underlying assumptions:

'.....the value of school linking as a tool for delivering the curriculum becomes more and more apparent. Links with schools in the South can enhance curriculum delivery in every subject area as well as challenging stereotypes and contributing to education in values and attitudes.....' (GB/Central Bureau 1999:1)

This conception of school linking clearly sees it in terms of a 'tool' to 'deliver' the curriculum in the UK and makes no mention of the needs or perceptions of the partner schools in economically developing countries. The document goes on to say:

'.....the effects in the classroom become apparent quickly; children are learning about people whose names they know, who are multidimensional, who may even become their friends; teachers are teaching about places, communities and cultures they understand more deeply because of personal contact. School partnerships bring learning alive, motivating pupils and teachers alike and emphasising what we have in common as well as our differences.' (GB/Central Bureau 1999:1)

Although these aims are laudable in many ways and illustrate the value of what Bridges (1999:9) refers to as the *'talismanic power of the real'*, they are seen mainly from the UK perspective and raise the issue of the extent to which school linking was in danger of developing a new form of colonialism in which the experiences of people in poorer countries was used to resource the curriculum of UK schools. A handbook published by the Central Bureau in 1997 was much more explicit about the problem and advocated partnerships between schools to be developed as *'long term, fully reciprocal and embedded in the curriculum'* (GB/CB:3). Such partnerships, it was argued, have the best potential to develop as *'relationships between equals'*:

'When it comes to North/South linking this presents a decidedly thorny issue, but one which must be tackled with honesty and sensitivity. The problem arises from the effects of fundamental inequalities in the past (colonial-colonised) and present (rich-poor) and the attitude and injustices which are (or were) their cause and effect.' (GB/CB 1997)

Awareness of the importance of school links being developed as equal partnerships, enabling both schools to negotiate their own needs and benefits, has grown in recent years and is now more clearly reflected in documentation and in the funding policy.

However, the issues are not ones to which there are easy answers and the ways in which teachers and schools negotiate and respond to them is a constant concern in this study.

More recently, Tim Brighouse (2004) has promoted the idea that, in response to the on-going process of globalisation, rapid technological development and the political aftermath of September 11th, the curriculum needs to become more global in its perspective and he sees the need for all schools to have a link with a school on every continent. The government's international strategy for education, skills and children's services (DfES 2004) published in the same year also emphasises the need to globalise the curriculum and promotes the idea of school linking as a significant aspect of this, expressing its aim that every school should gain the International School Award Level 2 and 3, which require schools to have a link with schools in other countries.

Since DfID took over from the British Council in administering funding to support school linking, there has been an increase in primary schools taking up opportunities to link with schools in poorer countries. The funding available in the form of Reciprocal Visit funding and Curriculum Project Grants has facilitated the development of long distance links and offered more possibility of them becoming long standing. In 2005, the launch of the bilateral UK India Educational and Research Initiative (UKIERI) signalled support for clusters of primary and secondary schools to set up and develop longer term links. Websites such as DfES Global Gateway (www.globalgateway.org.uk) and Oxfam's Cool Planet (www.oxfam.org.uk/coolplanet) have enabled schools to access information and support in finding partners and developing links.

More recent publications supporting and offering advice on school linking have also been published (Mundi 2006; Global School Partnerships 2007; UKOWLA 2007). Development education centres and local authorities have increasingly become involved in supporting schools and clusters of schools. Nottingham City Local Authority, for instance supports continuing links with Montserrat, China and Belarus. Mundi, the local development education centre, works closely with local authorities and has run projects linking clusters of schools with schools in Zimbabwe and Mexico. Both these organisations are closely involved in developing appropriately supported practice through provision of in service events and teacher conferences. The timeline of school linking (Appendix 2) illustrates how there was a burgeoning of interest and discussion of school linking during the mid to late 1990s and how these developments were being increasingly supported through funding and policy initiatives by central government as well as NGOs. Scrutiny of much of the documentation published in this period raises three key issues.

Firstly, there is a predominant view emerging from this literature that school linking is perceived as a way of 'delivering' global citizenship or the global dimension in education. It is clear that global and citizenship issues are moving higher up the educational agenda and schools are increasingly looking to link with schools beyond Europe and the western world. Although some documentation does take on board the issues of social justice and equality, as well as the perspectives of the partner schools in economically poorer countries, phrases such as 'delivering' the global citizenship agenda and use of the link to achieve national curriculum objectives, creates a picture of school linking as a vehicle or a commodity that can be used for specific ends. This view lies sadly at odds with the aspirations of global education as defined in Oxfam's *Curriculum for Global Citizenship*. The focus on school linking as a commodity that can be used for certain ends, is not surprising at a time when teachers are grappling with a utilitarian, assessment and goal orientated education system and it can be argued that aims need to be expressed in these terms to provide legitimacy for schools to take global issues on board. Schools are continually under pressure to justify curriculum content to governors, Ofsted and to teachers and parents.

Secondly, in much of this literature, there is a big emphasis on links which are or have been successful and although some issues are raised, such as the degree of challenge involved and the complexity of the process, the overall view is one of positive achievement and rich experience. In reading the documentation, questions arise as to whether these successful experiences were the norm, what the effect of poor experiences on teachers and children might be and how these experiences affect children's global learning. There seems to be little attention paid to the knowledge and attitudes of individual teachers and the effects of these on their ability to learn from the experience and whether teachers take on board the wider context in which the partnership relationship exists. In terms of models of global education, do teachers move beyond the parameters of 'global dimension' and 'cultural exchange' into the realm of active global citizenship? Without this movement, the claims made for school linking as a provider of global education seem unconvincing. Whilst attending a conference in Manchester in 2001, I was shocked to hear the keynote speaker refer to a particular school linking experience as a model of good practice, when I knew that the UK teacher involved had undergone a traumatic and distressing visit to the partner school and returned with increased levels of negativity towards the culture and country she had visited. There seemed to me at this time, in the available documentation and literature, a non-critical stance which reflected the possibilities on offer, rather than the experienced reality and appeared to be selective in the evidence it drew on to make the case for linking.

Thirdly, in much of the documentation there is a lack of focus on the knowledge component in relation to the learning of both teachers and children. There is more focus on skills and attitudes but a lack of reference to the knowledge teachers need, of the past and present relationships affecting the countries and cultures with which they are linked, and on how teachers can draw on the links to increase children's knowledge. Where subject specific learning is identified it tends to focus on how the link can be used to meet curriculum objectives in the subject rather than refer to the nature and purposes of specific disciplines. Again, this is understandable in that teachers have to justify their curriculum choices against the National Curriculum framework but it excludes any deeper attention being paid to conceptualisation of knowledge. *'Knowledge how'* and *'knowledge that'* seem to predominate over questions about *'knowledge why'* and *'knowledge for.'*

The revision of the national curriculum in 2000 (GB/DfEE1999), the publication of the revised guidance document for teachers in 2005 (GB/DfID et al) and the continued and extended role of DfID in promoting and funding school linking, have all contributed to developments in policy and practice, which are now beginning to take more account of the realities of the experience and learn from earlier practice. As a result there is a growing recognition that links can be more readily supported if clusters of schools are formed, if they are supported by NGOs, local authorities or institutions of higher education and if primary and secondary schools work together. Schools are encouraged or required to show how their links contribute to global citizenship. In 2003, the DfID Global School Partnerships (DGSP) programme was formed, funded by the UK government *'to promote partnerships between schools in the UK and schools in Africa, Asia, Latin America and the Caribbean.'* The aim of the programme is to:

'increase young people's awareness of global development issues and enable them to develop the skills and understanding, attitudes and values to become global citizens'. (DfID et al 2007: preface)

It sees the partnerships as a *'means for jointly developing a global dimension within their curricula'*. Between 2003-2007, the programme supported over eight hundred partnerships between schools in the UK and schools in forty six other countries.

In its publication *Partners For Learning, A Guide To Global School Partnerships (2007)*, DGSP identifies a number of key elements which teachers think contribute to a successful link (Table 1). Whilst acknowledging that schools will have a variety of reasons and motives for participating in a linking project, two common reasons are

identified, one being to enhance learning and the other to improve facilities in a less well resourced partner. These aims encapsulate one of the key tensions in achieving

Educational	Sustainable	Equity Based
Teaching and learning central	School wide partnerships	All partners fully involved
Pupils of similar age learning together	Involve parents and local communities	Growing participation
Making connections	Mutually agreed aims	Honest relationships
Challenging stereotypes	Agreed procedures	Respect for each other
Building on diversity	Develop own capacities	Openness
Inclusive practices	Motivational and challenging	Acknowledge different views
Global dimension embedded in the curricula		Share the benefits
Reflected in school's ethos		Participation
New ideas		Transparency and clarity

Table 1. Elements identified by teachers involved in global school partnerships as being key to good relationships

an equitable partnership. Whilst mutual learning may be the focus, what is the sub text of that learning if one partner is seen as a charitable resource? How can the poorer partner benefit in material ways, which notions of social justice would argue is right and ethical that it should do so, without the traditional power relationship of the colonial past being reinforced and children's views of each other being influenced by it? The guide does present the reader with some challenging quotations to consider which address these issues (Fig. 7).

<p>'What we should all be working towards in the end is political change. Linking should help build a grassroots development for global change and that should be our aim. Justice is required, not aid.'</p> <p>South-North International Conference on Linking for development, Bulawayo, 1990 Zimbabwe</p>
<p>'Take every penny you have set aside in aid for Tanzania and spend it in the UK explaining to people the facts and causes of poverty'</p> <p>Julius Nyrere, first president of Tanzania</p>

Figure 7. Quotations used to explore the potential of using learning partnerships as a vehicle for innovation in schools (DfID 2007)

Quotations from well known world leaders and political commentators are used throughout the document alongside quotations from teachers involved in school linking partnerships. These quotations raise issues on which to reflect and are set alongside advice and information. However, the connection between the issues and the way in which school linking can address them, seems to lack a political dimension which would bring theory and practice together within the process. The issues of

poverty, environment and social justice are strongly evident in the language used but never tied to the actions of governments, the history, and the current world situation to which our government contributes. It feels quite astonishing to read this document in conjunction with any newspaper edition which reflects the actual policy of national governments in international, economic and educational affairs.

Another more recent guidance document published by Mundi (2005) *A Good Practice Guide To Whole School Linking*, does more to acknowledge many of the pitfalls and problems and encourages schools to be reflective and considered in their decision to link. All the organisational and communication difficulties are addressed but also some of the ethical issues are highlighted and examples of good and bad experiences given. In terms of the purpose of linking, it identifies the following benefits which may accrue:

- *'Satisfy Ofsted requirements*
- *Meet NC needs*
- *Create continuing professional development opportunities for teachers*
- *Explore controversial issues*
- *Community development*
- *Widen participation*
- *Give insight into other cultures/faith communities locally and globally*
- *Raise standards and morale in school*
- *Develop friendship and understanding*
- *Promote a broader curriculum*
- *Challenge myths and stereotypes and counter racism*
- *Offer different perspectives*
- *Give a sense of awe and wonder.'* (Young 2005: 11)

Although these benefits are not presented in order of importance, it is unfortunate that the first two on the list are utilitarian and the *'awe and wonder'* is at the bottom. Again, this reflects the pressure, in promoting school linking as a worthwhile activity, to justify it with reference to the prevailing target driven educational agenda.

The guide provides some useful activities for teachers to engage with in order to challenge their own perspectives and insights and gives detailed guidance on preparing for the visits. However, nothing is said about the significance of developing some knowledge of the history and geography of the country and its past relationship with Britain. The lack of emphasis on what seems to me a key aspect of understanding has been an emergent issue through my own research. The guide also provides schools with the opportunity to assess their own 'global footprint' and evaluate themselves in relation to the principles of global citizenship as defined by Oxfam. Interestingly, having a link *'in a developing country'* (2007: 70) is seen as a positive

sign and a whole range of local ecological indicators are identified. The ecological footprint of school linking visits is not taken into account and again, the justification for these visits, since awareness of the fragility of the planet and the impact of long haul flights has increased, is a factor which is only just entering the discourse of school linking.

Another significant contribution to the guidance literature of linking has been the *UKOWLA Toolkit For Linking* (2007) and this publication, although not specifically focused on school experience, offers critical and measured advice for any organisation or community wishing to engage in a link. It describes successful linking as that which:

- *'increases knowledge and understanding of global issues*
- *broadens and deepens knowledge about other countries*
- *develops friendships and feelings of solidarity with others*
- *enables us to learn about self in relation to others*
- *strengthens the local community and challenges narrow and distorted views about other races and cultures*
- *is great fun!* (UKOWLA 2007 Core Leaflet 1)

2.3 School linking and global education

These more recent publications and significant websites such as *Global-Gateway* (www.globalgateway.org.uk) reflect a growing awareness of the complexity and problematic nature of links between schools in the richer countries and those in the poorer ones. It is possible to see a growing movement away from talk of the global dimensions and cultural exchange to ideas of active global citizenship. Many of the examples cited in the publications illustrate partnerships that have addressed global issues in a mutually engaging way and have encouraged children to make sense of social justice and environmental issues, going beyond the raising of awareness and encouraging children to critically engage with their own practices, communities and shared responsibilities. One of the difficulties in evaluating school linking and its contribution to global education lies in the need to dig deeper into people's perceptions and understanding, and indeed motives, as their language is likely to reflect the current educational discourse of global citizenship, social justice and environmental concern without it necessarily having an impact on their practice. Terminology within this discourse can be used, and used with integrity and commitment, on the part of the teachers but how these professed values get translated into action and ways of working with children sometimes reflects a different, albeit well meaning, reality. An example of this occurred in June 2006 when I attended an official civic reception for a group of Zimbabwean teachers whose schools were linked with schools in Nottingham and Nottinghamshire. Each of the UK schools contributed an item of song, dance or

drama to welcome the visitors. Not one of the schools welcomed the visitors with any representation of their own culture. In almost every case, children presented examples of African drumming, dance and song. I found this excruciatingly embarrassing and although accepting the well intentioned concern to value the visitors' culture, it completely ignored the fact that the visitors might be more interested in learning something of the place they had come two thousand miles to see. My immediate response to the performance was discomfort, embarrassment and frustration and I reflected in some depth on the implications of this complete mismatch between the rhetoric of 'sharing experience and culture' and the patronising reality of 'trying to be like you' and 'showing we value you'. My journal entry after this event expresses some of the concerns I had:

'...does the attitude of UK teachers and the DEA in responding in this way, reflect a particularly English phenomenon? Would Welsh, Scottish or Irish schools fail to present their own traditions? Or was it an indicator that globalisation is destroying traditional national cultures? In discussing this point with X, who was not present at the event, she thought the response of teachers is often to deride the English culture as being nothing more than lager louts and fish and chips and having nothing of significance to offer. Are English folk traditions no longer valued by schools, are the local traditional tales such as Robin Hood or national contributors to world culture such as Shakespeare, no longer seen as expression of our cultural inheritance? Does the multicultural nature of a city like Nottingham, not deserve a showcase when visitors arrive from overseas? Do the English feel shame about their culture and imperial past or are they simply ignorant of their own cultural identity? Was this an expression of post colonial benevolence and patronage or is it simply ignorance, or both?' (Journal A7: 71)

The last decade has seen a more considered and reflective approach to north/south school linking beginning to emerge. Mackintosh (2007), Martin (2007) and Burr(2008) have all urged caution, raising major concerns about the difficulties of establishing equal partnerships, the prevalence of cultural misconceptions and misunderstandings, the questionable impact on children's learning, the lack of research evidence and the disappointment felt when links founder and collapse. Ajegbo (2007:2) cautions that:

'Linking is not automatically a good thing; it can reinforce stereotypes unless it is embedded in curriculum work, proper debate and contextualisation, so that it becomes part of kids' (sic) intellectual development' .

Whilst recognizing the potential linking has to bring about global awareness and international understanding, the dangers of embarking on such projects without sufficient support in terms of staff development, and without a context in which real respect and reciprocity can flourish, many commentators in the field of education and

development are now being much more tentative in their support. Leonard (2007: 16) has identified five challenges facing the future of school linking:

- *'a need to clarify terminology;*
- *a continuing requirement for the evaluation of the linking process across a range of formats and locations;*
- *opportunities to undertake longitudinal studies;*
- *the identification of characteristics promoting effective linking;*
- *the adoption of a preferred methodology or pedagogy'.*

I would add to these, the need for research and development to be undertaken by practitioners and academics in the non UK link communities and a need to consider the environmental impact of these projects.

2.4 Recent developments

Whilst the prevalence of international school linking in primary education has undoubtedly increased significantly over the past few years, there has been little research to quantify the numbers of schools participating or much analysis of which parts of the world are most commonly linked. One significant piece of research which has gone some way to addressing these factors is a report published in 2007 by the UK National Commission for UNESCO – *Promoting School Partnerships* (Doe 2007) The details of this report will be referred to more fully in Chapter 5, but here it is worth making some points about its terms of reference and the policy questions which it raises. The report, arising from the Commonwealth Consortium for Education conference on school linking in December 2006, addressed the implications of the UK government's endorsement of school linking. The report summarised the government strategy as including:

- *'The expectation that every school and college should be linked to an overseas counterpart by 2010 (though this target appears to apply only to England)*
- *Twin aims for such partnerships are:*
 - *to promote a global perspective in schools*
 - *to support the Education for All development goals*
- *Increased spending to expand school linking pledged by the Chancellor of the Exchequer, Gordon Brown.'* (Doe : 3)

In order to meet the 2010 target, the report suggests there would need to be a further 20,000 additional links in England alone and 85% of these would need to be created in primary schools. Whilst giving its support to the expansion in school linking, the UK UNESCO Commission raises some pertinent questions about whether school partnerships, as they are currently conceptualised by DfID, can take on the role of

helping raise pupil attainment in developing countries as this implies a move from development awareness-raising to the provision of aid:

'It may be that there are questions about the contribution that school linking can in fact directly make to the achievement of the Education for All and the Millennium Development Goals. There is certainly a lack of systematic evidence of where or how this happens at present' (Doe: 6)

The report also sees the success of school links being dependent on *'the perception of mutual benefit'* (2007:6) and expresses the concern that:

'the expansion of UK school partnerships was intended to enrich the UK curriculum rather than benefit schools in partner countries. There was also criticism ...of the way UK schools are encouraged to create links for themselves outside of official linking programmes.....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)

The report goes on to explore several key issues in school linking and these will be referred to in later chapters. It also highlights the considerable financial, logistical and attitudinal challenges which will need to be met if the government target for 2010 is to be achieved.

The extended support and priority given to international school linking by the present UK government (GB/DfID 2004) is welcome as it provides a real world context for schools to develop global education. However, if it is to be effective and ensure schools are not merely exploiting opportunities to resource their own curriculum at the expense of poorer parts of the world, and if real partnership with other global partners is to be achieved, then there will need to be well-funded and extensive provision of staff development and training. Government policies and initiatives in this field need to be developed in partnership with local authorities and NGOs and a central role accorded to institutions of higher education. The role of initial teacher trainers and providers of continuing professional development needs to be recognised and facilitated.

2.5 Conclusion

This review of the development and history of school linking, whilst only sampling some of the experiences and views reflected in the key documentation, raises a number of questions which have played a central part in my own research into the effectiveness of links in contributing to global education:

- How does the rhetoric of global citizenship translate into practice?
- How are issues of equity and social justice addressed in the reality of school links?
- What impact do the attitudes, experience and knowledge of teachers have on their approach to school linking activities?
- Can school linking projects be 'ethical'?
- How can schools go beyond the idea of 'cultural exchange' and towards active participatory citizenship models of working with partner schools? Is this necessary within primary school links?
- How can school linking relationships address the colonial legacy and the inequalities of past and present?
- What is the role of subject knowledge in creating a mutually respectful relationship?
- How can school linking experiences be conducted in an environmentally sustainable way?

In formulating a research project to probe more deeply into these questions, the role of the teacher seemed to me the key focus. Whatever the government policy and support through advice, funding and rhetoric of global citizenship, the nature of any individual school linking experience will be affected by the values, knowledge, skill and understanding of the participating teachers, whose role is to transform complex personal and social relationships into meaningful learning experiences for children and inspire them to act as global citizens.

Chapter 3 Epistemology

In this chapter I reflect on and analyse my own perceptions and understandings about the nature of knowledge and how these have impacted on the research process. I discuss my own position throughout the research process, which has been a constant focus for intense introspection, critical analysis and assessment. The strength of my commitment to the case study element, which forms a major part of the research, the warm and close relationships I have developed with many of the participants and the well established educational values I have brought to the process, are all considered in relation to any claims I make to knowledge. My epistemological position is located within the interpretivist and constructivist domain, drawing on insights from critical theory and from the tensions between the Enlightenment traditions and post modern perspectives.

3.1 The question of knowledge

Embarking on the research journey to explore the experience and value of school linking and its relationship with global education, initially felt like an impossible venture. The vastness of the terrain which could be covered, the complexity of the issues and the multiple perspectives and experiences of all involved have at times given the endeavour a quality reminiscent of a nightmare in which it is impossible to make sense of what is happening and impossible to move forward. Yet at other times sudden insights and a coming together of separate strands have given a temporary feeling of clarity and a feeling of 'knowing'. Chomsky (1971:3) identifies a central problem in interpreting the world to be *'how in fact, human beings proceed to do so'* and the further I ventured into the research experience, the more problematic this appeared and questions relating to my concerns about the process were continually emerging:

- what is the nature of knowledge?
- how can I 'know'?
- how can I evaluate or make judgements about the worth of these experiences? How can the data ever give me more than a mere glimpse into the reality of the phenomenon?
- how can I create from the data, a clear and coherent view of the significance of school linking?
- how can I make sense of the data in a way which will link the abstractions and theoretical implications to the reality of life in schools and classrooms?
- how does my position as a researcher and the values, experiences and attitudes I bring to the process affect my claim to knowledge?

These concerns and questions have been a continual and enduring feature of the research journey and are informed by my own understandings and values in relation to the world of ideas, the experience of practice and my own cultural perspectives. The reflexivity I have found to be inherent in the research process itself, locates my epistemological beliefs within a post modern framework in which research is seen as a social construct and knowledge as being:

'always partial and perspectival, always shaped by language and discourse, always situated within specific meaning-giving cultures' (Usher 1999: 65).

This view of research as a social construct in which the self is situated, affords a key position to the role of language, discourse and text in shaping knowledge and requires an acknowledgement of the cultural and social values the researcher brings to the process (Smyth & Shacklock 1998).

The question of *'How can I know?'* implies that there is something that can be known; that there is a truth that research can uncover and reveal and as such the methodologies employed should steer a course towards the goal of deeper understanding. In espousing a post modernist view of knowledge, I do not reject traditional Enlightenment perspectives entirely and take the stance that despite the problems posed by instrumental and scientific epistemologies, rationality does form a significant element in our quest for knowledge, however provisional and pluralistic our interpretations may be; it is possible within certain parameters to construct a narrative around which some consensus and agreed authenticity can coalesce.

Gramsci's (1986: 418) view that:

'the (traditional) intellectual's error consists in believing that one can know without understanding and even more without feeling and being impassioned'

is one with which I concur. It is important in talking of knowledge as a concern and aim of the research process, to differentiate between *'knowing that'*, which is coterminous with *'information'*, and *'knowing'* in the deeper sense which implies an understanding of the nature of what is known and its relationship with other components of the complex natural and social world to which it belongs.

The problem of the nature of knowledge, what it is and whether it is revealed or shaped, is as much a part of the research process as the collection and analysis of data. In many ways, as the research journey has progressed, I have felt I know less than at earlier stages of the research and the more data I sifted and reflected upon, the more problematic the whole enterprise became. However, if I ask the question

'How can my research contribute to and shape knowledge?' I feel on firmer ground. The question implies that as a researcher I am engaged in a process and from this process knowledge will in some sense be created and increased. The guiding principle of St Anthony's High School is encapsulated in a statement about the nature of knowledge:

*'Bindu means a tiny drop.
It can be a drop of dew or water
Sparkling on rose or grass by the golden rays
In the early hours of the day.
Many Bindus make an ocean.
The knowledge of an individual is a Bindu.
Let our Bindu be a glittering one
In the ocean of knowledge.'*

This idea of the universal construction of knowledge, and knowledge construction as a shared endeavour, accords well with how I view the value of this research as 'knowledge'. It gains meaning within the wider context of the work of others and yet is an individual contribution to that knowledge. The research has also depended on the lived experiences and contributions of many others – teachers, children and parents, within the immediate research context and other researchers, practitioners and policy makers in the wider context. Chomsky (1971:3) quotes Bertrand Russell as asking:

'how comes it that human beings, whose contacts with the world are brief and personal and limited, are nevertheless able to know as much as they do know?'

and the concept of Bindu seems to offer a way into answering this in terms of knowledge as a shared construction. As a consequence of this, research has to be seen as a process imbued with and taking account of this communal endeavour. This situates my epistemological stance within the realm of social constructivism in which knowledge and reality are seen as interpretations arising from a network of social relations (Cohen & Manion 2000). However, I do not go as far as to say that there is no possibility of values-free sources of knowledge, and no clear distinction between objective and subjective truth, but tentatively suggest that there can be a degree of consensual and shared understanding coalesced around particular ideas, although this has always to be mediated through language.

The social construction of knowledge has implications for the nature, design and content of the curriculum and as such my ideas about knowledge are closely linked to my ideas about pedagogy. At heart, this study is a pedagogical one which raises questions not just about the processes of teaching and learning, but also about the

very nature of the knowledge which is selected and deemed to be of significance for children in this global age. The national curriculum conforms closely to Habermas's technical interest in which knowledge is packaged as a commodity and prescribed content is mediated by teachers. Teacher knowledge is therefore a key aspect of the pedagogical process. Practice in primary schools, despite the strictures of the system, can also exhibit aspects of Habermas's hermeneutic and emancipatory interests, as teachers engage in processes to empower children and take account of multiple perspectives and individual differences. Within the constraints of the system, teachers do work together as action researchers, develop reflective practice and implement child orientated and emancipatory practices and the study seeks to evaluate the extent to which it may be possible for school linking projects to provide contexts for knowledge about the wider world, intercultural understanding and global citizenship to be realised. The study also draws on the field of critical theory in addressing questions relating to the nature of knowledge, and its implications for pedagogy within the socio-political dynamic of the globalised and changing society in which we live. These questions are fundamentally about how education can help to create a better and fairer world based on principles of justice and democracy. Issues of power and knowledge lie at the heart of the phenomenon under investigation as well as within the research process itself.

3.2 Perspectives from the humanities

My own views in relation to the nature of knowledge have not been radically changed during the research process but have been deepened and are now more informed by reflection on the nature of global education and intercultural relationships.

My perspectives on the problem of knowledge have been strongly influenced by my background in humanities teaching which I have referred to in the introduction and this frames my ontological perspective. Whilst not considering the human species to have any greater rights or value than other species with which we share the planet, I consider we have characteristics as a species which endow us with a responsibility to enquire into our 'human condition', to try and understand it and to consider how we relate to other species and to our environment. Among those characteristics of the 'human condition' are four main aspects which I see as significant.

Firstly, as conscious beings we are able to consider ourselves in the past, present and future and are able to apply thought and language to understand something of ourselves and the impact of the choices we make. The idea, as confidently asserted by Enlightenment thinkers, that things can be known through the 'natural light of reason' has been challenged by modernist relativist thought and by post modernity (Derrida 1981:1995; Lyotard 1984). However, the application of reason and rational enquiry,

though laden with many problematic issues, remains for me the most optimistic and realistic approach to gaining knowledge. The educational process is for me, one which facilitates questioning and the analysis of evidence in order to arrive at well informed ideas about the world and human experience. Much of schooling falls short of these ideals and inhibits the realisation of knowledge through an over emphasis on information based approaches. The post modernist view that the Enlightenment focus on reason has led to destructive social and technological processes and an overly scientific and empirical view of knowledge is persuasive but I do not concur fully and find the Habermasian perspective of the 'unfinished project of modernity', finding a way to reconnect specialised knowledge with common sense and everyday life, a compelling one.

Secondly, as human beings we are both universal and singular. We share in common many characteristics which make us human but at the time are each distinct, unique and individual. It follows from this that all human beings should hold rights in common 'Whatever is my right as man, is also the right of another; and it becomes my duty to guarantee, as well as to possess' (Paine 1791:80). Freedom is only realisable in conjunction with others as:

'Plurality is the condition of human action because we are all the same, that is human, in such a way that nobody is ever the same as anyone else who ever lived, lives or will live (Arendt 1958:8).

Thirdly, we are cultural beings, both creators *of* and created *by* our culture. Human beings shape the world around them and this process is determined by historical influences (Hegel 1892). Education as a means by which we engage in the process of forging culture, passing it on and changing it, is central to human experience whether undertaken in formal or informal ways. Education offers opportunities to engage with rather than be displaced from the universality of human experience. It can be the means by which knowledge is created, adapted and communicated in ways which engage the Habermasian '*lifeworld*' or it can be the means by which it is controlled, doctored and repressed through the systems world. The culture or cultures which are created, shared and communicated are dependent on language and as Hannah Arendt says '*whatever men do or know or experience can make sense only to the extent that it can be spoken about*' (1958:4). Language, and the meanings attached to it, is the medium of education and our means of knowing the world of others. It therefore becomes the responsibility of educators and researchers to scrutinise and make sense of the language in order to gain knowledge and to do so in ways mindful of the extent to which values, interpretations and relative perspectives shape those meanings for individuals. This is not to undervalue other means of communication or experience which cannot be communicated, as these are also culturally significant and by their

nature mysterious, but language is the most significant medium through which meaning can be created and understood. These issues are significant ones within the context of this research, focused as it is on the process of intercultural exchange and dialogue. No culture is homogenous and any global education approach has to engage with the diversity which exists both within and across cultures. Individuals construct their own identities through the interplay between self and the variety of cultural forms that exist within their own experience and beyond. Global education can be seen as a process which engenders understanding of the nature of culture and its role in shaping of identity which is *'never fixed or final, but constructed through the variable resources of language and culture'* (Stevenson 2003: 25).

Fourthly, we inhabit and depend on the natural environment, are both part of nature, yet also set aside from it, a fact which is increasingly defining our human condition in the twenty first century (Bonnett 2004). Writing in 1958, Hannah Arendt prophetically suggested that:

'the fact that the decisive shrinking of the earth was the consequence of the invention of the airplane, that is, of leaving the surface of the earth altogether, is like a symbol for the general phenomenon that any decrease of terrestrial distance can be won only at the price of putting a decisive distance between man and earth, of alienating man from his immediate earthly surrounding.' (1958: 251)

It is this alienation of people from the natural world which Bonnett refers to as the *'non-reality of nature'* and has led others to argue that nature is at an end, that it no longer exists and we are living in a post natural world. Louv (2003) argues that children are now suffering from *'nature deficit disorder'* and research is increasingly showing the importance of the natural world to children's physical, emotional and cognitive development (Bonnett 2004). Knowledge about the natural world in which we live and on which we depend, has to be a component in any theory of knowledge about our condition and has to help us make sense of our experience in both local and global terms.

As an historian, I have considered the issue of how we can know, and how knowledge is created, in some depth as it lies at the heart of the process of historical methodology. It is a particularly pertinent problem in history as the study of the past is based purely on the interpretation of the record of the human past – the primary and secondary sources that tell us something of the way things were. The abstraction of history is very pure – we can no more return to, or reconstruct the past than we can fly. We can touch the artefacts held by people in the past, live in and visit their buildings, read their words, see still and moving images but we cannot visit it. It is more than a *'foreign country'* (Hartley 1971); it no longer exists and is a pure

abstraction. Despite this we are fascinated by it, need to know about it and find it central to our identity and to our sense of ourselves as 'knowing' beings. In studying the past we are aware of the significance attached to the values and perspectives of the historian – each generation needs to re-write its history, partly due to the emergence of new evidence but also because changing values and cultural norms affect the interpretations we make of the evidence. The grand narratives of Toynbee and Macaulay have given way to the social history of Samuel and the socio-cultural complexities of the Annales School (Arnold 2000). It is within the discipline of history that post modernism first made some sense to me in that all history is an interpretation from a particular perspective and that little can be known for certain. Historical knowledge is provisional, contested and always incomplete.

In extending my professional practice to include geography teaching, I found the problem of knowledge to be less complex in some ways. It seemed more possible to know a place, or investigate an issue or development, in an empirical way. Observations could be made in the field and data collected in ways which were not so possible in history. However, it was a geographical issue which gave rise to my starting point for research. As I have discussed in the introduction, the requirement for primary aged children to study a locality in an 'economically less developed country' seemed to pose many of the same problems faced by historians in studying the past. How is it possible to know a place that exists beyond one's own experience? – it is in reality a 'foreign country' and children's understandings are dependent on the quality and accuracy and breadth of the resources that are used to teach them about it. The experience of introducing students to the issues surrounding the teaching of distant place, gave rise to major concerns about the inaccuracy, lack of knowledge, misrepresentation, stereotyping and plain nonsense that was often taught in schools. The problems of how it is possible to know a place, which have been a concern of many practitioners and researchers (Wiegand 1992; Scoffham & Potter 2007) became in essence as difficult as the questions about how to know the past.

My values and beliefs in relation to the nature of humanities teaching have had a strong influence on my ideas about the nature of knowledge. The essential characteristic of humanities education is its focus on the human condition whether in the past, present, future, whether within the realm of history, geography, religious studies or citizenship education. The humanities addresses big questions about what it means to be a human being. It explores human experience through a process of enquiry and endeavours to inspire in children a sense of identity, interdependence and curiosity. Of course, these subjects can be taught in tedious and mechanistic ways but taught well and with a real understanding of the nature of the subjects and their enquiry based methodologies, they are central to the educational process. As Ashley

(1999) argues, citizenship can be seen as the new humanities and the fact that as an area of study it is marginalised and undervalued in the national curriculum is a matter of grave concern in a liberal democracy and within the framework of global education.

My background and experience in humanities teaching therefore gave me a predilection for taking a research stance located in the interpretive paradigm which is concerned with the individual and in which as Cohen et al (2000:22) state:

'The central endeavour is to understand the subjective world of human experience. To retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within'

I thus position myself as an interpretive researcher whose role is to start with the human actors in the situation under investigation and seek to understand their interpretations of the world around them. On the basis of these understandings, theory is generated which informs, shapes and contributes to knowledge about school linking and its relationship with global education. The interpretive paradigm is appropriate as the research is framed within a humanities education context and focuses on the experiences of individuals, their relationships and their understandings of what they are doing and why they are doing it. However the research process is not just about gaining insight and contributing to what is known within the educational field. The process has to have a wider purpose and the understandings, knowledge and insights gained need also to contribute to practice and to the improvement of practice within the field of school linking and global education. The big questions of humanities and global education are ones which are significant for the relationship between schools and society, for the relationship between children and teachers, for social justice and a fairer and more sustainable future. The interpretative paradigm is thus inclusive of a critical educational research stance in which issues are analysed and interpreted within a political framework. Questions are asked about the way in which knowledge is produced, how it is controlled within the curriculum and who has access to it. Within the context of global education, knowledge as power is critical to the processes of education and its impact on individuals, cultures and societies.

3.3 Post modern and Enlightenment tensions

Central to my research journey has been a concern to answer questions about how children and teachers can come to know another place, through school links, visits and communications and in so doing engage in learning experiences which will deepen and expand their knowledge of the world and awareness of other ways of being and living. In exploring these issues, I have also had to question my own research decisions, judgements and methodologies with reference to my own understandings of the nature of knowledge. My humanities background and perspectives, as well as my

stance within the interpretive paradigm, partly reflect a postmodernist position with regard to an epistemological framework. There are aspects of postmodernist thought that are attractive and its rejection of absolute truths and grand narratives sits well with humanities methodologies and approaches. Its emergence in the later twentieth century can be seen as a response to globalisation, increased consumerism, the end of deference and the fragmentation of authority. Its focus on understanding the underlying structures and deeper meanings as well as its adherence to the idea of multiple meanings through deconstruction also sits well with the approaches to analysis of sources and evidence within the humanities disciplines. The post colonialist approaches of Young (2001) also have strong resonance for the intercultural power relationships which operate within school linking networks and their impact on the discourse in the 'construction' of truth. However, elements of a post modern perspective which represent a counter Enlightenment stance and which view rationality as being neither sure nor clear, seems to me a nihilistic road down which to travel. Knowledge then becomes of little value and raises questions about the purpose of any engagement with research or any coherent investigation of the human condition.

The discussion of my ontological and epistemological position has been expressed in the context of my own Euro centric and cultural perspective. However, as my research has progressed and the experience of the case study itself has given me opportunity to reflect on the problem of knowledge in Eastern traditions, I have become influenced by what Johnson refers to as the *'tradition of eastern Enlightenment'* (2006:26). The educational principles inherent in this tradition interlink the idea of education and service and the nature of knowledge and its role in education is clearly articulated. Johnson quotes from the Indian philosopher and thinker, Dr Sarvepalli Radhakrishnan:

'The true end of education is not the acquisition of information, important though it may be, or acquisition of technical skills, though they are very essential in modern society. One must have that superior outlook, that outlook that goes beyond information and technical skill. Information is not knowledge, nor is knowledge wisdom. One must have the capacity to subsist in the battle and to look at things as they happen without any kind of inward disturbance or perturbation of ones being... Education is for the whole man – to think, to feel, to do, to be. These are the aims we should set before ourselves. Without thought nothing great can be achieved. Even the Gods are supposed to have performed tapas, as Panini tells us. Alochana is reflection, discussion. It is reviewing matters. We must think. All the progress we have achieved in this world is due to the work of great thinkers...'. (cited in Johnson 2006:27)

3.4 Conclusion

This study, which can be seen as an epistemological construction, owes a lot to the process of reflexive thought – it is in the mind of the researcher that meaning has been found and knowledge created. This process of reflexivity has brought together the observed data, the interactions of participants, the discourses of globalisation across a number of disciplines and is also built on a foundation of experience within the field of education. The epistemological stance has been critical to the decisions made about the ways in which the research was conducted and to its claim to authenticity. These methodological issues are the subject of the next chapter.

Chapter 4 Methodological Approaches

This chapter describes, explains and justifies the methodological approach I have taken. It conceptualises the overall approach as *bricolage* drawing in particular on the work of Kincheloe & Berry (2004). The complexity of the phenomenon under investigation is emphasised and the difficulties in putting together a clear and accurate representation of the evidence are elucidated. It is argued that the complexity of the research focus, required a multi faceted and mixed methods approach which enabled the many subtle, shifting nuances of the school linking experiences to be portrayed in a multi dimensional way, capturing the dynamics of what are complex human, social and intercultural processes. The case is made that there exists a harmony between the epistemological stance, the methodological approach and the nature of the phenomenon under investigation. The overall approach includes the use of a variety of specific data collection methods – survey, case study and interviews – and the approach taken to each of these is identified and explained.

4.1 Finding a research approach

Due to the complex nature of the school linking experience, the multi faceted nature of globalisation and its impacts, as well as my own ontological and epistemological stance, a qualitative methodology located within a naturalist paradigm (Lincoln & Guba 1985) became the overarching research approach (Fig 8).

- Realities are multiple, constructed and holistic
- Knower and known are interactive and inseparable
- Only time- and- context bound working hypotheses (idiographic statements) are possible
- All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effects
- Inquiry is value - bound

Figure 8 The naturalist paradigm Lincoln & Guba (1985:37)

In searching for the most appropriate, reliable and valid ways of researching the impact of school linking on global education within the broad spectrum of qualitative method (Hitchcock & Hughes 1989), there was a significant shift in my thinking and research practice from considering methodology as a pre formed and pre packaged range of commodities available to me from which I select the one which best fits and apply it in a way which is in some way determined by commonly accepted research norms, to thinking about methodology as something I actively construct, drawing on a range of research tools and approaches as best fits the unfolding research process. This shift in my thinking and research practice locates me in the world of the *bricoleur* (Levi-Strauss 1966; Kincheloe & Berry 2004; Denzin & Lincoln 2005) and as the research journey has unfolded this has become the methodological stance and approach which seems best suited to the nature of the complex, multifaceted phenomenon under investigation. In reality, this position was taken from the

beginning of the research, as I embarked on the research journey with an understanding of how complex the research context and questions were and with some insight into the need to understand the phenomenon through a number of different lenses, in order to make any sense of the experiences involved in what is intrinsically a network of human relationships. The need for a qualitative approach was already strongly identified, as was the desire to embark on research that would bring together theory and practice in a meaningful way. I also had some understanding of the implications of the global pace of change, change in educational policy and practice and change within the dynamic of the key school linking project itself. However the pace of those changes has been greater and faster moving than I could have anticipated at the start and this has emphasised the issue of complexity and highlighted the impossibility of being able to chart and investigate every aspect of the phenomenon under investigation. It has never been the intention to give a fully comprehensive or complete picture. I have shone a spotlight on particular aspects and chosen methodological tools as they have been needed. However this has been far from a random, unsystematic process and the focus areas have been carefully selected and insight and meaning has come from these areas but more importantly, from the relationship between them.

4.2 The bricoleur approach

The concept of the bricoleur (Levi Strauss 1966; Kincheloe & Berry 2004; Denzin and Lincoln 2005) as a researcher with an active rather than passive approach to methodological choices and as a constructor of the 'bricolage' has matched well with my values and stance as a researcher and with my epistemological beliefs. Increasingly it has been strengthened by the unfolding dynamic of the research context. By its very nature, the bricoleur approach is not one that can be taken from the shelf and used and applied in universal ways. As Levi Strauss (1966: 17) described, the bricoleur's:

'universe of instruments is closed and the rules of his game are always to do with 'whatever is at hand'; that is to say with a set of tools and materials which is always finite and is also heterogenous because what it contains bears no relation to the current project, or indeed to any particular project, but is the contingent result of all occasions there have been to renew or enrich the stock or to maintain it with the remains of previous constructions or destructions'.

The approach has emerged from the interplay between my early research decisions and the developing nature of the enquiry. In a sense the methodology has grown with the research as well as being founded on decisions that were made early on.

Kincheloe (Kincheloe & Berry 2004: 1) states that:

'..bricolage is typically understood to involve the process of employing those methodological strategies as they are needed in the unfolding context of the research situation.'

The researcher is eclectic *'allowing circumstance to shape the methods employed'* (p3) and the:

'bricolage exists out of respect for the complexity of the lived world. Indeed it is grounded on an epistemology of complexity.' (p2)

Denzin & Lincoln (2000) identify the crystal as a key image in qualitative research which emphasises the multi-faceted and refracted way in which meaning can be elucidated, and the image of the, quilt or montage is seen as having particular relevance to bricolage as a process whereby elements are collected, placed together, arranged and rearranged, considered in relation to each other and ultimately stitched together to form a constructed text. The process involves selection, revisiting, discarding and intense scrutiny of the individual elements, the interrelationships between them and the broader picture. Kincheloe & Berry (2004: 4) state that becoming a bricoleur *'who is knowledgeable of multiple research methodologies and their use is a lifetime endeavour'* and I do not claim this study as a technically and methodologically pure piece of bricolage but the notion of bricolage has resonated very strongly with how I see my research methodology unfolding and has influenced the methodological decisions made. I have identified the key characteristics of bricolage which are of particular significance within my research approach (Table 2).

Characteristic of bricolage	Features of my methodology
It is 'a process of employing methodological strategies as they are needed in the unfolding context of the research situation'. (Kincheloe 2004:1) Research methods are actively constructed from the 'tools at hand rather than passively receiving the 'correct', universally applicable methodologies'. (Kincheloe 2004:2)	Although having two strategies in mind from the start of the research process, case study and survey, other strategies such as questionnaires, interviews, informal interactions, fields of literature, modes of reflection and many others, have been used as needed, to help answer questions as they arose and developed. In doing this, I have adapted and recreated bricolage to suit my purposes and help explain my methodological proceedings.
It operates 'in concrete settings to connect theory, technique and experiential knowledges. The theoretical domain is connected to the lived world' (Kincheloe 2004: 4)	The research has been strongly focused on making connections between the theory (globalisation; global education; epistemology; pedagogy), the particular techniques and strategies of school linking as a process and the experiential knowledges of teachers and other participants operating within the 'lived world' It is those lived experiences which are under investigation.
It accepts that ' human experience is marked by uncertainties and that order is not easily	The methodologies I have employed are grounded in the qualitative and the tentative, with a recognition

established' (Kincheloe 2004:5)	that any knowledge gained will be provisional, incomplete and perspectival. However, the aim is to create order and meaning however fragile this may be.
It involves 'the social construction of self, the influence of selfhood on perception, and the influence of perception on the nature of enquiry' (Kincheloe 2004:6)	I have been aware of the role of self in the research process and have paid attention to my own biographical and professional history and values perspectives using these both as a means of questioning my perceptions and interpretations, but also as a contribution to the meaning I make.
It is necessarily interdisciplinary as bricoleurs 'uncover diverse perspectives on the whole'. (Kincheloe 2004:10)	I have drawn on a wide range of disciplinary fields – education, history, geography, humanities, sociology, philosophy, to help make meanings as part of the research experience
There are many kinds of bricoleur – interpretive, narrative, theoretical, political, methodological. (Denzin & Lincoln 2005)	I position myself fundamentally as an interpretive bricoleur who produces a 'bricolage' – that is, a pieced together set of representations that is fitted to the specifics of a complex situation. I present this bricolage as a 'sequence of representations connecting the parts to the whole' (Denzin & Lincoln 2005: 7)
It is a form of research 'concerned with conceptual clarification' (Kincheloe 2004:9). It has a philosophical dimension.	Whilst not being a predominantly philosophical study, a significant part of the research methodology has been concerned to ask questions about the fundamental nature of knowledge and experience and draw on these to clarify the meaning of global education.
Meaning comes from the interrelationship between disciplines and elements. (Kincheloe & Berry 2004; Denzin & Lincoln 2005)	This has been a key feature in the methodology. It has not been a case of using a variety of methods to ask the same question and then compare or generalise from the findings. It has been more of an ongoing dialogue between the elements which has evoked clarification and further questions.
Bricolage 'builds up structured sets, not directly with other structure sets but by using the remains and debris of events' Levi Strauss (1966:18)	I have been aware throughout that the research evidence is made up of the 'debris of events' as the dynamics of the unfolding school linking experiences has been so rapid, complex and multifaceted that I could only catch the coat tails of much that happened. This debris though was sufficient to enable meaning to coalesce around particular ideas and issues in a way which formed structured sets.
It involves intense introspection and reflexivity. (Kincheloe & Berry 2004; Denzin & Lincoln 2005)	The research process itself can be seen as a focus of the enquiry and the link between the meanings I make and the ways in which I arrive at those meanings, are both a focus for scrutiny and justification. This involves continual introspection and reflexivity.

Table 2 My research methodology as bricolage

4.2.1 The Point of Entry Text

The point of entry text (POET) is defined by Kincheloe (2004:108) as acting as a:

'pivot, the axis for the rest of the application of the bricolage....it is anything that has or can generate meaning'.

This 'text' is used as the sounding board, or as a starting point and is revisited and re-questioned as the research journey unfolds. The POET is *'linked and webbed to a variety of sources, areas of the bricolage, discourses and so on'*. (2004:109) The POET in my research can be seen to be the survey which generated many issues and questions that have then been explored through various aspects of the bricolage, a process which has further elucidated and deepened understanding, but has also acted as continual reference point or thread which continues to challenge and provoke new questions. In my use of the survey as a POET and in the manner in which I have kept it as a central focus, I am not certain I am conceptualising the bricolage in the same way as other researchers and am aware there is no one agreed approach, but my interpretation has been of major significance in helping me make sense of the complexity of the research process and in laying claims to it being methodologically systematic and intellectually rigorous.

4.2.2 The elements of the bricolage

Fig. 9 illustrates the component parts of the bricolage and shows the interrelationships between the various elements. The research has threaded a course between each of these elements, which have been visited and revisited, with the survey acting as the central pivot and point of reference. The case study has been by far the largest component and can be seen to include many of the other elements, although these also stand alone and have aspects which were not specific to it.

4.2.3 The relationship between the survey and the case study

The decision to use both survey and case study was taken at the onset for specific reasons. At this time (2003), international school linking, particularly between schools in the UK and those in economically poorer countries, was on the increase and government policy and funding was making this a more attractive option for schools. However, as has been seen in Chapter 2, little research or statistical data was available to support the extent of this or the focus schools were taking when developing such projects and none was available in the local context. For this reason the survey enabled a picture to be built of the extent of school linking but in addition it enabled me to identify key issues, experiences, and factors as a starting point for more in depth investigation.



Figure 9 The Elements Of The Bricolage – ‘the POET is linked and webbed to a variety of sources, areas of bricolage, discourses’ (Kincheloe 2004: 109)

Case study as a major element of the research was chosen as I wanted to explore in depth one particular experience. Originally I had planned to investigate a small number of case study schools but at a very early stage it was decided to focus on one particular context in much more depth. This decision was made because:

- I was already in the process of researching and helping to develop the link between St Anthony's High School and Richard Bonington School. The context was developing rapidly and generating a large amount of data.
- The survey was successful in identifying key themes and issues and selected questionnaire responses were followed up through semi structured interviews which provided a range of teacher perspectives and experiences.
- I decided that one in depth case study provided a richer context through which to explore the key themes and issues than had been identified through the survey and follow up interviews.
- Knowledge of the St Anthony's – Richard Bonington link indicated that this case study would be a particularly rich context to explore what appeared to be a successful project and one which was developing and growing in a dynamic and organic way.

The possibility existed of using the case study and developing it as a pure piece of action research to get an insider view of a singularity in practice but I also believed there was need for a wider lens through which to help make sense of the practice I was observing. This wider lens, provided by the survey, enabled me to take brief snapshot pictures of features of school linking projects within local parameters. There was also the need to set the understandings gained from these viewpoints into a wider, global context. Enquiry into the influences exerting themselves on the role of education and the increasing involvement of schools in school linking, particularly with less economically advantaged areas of the world, was fundamental to gaining a contextualised and less parochial view.

The decision was also made early on in the process to focus on the experiences and perceptions of teachers. The intention was not to marginalise the experiences and perceptions of other participants – the children, parents, wider school community - and these come into play. However it was not ever going to be possible to research all aspects in the same depth and I considered the views and experiences of the teachers to be central to the whole process of school linking and the associated curriculum. They are the key players in terms of curriculum choices and the constructors of children's learning experiences.

In practice, key questions and issues, as well as emergent understandings, arose from the case study, the survey and the consideration of the relevant research literature. In finding answers to the questions raised, data from the case study, the survey questionnaire, the follow up interviews and the literature are analysed to some extent in discrete entities but cannot stand entirely alone. Analysis of the data is always informed by consideration of the larger picture and data from other sources. Thus questions raised by the survey questionnaire were used to inform the interview questions and the issues raised in the interviews were analysed and considered in relation to how these issues were being played out in the case study experience. These issues were constantly reflected upon with reference to the conceptual framework of global education as it was emerging in policy and practice.

I now turn to discussing each of the particular elements of the bricolage.

4.3 The Nature Of The Survey

In using the survey as the Point of Entry text, I have used it as a strategy rather than a method and although it takes a largely quantitative approach, which provides some useful and statistical data, its main function has been to identify issues that could then be explored in a qualitative way through the use of interviews. The quantitative nature

of this approach as a starting point was seen as appropriate in the light of the type of information I wanted to gather at this stage and from the start I saw the survey as a way into the bigger questions of the enquiry. Surveys are useful in providing a wide and inclusive view of a situation at a specific point in time and in collecting together information about particular variables and characteristics. Cohen, Manion & Morrison (2000: 169) suggest that:

'Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events'.

In this survey, the gathering of data to describe the nature of existing conditions was the main priority and the original purpose of the survey was to:

- demonstrate the numbers of schools in Nottingham and Nottinghamshire having international links;
- map the links onto the world map and enumerate how many of these links are with schools in poorer countries;
- identify some key features of these links;
- identify the ways in which schools perceive the link to contribute to the school curriculum;
- identify the range of ways in which schools are financing such links;
- use the information to identify some case study schools.

Very quickly, the responses to the survey questionnaires and the on going development of the Richard Bonington-St Anthony's link, forced me to amend my original aims of identifying a number of case study schools to work with and I realised there would be more to gain by focusing on the one main case study and teacher interviews. In planning and carrying out the survey, I worked through the following process:

- finding the sample;
- designing the questionnaire;
- piloting the questionnaire;
- planning for best possible response rate;
- conducting the survey;
- organising data;
- analysing data;
- identifying teachers for follow up interviews.

4.3.1 Finding the sample

The whole population for this survey was all the primary schools in Nottingham and Nottinghamshire but it was not feasible to survey all these schools for reasons of time, expense and practicality. The survey was also only one aspect of a wider piece of research and needed to elicit sufficient data to make a reasonably good estimate of the extent of school linking in Nottingham and Nottinghamshire and to be a useful sounding board for identification of key characteristics and issues relating to the nature of such links. Further follow up interviews and on-going case study work would provide more detailed and qualitative research data. I therefore decided to survey a sample. The sampling frame consisted of a list of all Nottingham Trent University partnership schools.

I decided to focus on a naturally occurring cluster which consisted of all the partnership schools located in Nottingham and Nottinghamshire. It was considered that these schools constituted a representative sample and as such constituted a probability sample. Random sampling across all schools was considered but the benefits of this were slight and insufficient to justify the additional organisational complexity; it was not likely to have a significant impact on the sampling error. It also seemed appropriate for the purpose of the research. De Vaus (1996:77) considers that:

'some research is not all that interested in working out what proportion of the population gives a particular response but rather in obtaining an idea of the range of responses or ideas that people have. In this case the need is to get a variety of people in the sample without being too concerned about whether each type was represented in its correct proportion'.

The sample decided upon had some limitations but many advantages:

Advantages:

- *accessibility* – due to their identity as partnership schools, communication was facilitated and there was opportunity to contact schools prior to the questionnaire arriving to inform them of the research so that the questionnaire did not arrive out of the blue but was set within a context. It was hoped this would enhance return rates and this turned out to be the case.
- *participation* – as partnership schools were used to working with the Department of Primary Education, I felt schools would possibly be more willing to participate, particularly as I offered to make an abstract of the findings available to them.

- *follow-up contact* – again this was facilitated due to opportunities to communicate with mentors through briefing meetings, the end of year evaluation meeting and written and electronic communication
- *relevance* - it was also useful to have a 'big picture' of school linking in our partnership schools which would help to validate my research within the context of the Faculty of Education and inform developments on our courses.
- *the size of the sample* – this was acceptable and it was hoped a good return rate would support the accuracy of the findings. Although a large sample, the analysis would be straightforward as most of the information was quantitative.
- *geographical dispersal* - The partnership schools were widespread across the city and county and the sample covered a range of infant, junior, special and primary schools in a range of socio economic and geographical areas. It was not part of the research to make comparisons between schools in different contexts so there was no need to ensure that the sample contexts were reflective of the whole population.

Limitations:

- there was no way of knowing how typical partnership schools were of all the schools in the city and county;
- it was a large sample and this had implications for the analysis and for response rates;
- for a sample of this size, a highly structured questionnaire needed to be used and more reflective qualitative data could not be handled;
- the return rate for such a large sample was crucial and time and expense of follow up if returns are low would have been prohibitive;
- schools are busy and timing had to be judged carefully to get maximum return possible.

4.3.2 Designing the questionnaire

The survey was entitled:

'School Linking In The Primary Schools Of Nottingham And Nottinghamshire – A Survey To Demonstrate The Extent Of School Linking Projects In The Schools Of Nottingham And Nottinghamshire.'

As it was the purpose of the survey to describe existing conditions and as it was seen as a piece of descriptive rather than explanatory research, the focus was on eliciting particular characteristics of the school linking experience, some of which was simple numerical data. However, it included an open ended element to allow teachers to express evaluative comments on their linking experience. Although seeking qualitative data was not the main purpose of the survey, offering opportunity for an evaluative or reflective comment can provide useful insights to inform the next stage of the research. As Cohen, Manion and Morrison (2000:255) state:

'open ended questions can catch the authenticity, richness, depth of response, honesty and candour which.....are the hallmarks of qualitative research'.

The purpose was not to make causal links between variables but the data could be used to compare experiences in a number of different schools and contexts. The survey therefore conforms to the characteristics of descriptive research as outlined by de Vaus (1996:81) that it should *'concentrate on the phenomenon we are trying to describe and on background characteristics.'*

As the questionnaire was highly structured this generated frequencies of response amenable to statistical analysis and enabled comparisons to be made across cases in the sample. Most questions were dichotomous and required a yes/no answer and sought empirical data. One question required rank ordering of items, selecting the five most significant items and there was one open ended response question. The questionnaire can be seen in Appendix 3A.

4.3.3 Piloting the survey questionnaire

This was done using a small number of individual teachers initially to check on the overall clarity and presentation and ease of completion. They also suggested the best timing for the questionnaire to be sent to schools. Following amendments, a larger pilot was then sent to partnership schools in Leicestershire, Derbyshire and Lincolnshire. These are a group comparable with the main sample and represent the range of schools in the whole population.

4.3.4 Response rates

It had to be expected that teachers in schools would not be motivated to fill in additional paperwork. However, school linking is a key development in the curriculum of many schools and if a school has a link and a named co-ordinator it is likely they would be interested. It was hoped that they would be likely to see it as an issue of current interest and importance. If a school did not have a link, it would be easy to complete and return although it was less likely to be returned. It was considered possible to follow up non responses from schools without a link; a telephone call would be able to confirm that that was the case. The significance of the research was endorsed by the international school linking officers in Nottingham City and Nottinghamshire local authorities and a letter of explanation and information about the research was included in the mailing (Appendices 3B & 3C).

In order to maximise return rates:

- questions were kept clear short and precise and required boxes to be ticked;
- open ended question was optional;
- current relevance of the issue to schools was emphasised;
- schools were forewarned about the arrival of the questionnaire;
- follow-up was possible in all cases.

Non-respondents were most likely to be those who did not have a link and this could be seen to bias the data. However these could be followed up easily and it was possible to achieve accurate information about which schools did not have links.

4.3.5 Conducting the survey

The full survey was conducted in July 2004. Ethical issues were given due attention and respondents were given information about the context of the research and the aims of the survey. The name of their school was requested but not that of the individual who filled in the form. Confidentiality and non – traceability was assured. Response rates were excellent and in most cases where there was a non-return a follow up phone call usually ascertained that a school had no link.

4.3.6 Organising and analysing the data

Responses were logged as questionnaires were returned and the numerical data were fairly straightforward to analyse (see Chapter 5). The open ended reflections were fairly minimal in most case yet some generated views on the value of school linking or particular experiences and these were analysed to elicit the main concepts and types of issues raised. It was taken into account that teachers may have been less willing to express poor or negative experiences as they belonged to a partnership school and it was more likely that positive values would be included, yet this did not necessarily bias the data as this aspect of the questionnaire was not set up to monitor or measure these experiences, only to allow schools to comment freely. There were some confused responses which were difficult to interpret but these were few. The full analysis of the survey is given in Chapter 5 along with analysis of the follow up teacher interviews.

4.4 Teacher Interviews

There are two sets of interviews forming part of the data collection (see Appendix 4) and both sets are focused on exploring and trying to understand the school linking experience from the perspectives of the teachers and schools involved. The interviews are similar in structure and purpose but are different in the following ways:

Set 1 Follow up interviews to survey of Nottinghamshire schools

These interviews were structured around the questions asked in the survey questionnaire and encouraged teachers to enlarge on the responses given.

Set 2 Interviews with teachers within the context of the case study

These interviews explored the experiences and understandings of teachers involved in the case study school linking project. These include:

- interviews with the project co-ordinators in both schools at key points;
- interviews with UK teachers involved in the reciprocal visits in both schools;
- interviews with Indian teachers involved in reciprocal visits;
- interviews with teachers who became involved with the development of the cluster link. (Throughout the period of the research, a wider network of linked schools in Nottinghamshire and India has developed. By July 2008, it included 8 Indian high schools, seven Nottinghamshire primary schools and seven Nottinghamshire secondary schools.)

There are far more interviews with teachers in the UK than in India and this was partly due to organisational factors and appropriate times available to do this. It was also because the main focus of the research is on the perceptions, understanding and experience of the UK schools and teachers. However, despite the smaller number of interviews with Indian teachers, insights were gained from these that illuminated different perspectives and informed issues raised within the UK context and were crucially important. In terms of each set of interviews, particular methodological and ethical issues were considered and made manifest throughout the process.

4.4.1. Overall approach to interviews

Interviews were by far the most personal form of data collection undertaken throughout the research process in that they required interviewees to reflect on their own personal and professional experiences and values and to do this within the context of a personal interaction with me as the researcher. In some cases I was meeting people for the first time, as in the case of the survey interviews and in others I was interviewing them following a visit in which I had participated and shared with them some 'big' experiences. My relationship with the interviewees was therefore in some cases distant and regarded more as objectively professional and in others much closer, but still with the awareness of a power dimension. This in itself differed according to whether the interviewee was from senior management or not, whether the interaction was framed within a shared cultural and educational context or whether it was an intercultural exchange in which a shared understanding of roles and relationships was more limited. In all cases:

- The purpose of the interview was made clear and permission asked to record. In the case of interviews with Indian teachers, notes were taken. One interview was done over the telephone.
- Consent was obtained orally in all cases – within the context of the case study, documentation confirmed the schools commitment to be involved with research (see Appendix 5) and teachers who participated in reciprocal visits knew that a follow up interview was part of the process. However, I was aware that there could be teachers feeling under obligation to be interviewed if it were seen as an expectation on the part of management. For this reason, volunteers were asked for when identifying interviewees who had not participated in the visits.
- The use to which the interviews would be put was explained to interviewees at the start of each interview. The overall aims of the research were reiterated and clarified. It was made clear that the interview material would be drawn on to raise issues and illustrate examples but would not be presented in its entirety. Particular viewpoints or statements would not be attributed to individuals. However I was aware that within a small case study, some references could be traceable to individuals by other people in the project. Teachers showed great sensitivity in avoiding saying anything that could be interpreted as a criticism or a personal reflection on other individuals. This often manifested itself in the things that were said after the recorder was switched off and in more informal discussions. This became a key ethical dilemma for me as I wanted to respect their sensitivity and this in itself attested to the strength of the personal bond and commitment that had been established between the two school communities. However, some of the unrecorded comments also revealed key areas of uncertainty and concern.
- It was made clear that transcripts could be made available for checking if required.
- Anonymity was assured where this was possible – in the case of the survey interviews it may be possible for schools to be identified by local people with professional knowledge.
- Confidentiality was assured.
- In all but one instance, the interviews took place in the schools where the interviewees worked. This provided an appropriately professional and familiar context for teachers and was on their home ground. In the case study schools, my relationship with the teachers enabled them to feel relaxed and non-threatened although in most cases as soon as the recorder was on they became more formal and less spontaneous. In India, I made the decision to take notes rather than to record as the more formalised, hierarchical structure

of education together with my identity as white European academic was more of an issue.

- In most cases, preparatory areas of discussion and questioning were identified in writing and showed to the interviewee. It was not always possible to do this in advance and sometimes this didn't happen.
- The benefits of the research to the interviewees was not raised as an issue at the time of interview as these had been addressed at the time of the survey or in the documentation of the school linking project. The purpose of the research was understood by all participants.

4.4.2 Conducting the interviews

In conducting the interviews, an open ended approach was used which can be characterised as *'guided conversations rather than structured queries'* (Yin 2003:89). I hoped to engage the interviewees in a process which enabled them to reflect on their experiences and it was important to capture what they prioritised and saw as having most significance. However, the interview framework of key questions and themes, which was available to the interviewees beforehand, was drawn on in order to ensure that key areas were included. This ensured a commonality of focus across all interviews. As the interviews progressed, I responded to interviewees' reflections with additional questions. This approach was flexible in that some interviewees were enthusiastic talkers with plenty to say and others found it helpful to have the support of a more semi-structured framework. I generally refrained from expressing my own ideas and kept my own involvement in dialogue to a minimum; this was less easy to do when interviewing teachers whom I had accompanied on visits to India or with whom I had worked very closely. The extent to which the interview effect (Denscombe 2003; Gubrium & Holstein 2001) came into play was difficult to gauge. My status in the project and my values relating to it were known and may have had an impact on interviewees' willingness to be critical. I was aware that *'interviewing is not merely the neutral exchange of asking questions and getting answers'* (Fontana & Frey 2005:696). My own persona, values, cultural and political perspectives could both influence the interaction and also be brought to bear on my interpretation of the outcome (Fontana & Frey 2005). The interviews were transcribed professionally and I listened to them to check transcripts. I annotated and coded each interview, identifying themes and highlighting examples of critical insights and issues. Where quotations from the interview transcripts have been used in the text, I have transcribed them verbatim, removing some interjections and only inserting punctuation to aid the reader in following the meaning.

In all cases in which interviewees are named in the text, their permission has been granted and they have had a full copy of the relevant section to read. They have endorsed their words within the overall context.

4.5 The Case Study

As has been discussed earlier, the research grew from my involvement in a small scale research and development school linking project, of which I was the initiator, the co-ordinator in the early stages and in which I have continued to be an involved participant throughout its development. Originally, I planned to identify a wider group of school linking projects to follow through in order to compare and contrast experiences. However, the richness of the original project as it grew and developed, made it seem counterproductive to spend time and energy away from it. I was in a position to benefit from my role as an insider who had built good relationships and was known to all participants. In no other context would it be possible to build these relationships with both schools involved in the partnership and although there are issues of power, cultural difference and limitations on my access and involvement with St Anthony's School, these have been taken into account and acknowledged as a constraint. A single in depth case study also seemed to maximise the opportunity to investigate a particular context and enable me to investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance (Bassegy 2000:182). The case study was conceived of as contributing to the overall research aims by being both a *descriptive* study (Yin 1984) which focuses on the singularity with a strong narrative, set within a chronological framework and conforming to what Stake (1995) refers to as an *intrinsic* case study. It can also be seen as a context from which to theorise. In this way it matches with Stake's other category of an *instrumental* study.

Incorporating the case study as a significant and central aspect of the research process, but not as the only element or source of data, has necessitated a conceptualisation of case study which is drawn from a number of possible models or types of approach and has developed throughout the research process and become a key feature of the research journey.

Case study, as a research approach within the context of education and the social sciences, is based within the framework of the interpretive paradigm and is thus appropriate methodology to use from my epistemological positioning. The attraction and suitability of case study approaches is best illustrated with reference to the characteristics of case study outlined by Cohen, Manion & Morrison 2000 (Table 3).

Characteristics of case study	Relevance to school linking project
Specific instance illustrating a general principle	The Richard Bonington/St Anthony's case study is one particular specific example of a school linking project. Whether it can be used to illustrate general principles within the field of school linking has been a central question throughout the research.
The study of an instance in action	This emphasises the importance of on-going development and the study of this particular project has enabled the unfolding dynamic of the process to be captured in the research data.
Real people in real situations	This is at the heart of the research approach as the project has the reality of the lives of children and teachers as the central focus. A significant feature that has emerged from the data as the project has developed has been the reality of the relationships that have been forged.
Can enable understanding of how ideas and abstract principles fit together	The project is focused on teachers' practice but it seeks to understand the practice through exploration of ideas and abstract principles relating to global education. The case study data has been continually reflected upon and evaluated with reference to theoretical perspectives.
Can establish cause and effect	The case study approach has enabled reflection on cause and effect to occur and in particular has helped to answer questions about what key features of a school linking project cause it to develop, be maintained and become a sustainable feature of the curriculum.
Can observe effects in real contexts	Observation of complex social situations and inter cultural communications as well as the interactions of children and teachers in classrooms has been a significant element in the data collection within the case study framework. The effects of the project have been identified with reference to the physical environment of the schools, the curriculum documentation, the attitudes of those involved and the impact on learning.
Holistic view	Data collection within the framework of the case study has been partial. It would not be possible to collect, analyse and present everything that has happened within this one particular project. However the evidence gathered has ranged over a wide field of experience and put together does offer a sense of the 'whole'.

Table 3 Characteristics of case study (Cohen, Manion & Morrison 2000)

Cohen, Manion & Morrison (2000: 181) summarise the value and effectiveness of case study approaches in a way which matches closely with the nature of my investigation into a particular school linking experience:

...as contexts are unique and dynamic, hence case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance'.

However, my research question has a wider lens and seeks to explore more generic issues in school linking and its contribution to global education and case study in itself did not seem sufficient to address all of these factors. Neither would it be possible to follow the development of a number of links as was the original intention as this approach would lose the richness and 'insider' perspective on the issues. It has been necessary to develop the case study element in a way which balances and interacts with the data obtained from the survey and teacher interviews and with reference to the ideas and theoretical understandings in the field of global education. Because of this the case study approach taken has not been a 'pure' example of this genre but has been used a reference point and a sounding board for deepening my understanding of the issues. This has allowed me to approach the case study as a pool of multiple sources of evidence (Yin 1993) which put with together with data from the survey material and from theoretical, philosophical domains has helped me to make meaning. Thus the case study cannot stand alone but is made meaningful by the relationship it has with other elements. Kemmis (1980:119) talks of case study as existing in the *'imagination of the study and the invention of the study'* and sees its unique problem lying in:

'justifying to others why the researcher can be a knowledgeable observer-participant who tells what s/he sees'. (Kemmis 1980: 119-120)

In many ways, I think case study has to always be justified and reinvented anew by the researcher in order for it to serve the purpose of deepening knowledge and ensuring methodological soundness.

4.6. Research Journal and writing

From the start of the project, I have made research notes on the development of the project and from 2003 this has taken the form of a systematic research journal. This was a hand written journal as I found this the easiest and most immediate way to record observations and ideas. The journal is part organisational and part reflective. The journal records information about:

- meetings;
- planning for research and development activities;
- initial reflections on research, such as work with children, interviews with teachers;
- notes taken at relevant conferences;
- notes from PhD research methodology course and tutorials;
- notes on links between reading, ideas and research;
- identification of issues;
- reflections following informal discussion;
- summaries of my thinking at key points.

I found the process of keeping the journal effective in helping me to track the development of the project and as an aid to thinking – it has had a key role in clarifying and summarising what is happening at key points but it was not the place where I recorded much analysis of research events or lengthier considerations of issues. It became more of a working log which while recording the key developments and some of my reflections and observations, provided a basis for writing up aspects of the project in other locations. The journal acted as an *aide memoire* and supported me in making links between ideas and tracking my emerging thoughts in a way which aided the intense introspection which is a key element of the bricoleur approach. I also kept a series of Goa diaries. These are in a sense a supplement to the journal but are written much more extensively and record each of the visits made to St Anthony's and other schools in India between 2000 and 2006. They record my itineraries, observations and reflections on the experiences.

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 (Clough 2002; Green 2002; Richardson 1994).

4.7 Reading notebooks

Notes on reading were kept in a series of notebooks organised around different themes:

- globalisation;
- global education;
- geography and place;
- research method;
- philosophy.

4.8. Documentary evidence

This is a collection of case study evidence which includes:

- key policy documents;
- project bids and reports 2000-2004;
- school documentation;
- the photographic record;
- e-mail and letter communications;
- partnership documentation;
- journal articles, papers and presentations based on the project;
- newspaper articles;
- student and teacher reports on visits;
- children's work;
- letters;
- initial perceptions activity;
- mapping activities;
- examples of school based topic work;
- questionnaires.

In all cases where the authors of written sources or extracts are named, these individuals have given their permission.

4.9 Issues of power and culture

In developing the research approach, I was also keenly aware of two major and related issues which needed to be at the forefront of my thinking as a researcher and which underpinned the whole research process - situating myself and my role in the research and the intercultural nature of the phenomenon under investigation. As Kincheloe (2004:46) states:

'any act of research that claims the mantle of rigour must add an examination of the way power is implicated in knowledge production – one's own included'.

I needed to be aware of my own stance in terms of power relationships and my own cultural values as they are brought to bear on the process of observation and interpretation. I was aware of the way in which *'power is infused in the research process'* (Gitlin 1994:2). In many ways, I was situated in what Samovar et al(2007) identify as a *dominant culture*, of white, western academia, but also belonged very much to the co-culture of teachers, schools and education. In this way, I was able to attempt looking *'both from the outside in and from the inside out'* (Bel hooks 1984: 149 cited in Gitlin 1994).

As a researcher, I was centrally involved in the interactions implicit in interview situations. I was the initiator and a key player in the development of the project and I brought with me into the role a clearly defined viewpoint and set of cultural and educational values. I needed to be constantly aware of how others saw me and also of the assumptions and preconceptions I brought to my interpretations of their actions and views. I also needed to be aware of and sensitive to the influence of the wider cultural and historical context in which intercultural relationships were being formed and negotiated as the project developed. Each school context not only had its own micro culture but these were embedded in the educational culture of local and national systems which in turn reflected the values and norms of the wider societies to which they belonged. As Samovar et al (2007:33) suggest:

'Intercultural communication is communication between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event'.

However, within these cultural contexts, teachers had their own individual experiences and responses, life histories and expectations and their own interpretations of the project and its role in global education. As a researcher, my role was very much to interpret the variety of experiences and viewpoints and make sense of them in a way which would contribute to the discourse of global education and identify useful and practical implications for curriculum practice. The interpretations I make are influenced not only by the values I bring to the process but also by the human interactions and relationships that developed throughout the evolution of the project. In attempting to research these experiences, it was never the intention to arrive at final truths about the value of school linking or the role it may play in global education, but rather to explore the experiences through a number of lenses and come to an informed viewpoint. The task was *'to understand the 'other' from an outsider's point of view'* (Maxwell 1997:280) whilst constantly scrutinising my own assumptions and being aware of the limitations on what is possible:

'As observers and interpreters of the world, we are inextricably part of it; we cannot step outside our own experience to obtain some observer – independent account of what we experience. Thus it is always possible for there to be different, equally valid accounts from different perspectives.' (Maxwell 1997:283)

As the project evolved and the research process moved forward, my relationships with the teachers and others involved in the settings changed in many ways. From being the initiator and key player in setting up and developing the project, I moved to having a support role in its continued development. The way I was perceived by teachers and key players changed considerably, relationships deepened and new ones

were formed. My own understandings and viewpoints also changed and were influenced by the research experience. As it is '*never possible to step into the same river twice*' so it has been with the case study – the school linking project is and has been constantly changing.

It has not been easy to locate myself precisely on the insider/outsider spectrum (Griffiths 1998; Bridges 2001) or to identify precisely the relationships of power intrinsic to the research process. I clearly did not belong as an insider to any of the schools involved in the research and as a representative of an academic department in a University engaged in research, can be seen to hold a degree of power and outsider status and have access to a powerful language of educational discourse (Foucault 1969) My outsider status was additionally over laden with cultural and historical dimensions when working with Indian teachers and colleagues. Issues of hierarchy and status are clearly defined in Indian educational contexts and I was aware that my position as a white university academic even overrode the status attached to male head teachers on visits to India. The way in which these issues of status were a constraining influence on people's responses and the extent to which they impacted on my interpretations of situations will be discussed more deeply in Chapter 6. During the initial stages of the research, I felt much more like an insider as I was so centrally involved in developing the practice, working alongside colleagues and sharing many special and enriching experiences. As the project developed and expanded and as expertise was established among the teachers, my role became much more of an outsider in that I was no longer centrally involved with the logistics of situations and felt that its direction and nature was no longer under my control. This has felt both disturbing and liberating. However, my 'closeness' to the project and my role as its originator has given me insights that I do not think would have come from being a complete outsider.

The complexity of the intercultural context, my power relationship within the project and the research, as well as the constantly changing dynamic of the phenomenon under investigation, all contributed to make the bricoleur approach the most effective and appropriate. Fig. 10 attempts to map the complexity of the situation being investigated, demonstrating the interactions and dimensions of the school linking project and also illustrating the various fields of study which have been drawn on to help interpret the experiences of those involved.

4.10 Issues of validity and ethics

In qualitative research it is difficult to make claims for final truths, certainty and the ultimate value of the research findings. Nevertheless, issues of validity need to be addressed and can be done so through the consideration of the extent to which the researcher can be confident in the results and able to claim that the final account will

be an authentic representation of the reality as it was experienced (Hammersley cited in Cohen, Manion & Morrison 2000).

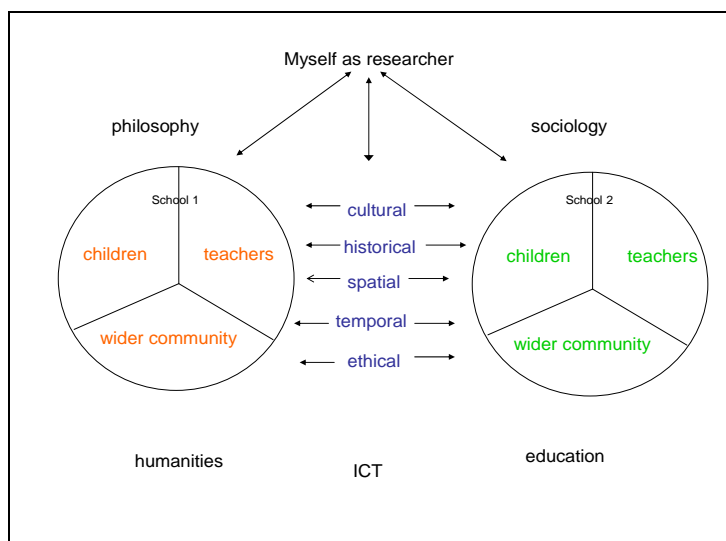


Figure 10 The dimensions of the research context.

Maxwell's (1992) five kinds of validity have been useful in making my claim to the validity of the research:

- *Descriptive validity* – I can claim that the research outcomes are an accurate representation of the research process and research data. Where there has been selection, and it has not been possible to draw on or present all the data collected, this is acknowledged and justified. The record of the research is organised in a way which I believe ensures that others could interrogate and explore the majority of the data and recognise the account I present. (See Appendix 6)
- *Interpretive validity* – I have confidence in claiming that the research 'catches the meaning, interpretations, terms, intentions, situations and events' in ways which participants would recognize (Maxwell 1992:279). They would be considered faithful to the experience and I have shared my interpretations with participants on an on-going basis.
- *Theoretical validity* – the research process has been grounded in theoretical perspectives and has facilitated explanation of the phenomenon of the experience of school linking and its role in global education.
- *Generalizability* – the theory and insights generated by the research process are potentially useful in understanding other experiences and likely to be of interest and relevance to other researchers, policy makers and educational practitioners.

- *Evaluative validity* – the focus of the research has been to evaluate particular experiences of school linking as a phenomenon and make a judgement, however tentative this might be, about the ways in which it can contribute to global education.

I would add to these, three other aspects drawn from the principles of selection identified by Kincheloe (2004):

- *Insight into complexity* – the research process has been rigorous and thorough, has been conducted in a way which is cognizant of the complexity of the school linking phenomenon. It acknowledges, illustrates and exemplifies the diverse interrelationships that are part of the phenomenon under investigation.
- *Cultural, ethical and historical awareness* – research actions and interpretations have been the focus of intense and reflexive scrutiny with regard to issues of cultural context and personal bias.
- *Self-consciousness* – the research has been conducted with an awareness of the role of the researcher in the construction of knowledge and ‘the discourses, values and ideologies that have shaped it’ (2004:101).

Issues of validity in the context of bricolage are complex and bricoleurs ‘seek new ways of justifying their interpretative choices’ and identify ‘tentative principles for selecting particular interpretations over others’ (Kincheloe 2004:100). Although these claims to validity may appear ephemeral, I believe the extent to which the whole process has been recorded, documented, shared with participants, and been a focus for constant epistemological questioning, does support its claim to its validity as a piece of research.

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I do not think that issues of validity can be separated out from issues relating to ethics and the points made above can also be read as an ethical statement. The researcher’s main commitment is to the authenticity and veracity of the research process but this commitment includes a sense of responsibility and concern for participants and contributors to the research. The research journey has been a shared one in many

ways and every effort has been made to ensure transparency, confidentiality, consent and endorsement. The particular ways in which this has been achieved is woven into the research account.

4.11 Conclusion

This chapter has identified the research approach as bricolage which is situated in a qualitative and naturalistic framework. The role of researcher as bricoleur has been explained and the particular elements making up the bricolage identified and discussed. The multifaceted and complex nature of school linking, global education and pedagogy are best understood through the use of a multi-method approach through which meaning can be generated by study of the interrelationships between elements. The ever changing, paradoxical and problematic aspects of reality require a complex and diverse methodology. Kincheloe (2004:51) dauntingly asserts that task of the bricoleur:

'cannot be accomplished in the timespan of a doctoral programme; but the process can be named and the dimensions of a lifetime scholarly pursuit can be in part delineated'

I do not make huge claims for my research as bricolage but have found the approach to be a useful source of help in constructing a methodology which I feel is appropriate to the nature of school linking and to the global context in which it operates.

CHAPTER 5 The Point of Entry Text: The Survey

In this chapter I analyse the results of the school linking survey conducted on 285 schools in Nottingham and Nottinghamshire who were in partnership with Nottingham Trent University in the provision of initial teacher training. The data is analysed and discussed in relation to the follow up interviews that were conducted and key emerging issues are identified. The way in which these issues, once identified, became the sounding board and provided the organising principles for the in-depth case study is described.

5.1 Context

As stated in Chapter 4, the survey was the pivotal 'text' which formed a focus around which other elements of the bricolage were interrogated and interpreted. The full title of the survey which was administered in 2004, was:

'SCHOOL LINKING IN THE PRIMARY SCHOOLS OF NOTTINGHAM AND NOTTINGHAMSHIRE – A survey to demonstrate the extent of school linking projects in the schools of Nottingham and Nottinghamshire'.

The total number of schools for primary aged children in the Nottingham and Nottinghamshire local authorities was 423 and 207 (48.93%) of these were working in partnership with Nottingham Trent University (NTU) in the provision of primary initial teacher training (ITT). A further 36 schools from Leicestershire, Derbyshire and Lincolnshire local authorities were also in partnership with NTU and these were used for piloting the questionnaire. The response rate of 87.43% was high (Table 4).

	Number	Percentage
Total number of NTU partnership schools surveyed	207	48.93% of total population
Non responses	26	12.56%
Responses	181	87.43%

Table 4 Survey response rate

The purpose of the survey was to establish the extent to which school linking projects formed an aspect of the curriculum in the primary schools of Nottingham and Nottinghamshire at a particular point in time – the Summer Term 2004.

The responses to questions on the survey questionnaire (see Appendix 3) are analysed in conjunction with any additional comments respondents made and these are considered in relation to the follow up interviews which were conducted. Percentages given relate to the number of schools which had links (46) unless otherwise stated, as in some questions there is a need to refer to the number of school links in total (72) –

some schools having more than one link. When this is the case the information clearly indicates this.

5.2 Analysis of the survey questionnaire

5.2.1 Q1 Does your school have a school link? (Fig. 11)

46 (22.22%) of the 207 schools surveyed had at least one link with another school. 135 (65.21%) had no links and 26 (12.56%) did not respond. As there were no national or regional statistics with which to compare this, it is difficult to make any judgement about how typical this figure is or to generalise on the basis of it. However in the same year, an article in the Guardian (Armstrong 2004) referring to the BBC's intention to help 1000 schools in the UK to become twinned with schools in Africa, stated that *'only about 10% of UK schools have programmes with schools overseas'* The figure had been quoted by Mark Thompson, Director General of the BBC in a speech launching the corporation's first report on social responsibility 'Living Public Value'. In tracking down the source of this figure, it proved to be a best guess on the part of a project leader at the BBC who said that she had *'asked many people how many schools have international links and have been told over and over again that there aren't proper statistics....The 10% is an estimate which I made based on what I could gather from organisations involved in linking.'* On the basis of my survey, there are perhaps indications that the numbers of schools with links was much higher at this time than estimates indicated. The BBC estimates were based on information from linking organisations and my survey indicates that many schools forge their own independent links. A figure of 22% suggests that in 2004, seven years after the boost given to school linking by the support of DfID in 1997, around three quarters of schools had no links.

Clear figures and statistics for the prevalence of primary school linking are still hard to come by and the most recent and comprehensive data is provided by the UNESCO Report 2007 which refers to a Department for Education and Skills estimate in November 2006 suggesting there were 1000 links with schools in developing countries and 2000 UK links with schools in Europe. The report undertook its own search of public sources and found 1331 UK school partnerships with schools in non-OECD countries. These figures refer to both primary and secondary schools and the figures suggest that international school linking, particularly with schools in economically poorer countries, is still not a feature of the curriculum in a majority of schools and that there is a long way to go if the government target for 2010 is to be met. As there are no reliable figures for the number of primary school links it is difficult to compare the national estimates with the results of my survey but it appears that either the national estimates are under-representative, or Nottingham and Nottinghamshire had an above average number of links at the time of the survey. The UNESCO report

estimates that 'only 1 in 25 primary schools have links compared with one in eight secondary' (Doe 2007: 14)

5.2.2 Q2 In which country is the link? (Table 5)

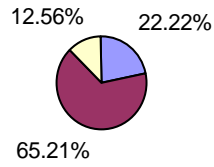
Of the 46 schools which had links, 13 schools (28.89%) had more than one link and altogether 72 different links were identified. The geographical locations of these 72 links are set out in Fig 16. The most significant aspect of this data is the predominance of links with European countries (Fig 12). Within the European context the majority of links are with schools in Spain which reflects the impact of local MFL initiatives, particularly the implementation of an ITT PGCE Primary Spanish course at NTU.

The other feature of the data is the relatively small numbers of schools making links beyond Europe. The largest number of links related to economically poorer countries are within the African continent and again the predominance of links with Zimbabwe reflect the establishment of the Linking Lives project run by the local DEC, Mundi. The predominance of European links will also reflect the more long standing and established sources of funding available through the Comenius budget. Where schools had several links, it was often the case that they were in Comenius projects which linked schools from several countries together, although in a minority of cases, it seems that confidence gained through European linking had led to schools looking further afield. The presence of three links with Montserrat reflects the impact of the volcanic eruption on the island in 1995 after which many families were resettled in Nottingham.

Africa	Asia	Europe	North America	Oceania	South America
Gambia (1)	India(2)	Belarus (1)	Canada (1)	Australia (2)	
Ghana (3)	Japan (1)	Bulgaria(1)	Dominican Republic (1)	New Zealand (3)	
Uganda(2)	Pakistan(2)	France(2)	Grenada (1)		
Zimbabwe(9)	China (1)	Finland(1)	Mexico (1)		
Kenya (1)		Germany(5)	Montserrat (3)		
		Holland(1)	USA (1)		
		Italy(5)			
		Norway (1)			
		Poland(3)			
		Romania(3)			
		Russia(1)			
		Spain(12)			
		UK (1)			
16	6	37	8	5	0

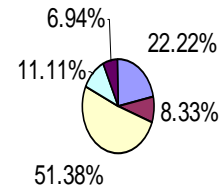
Table 5 In which country is the school link?

Figure 11: Does your school have a school link?



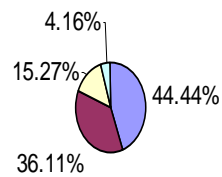
■ yes ■ no □ no response

Figure 12: Location of schools by continent



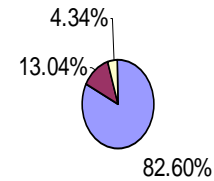
■ Africa ■ Asia □ Europe □ N.America ■ Oceania

Figure 13: How long has the link been in place?



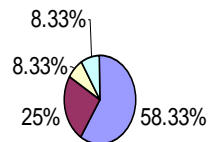
■ 1 year or less ■ 2-3 years □ 4+ years □ unknown

Figure 14: Does your school have a link co-ordinator?



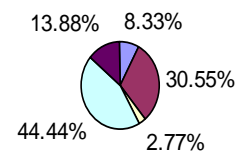
■ yes ■ no □ unclear

Figure 15: How was the link started?



■ teacher ■ school management
□ outside agency □ other

Figure 16: How has the link been supported financially?



■ school budget ■ official bodies □ fundraising
□ mixture ■ none

This data matches the findings of the UNESCO 2007 report (Doe 2007) which revealed that 67% of links with schools in poorer countries were with schools in African countries and two thirds of these were *'with just three African countries: South Africa (284 known links), Ghana (186) Uganda (167)'* (2007: 3). The report also commented on the comparatively few links existing between UK schools and those in the Caribbean and Latin America. Pakistan and India were fairly well represented but other Asian countries such as Bangladesh had none. It also found *'there were comparatively few links with regions from which the majority of UK ethnic minorities originate'* (Doe 2007: 4).

5.2.3 Q3 How long has the link been in place? (Fig. 13)

Of the 72 links, 44.44% had been in place for a year or less and 51.38% had been sustained for more than two years with 11 links having been sustained for more than four years. The difficulties in sustaining links were alluded to in several of the further comments made and in follow up interviews. One of the key factors in links folding was the loss of a key member of staff and in many cases this was the person who had instigated the link in the first place and had been instrumental in its development:

'I left after the first year of that. And you know, this is nothing to do with me being big-headed or anything but nobody took it on, the head wasn't particularly bothered about carrying it on, it hadn't been his idea in the first place.....he was quite happy to let it lapse and has just really kept it on the minimal sort of basis of minimal links, which we thought was quite sad.'

'It was a tremendous experience but sadly when the central teacher left no other colleagues wished to carry it on and as the project was at the end of its cycle and a new three year project needed organising, it never happened.'

'We have previously been involved with a school in Holland- difficult to maintain with changes of staff'

'We tried to establish a link with an Italian school but the teacher in Italy left and nobody would take over!'

Pressure of work and other priorities were also a factor:

'the link has been difficult – response from Montserrat slow, pressures of other curriculum areas, SATS etc. making this initiative further down the priority list'.

Although the UNESCO 2007 report does not directly address the issues relating to the maintenance and sustainability of linking partnerships, it does state that if all schools

are to develop such links and they are to be seen as a means of supporting the education development goals:

'they will almost certainly require even more support than has already been pledged to promote school partnerships. A link for every school will also require different ways of finding, promoting and sustaining links than those already tried.' (Doe 2007:14)

5.2.4 Q4 Does your school have a link co-ordinator? (Fig. 14)

The vast majority of the schools (82.60%) had a designated school link co-ordinator. In the light of the response to the previous question it would with hindsight have been useful to know if any schools had planned for the eventuality of this co-ordinator moving on as later data suggests that planning for the sustainability of projects is one of the key factors in their success. It would also have been useful to know the position and status of the co-ordinator within the school. The UNESCO 2007 report asserts that linking partnerships are most likely to succeed *'where they are whole-school enterprises supported by senior management with purposes widely understood throughout the school'*. (Doe 2007:20)

5.2.5 Q5 How was the link started? (Fig 15)

A majority of the links (58.33%) had been started by the interest of individual teachers although in two of these cases a curriculum decision by the school was equally a factor. 25% came into being as a result of the school management making a curriculum decision and a minority (8.33%) had come about as a result of outside agencies recruiting schools to a particular project. Examples of these were Comenius, the local Development Education Centre (MUNDI), NTU and the LEA. It appeared from the questionnaire responses that schools which were involved with a bigger project had still got involved predominantly through the interest of a particular teacher, rather than school management making the initial decision. Personal experience, relationships and contacts figured quite largely in the responses even when schools joined an official project:

'Our Comenius project was up and running at that point and it was particularly the interest of a member of staff that she would like to find a link school in Mexico and she was over there as part of her PhD'.

'Link was formed through serendipity (i.e. chance meeting of two principals with the same ideals) British Council funding proved to be too bureaucratic! So we've gone independent'.

'It was much my own...to be honest, I mean you know, I tend to be a little bit impulsive and like to go down avenues if they interest me ... I'm not saying the school, you know,

wouldn't have embraced it as we did but at the same time, it was me basically that initiated it'.

School links initiated as a result of a curriculum decision were often the result of a particular need within the school and in many cases was directly linked to the needs of the school population, either to provide global representation in ethnically mixed schools or counter racism and negative stereotyping in all white schools:

'It was discussed obviously with the head teacher and then we were trying to promote our international global citizenship awareness...it's something dear to the school anyway; we have an intake of children from around the world at the moment. I think we've got 24/25 different nationalities and the population of only 130 children, which is just tremendous'.

'My school in was a very all white school, we had one black child in the school, who was autistic. So a lot of my children, there's a lot of stereotypingthere was quite a bit of racism, in terms of you had things like 'the paki' shop up the corner. And if you..if they were black, they lived in mud huts and there was just...it was awful and needed to be challenged. So I felt that the link with a school in Africa would benefit my children tremendously in terms of challenging some of those. So I actually set out and looked...probably got some literature through and thought 'right, this might be something.'

Only one response indicated that the initial interest had come from the partner school abroad although in many of the schools attached to a project the partner schools abroad would have expressed an interest and with hindsight, a question related to which partner initiated the contact would have been useful:

'I think it was partly Montserrat but part of it was because they were finding that within Nottingham LEA there were lots of children from Montserrat....and those children were feeling a little bit isolated in their schools. So I think School X started a link with the school that those children came from and then asked X (LEA) to see if there were other any other schools that would be interested in linking in the rest of the schools on the island'

The local Development Education Centre had run a number of school linking projects over the previous few years and this was a key starting point for many of the schools although few regarded this as being the main starting point with six of the nine schools involved in the Zimbabwe project citing individual teacher interest as the main factor:

'It began from working with Mundi on a Guatemala project which didn't take off and X suggested this link and I went with it.'

'Well I saw a newspaper article in the Evening Post and it mentioned I think about (the project) and...he left a telephone number at the bottom.. rang that and then had to apply to become part of the project.'

'... I think it was just a flier that was sent out by the International Dimensions Co-ordinator.'

The only other local organisation involved was Nottingham Trent University, whose PGCE ITT Primary Spanish course was setting up placement links between schools in Spain and Nottingham. Richard Bonington School had also started its link because of my invitation to them to set up the link with St Anthony's. The UNESCO 2007 report identifies the practice of schools starting their own links independently as a cause for concern as *'links that rely solely upon individual enthusiasts are likely to be the most fragile'* (Doe 2007:16) but it also found that:

'63% of the links traced in England were created or brokered for schools by third-party link management organisations rather than the schools themselves'.
(Doe 2007:13)

5.2.6 Q6 How has the link been supported financially? (Fig. 16)

44.44% of schools were funding the school links from a mixture of sources, the largest provider being official funders such as Comenius and the British Council. Only 2.77% of schools looked to fundraising and 8.33% used school funds. Remarkably, 10 schools (13.88%) had no funding at all, even in two cases where the link involved reciprocal visits – presumably teachers were paying their own costs. Funding was not raised at all in further comments or in follow up interviews as being a major problem but clearly for some schools the expenditure is problematic:

'...the Comenius project is very bureaucratic and demands a lot of admin time. Also our budget has to pay for supply to cover absence of staff and trips to Europe. On a deficit budget, this has been hard to justify!'

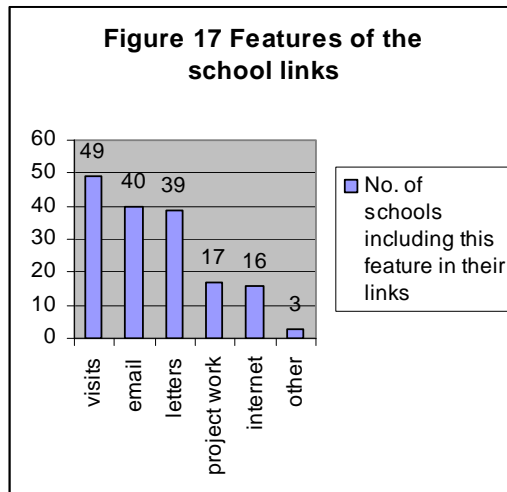
No mention was made in any response to the costs for the partner school and fund raising for partner schools was only mentioned once:

'...have raised money to provide parallel equipment e.g. school bell, PE equipment, tape player.'

The financing of the links is not addressed specifically in the UNESCO 2007 report but it does state that the reasons why more secondary than primary schools develop links needs to be investigated and funding may well be a contributory factor.

5.2.7 Q7 Has the link included any of the following? (Fig. 17)

Schools which had more than one link tended to provide one overall response rather than replying separately for each link so the percentages here refer to the schools (46) rather than links. 68.05% of the school links included visits by teachers to their visits. These figures are significant in supporting information from other data that



indicates the face to face interactions that are possible on reciprocal visits are what partner schools and this was particularly so for European links with 72.97% of these links including makes the link come alive and makes other forms of communication more meaningful (see Chapter 6). Interestingly e-mail and letters are featured equally although they do refer to different types of communication – letters were almost always pen pal letters between children and e-mail was predominantly used by teachers to communicate with each other. Project work was only a feature in 23.61% of the links and could indicate that schools are prioritising the personal and social interaction rather than the curriculum possibilities. However this needs to be viewed with caution as so many of these schools were in the first year of the link and this early phase of the link would tend to focus on ‘getting to know you’ type activities.

‘Communication with other schools was excellent via e-mail but language problems did occur (but foreign school’s English was excellent!)’

The follow up interviews indicated that the visits were very significant for the teachers but also had many challenges. The Linking Lives Project, which linked schools in Nottingham with schools in Zimbabwe, had particular problems and two respondents felt the exchange visit was not handled well, feeling that there were:

‘too many set pieces – we were trailed around schools as exhibits – too much ceremonial. More contact with our own school (i.e. partner school) was needed’.

Accommodation was also a problem as teachers were hosted by a teacher in their partner school and some found this very stressful:

'It was hard living with a family – we needed to be together as a group with our own space'.

Gender issues and the cultural expectations attached to them was often a problematic dimension, particularly when in some cases single women were staying with single men. When a male UK teacher was partnered with a female Zimbabwean, this could also be difficult to negotiate:

'My social contact was filtered through social contact with husband out there'.

Two respondents felt they had little rapport with their link partner and the linking of men and women was a particular issue and did little to help negotiate the barriers based on cultural gender differences. The political context also gave rise to difficulties:

'It was difficult in terms of political situation – we were warned not to be free with our own political views in public'.

'... it wasn't as bad as it was being reported in the news at the time. Harare was going through all these riots; actually, when you talk to people there, no, they weren't. But it kind of makes you think 'well how much of the reporting over here is somewhat biased?' but it does make you question what's actually happening and what's being reported and what we're expected to believe'.

The political and cultural issues also became problematic on the return visit when '7 out of the 12 visitors from Zimbabwe absconded at the end of their visit to the UK in 2003' (Young 2005: 39) and some interviewees felt that:

'Zimbabwe teachers were more interested in contacting relatives and not that interested in the school – some more so than others'.

Despite these difficulties in the Linking Lives Project, visits were seen by most respondents and interviewees as rich and rewarding experiences with many of them citing the impact on their professional understanding and educational practice:

'Interesting to see the actual school and conditions, the methodology of teaching and to have contact with pupils'.

'..it was just a wonderful atmosphere. On a professional basis, it was...you would have a class of 50 children sat working with maybe the teacher popping in and out every now and then ...you kind of look and think 'well, why can't our children be like that?'

Other responses refer to the warmth of the welcome and the sense of personal emotional gratification that was felt:

'What I loved the most was just the children over there were just so happy, you hardly ever saw a miserable face as you were walking down the corridors, they were cheerful, they would speak to you. They were just lovely, very,...I'd gone with a damaged knee and I was showing them how to play cricket. They knew how to play cricket. And I'd kind of hurt my knee as I was bowling and the passion that...Oh are you alright? They really meant it. It was a very...caring people. Lots of cultural differences between the two countries. Personal level ... it was a school of 900 and they were all black children, all black teachers and they ...sang me a song and to have 900 children just singing –it was phew! I'm supposed to respond to this (laughs) it was very heart warming.'

5.2.8 Q8 Which aspects of the curriculum do you see as the main focus for the link? (Table 6)

Schools were asked to rank in order of priority the five most important aspects of the curriculum which they felt were the key ones to which the school link contributed. Analysis of responses to this question was in many ways the most significant data to emerge from the survey and raised some interesting issues. Global citizenship stood out as the area to which most significance was attached being cited as the top priority by 30.43% of schools and being given some ranking by a total of 54.34%.

Multicultural education and Citizenship/PSHE were the next most significant areas, each being ranked by 45.65% of schools although fewer schools accorded these top priority. Geography was the only national curriculum subject to attract a large number of citations (41.30%) but only one respondent saw it as the top priority. English was the only other national curriculum subject to attract a significant percentage of mentions (39.13%). Several issues arise from this data:

- It is interesting to note how few responses overall cite national curriculum subjects and in many cases all the five priority areas are identified as cross curricular 'adjectival' aspects of curriculum. Few comments were made about the way individual subject areas have been enhanced through the link. One school referred to extra cross curricular opportunities and mentioned doing the Mughals at the same time as the Tudors, providing real opportunities to enrich the anglo-centric bias of the history programme of study.

- Although global citizenship is clearly a top priority for many schools, sustainability is not cited at all and environmental education only given a fairly low priority by 8 schools (17.39%)

Curriculum Area	Rank order of priorities identified by schools as the focus for their link 1=most important					Total no. of citations	Citations as a % of the responses (46)
	1	2	3	4	5		
English	4	1	3	7	3	18	39.13
Science	0	0	0	0	1	1	2.17
Maths	0	0	1	0	0	1	2.17
History	0	1	1	0	0	2	4.34
Geography	1	6	2	5	5	19	41.30
D&T	0	0	0	0	0	0	0
Music	0	0	0	2	0	0	4.34
PE	0	0	0	0	0	0	0
Art	3	2	5	4	2	16	34.78
MFL	5	2	1	3	2	13	28.26
RE	0	1	0	0	1	2	4.34
ICT	3	2	5	4	2	16	34.78
Creative Arts	0	0	1	0	0	1	2.17
Environmental Education	0	3	1	1	3	8	17.39
Sustainability	0	0	0	0	0	0	0
European Dimension	7	2	3	0	2	14	30.43
Global Citizenship	14	5	4	1	1	25	54.34
Multicultural Education	6	5	9	1	0	21	45.65
Equal Opportunities	0	0	0	0	1	1	2.17
Antiracist Education	0	0	1	4	1	6	13.04
Citizenship/PSHE	4	8	9	7	3	31	67.39
Teaching and Learning	1	0	0	0	0	1	2.17
Leadership and Management	0	1	0	0	0	1	4.34
Personal and professional development	0	0	0	0	0	1	2.17
All equally important	0	0	0	0	0	1	2.17

Table 6 Which aspects of the curriculum do you see as the main focus for the link?

NB Highlighted cells indicate categories identified by schools which were not on the questionnaire

- Some schools added additional priorities which I had not included and these were leadership and management; teaching and learning; creative arts; personal and professional development.
- The most common combination of priorities was global citizenship/multicultural education/citizenship PSHE/ICT and one curriculum subject.
- For European links, MFL and the European dimension were significant priorities.

The purpose of school linking is a major discussion point in the UNESCO 2007 report but is focused on whether, and in what ways, such partnerships can support the Education for All goals and it raises questions about:

'the contribution that school linking can in fact directly make to the achievement of the Education for All and Millennium Development Goals.' (Doe 2007:6)

5.2.9 Q10 Further comments

- Another feature remarked on by many respondents was the potential of the experience to challenge negative stereotypes. As one teacher commented *'racist views of Pakistan and Pakistanis have been seriously challenged and broken down and the self esteem and achievement of Pakistani children has been improved'*
- Despite the difficulties often encountered, most respondents were hugely enthusiastic about the experience and this was often expressed in terms of the value of children learning first hand and the motivation the projects inspired. Purposive communication and real world learning seem to be key features remarked on by all those who responded.
- Language difference was seen as a barrier in one instance but generally the language possibilities provided by the projects were seen as a strength and in some cases the standard of English usage was a key factor in changing attitudes and challenging stereotypes.
- A significant issue for many schools was the complexity of the form filling and bureaucracy involved in accessing British Council and European funding. In many cases it was only the richness of the experience for teachers and pupils and the observed outcomes in terms of attitude changes and learning that sustained schools in battling through the related administrative tasks associated with accessing the funding needed.
- Communication difficulties were also a frustration in many cases particularly when e-mail access was difficult to set up and letters and packages don't arrive. The significant role played by individual teachers was also a factor in sustaining links.

5.3 Follow-up interview: vignettes

Altogether out of the 72 links identified, 28 of them were with schools in countries which could be described as economically poorer and were located in Asia, Africa or the Caribbean. As it is these links with which my research is concerned, I identified nine of these schools to follow up with an in depth interview with the coordinator. The schools selected represented:

- a range of location - Kenya (1), Zimbabwe (3), Pakistan(2), Mexico (1), Monserrat (2);
- schools acting as part of a supported programme and individual projects;
- small and large schools
- infant and primary schools
- socio-economic context – affluent suburban; inner city; council estate

A summary of each of the follow up interviews is given and key issues identified.

Interview with link co-ordinator (A) at a city primary school which had been linked with a school in Harare as part of the Nottingham Linking Lives Zimbabwe Project run by the local DEA Mundi and funded by DfID (2002). The link was increasingly affected by the deteriorating political situation and was ended prematurely in 2005.

The school joined the Linking Lives Project after having begun work with Mundi on a Guatemala project which never took off and A was invited to take part in the new project which had received three years funding from DfID to forge links with schools in Harare which has a twinning arrangement with Nottingham. Although finding some value in the experience, A's feelings are predominantly of disappointment and expectations never really being met. A combination of factors contributed to this – failure of his own school to fully support and get engaged with the link, poor organisation and the political situation.

A regards the link as never really *'taking off'* and this is attributed to the whole school never really getting involved. *'Without whole school involvement and unless someone is pushing it, it stops - Nobody was really interested'*. The reciprocal visits were also problematic. *'The exchange visit was not handled well, the visit of the English teachers to Harare was not unsuccessful and it was interesting to have contact with the pupils. However there were too many set pieces – we were trailed around schools as exhibits and there was too much ceremonial. We needed to have more contact with our own partner school.'* A also found it hard living with a family and felt strongly that the UK teachers needed to be together as a group and have their own space. He saw this as a particular need as the political situation was difficult and they were warned not to be free with their political views in public. In some cases women were staying with single men which also added to feelings of isolation and vulnerability. The return visit was also difficult as he didn't have much rapport with his female partner- *'linking*

men and women is culturally a problem and there were barriers based on cultural gender differences. In Zimbabwe my social contact was filtered through social contact with the husband but on the return visit communication and rapport was difficult. He found that many of the Zimbabwean teachers were more interested in contacting relatives and not that interested in the school. There were also problems with the competence of the co-ordinator in Zimbabwe which entailed the UK coordinator having to do too much of the organisation herself. The way in which the schools were linked didn't work and some pairings and partnerships didn't work. *'Much more thought needed to be given to ensuring more sophisticated pairing techniques. The special schools involved made strong links and it really worked for them. They managed to establish more whole school involvement, more input and more shared experience'.*

Communication was a continual problem. A acknowledged that children in his school were motivated by the letter writing but the return gap was too long and that became demotivating – *'we needed a speedy response to keep motivation going. We seemed to be setting up expectations all the time only to disappoint'.* Overall, A considered that it was a learning experience for all involved but *'it was killed off for me by the fact that the school did not pick it up and run with it – it didn't work because only one person was focused on it and whole school development is the key.'* He felt there was a *'pretence'* about the whole experience, that the British Council have to get schools to justify the money they get and they do this by requiring set curriculum objectives and involvement but this *'reads better than it acts out'.* *'It is good for head teachers to say it is going on in school but it is pretence – when communication is difficult, it is pretence. Pretending to influence the curriculum of each country is a bit ambitious.'*

Interview with head teacher (B) at a city primary school which had been linked with a school in Harare as part of the Nottingham Linking Lives Zimbabwe project run by the local DEA Mundi and funded by DfID (2004). The link was increasingly affected by the deteriorating political situation and was ended prematurely in 2005.

The link had originated from a concern that the school was very 'all white' with only one black child who was autistic. A lot of the children had had very stereotypical views of black people and there was quite a bit of racism. B had sought the link because he *'felt that the link with a school in Africa would benefit my children tremendously in terms of challenging some of the perceptions.'* The Linking Lives Project was being set up at this time and he discussed the possibility with Mundi. He had clear ideas of what he wanted from the link. *'I didn't want the link as a way of us raising money for them and all this kind of*

thing. I wanted the link as a case of shared...like a shared ethos...not ethos but us learning from them and them learning from us.....I wanted it to be a very equal partnership'. The relationship started with the children exchanging letters and photo diaries. There were some concerns about the political context but after the first visit these disappeared. B had made a conscious decision to separate the political and educational. 'It was a case of this is X primary school, this is Y primary school, this is how we're going to work and politics is like over there. And you can't always disassociate but we managed to go and look at the link in terms of purely educational'.

B thought it important that a senior member of staff went on the initial visit in terms of emphasising the commitment of the school and the status of the project in relation to the curriculum *'...you have to ensure it is not an add on to your curriculum, it has to become...a normal part of the children's way of working'.*

The link is seen as having enriched the curriculum of the school and provided a meaningful context for learning. Activities included exchanging maps, photos, and storybooks written in each school for younger children in the partner school. *'It creates a lot of interest and it actually made the curriculum at our school a hell of a lot better than it was.'* School information was also sent including NC documentation and SATS paper. The link moved away from initial pen pal letters and quickly became *'part of our normal everyday curriculum'*. B offers a particular instance of a child's world view being challenged. The child, who had been expelled from another school, had challenging behaviour and entrenched views of non white people, received a letter and photograph from a Zimbabwean child. On reading the letter he exclaimed *'he likes pizza! - Pizza! 'He just could not get it that this little black boy in Zimbabwe , who's writing to him, his name's on the letter...all this ...and replying back to the things that were in his letter about questions...he liked pizza! Because to him ...he was starving, he was dying, he needed little bowls...that was a really wonderful breakdown of the kind 'I'm totally wrong' and all that day , all we got was 'he likes pizza!'*

B 's perspective on the reciprocal visits were that they were successful although he thought that he was treated very differently from some of the other people who went because he was a head teacher. Also his link partner was keenly interested in the English curriculum and the teaching of reading whereas B was aware that for some of the other teachers it was *'a case of just trying to get away from Zimbabwe, just trying to find somewhere else they could go to'*. He also saw the starting point as having an effect on the experiences of some other schools – *'...I'm sure there were some links far better than ours but I think there were a lot*

that were quite weaker as well, in terms of I don't think enough thought had gone into what they wanted from it, in terms of our input to them and vice versa. We were very fortunate, my partner and I we both sat down and we had meetings together, we talked to each other beforehand and I think I e-mailed to a garage which was near to the school and they printed off my e-mail and took it to school so we had a really good idea as to what we were trying to establish before we actually met'.

Despite the ending of the project and the political difficulties, correspondence was continuing between the two schools at the time of this interview and aspects of it were being drawn on regularly in the curriculum and teachers were proactive in incorporating ideas into their curriculum planning. B saw the success of the project as being dependent on attitudes to partnership '...you can't go in blind but you have to go in flexible because if you go in with total tunnel vision and say 'this is what I want', I think you're going to be disappointed. You've got to think well that's what I want to get out of it, but if it goes to kind of here, that's OK., I'm achieving most of my goals and I can work on that because that fits in with my other school and that's how we'll work together to achieve that. But it is a working partnership...its not one-way, it's a two way exchange, it's an equal partnership...I didn't want it as a fund raising thing because I didn't want my children to think 'Oh I have to raise money for the poor black children'. I don't want that at all.'

Interview with link co-ordinator (C) at a county primary school which had been linked with a school in Harare as part of the Nottingham Linking Lives Zimbabwe project run by the local DEA Mundi and funded by DfID (2002). The link was increasingly affected by the deteriorating political situation and was ended prematurely in 2005.

C had responded to a newspaper article about the Linking Lives Project and it was very much his own personal interest although the school was supportive. He felt the need for the link due to the monocultural and insular culture of the school which needed to be enriched by contact with the wider world. Initial communication was through pen pal letters with children writing to each other and sending photos 'but we never seemed to get away from that. And I even

was trying to really encourage the like teachers, so there was pairing among teachers. I just felt that that was going to be more productive and then if kids moved on, then at least the teacher was able to maintain it....but we never seemed to get beyond this – a letter coming back to us with ‘Dear So and So and that ‘Dear So and So might have left school or moved to another class and to a certain extent I began to dread the arrival of all the letters because it was ‘ well how am I going to distribute these because some have moved on, some ..are in another class. Some would say ‘Dear Ryan’ and we’ve got twenty Ryans in the school’. The project stalled at this level of communication and project work was not developed. Local support such as having a Zimbabwean dancer into school and holding an African week, with drumming, dancing, art and food, provided engaging activities but were not directly connected to the link. Attempts to move the project on were constantly hampered by poor communication and long delays and as no visits took place C’s frustrations were evident and there was sense that the school lacked real support. ‘ I think...staff have been very supportive really you know; I sometimes think that they kind of keep me happy a lot of the time by just alright, oh we’ll do it anyway’. C regretted not having opportunity to participate in a visit ‘the heart of the link lacked that opportunity to really work together, to communicate together. Letters were always going through very stilted and very limited and two dimensional and we really needed to have the opportunity to talk more freely and face-to-face contact would have been obviously ideal.’ C was not able to identify any ways in which children had benefited from the link and found the issues relating to the comparative wealth of the two communities problematic. ‘When we got letters from their children it was always wanting to try and contextualise what their lifestyles were like but do it in a way which didn’t kind of patronise them. And equally with our children, it was difficult trying to...get them to not emphasise all the material things that they had got and to be kind of making those comparisons themselves. So I think it was quite a challenge to try and make sure that we didn’t spiral down into some ‘oh well, we’re better than you type scenarioAt the adults’ level it was also there. ... When I wrote to M. and said what my life was like and talked about me and the family and things like that. And you know maybe it’s my own limited understanding but I felt that we were certainly a little bit on...that I had to try and make sure that I didn’t emphasise, you know what we had got; not that we’ve got very much but if you understand it in relative terms, we have got a lot.’

These three examples of school links within the context of the same project provide some insight into the complexities of the experience and the value of a link to those involved. In each case the school had access to the same management and organisational support and advice and a high degree of central planning was evident

especially where the visit was involved. Unusually, the project also had a worker employed in Zimbabwe to support schools there. Despite the commonality provided by belonging to the same project and benefiting from the same degree of support and advice, the experience seems to have been very different for each of the schools. Several factors can be seen to be decisive ones in determining whether the interviewees viewed their link as being a positive or negative experience:

- whole school commitment and in particular the support and leadership of head teacher or senior manager;
- communication – frequency and reliability;
- first hand experience;
- shared understanding and purpose;
- organisation taking into account cultural differences;
- the political situation.

The political context, which worsened considerably during the life of the project, clearly had a significant part to play in its demise. Interviewee B felt able to separate out the political situation from the educational purpose but issues need to be raised about the selection of overseas partner schools. Government advice needs to be followed in identifying parts of the world to which it would not be safe to travel but there are also decisions to be made about the appropriateness of linking with schools in countries with oppressive regimes or with schools with a particularly strong ideological or religious focus.

Interview with link co-ordinator (D) at a city primary school which had been linked with a school in Lahore, Pakistan. The Nottingham school has 24/25 different nationalities in a population of 130 children.

The link was started following an approach made by the British Council in Pakistan to the LEA. The link co-ordinator responded to the opportunity as it was *'very dear to my heart and as a result I've sort of bolted it into the school here.'* The needs of the children in the school and their relationship to the realities of the local and international context was a powerful driver for the setting up of the link. *'... the whole thing was about trying to raise the self esteem first of the Pakistani link children. They're mainly like me, English born, British born..but with a Pakistani background...with the whole September 11th thing as well, with the fact that it's a Muslim country, like the negativities and the stereotypes that are actually a part of my daily life and I have to deal with that and I'm quite articulate and forthcoming, then what's happening with these children? And we need to examine why they're underachieving...and why we're getting trouble in*

the streets of Nottingham, we're getting trouble in the streets of Bradford and Manchester and Birmingham. And things are not good...'. The possibility of the link was discussed with the head teacher and the school was trying to promote international global citizenship awareness. The difficulty in having such a diverse school population is that many children are isolated – 'one child from Bulgaria., one child from somewhere else and now we have a few slightly bigger groups, slightly bigger Indian group'. The first attempt at linking was made with a school in Islamabad but poor communication hindered its development and another school was found in Lahore, where within days the two coordinators were on daily e-mail basis using their own personal e-mails rather than the school ones. The British Council in Pakistan paid for the initial exploratory visit. D took ' a great big pack of stuff that we produced and made about Nottingham, about us, about children, about friends, about what we like, what we do....each class took a video all around the school...a video of the Christmas play, stuff like that we'd done and they gave me a great big wodge back. I've got oodles of resources and packs about topics that we would be covering'. This was followed by a video conference which was funded by the British Council in Pakistan, joint book production, exchange of Eid greetings and work being sent between the two schools on a regular basis. The link quickly became established as a resource for curriculum work which included work on transport in Key Stage 1, work on weather and pollution, recycling and poetry. Much of the curriculum work is shared between the two schools. D sees her role as co-ordinator being to make it easy for teachers to draw on and use the link and plan for joint projects. '...on our curriculum framework, for each terms activities, we've looked where we can do a joint activity'. The values of the link were very visible in the school with a huge display in the central hall which depicted the River Indus moving into the River Trent and aspects of both places reflected in the design. There has been some parental opposition - 'we've had a few parents 'blooming foreigners, that's what they're interested in'; fine. If you don't like the equal opps, don't like the policies of this school you can go somewhere else...there are many schools out there that will appreciate your kind of people.'

D regards the impact on the children as having been 'immense' particularly on the self esteem of the Pakistani children in school and on their willingness to acknowledge their identity. The high status nature of the partner school in Pakistan has had a big effect. 'This is a city school and people pay to send their children there. They have posh uniforms, they all speak English, it's an English medium school and what our children perceive is that they are better off than we are....and isn't that a cracking knock on the head for stereotyping people?...when I came back with all the video footage on PowerPoint and showed the children that,

they're like amazed at what they've seen and heard and the way the children look and the way they are and I think its quite powerful' The link has also altered the perceptions of children from other ethnic backgrounds. D states that ... *'they did believe that all Pakistanis lived in mud huts and probably only had a bit of loin cloth to wear and that would be it. So yes, the self esteem of the Pakistani children is without question being raised. But the knocking down of stereotypes is having a huge impact, you can see it. And it's not just ... Pakistanis being affected...the whole status of being different and having a different country to affiliate with and speak about is not a negative thing. It never has been in this school but the media is something we are fighting against all the same.'* D was initially puzzled at the reasons why the British Council in Pakistan was keen to support the link and wondered what the school would get from it. On asking about this on her exploratory visit D was told *'they see it as good PR and they want to see school linking thrive ...the biggest reason, and the school said the same thing, was that they are sick and tired of the negative stereotypes about Pakistan around the world. So my going there was meant to prove to other British teachers that it's safe and OK. The fact that I was staying in the hotel where President Mussharaf stayed and had attempted to be blown up the day before...but there was no problem, you've got that risk anywhere in the world'.* The negative or absent view of Pakistan was clearly a key driver for the project in both countries. D went on national TV in Pakistan to talk about the project *'because Pakistan is just sick of being thought of as terrorists basically...and cheats and nothing positive is ever said about Pakistan. Talk about India; hey, going out for an Indian tonight? Indian curry, Bollywood dancing on the BBC, linking programmes seen, you know. But whatever positive stuff do you get about Pakistan? There aren't any India restaurants in England, they're Pakistani and Bangladeshi, and they're not Indian. But Indian gets mentioned positively and everybody loves Hinduism because of the nice colourful godsbut Islam – terrorist, fanatical, fundamentalist, cruel to their women, all those things are just ...are so embedded and it's not like that in Pakistan'.* The Pakistani school sees the link in a similar way - *'the main thing they wanted to do, to get people to understand that we're just normal and we're just trying to get on with our lives and be successful and do well and understand the world.'*

Parents have also been affected by the link - *'a lot of Pakistani parents have come to me quietly and said 'thank you'. I say 'look it's not just me, this is the whole school committed to this otherwise it couldn't happen. One person can't make it happen throughout the whole school'.*

The strength of the link is illustrated by the confidence that it will be sustained

even if key individuals leave. Actively writing the link into the curriculum framework has been a conscious decision *'if it's written into here, it happens and you've only got one (link related activity) for the term, you haven't got that much to do....it will only be sustainable if it's embedded into the actual work that we do'*

This link has been firmly established and involves a high level of shared project work, good communication and a whole school approach. Another key factor which is evident in D's approach is a very clearly articulated purpose which is related to the local and international political context and the issues of social justice affecting the lives of children in both countries. The sense of the school's value position comes across strongly and is not compromised. This emphasises the critical role played by the underlying ethos and values of a school in developing a school link. In this case, a clear and overt values dimension has ensured the school is able to take on board serious issues of social justice with an overt global citizenship agenda. This indicates that the most successful links are likely to be the ones that are set up because of the school's commitment to intercultural values, rather than in order to meet curriculum objectives. This link also benefits from having a co-ordinator who is the deputy head teacher and has linguistic, religious and cultural roots which enable her to communicate easily with the partner schools and mediate the cultural differences and understanding for the other teachers and children in her school.

Interview with head teacher (E1) and link co-ordinator (E2) in a city infants' school. The school has had a number of links and has achieved International Award status. The main links at the time of interview were with Spain (2 years) and Mexico.(1 year)

The link with Mexico had started after one of the members of staff who taught Spanish had been to Mexico and set up a link with a school and although the school management was very supportive the organisation of it was left to the teacher. The Mexico link had no funding and they were struggling to get the project going as *'they don't have the same technologies as we do. They don't have e-mail and they don't have faxes at that school either so it's slow and it's not really worked on just yet'*. Lack of funding also was seen as a barrier to making progress – *'I think the problem is because it's our own little project and it hasn't got the British Council there saying 'you must complete this form and you must have this meeting' it's very slow to kind of get going and that's on both sides really...it's just something they'd like to do in Mexico and the school head there but they don't have any backing from government at all.'*

The Mexico link contrasts with the experience of the Spanish link which was part of a Comenius project and this was coming to the end of its three year cycle – the school was debating whether to continue as *'we have found it very bureaucratic and very time consuming. Although its been very rewarding, we need to consider ... whether we do that where we just keep smaller links – something that we believe in but the bureaucracy is overwhelming sometimes'*. The funding has also been insufficient as *'none of the trips are fully funded so we have to bear the supply budget which is....you know...when you're running a deficit budget, it's more than just goodwill really'*. One of the benefits of doing the Comenius project though was the way in which it has given the school confidence *'to go out and do things and approach people and you've got some sort of idea of the things that are possible'*. The other strength of the Comenius project was seen to be the visits abroad and *'because you have made friends with people, with the other teachers, it's a stronger link, because you know each other and you know that they're depending on you to do this piece of work, so that they can do that piece of work...'*

The school has not yet had any visits or exchanges with the Mexican school but had started *'sending pictures and paintings and having pen pals. 'It takes I don't know a month maybe to get a reply'*. The letter writing had proved difficult for young children and they had only written individual letters *'with a lot of help'*. *It's been quite hard actually. It's been nice to have a pen friend but I think our children have really struggled....a lot of them struggled to write a letter and what's been better really is when we've made cards and we've made gifts and we've exchanged those and photographs. Books as well, celebrating Eid and things like that, we've sent a book on celebrations'*.

The impact of letter writing and exchanging gifts and work was seen as having a positive impact on children. *'That's been really rewarding – the children have loved that you know, getting their own letters. They all come with their own envelope and it's been lovely that part of it. But again it's difficult to...manage making things and sending them off and getting them all done....because everyone has a pen friend and if they're not here today when I'm doing this card, they've got to do it another time or else somebody doesn't get a card. And for instance we need to make a Christmas card but then we'd also need to make a Christmas card to take home, so... you're sort of doubling up'*.

Parents had been very interested in the links and often commented on how much the letters meant to children - *'how special its been for some children, that they've got their own little friend that's nobody else's and that how precious*

things are that they get back...they really look after them, the letters and the gifts, when they get something special.... One particular little boy last year, it had a really motivational effect on him and he was...quite a naughty little boy in class but his mum commented about these gifts that he'd got and how precious they were to him....it's just lovely when they get it you know -they're so excited, it's just a lovely, lovely thing.'

One of the limitations of the links the school has had is that, as a small infants school, the experience comes to an end for the children when they transfer to junior school. There had been attempts to interest the junior school in taking it on but the interest was not here *'it would have been nice to see them follow it through particularly as one of the outcomes of ICT at Year 3 is to e-mail'*

One of the impacts of doing the Comenius project has been to widen the schools view and help them gain the International Award. *'The other thing that has come out of it though is the International School Award that we've got, which we couldn't have got without Comenius. But its worked the together way as well; we already had Comenius but it's made us more sort of broad in our approach to multi cultural education over the whole curriculum and that's been .. because we had Comenius, we then had to start thinking about bringing other things in, from other parts of the world and it's led into that as well.'* An example of the widening of the curriculum was a One World Week *'where we just dropped the curriculum, begged some funding from the Renewal Trust and had an AfricanGreek dancing, cooking, different sorts of Art – it was just a brilliant week – I'm sure the children actually learnt far more than they would have done sitting in the classrooms ...because they were out and doing things.'*

Interview with ink co-ordinator (F) at a large suburban primary school serving a suburban The school had a link with a partner school in Montserrat that had been running for three years

The link had been originally set up by a deputy head teacher who left the school while the link was in the early stage s of development. The link had started in response to a flier sent out by the LEA International Dimensions Officer seeking schools that would be interested in establishing links with schools in Montserrat following the hurricane of 1999. Many schools in Montserrat were seeking links and there were many wanting links specifically with nursery and infant schools which was fairly unusual. At this time there were many refugee children from Montserrat in Nottingham city schools and *'they were feeling a bit isolated in their*

schools so the Elms started a link with the school those children came from and then asked the LEA if there were other schools that would be interested in linking with the rest of the schools on the island.' The link was therefore established as a cluster link with schools in the LEA working together and in Montserrat, seven out of the nine schools on the island were involved. The link was funded by the LEA and DfID. The deputy head teacher made the initial visit to Montserrat but had left the school before the teacher from Montserrat made the return visit. F had taken on the co-ordination role but had not yet had opportunity to visit. The Montserrat teachers engaged in a week's programme of events organised by the LEA and spent time in their partner schools. They stayed in teachers' homes. Despite a busy programme, the visit of the Montserrat teacher was perceived as having a big impact and the older children were able to recall the visit their teacher had made to Montserrat and this added to the excitement of the visit. *'and a big thing which a lot of our children tended to remember was the volcano, so they were really, really interested because X brought some volcanic ash and some lava from the volcano and outfits for the children to try on and things like that. So it was really, really good and she did a couple of assemblies whilst she was here and she went into different classes. So it was nice for the children I think because we had talked about it before with Helen going out there and we did have photos and everything; it was nice for them to experience it in real back here'.*

Communications have been difficult as *'they only had one computer for the school, that the secretary used, everything went through her....and then she was sick for six months because her dad died and nobody else knew how to use it...then they had a quite a lot of deposits from the volcano, so that didn't work either.'* Much of the contact was facilitated through the LEA's international officer who was in email contact with the Ministry of Education and could forward messages and letters to the schools. Recent communications have stalled *'the contact has been very limited that lasted six months...we've sent story sacks and I've phoned a couple of times but not got through. And we sent Christmas cards last year and we didn't receive any back and that kind of thing, so I think they're having difficulties over there.'* F was also feeling that while other schools in the cluster had stronger links due to the presence of children from Montserrat in their schools, the lack of cluster meetings in recent times was a problem. *'The communications between children have taken the form of class and whole school letters, photographs, story sacks. We made traditional story sacks of things like the Gingerbread Man and Little Red Riding Hood and we sent about five of those last year and we haven't received any back'.* F had not completed the original survey questionnaire herself and this had been done by the head teacher – she

identified a different set of areas for the curriculum focus in school, seeing the link as being mainly focused on ICT, geography, environmental education and science. This focus was very much dominated by the volcanic eruption which brought these themes to the fore. ICT was an initial aspiration but it is difficult to see how this has been a key focus. F considered that due to the age of the children in reality, although they were expected to have particular curriculum objectives and concerns, the overall approach was to see the project as being focused on PHSE and citizenship. The main value of the link is seen by F to be its capacity to extend children's understanding of the wider world and in doing so develop their understanding that they are '*citizens of this school and nursery.*' F linked this notion of citizenship to the geographical context.....'*a lot of children, the only place they ever go is to Bulwell, they don't even go to Nottinghamthey don't go swimming...they're generally not part of the community. So it was really trying to show them that this is their community, this is their school this is Bestwood, which is part of Nottingham, which is part of the UK. And then it was just trying to gradually build on that...this lady came all the way from Montserrat....there is something else out there rather than ..their houses just in Bestwood. On a really, really basic level, the younger ones learned that their world didn't end in Bestwood.*'

Overall F was positive about the link and its value to the children despite increasing difficulties in sustaining contact. The major factor affecting this was the communications with mail getting lost, lack of response and loss of email contact. However, there were also problems in keeping staff interested and motivated... '*I find it quite difficult in terms of the staff because....it's not as important as literacy and numeracy or science and ICT and it's quite difficult to get interest from staff with regards to perhaps another visit, which we could apply for funding for ..but there's nobody that wants to go and I don't want to go*'. The link has been inserted into the curriculum in geography and citizenship and is embedded in the whole school curriculum. However E feels this is difficult to sustain as '*it's difficult to sustain staff interest, especially when you're not getting much back, so it's really hard to sustain children's interest...we've done things that we've sent over there, we've spoken to the children and said oh, you know we're going to be getting some story sacks and I wonder if we'll be getting some Christmas cards? And then we don't, you know , you don't really want to do an assembly and say well we didn't get any Christmas cards ..you just kind of leave it.*' The link was successful in sparking interest in developing other aspects of international dimension on the curriculum, such as holding special days, setting up extra curricular language clubs and the school has been successful in obtaining the International School Award.

This experience again highlights some of the emerging issues from the survey questionnaires – the impact and value of the first hand real experience, the difficulties in maintaining contact and sustaining the work in school, the tension between raising interest and expectation and the possibility of disappointment. Despite identifying geography, science and ICT as major areas of curriculum focus, and the many opportunities clearly present for rich work on story and letter writing, F sees other teachers as lacking motivation because ICT and literacy and science are more important. This is an interesting indication that the link is not in reality embedded into the curriculum and is viewed as a separate activity. The co-ordinator had a well articulated sense of the importance of geographical understanding in developing a sense of identification and citizenship and valued the link mainly for its ability to extend children's horizons and make them aware of the wider world but the lack of communication and problems with sustaining staff interest, coupled with an uncertain future as the school faces possible closure or amalgamation, meant she had a less than positive view of its future.

Interview with link coordinator (G) in a village primary school on the outskirts of Nottingham. The co-ordinator had set up the link with a school in Kenya by finding a partner school on the web. The link had been in existence for nearly three years and at the time of interview had recently come to an end.

The link had originated from the interest of the teacher who was also the school humanities coordinator and she was interested in establishing a link *'doing something with regards to the geography side of it...setting up links that would be very personal to the children.'* In order to develop this, G had been on a course run by the British Council and found the partner school using a contact website. The link has not received any funding and no reciprocal visits have taken place. The school budget and small donations such as a set of disposable cameras from Boots the Chemists have financed the activities and postage. The link began with children exchanging letters about their schools and home lives and has included a range of small scale project activities such as exchanging photographic diaries, audiotapes of singing assemblies and exchanging information about the local area. Email contact worked well. The project was started with Key Stage 2 children, although Key Stage 1 were also exposed to it through displays and assemblies and as the older children made the transition to secondary school, the link was extended to include the local comprehensive.

The focus of the link was geographical and global citizenship was seen as part of

this curriculum focus - *'there was an awful lot of work in terms of global citizenship because you know, it made our kids very, very aware, ...the one thing that they found amazing was that when we got the young man to come in and talk to them and it was awareness of the fact that you know, Kazuma is a city on the shores of Lake Victoria....it has electricity, there are cars, there's Macdonald's and what have you. And that was the thing that...you know, that awareness, because they did have a perception that was inaccurate...and it very much went to addressing that.'* This was seen as a main outcome of the link as the children came from a *'very much white middle class area.'* G had set up the link to develop in stages, with an initial focus on children's communication as it was felt that once personal contact had been established *'we felt it would be much easier to look at the wider aspects of the curriculum'*. It was also hoped that there would be focused teacher communication with subject specialists in both schools communicating and developing ideas together. In reality, the project never really moved on from the personal communication as despite a successful three year development, the project ended before the next stages of curriculum and teacher development could be realised. The link was seen from the outset as a long term project *'so we took it quite slowly to make sure that the things we were putting in place were embedded and solid and manageable and workable.'* Unfortunately circumstances brought the link to an end when political tensions between government and teachers led to the link coordinator in the partner school leaving his post. Some children have continued to carry on communicating with their pen pals but the project came to an end.

Despite the fact that the link was not sustained beyond its initial stages, G sees its value to have been immense. Its capacity to motivate children was seen as a key strength. The children were *'enthusiastic about it and they were keen about it and you know when they got their letter they would greedily read them and then want to know what's your penfriend saidand they were very much enthused by it.'* This personal connection was seen by G to be of immeasurable value in motivating children as was the *'real life'* impact of photographs. *'When we got the photographs you know for the photographic diary, you know they pored over these pictures...a photograph of them having breakfast....and just that sort of thing because it is....you know they're having breakfast there, we're having breakfast here and it's...immeasurable what they got out of it'*

G has a clear view of the importance of global citizenship and its links with geography *'it should be about ..the understanding, respect and acceptance of every individual irrespective of their race, creed, colour, religion, sexual orientation or anything...we are all part of this world and as such should have the respect that we would afford any other person in their world.....so many places,*

so many areas in the world are now so easily accessible though travel, through internet ...and that's a fantastic thing but the down side of it is that in a lot of ways I think it maybe increases stereotypical images and so you have to have a way of getting children and young adults ...thinking about what those people are really like and what it would really be like to be there and live there and experience it.'

Of all the interviewees G has the clearest and most well defined philosophy relating to global citizenship and conceptualised it within the framework of education for social change. Global citizenship is closely related to human rights and is about *'looking for respect and understanding and everything ...it's a Utopian dream but that doesn't mean we shouldn't try and make it reality you know, in some small way. And I think as a nation here, I mean in terms of the racism that used to be tolerated at football matches...not just tolerated but accepted and is now unacceptable you know we are coming a long way. It's a slow process but we're getting there and I think you know global citizenship is the next step to getting that equity'*.

Interview with link co-ordinator (H) in a small inner city multicultural primary school linked to a village school in Mirpur, Pakistan. The link had been in place for two years and although still officially in place at the time of interview, was effectively at an end.

The link had been established by the coordinator and a teaching assistant who had family links in the Mirpur region of Pakistan. It was set up to meet the needs of the children from the Pakistani community and to value and endorse their cultural experience. It was also seen as a way of improving intercultural understanding within the school population and as a contribution to anti racist and multicultural education. The initial reciprocal visit was funded by DfID but the link itself was independent of any supporting agency. In participating in the first leg of the initial reciprocal visit, H was completely unprepared for the experience and for the adjustments she would need to make to her own gender and cultural norms. The only preparation for the three week visit was reading a book about travelling to Pakistan in which *'there were sort of hints in that, that you know, sometimes women find it very difficult'*. Throughout the visit H found the *'culture shock'* and the need to make constant decisions about whether to maintain, adapt, abandon or compromise her own values, a traumatic and distressing experience. *'Apart from the obvious sort of you know, public toilets being a hole in the ground and having to strengthen my thigh muscles...I got used to that after a while. But I mean the biggest thing was realising thatand*

*I know now that it was more so in Mirpur than in other parts of Pakistan necessarily, but I mean this was my first impression, was that I felt I had to remain hidden really wherever I went, so I'd cover myself up. But as soon as people realised that I was white woman, it was really quite difficult because I'd be followed around and I had a really strong feeling that people didn't want me around particularly and I just found it hard not coming across women in shops or you know, places where I went to make phone calls or anywhere in public, that I'd only meet other women in their own homes....I think one of the things that really shocked me was, and it shouldn't have because I knew it happened but it's a different thing when you see servants and children who are used as servants. And I found that really hard, particularly when it was explained to me that some of them were Afghani refugee children and they were lucky to be taken in even if they were scrubbing floors and toilets...its anathema to me ..I've been against domestic servants because of my family history really all my life. So to come across it and you know there were things like the servants in the house where I was staying wanted to do my washing for me and I wouldn't let them, I insisted on doing it myself and X was really cross about it because I should have allowed them to do it and I really just...(laughs)..I couldn't. There was one day I'd had a shower and I'd washed my hair and I went outside to dry it in the sun and X went barmy. She said you can't do that, you can't show your hair in public, what would people think of me?' Operating outside of one's own cultural norms and usual *modus operandi* was difficult in the domestic context and with other females but in the public world was more difficult, giving rise on several occasions to feelings of powerlessness and vulnerability. 'We took the bus to Islamabad and we'd booked seats. I mean it was absolutely chockablock this bus but the front seat was kept for us, which meant X sat on the seat and I sat on the engine almost. And the driver kept putting his hand in my thigh and I kept taking it off and he just kept putting it back.....I didn't know what to do about it because you know I'd have said fuck off to anybody who'd done it here (laughs) but you know I didn't dare say anything, it was just awful, I didn't dare say anything, I just kept taking his hand off and he just kept putting it back ...(laughs) and I wanted to say I'm a grandmother , you can't be doing that to me ..I just thought it was not what a woman of my age really wanted to be messed with.' Later in the stay, whilst on another journey, the car in which she was travelling with other women was stopped by armed policeman and the occupants interrogated aggressively at gun point. Such incidents gave rise to much distress and also to reflections on the reality of life for many women. 'The other side of that, the positive side was there is such a strong bond between women...the women were particularly warm and I don't think I've come across that anywhere else, other than perhaps in the Pakistani homes that I've been to here on home visits'. Despite the challenges*

and stresses of operating outside and in conflict with one's own cultural values, H also had many positive experiences of being an outsider - *'people were so warm it was lovely. And the people who were really interested in me and women in particular came and stroked my face or my hair...and kids were fascinated ..I got queues of kids round me, which was lovely you know, totally different from having blokes follow you'!*

Establishing the link also proved difficult during the visit as it transpired, on H's first visit to the school, that she was seen as a potential benefactor and sponsor and the purpose of the potential link was not viewed in the way the UK school conceptualised it. Much discussion was needed to clarify this but it left feelings of embarrassment and disappointment. Following the visit, some letters and pieces of work were exchanged and the second leg of the reciprocal visit took place. This also proved problematic as *'the head of the school...the owner of the school, who was the head, didn't teach herself and she was running the school as a business and that just became clearer and clearer'*. H felt the head teacher came on the reciprocal visit with another agenda and spent little time at the school when her.

The biggest impact of the project was on the children and the Pakistani community in the Nottingham school.....*'well suddenly everybody wanted me to visit their homes and talk about what I'd done there and where I'd been and what I'd eaten. And that went on for a long time...when I got back the children were full of questions but they were also wanting to talk about their own last visit. Whereas in the past, even though they'd been asked on returning from visits to Pakistan ' how did you get on? what did you do? have you got some pictures to show us? and stuff they were always reticent to do that. And the difference it made was that suddenly I knew what it was like; I knew that it was smelly and I knew that some places were really grubby, I knew that you know, some places are very poor and lots of people were actually very poor but it was OK, you know? And so they don't mind then showing me pictures from you know , when they were in the village and I can't tell you how many videos I saw (laughs)....it was just this opening up, this pleasure in sharing something which they knew I'd accepted as being OK I think.....I don't know if it made any difference to the work they did in school' (laughs).*

The visit had a great impact on H and made her realise how important it is to bring the global and anti racist perspective into her teaching... *'because having a deeper understanding of Pakistani culture, I'm not saying I'm particularly knowledgeable but it did make a big difference to how I felt about where our kids*

were coming from and the difficulties they have in school and the pressures that are on them. They're Moslem children and they're part of an extended family, the kind of obligations that there are on kids ...I think that's all part of bringing an anti racist philosophy into schools and embedding it you know, the deeper your understanding then the better able you are to tackle racism when it appears and to actually be proactive in bringing an anti racist perspective into the curriculum, wherever, whatever. H also felt she now had a particular bond with the older Pakistani girls and felt a shared knowledge of their position in the culture and a tacit understanding that comes from having viewed this position from both sides of the cultural divide.

Despite this impact on the children and community, developing the link into whole school policy and practice proved problematic. 'I just felt I was talking to myself a lot of the time. You know we'd have staff meetings and everybody would say 'yea we'll do this.... And you know I'd say well what are you doing this term? And we'd have a look at the rolling programme stuff and I'd say 'well can you let me have some work, just one piece of work from each class a term, that's all I'm asking for and they'd say yes and it would never happen. And I think actually ...I had more work from the nursery than from anywhere else.' Not having work to send to the partner school was a big issue for H and 'it had got to the point where there was no point in actually planning stuff and trying to link up with them because they weren't going to support me in that sense. By then the link was dying anyway and I couldn't get any sense out of the school there as to what joint projects they wanted us to work on, because I was getting nothing back.' H was despondent at the lack of support from other teachers in her school - 'they didn't want to know, didn't want to talk about it really, they saw it as being extra pressure for them rather than a way of making their own teaching maybe more interesting or opening it up.' Despite being in the senior management team at the school H also found little support from that quarter either. 'I think people just expected me to get on with it. They saw it as being my baby and ...even though in the school improvement plan it had said we were developing this link and it was important and you know all the right things on paper, but no, people just thought I'd just get on with it. I think it was because they didn't really understand what I was trying to do, which is probably my fault; I probably didn't articulate it well enough. But you know I was so enthusiastic, so full of it when we first started, I was so excited about it that I thought that that would be enough to get them asking questions and saying what can I do? and shall I do this? And it didn't happen...a bit of a washout.'

H's philosophy and commitment to the link is conceptualised within the framework of anti racist and multicultural education and she see 'global

citizenship' as a vague and problematic term but strongly connected to the idea of children's rights. *'I mean global citizenship, in terms of children and in terms of children's experiences and rights and responsibilities, really I'd like to have taken it into the subject areas which is more what I'm doing now than I was doing then....but trying to look at world history or a world geography or world view, everything, it's a bit wishy washy isn't it?'*

5.4 Issues arising from the survey questionnaires and interviews

In analysing the responses to the questionnaires and elaborating these in the context of selected interviews, categories were identified and key issues emerged. Each link was a unique experience and had its own story, beginning with the origins of the project, continuing through its development growth and in many cases its decline and termination. Despite these individual scenarios, common themes kept emerging and issues that were relevant to all the projects were clearly identifiable. In analysing these, I was seeking insight into the two key aspects of the research question:

- a description of what types of links existed and how they were organised and what factors contributed to their development and how teachers experienced and evaluated them;
- the ways in which teachers view the concept of global citizenship/global education and the extent to which these links contribute to this field of educational endeavour.

The emergent themes and issues were categorised into structured sets (Table 7)

Key Themes	Features
Management and organisation	Funding Support agencies School leadership School structure and administration Communication
Reciprocal visits	Ceremonial/hospitality/accommodation Relationships Contact with pupils
Teachers' values	Purposes of the link Concepts of global citizenship Cultural understandings and perceptions
Teaching and learning	PSHE/values Parents and community Staff development Teaching methods Curriculum content and activities
Political	Impact of political events Linking as a political activity Linking as global citizenship

Table 7 Emergent themes and issues

Although all of these issues are identifiable as key concerns and factors affecting the development and value of school linking experiences, these categorisations are in a sense arbitrary and could be organised in many other ways. It is one of the indicators of the complexity and potential richness of the school linking experiences that it is very difficult to extrapolate isolated issues. In looking at the management of a link, we are also closely involved in the values of the participants, the curriculum content is dependent on the values of the teachers and in analysing the role of reciprocal visits we are also exploring aspects of all the other categories. All the issues arising from the survey data have also to be considered with reference to wider policy initiatives. The data indicates a diversity of practice and experience and, with the renewed priority being given to the development of such links by the present government, there is a need for schools to be able access support in a more targeted and consistent way. There is a sense of practice developing piecemeal and 'on the hoof' and whereas this may be a feature of development in any new field, it is necessary for the role of government to be one which goes beyond the setting of goals and articulation of the ideals, and to provide the context in which practice can be researched, supported and shared. The guidance documentation (GB/DfiD 2005: 2007; GB/QCA 2007) now available to schools has been improved in recent years and schools now have much more have access to supportive seminars and training events. However, the restrictions of the target and assessment driven curriculum make it difficult for schools to spend sufficient staff and curriculum development time on global issues.

The five emergent themes and issues constitute an organisational framework that enables some meaning to be elucidated and forms the basis for further exploration and reflection in the development of the case study. The Richard Bonington-St Anthony's school link has a longer history than most of the links identified in the survey and has been successful in sustaining and further developing the experience over a period of eight years. These conceptual categories form the basis for telling the story of this singular experience, for reflecting on the factors which have affected its development and for further exploring the possibilities which school linking offers in the provision of global education.

5.5 Conclusion

As well as identifying emergent themes and issues, the survey and follow-up interviews clarified further some broader questions which are ones that have permeated the whole research process and formed part of the thread that links together the different elements of the bricolage:

- How do teachers conceptualise global citizenship?

- Why are issues of environmental concern not more evident in teachers' priorities?
- How do teachers view the relationship between subject areas and the all embracing adjectival areas?
- How do the schools perceive their relationship with their partner school and how is the relationship negotiated and maintained?
- Why are the factors involved in sustaining a link over a period of time?
- What are the features of the reciprocal visit experiences that make them so powerful for teachers and children?
- How do schools cope with the organisational, financial and bureaucratic procedures involved?
- How much do teachers know and understand about the cultural, historical and geographical context of the country in which their partner school is located?
- Do the links contribute to global education and in what ways – are they about awareness raising and understanding or do they help promote active global citizenship?
- What are the ways in which schools are working together through the link? How is the link used to promote social and intellectual learning?
- What is the impact of funders such as DfID on the setting up and nature of the linking experience?

This chapter has presented the analysis of the survey and follow up interviews and in the next chapter I explore some of these emergent themes and issues within the context of a particular project, The Richard Bonington - St Anthony's School Partnership.

CHAPTER 6

Making The Links – The Study Of A School Linking Project

In this chapter, I tell the story of the St Anthony's/Richard Bonington school link, using the emergent issues from the survey as a starting point for further investigation within this one particular context. The story is told from my own perspective using my diaries, journals and reflections but draws heavily on the evidence provided by teachers, school documentation, children's work, visual evidence, reports and school resources. In this chapter I do not claim to tell the whole story or even the only story but it does tell a story which I claim has a certain authenticity and value and can be used to deepen our understanding of the complex issues involved.

6.1 Origins and early development

The link between the two schools was established in May 2000 and from the start was conceptualised and organised to be both a research and school development project. As explained in the introduction, I initiated the link in order to explore in depth, the possibilities which such a link offered to schools involved and to provide opportunities to research issues related to the development of global education and the teaching of geography in ITT. The identification of the two schools came about through my personal knowledge of the two schools. Richard Bonington Primary and Nursery School was an NTU partnership school with which I had worked closely and which I knew to be keen to develop such a link. In 2001, John Mapperley, the deputy head teacher, explained the school's motivation for getting involved in the link:

'Just over a year ago we carried out a whole school curriculum review to ascertain our school priorities before going on to develop Curriculum 2000. One of the issues that arose was that of the insularity exhibited by many of our children. Although the school is quite mixed socially, the ethnic origin of our pupils is almost entirely white British. Broadening our children's cultural horizons is therefore an area we recognise as important'.

As explained in the introduction, my contact with St Anthony's had come about during a holiday in Goa when I had opportunity to visit the school and meet with the Principal. These starting points can be seen to reflect the full spectrum of the ways in which many of the survey schools began their linking projects. It came about through a variety of factors including personal contact, school curriculum decisions and opportunity provided by an external agency. As with the vast majority of the survey schools, the link was initiated within the UK context. The two schools, in common with all educational institutions, have continued to develop and change through time as a result of local and national influences, staff changes and school development planning and the following brief descriptions of the two schools attempts to

encapsulate their key features and some of the changes which have occurred during the time period.

6.2 Richard Bonington Primary School

The school is a county primary co-educational day school for pupils aged from five to eleven with a nursery unit for three and four year olds. It is located in Arnold, a suburban residential area to the north of Nottingham which includes a mixture of social and owner occupied housing. Nottingham, the commercial centre for the East Midlands, is a large city situated in the centre of England. Its traditional industries include textiles, manufacturing and coal mining but it is now predominantly concerned with service industries and commercial activities. It is an international sporting centre for football, cricket and water sports and has two universities. It is well known for its association with Robin Hood and has a long history dating back to Saxon times. The city has attracted immigrant groups throughout its history and now has an ethnically mixed population, with many groups originating from South Asia, the Caribbean and Eastern Europe. As a suburb of Nottingham, Arnold is a busy shopping centre and residential area with many services including a large number of schools. It has a predominantly all-white population.

Richard Bonington School usually has around four hundred children on roll. The school has a strong ethos and its aim is *'to enable all children to achieve their full potential in all aspects of education through a challenging curriculum which incorporates and enriches the national curriculum'* and *'to develop the children spiritually, morally, culturally, mentally and physically and prepare them for the opportunities, responsibilities and experiences of adult life'*. Its values are best encapsulated in its mission statement (Fig 18).

We aim to provide a happy learning environment in which all people can expect:

- The opportunity to succeed and excel
- Justice
- Respect
- Honesty
- The highest standards
- The highest expectations

Figure 18 Richard Bonington Primary and Nursery School mission statement

The school has a strong commitment to environmental education, sustainability and citizenship which is evident in the quality of the school grounds which contain a wildlife garden, sensory garden, outdoor classroom and composting areas. The children are actively involved in developing the grounds, growing produce and planting trees and bulbs. There is a school council and children are provided with many extra curricular and curriculum enrichment activities. There is a strong commitment to experiential

learning and to the idea of the school as a learning community for children, parents, teachers and support staff. The deputy head teacher, who is also the school link co-ordinator, has a non teaching role. In 2000, at the beginning of the project, there was a change of head teacher and there have been several changes of staff during the time that the link has been in place, although there is a stable number of long serving teachers. The school is in partnership with Nottingham Trent University and provides well supported placements for primary trainees in initial teacher training. My involvement with the school came about as result of my role as a link tutor to students on placement at the school and because I was supervising the research work of the nursery teacher. In both of these roles I had been impressed by the school and its ethos and in particular with its happy atmosphere. It was for this reason that I approached the school to offer the opportunity to be involved with the project and link to St Anthony's and the head teacher was extremely keen. The new head teacher who started at the school in 2001 had been attracted to the post in part because of the opportunity to develop the international school link and came to the school with a strong commitment to its further development. The reasons for the school's interest in developing the link were closely bound up with the mono cultural nature of the local catchment area and a wish to challenge and broaden children's views of the world.

6.3 St Anthony's High School

St Anthony's High School is located in Goa which is the smallest state in India and situated on the west coast of India. It lies between the Western Ghats and the Arabian Sea and its traditional industries include fishing, agriculture and the production of timber, rubber and iron ore. Since gaining independence from Portugal in 1961, it has developed as a holiday destination for domestic and western tourists but lack of employment opportunities means there is a large diaspora of Goans living and working in other states or overseas. The legacy of the Portuguese, who ruled Goa for four hundred years, is still evident in the names of people and places, in the architectural style, in the arts and music as well as in the presence of a large Roman Catholic population. Portuguese is still spoken in some areas although the main local language is Konkani. The majority religion is Hindu and other religions are represented in smaller numbers. Climate change, globalisation and tourism have all had an environmental impact on Goa with particular issues arising in relation to the supply and management of water. Although tourism has created wealth for the state and opportunities for many, there is concern about the impact of western values on family life and young people and about the potential destruction of fragile environments.

St Anthony's High School is located on the outskirts of Mapusa, a town which is the commercial centre of North Goa. It is a Christian religious minority school run by the Christian Missionary Brothers of St Francis of Assisi. This religious organisation was

founded in India during the nineteenth century and is typical of many such groups which are major providers of social and educational welfare and provision in India. The organisation has schools, clinics, orphanages and colleges throughout India. Although St Anthony's is a religious foundation, the school is non-denominational and provides education for children of all religious and cultural backgrounds and teachers are trained and paid by the state. The school caters for four to sixteen year olds and children are taught through the medium of Konkani, the local state language, until the age of eight or nine, when English becomes the language of instruction. Children develop in a multilingual environment learning English, Konkani and Hindi at school and many also have a different home language if their families have migrated to Goa from other Indian states. The school has a clear philosophy and purpose which is encapsulated in the *Bindu* already referred to in Chapter 3. There is a clear moral and ethical framework to which all children and teachers adhere regardless of religious or cultural affiliation and the work ethic is strong. Education at a school such as St Anthony's brings the promise of future job prospects and economic security and there is considerable parental support and high expectations. The Franciscan brotherhood also runs a boarding school which is attached to the school, housing about a hundred boys, many of whom are orphans or children from single parent homes. At the start of the project there was also a functioning farm in the grounds in which pigs, water buffalo and poultry were reared and crops grown. The sewage from the site was recycled to provide electricity. More recently the farm has diminished in size and a solar panel provides the electricity. The school has a computer suite and extensive grounds and extra curricular activities are provided including dance, music and sports. The school is proud of its academic and sporting prowess. My initial visit to the school in 2000 was made at a time when children were on holiday but the values and qualities of the school impressed me and the head teacher was interested in the idea of establishing a link. At this stage the school had an ICT suite but was not connected to the internet so e-mail was not available. The initial reasons for the school's interest in the project were the possibility of receiving support to develop ICT resources, opportunities for the children to communicate with native English speakers and a commitment to ideals of global citizenship.

Even before the two schools began to communicate and find out about each other, it was possible for me to make some fairly confident predictions that they would find they had much in common. These similarities were most evident in the care and commitment they both had to individual needs and communal aspirations, to global perspectives and to environmental well being. Both schools also operated within an assessment driven and goal orientated educational system. The differences though were also evident - Richard Bonington being a primary school and St Anthony's

catering also for the secondary stage of education and with Richard Bonington being much more generously resourced and funded.

A timeline of the development of the project and its eventual extension to include a larger cluster of schools, is set alongside local and national developments in Appendix 2.

6.4 Development of the link 2000 - 2003

6.4.1 My role as originator of the project

I have already described the origins of the link and my rationale for developing the project, as well as indicating the way in which its genesis reflects many of the ways such links were started in the survey schools. At this point I want to explore in more depth my own value position and role in being the main instigator of the case study link. For many of the teachers in the survey schools, their motivations for becoming involved in links were inextricably connected to their perceptions of the social and learning needs of the children in their care. Although many of the co-ordinators interviewed, were not always able to clearly articulate their educational principles and beliefs in abstract or theoretical terms, they all shared a practical concern to meet the needs of children and develop the curriculum to enrich it and bring children into contact with real life experiences and the wider world. My role as instigator and key player in the early development of the project is one which has been the focus for continual analysis and reflection, both in terms of my own concern to act ethically but also to be ever vigilant about the impact my values and decisions have had on my evaluations of the experience.

In reflecting on the way in which I initially set up the project, I am aware of the fact that I was acting unilaterally and developing my own agenda and creating a context in which my role as a university lecturer and academic positioned me in a power relationship with the schools and teachers involved. This was of particular concern in the development of initial contact with St Anthony's school as not only was I a university lecturer which is highly esteemed in the culture, but I was also representative of a white, western and ex-colonial society. I was also seen as a potential benefactor and this word was used in India a lot when I was introduced to people. The power issues were not so sensitive in my relationship with Richard Bonington, as although I was providing an educational opportunity for the school, the relationship between university and school was already established on the basis of partnership in the provision of initial teacher education and my own relationship with the school was already established. It was possible to conduct the initial dialogue about the project and its purpose in an equitable and open way. The head teacher and deputy head teacher with whom most initial discussions were held, were white males

Interpretation 1

I am an educationalist and academic researcher in a western university and have an interest in researching international school linking with a focus on links with schools in countries like yours that are economically poorer than ours. School linking projects and the development of global citizenship in schools are all the vogue in the UK and I want to know how effective they are in promoting global understandings. I would like to study your school and its developing relationship with a school in the UK – I will identify this school for you and research the ideas, thoughts and experiences of your children and teachers and the development of your curriculum and I will evaluate these using my own educational and cultural values. There will be some benefits for you in receiving some support to develop your ICT capacity so we can communicate more easily with you and we will offer some donation to your good work. There will possibly be some prestige for you in having such a link and opportunities for your teacher to participate in reciprocal visits and learn how to emulate the educational practices in the UK. You will be able to host UK teachers at your school and they will work with you to develop shared project ideas and you will develop an equitable partnership based on the key principles of global education as defined by the British Government through the British council in their guidance documentation and criteria for funding support. Your children will benefit from this link by increased knowledge and understanding of the wider world, opportunities to contact native English speakers and develop their ICT skills. This will help them develop all the skills and expectations which may enhance their life chances in a commercially dynamic India of the future and increase the likelihood of their wishing to leave India and live in the west.

Interpretation 2

I am an educationalist and academic researcher in a western university and have an interest in researching international school linking with a focus on the development of global citizenship. I am interested to explore the ways in which school partnerships can promote global understandings and would like to link your school to a school in the UK and form a three way relationship in which we work together to create a context in which both school communities can work together to the mutual benefit of the children. It is hoped that both schools will benefit from the link through opportunities to enhance their curriculum, provide children with opportunities to widen the horizons and create opportunities for staff development. There will be some benefits for you in receiving some support to develop your ICT capacity so we can communicate more easily and we will ensure any funding is shared equally between the two schools. There will possibly be some prestige for you in having such a link and opportunities for your teacher to participate in reciprocal visits in order for them to learn from and with their professional colleagues in the UK. You will be able to host UK teachers at your school and you will be able to work together to develop shared project ideas. The project will need to adhere to the framework based on the key principles of global education as defined by the British Government through the British council in their guidance documentation and criteria for funding support in order to qualify for further funding but it is hoped that within this framework there will be plenty of opportunity for both schools to develop their own priorities and work together to support each others needs and aspirations. It is hoped that your children will benefit from this link by increased knowledge and understanding of the wider world, opportunities to contact native English speakers and develop their ICT skills. The link may offer opportunity for teachers, children and the wider community to come to new understandings of issues affecting our shared global future and develop as informed and ethical citizens of their country and the planet.

Figure 19 Possible interpretations of the letter of introduction

with authority and considerable power bases of their own. However in the Indian context, despite being keenly aware of the implications of my personal stance and its effect on the development of the project at this early stage, it was not possible to stand outside of the weight of history, cultural relationships and expectations. Despite sharing a language, the meanings brought to key ideas, terminology and cultural expression could be miles apart and in the absence of regular face to face contact, there was potential for huge misinterpretation of each others' understandings, aims and expectations. The focus of the project as I conceptualised it and presented it to the schools was very much based on the needs of the children, the need for research and the principles of shared curriculum endeavour, unrelated to charitable fundraising but the initial hope and expectation from the principal at St Anthony's was for sponsorship or funding support. There was material benefit for St Anthony's in the form of funding for ICT development as well as voluntary donations made to the orphanage fund by visiting UK teachers. Without this material benefit, I doubt whether I could have continued with the project as it would have been unethical to expect the school to involve itself in a research and development project with no clear material benefit. On visiting India for the first time I had taken a letter of introduction with me, which explained my project aims and intentions (see Appendix 7). I felt there were two ways my stance and role in setting up the project could be conceptualised, based on the text of the letter and to some extent these have echoes in some of the approaches identified in the survey interviews (Fig. 19).

Once NTU funding to develop the project had been secured, I made a first official visit to St Anthony's to engage in some initial research and to facilitate initial communications between the two schools. During the visit, as a I became more familiar with the school system, the curriculum, the children and teachers I also became more aware of my stance and values and became increasingly worried that in setting up a project to investigate school linking, I was possibly enacting a post colonial relationship which was a shadow of the past; was I the bearer of educational opportunity and benefit unasked for and predetermined by the giver, and reverently and obediently received by the respectful and dignified recipient? One of the misgivings I had had about school linking with schools in economically poorer countries was that they seemed to be based on a colonial ideology in which the poorer countries of the world are plundered as a resource for the curriculum in affluent western countries. And yet, here I was replicating this relationship in the name of research. I recorded in my journal:

'When I was telling the brothers about the English children's perceptions of India, they were well aware of the stereotypical images of poverty that Europeans can have. I made the point that I want to teach the children a more diverse and accurate view – one of the brothers said 'Ah, you're a good missionary!' This gave me a jolt – it was not said

with irony (I think!) but as a positive compliment. After all, the brothers are missionaries although in their own country. It plugged into my thoughts about great granddad and grandma who lived all their years as missionaries in India. Was what I was doing an equivalent to their activities within a different cultural context? They were born into Victorian Britain and saw their role as bringing religion to the heathen. They had little notion of cultural respect or difference and by all accounts had much contempt for India and its way of life – attitudes which we rightly abhor today but they were working from sincerely held views about living the good, moral life and doing the right thing. Perhaps a big difference is certainty – they had no doubts about the rectitude of their beliefs and actions whereas I am uncertain about my aims and goals and why I am doing this except for some indeterminate values perspective that wants to influence children's views of the world.' (A12:4)

Was I replicating what Rist (1997:6) refers to in his analysis of the history of 'development'?:

'the practices which are today claimed as new have a long history behind them, and that control over the lands of the South has long dressed itself up as high-minded internationalism'.

These concerns and questions which were raised at the conception of the project and which I had understood in theory beforehand, have continued to be a focus for largely unresolved soul searching throughout the life of the project. At a later stage, I return to these issues which became illuminated as the relationships between myself and the participants developed and deepened, allowing my thinking to be influenced and enriched by the understandings and views of others.

However, before I leave the issue for the time being, it is important to state that in initiating this project, I drew on my own extensive historical knowledge of the colonial relationship and its legacy and on considerable educational experience in the field of multicultural education, humanities teaching and research. I also brought with me a reasonable level of political understanding and wide reading in the field of citizenship and social justice issues. Yet with this level of knowledge and sophistication, I found myself floundering when trying in reality to ensure the project was set up on equitable and mutually respectful lines and overwhelmed at times with feelings of self doubt and crises of conscience about the possible impact of the project on the individuals involved. Research is always a process of interfering in peoples lives (Griffiths 1998) and the responsibility for this is huge. The survey interviews are testament to the impact on schools and children when expectations are set up and not fulfilled. As Interviewee A said it could be a process of 'setting up expectations all the time only to disappoint'. The fragility of the relationship in the early stages and the sensitivities inherent within it, reflect Bhabha's (1994) assertion that colonisers and colonists are

old acquaintances existing within the *'tangle of the present'*. He stresses that we need to ask the question *'what is their binding form?'* and sees their relationship as taking place at *'a site of paradoxical propositions.'* The school linking experience raises questions about the nature of cultural relationships which cannot operate outside of the historical traces but may also be a powerful way of re - engaging those relationships for a new generation of children.

6.4.2 Funding

The project was supported by two sources of funding in the first few years. Initially, funding was provided by the Nottingham Trent University:

- Provision of ICT resources for St Anthony's - Internet connection, a dedicated phone line/modem/Ethernet cards/printer/colour monitors and other supporting resources (21/9/2000)
- a visit by Anna Disney to St Anthony's (Jan 2001)
- Partnership Project – Local Area Resources (2001/02)
- Partnership Project – Developing Mapping Skills(2002/03)
- Partnership Project – Extending Link Student Participation (2003/04)
- staff development work with the teachers at Richard Bonington (2000-2001)
- research time to work with teachers and children at Richard Bonington (2000 – 2001)

Funding from the Department for International Development (DfID) was accessed successfully to enable reciprocal visits to take place and these occurred as follows:

Richard Bonington Deputy Head Teacher to Goa Jan 2002

Richard Bonington Head Teacher to Goa Jan 2003

St. Anthony's Senior Teacher to England Oct 2003

In these first years of the project, establishing the reciprocal visits was problematic as although the funding was easy to access, there were problematic issues which had not been anticipated, surrounding feasibility and some of these will be discussed in more depth in the later section on the reciprocal visits (6.4.4). Although it was possible for St Anthony's to access sufficient funds to pay for tickets in advance we had not anticipated that they would need to travel to Mumbai to get visas and this entailed time, cost and considerable organisation. This process has become generally easier in more recent years with much more help available from the British Council but at this time it proved an inhibiting factor. In the UK, teaching cover was not funded by DfID so there were additional costs to the school budget. As many of the survey respondents found, the bureaucratic requirements and processes and the amount of form filling was an additional stress on busy teachers and this was so for the co-

coordinator at Richard Bonington. However as a non teaching deputy as well as link coordinator, and because of the strength of his commitment, he was able to cope with this. More will be said about funding when discussing the more recent development of the link as this has become a bigger issue as time has gone on but in these early stages, development money from NTU and reciprocal visit funding from DfID meant that the schools were well supported in the early stages of developing the links. NTU money also enabled St Anthony's to get their internet link and email established.

Responses to the survey indicated that even good levels of funding are no guarantee of a successful link but in this case it was essential to getting the link established and enabled appropriate support to be put in place in the early stages.

6.4.3 Management, organisation and school leadership

For several of the survey respondents, lack of support from senior management and colleagues was a key factor in their projects not getting off the ground and failing to develop their full potential. Many of these projects had been set up to be based on whole school involvement and to be embedded into the curriculum over a long period of time. Of course, not all links necessarily have to be conceptualised in this way and schools could develop a link for a specific subject area or small scale project with no intention to extend the relationship beyond the term of the project. These kinds of links are more prevalent in secondary schools. However, for many primary schools linking with schools in more distant places, the longer term whole school, whole curriculum link has many benefits in maximising the opportunities accrued from the time and effort expended in its organisation. The ideal for many schools is to develop an on-going and stable relationship in which the full potential for influencing children's understanding can be realised. This is also the model supported most overtly by the funding arrangements. DfID Reciprocal Visit funding supports teachers in setting up links that will be in depth and which will aim to embed the link into the whole school curriculum. This was certainly the intention in setting up the link between Richard Bonington School and St Anthony's and commitment from the senior management of both schools was a strong feature from its inception. The support of the governing body was obtained following a presentation to them explaining the project and there were some searching questions from them about its value, particularly as there were potential budgetary costs to the school. In the first year we had worked on the first Partnership Project, *'Developing The Local Area'* (Appendix 7A) and I made the first official visit to India. During this time, constant discussion with the head teacher and senior management team ensured that a whole school vision was developing and foundations for the project were being put in place very carefully. A brief paper written by the project co-ordinator at the end of the first year, illustrates the management's

commitment to the future development of the link and the consideration that had been given to staged development (Fig 20).

It was decided early on in the project to concentrate initially on the older junior children and I therefore looked carefully at the relevant QCA study units in our long term framework. Two units, one in Year 5 and one in Year 6 lend themselves particularly well to the linking project;

Year 6 A Village in India (adapted from Year 3/4)
Year 5 Water

We expect to extend the project throughout the school in the near future and may therefore move the year 6 unit into the year 3/4 cycle. The link with St Anthony's and the extra input from Anna Disney has lifted the nature of the work from a largely academic study to something far more real and immediate.....we expect the project to enrich our work beyond the geography curriculum. For example:

- ICT – both schools have the facility to use electronic mail and we intend to make full use of this opportunity to make direct and immediate contact with each other by sending messages, photos, asking questions about world events et.*
- Literacy – the link provides excellent destination for letters but also other pieces of written work. There is requirement to study literature of other countries written into the national literacy strategy*
- RE – as St Anthony's is a multi faith school, we hope to use the link to enrich our work on world religions*
- PSHE – respect for and tolerance between cultures is an area of the curriculum that will surely require more attention in years to come if the events of this summer in our cities are anything to go by. The sort of relationship that we how to develop between the two schools can only help us to address the issues*
- Environmental education – St Anthony's is virtually self sufficient and operates with very little environmental impact. As such we can expect to learn a great deal in comparison to our own ways of working.*
- Music and art both offer opportunities to investigate other cultures.*

The possibilities for integrating the linking project within the curriculum are almost endless but we will need to ensure that we do not become too carried away with this to the exclusion of the study of other countries and cultures. Nevertheless an in-depth appreciation of a different way of life has to be better than the somewhat disjointed and piecemeal knowledge that children have often received in the past. When everything is in place for full communication between the schools, we plan to launch the project to the full school community and to begin to broaden its scope beyond geography curriculum. We have allocated display boards in the main corridor and intend to generate some real enthusiasm and excitement for the project.

Figure 20 Planning for the link (John Mapperley 2001)

This document clearly demonstrates the extent to which senior management in the school was guiding, supporting and facilitating the project and the consideration they were giving to the need for measured, incremental and yet ambitious planning. It also provides evidence for the extent to which they conceptualised the project as a focus for the whole school community and for its educational purpose linked to the real world. This quality of leadership was further enhanced by the support and advice I was able to give. Working with teachers and children on the first NTU funded partnership projects - *Developing Local Area Resources* and *Developing Mapping Skills* - together with the initial research into children perceptions and images of the link environment, ensured a foundation of necessary knowledge, skills and resources were put in place.

(Appendices 7B & 7C). The impact of these small research and development projects in ensuring the link became a part of the curriculum and ethos of the school fairly rapidly, is evidenced by the head teacher's letter (Appendix 7D).

At St Anthony's too the leadership and support for the link was initiated by the head teacher and it was the most senior teacher that made the first reciprocal visit. Although I was not able to provide the same level of support and involvement as at Richard Bonington, I did address staff meetings and work with teachers and children on my visits. However, given the structure and demands of the Indian education system, the idea of planning to embed the link in their whole curriculum seemed to me from the beginning to be inappropriate. British Council guidance and funding criteria made it clear that school links of this kind should aim to be embedded in the curriculum and be whole school in nature. This seemed to me to be unrealistic and a way of imposing a UK model of educational policy and practice on to a school in another culture and from the inception I believed strongly that the two schools should negotiate their own *modus operandi* and use the link to support their own educational aims in ways that worked best for them. Because of the exam orientated and highly structured syllabus in Indian schools, teachers did not have the option to divert and change their curriculum content easily and much of the link activity over the years of the project has been conducted in extra curricular contexts and through additional out of hours work by children and teachers. As the instigation of the project came from the UK and was expressed and mediated in the values and understandings of this educational and cultural context, it was difficult in the early stages for the senior management at St Anthony's to be proactive in developing their own approach.

During the period before reciprocal visits had occurred it felt to me, as the overall co-ordinator, that I had placed the principal of the St Anthony's in a difficult position in which he was trying to support the development of the link, was keen to be involved, understood and agreed the overall aims and the benefits for his school, but at the same time was struggling to make sense of the UK perspectives inherent in the project. This was made more complex in the early stages by the lack of email contact and when this had been established, only the ICT technician had the skills to use the computer and she became the main negotiator and facilitator of the project for a period but the commitment of the principal remained central. As the survey responses also indicate, the early stages of a project, before the visits have taken place and the relationship has developed, is a period in which there is enormous potential for alternative interpretations to be made of communications and practice and engagement by the senior management in the process of articulating the aims and approaches for their own school, and for the partnership, is critical for later sustained development.

The different structures in the two schools also created challenges and needed careful negotiation and planning. In India, the school year ran from June to April contrasting with the UK school year running September to July. This meant that there were key points during the year when both or either of the schools were at a particular pressure point, such as exams or SATS, end of term year celebrations, open events and school trips. Holiday periods were also not synchronised. These different patterns to the school year meant there were few times when reciprocal visits and other communications were possible and in the early stages of the project, becoming familiar and sensitive to the partner schools programme and curriculum constraints was an on going concern. The first months of the Indian school year were during the Monsoon and this also affected communications. The best times for visits and communications were identified as the project developed and UK visits began to take place in the February with the Indian teachers visiting in their mid term October break. As teaching cover costs were not met, Indian teachers had to make their visits during their holiday time whereas the UK school was able to cover these costs and send teachers in term time. The time difference and differing patterns to the school day also required adaptation. India is five and a half hours ahead and the children begin their day at 8.00am and finish at 1.00pm. The intention to arrange for children to have direct e-mail contact and video conferencing, which never became reality, would in any case have been difficult and would have entailed the Indian children returning to school in the afternoon.

As was the case for many of the survey respondents, communication, despite the availability of the World Wide Web and ICT facilities, was one of the most problematic factors. Internet connections would go down regularly, affected by loss of electricity, the monsoons and technical problems. The UK culture of accessing and responding to e-mails on a regular and frequent basis, was not matched in India where the technology at this time was newer to the school and less frequently used.

Cultural differences in the protocols of communication and working practice were evident and postal service and the telephone were a necessary back up. At this stage and throughout the project, I became increasingly aware of our UK ICT dominated culture in which obsessive planning, organising and communicating tends to override and replace actual 'doing' and 'experiencing'. The Indian educational system has its own bureaucracy and in the time period of the project, the email culture has rapidly developed there too, but in the context of the school link, accommodation had to be made with a less frenetic and time dominated way of being. My first contacts and experiences with the Indian culture and its educational milieu began to help me see my own system more objectively and was the beginning of a learning journey about my own way of being within it, that has continued and been an important element in

the school linking experience. These early interactions and the cultural differences that needed to be experienced and explored and understood were the beginning of a process of learning *from* India that has continued throughout the project. This learning has had two dimensions – an increased awareness of the mechanistic, time dominated and objectives driven nature of our educational culture in this country which has perhaps lost focus on the intrinsic values of personal development and an alteration in my attitude to the way in which change happens. The frustrations felt by respondents and interviewees in cases where communications had ‘failed’ is understandable and the reasons for these difficulties will always be unique to the context in which they are attempting to operate. There are also practical and technological difficulties which many contexts will have in common. Alongside this though, the case study experience has heightened my awareness of the intercultural complexities that operate relating to the norms of communication within different societies and within particular settings. Lack of contact at key points such as during the immediate preparation for a visit or when a funding deadline is fast approaching can give rise to high levels of anxiety and at the early stages of the project these could have a huge impact. As time went on, familiarity with the complexities of the communication process and its physical and cultural dimensions, although not eradicating the problems, enabled me to trust that things would happen and unfold in their own time which they always seemed to do.

6.4.4 Reciprocal visits

During this phase of the project, I made an initial visit to Goa in 2001 to facilitate the beginnings of the link and three other visits took place:

- January 2002 Deputy Head Teacher from Richard Bonington visited St Anthony’s
- January 2002 Head Teacher from Richard Bonington visited St Anthony’s
- October 2003 Visit of senior teacher from St Anthony’s visited Richard Bonington

I accompanied the staff from Richard Bonington on their visits, which lasted for one week. It had originally been planned for the Indian teacher’s visit to take place before the UK head teacher’s visit in 2002 but this was delayed for a number of reasons. Firstly, there were difficulties for St Anthony’s in identifying or finding a teacher to make the visit. Many of the teachers at St Anthony’s were women with families and many had not travelled outside India before and making a visit alone was a daunting prospect. The principal himself felt unable to leave the school and finding a way of releasing a teacher in term time was not possible. Eventually a senior teacher was identified, bravely undertaking what was quite a step into the unknown. However,

acquiring a passport, and making the visa arrangements entailed a lot of bureaucracy, considerable financial outlay and a trip to Mumbai, a journey of 300 miles. To my shame, none of these difficulties were apparent or had been thought through and at the UK end we were feeling frustrated at the delays and slightly impatient with the time things were taking. Later, as we became aware of these huge problems St Anthony's had overcome in order to send a teacher on this first visit, and the enormous courage and commitment of the individual teacher in making the journey, I experienced real concerns about whether I was indulging in playing with people's lives and exerting a cultural arrogance redolent of colonial folly. Again this formed a pivotal point in my learning journey and also caused me to reflect on how easy it is to be blind to the perspectives and situations of others. It also emphasised for me the importance of contact visits if the reality of intercultural understanding and communication is to be achieved.⁵

Many of the survey responses indicate that visits, even when seen as problematic or unsatisfactory in some way, are a powerful experience for teachers and have a big impact on the individuals involved, as well as arousing keen interest from the children. This was certainly the case in the early years of this link and it was the relationships that were formed during these visits that made further development possible. The survey interviewees who had experienced visits, all valued the insights they had gained into the life and cultural context of their partner school and found that the visit had stimulated real interest, enthusiasm and curiosity in the children they taught.

In 2001, I accompanied the link co-ordinator from Richard Bonington School on his first visit to St Anthony's. The objectives of this visit were clarified in advance and agreed with the principal at St Anthony's:

- for JM to make personal contact and become familiar with the school, the locality and the curriculum;
- to collect and develop resources for use in the curriculum at RB;
- to discuss the further development of the link with particular reference to the use of ICT, pen pals and teacher exchanges;
- to work with children and teachers to facilitate shared understandings of life in the two communities.

During the visit most of these objectives were realised to a greater or lesser extent. The coordinator had visited India before so the culture shock element was not too

⁵ Current funding arrangements(DfID) provide three opportunities for schools – World Links funding (funds two teachers from a UK school to visit their partner school to establish the link); Reciprocal Visit funding (funds visits by two teachers from UK school and two from its partner school); Curriculum Grant funding (supports reciprocal visits and curriculum development for a three year period).

great. He also showed a sensitive awareness of cultural differences and had an open and flexible approach to the experience. In evaluating the outcomes of the visit he identified several key issues:

- *'The head teacher and I now have a good working relationship of the type that is only possible after face to face contact. Similarly I feel that now I have a deep and rich understanding of the locality, local issues and the way of life in this part of India*
- *Our resource bank in terms of photos, books, information about the school, maps and artefacts has grown considerably and is now more closely linked to the needs of our curriculum. This was only limited by the weight of our baggage! The school and its environment is already embedded within our curriculum framework via geography in Years 1, 3 and 5 with plans to incorporate it into PSHE/Citizenship for autumn 2002*
- *We have decided to initiate email contact between our students as soon as we know the link to be reliable. This has already been planned into our scheme of work*
- *I spent time with all classes of Junior age children talking about Richard Bonington and the linking project. I also showed a CD of our harvest festival which generated a lot of interest. I carried out a survey of a class of 10 year olds in order to gather a data base of information for use at Richard Bonington'.*

This evaluation clearly indicates that the visit enabled concrete plans, supported by effective resourcing, to be put into effect in Richard Bonington school and there is a sense of the link becoming 'embedded' in the curriculum and future developments beginning to take shape.

In accompanying the coordinator on this visit, working alongside him with children and facilitating the discussions between him and with the principal of St Anthony's, my concern at this time was that there was an imbalance in the development of the partnership – clearly Richard Bonington School was gaining tremendous resources to support and develop their curriculum but the benefits for St Anthony's were harder to see at this stage. Concerns about the power relationships were a focus for my journal and I was raising many questions about the viability of creating an equal partnership when the forces at work were militating against this. At this stage we had access to the Indian context through my increasing familiarity, extent of my access and through this first coordinator's visit but for St Anthony's but there was as yet no first hand experience to support their ability to articulate and access their needs and priorities and in reality it increasingly felt uncomfortable that my research agenda and the our UK educational priorities were driving the partnership. In defining these elements I listed in my journal:

- *'we have untold resources;*
- *we have access to their context;*
- *we are the initiators;*
- *we receive most benefit from the link'.*

These four aspects of the way in which the link had been initiated and developed at this stage provided a development focus, as I recognised that although these inequalities existed at this stage, in moving the project on, imbalance in these four areas had to be addressed. We had to ensure that in the future development of the project, greater equity and balance was achieved in *resourcing, access, initiative* and *benefit*. The equity clearly would never involve the schools in having the same experiences and agendas but they needed to have an equal opportunity to affect and use the link to their own advantage.

In reflecting on the significance of this visit in the overall development of the project, its importance cannot be over emphasised. The key factors which contributed to its success in laying foundations for future development included the following:

- The visit had been prepared for in a sense by my own prior visits and communications with both schools and knowledge of both contexts. This enabled me to facilitate the organisation and discussions and the UK coordinator was freed from worries about finding his way around and dealing with the practical problems of orienting himself in a new place. It also provided him with an additional perspective on issues as they arose as we were able to make good use of our time to discuss our interpretations of the culture, school context, ethical and philosophical issues relating to the project.
- First hand experience of the context enabled the coordinator to make decisions about what was practical and feasible. Particular issues had to be understood, negotiated, addressed and managed:
 - St Anthony's School catered for children 4-16 and RB needed the link to be focused on the primary age range;
 - only the older primary aged children at RB received their education in the medium of English and the kindergarten and younger children were taught in Konkani;
 - although children at St Anthony's received ICT tuition and the internet link was in place, neither school was set up for student emailing to be a possibility and in fact this has never materialised;
 - the coordinator was able to engage in building relationship with teachers and during the visit interest in the possibility of participating in a reciprocal visit became more evident and this was entirely due to the reassurance gained from having the personal contact, a known and familiar face. Teachers asked for clarification about what the purpose of the visit would be, what would be expected of them and how it would be

funded. Some Indian teachers felt that they themselves should contribute to the cost of the visit as they would benefit from the experience.

- The children and teachers at Richard Bonington received first hand information about their partner school in an immediate and powerful way which was conceptualised in terms of global education. In his evaluation of the visit the coordinator wrote:

'While in India I was able to take digital photos of the events, places and people which I downloaded onto the schools laptop and emailed directly back to Richard Bonington almost as they happened. The head teacher loaded these into PowerPoint and showed them to the children in assemblies throughout the week. The immediacy of this generated real enthusiasm and interest in the project as well as being an excellent demonstration of technology working across continents. The photo which most hit home most effectively was the one of me showing the children at St Anthony's the CD Rom of our harvest festival. This challenged stereotypes of the developing world and impressed upon our children the closeness of their link with India and the world in general'.

- Planning for the next stage was based on first hand contact with the school and generated interest from the teachers at St Anthony's. The future plans identified at this stage were:
 - incorporating aspects of the link into particular curriculum areas;
 - implementation of email correspondence between children;
 - investigation of the possibilities of extending the link to other schools;
 - promotion of the link to parents and the community through a 'international event';
 - arranging for a teacher from St Anthony's to visit the UK.

For reasons already explained, the first visit of an Indian teacher was delayed and did not take place until October 2003. Despite this and in order to move things forward, in January 2003 I accompanied the head teacher from Richard Bonington on a visit to St Anthony's. In many ways this seemed to unbalance the relationship still further as it meant I was now making my third official visit to the school, two members of the UK senior management team had visited and still no teacher from St Anthony's had been able to visit the UK. However, the visit of the head teacher at this stage was important for two reasons - the active participation of the head teacher was needed to endorse the commitment to the project and as there had been a change of principal at St Anthony's, there was a need to renegotiate the nature and purpose of the link.

To a certain extent, this became the real start of the productive phase in the development of the project and it was fitting that the two head teachers should meet and plan the future. Many issues needed still to be resolved and by now having a more informed understanding of the school context and local culture, more could be gained by going ahead with another UK visit even though the reciprocal Indian visit had not yet taken place.

In the event, the visit was a very significant step forward and the meeting of the two head teachers was critical. The concerns raised by survey interviewees about the lack of support from the school and the senior management in many cases, are significant ones and although the project to date had been developing well and the head teacher of Richard Bonington was totally supportive, his willingness and commitment in making the visit, despite a fear of flying, was enormously helpful to both schools in the development of whole school partnership. His report on his visit gives the first real evidence of the development of a shared approach:

'the initial and vital outcome was that the partnership is thriving and will continue to form an important part of both of the schools curricula. St Anthony's has appointed a new principal whose attitude to the partnership was not established. He became very interested in the potential benefits during the week and made several suggestions for future development that we hope to implement together.'

This testimony reflects the beginnings of a reciprocal approach and illustrates the impact of the visit in terms of moving the partnership forward ; shared concerns and understandings and the personal and professional learning are apparent. The head teacher's particular interest in issues relating to personal and social development led to rewarding discussions with the principal and to his own theorizing and reflection which ultimately leads to change in his own practice. This forms the first clear evidence in the project of UK teacher clearly articulating a clear willingness to learn from the partner school:

'On a previous visit undertaken by John Mapperley (deputy head) he had commented upon a strong sense of pride in the school, the area, the country and the people that he had witnessed. This had become a driving source of interest for me, and I was keen to establish the thoughts of the school leader in this matter. Over the week we talked at length about this phenomenon, which was very apparent in school and in the surrounding towns, villages, markets etc.care and respect for one another was very highly valued: this was apparent in the playground observations that I undertook daily.....equally and of huge importance there was a definite feeling that education was an opportunity for self-betterment which must be grasped. This was a very refreshing experience, as in many ways it opposes some beliefs that are developing in the UK.'

This demonstrates how reflection on one's own context from a fresh perspective, and in the light of a different cultural and educational setting, provokes theorising and learning. As well as expressing the view that the visit *'has increased the integrity between the two schools'* the learning has been very personal and had a tangible effect on professional practice:

'On a personal level, my own professional development benefited immeasurably from the experience, and I am following many of the tenets of the value system that I observed working so effectively in this part of India'.

In October 2003, a visit to Richard Bonington from a senior teacher from St Anthony's took place and this visit helped to a certain extent to balance out the relationship and give a teacher from St Anthony's a first hand experience of the link. Her report identifies again, the value the teachers place on the visit experience:

'My visit to Richard Bonington primary and nursery school Nottingham has made the bond with st Anthony's school very strong due to the link of schools.

It's due to my visit that I could build up the relationship and become very friendly with the head teacher and teachers at Richard Bonington; here we exchanged views, ideas with one another and got to know one another better. I learnt a lot from the head teacher and teachers which I have taken back to my school. A lot of things amazed me. One of them was the number stick. The exchange of letters between the students of both schools has made the children very intimate to one another. Lastly my mingling with the students of Richard Bonington enabled me to clear a lot of their doubts and also helped them to know more about the school and students of st Anthony's school. On the whole I enjoyed my visit to Richard Bonington and it's helped me very much'.

The key elements coming through in this evaluation mirror the experience of the link coordinator at Richard Bonington and those of the survey interviewees – the personal learning, the impact on children's perceptions and the development of the personal relationships involved. Reference to the 'bond' between the schools possibly indicates a perception that the shared relationship between the schools goes beyond the actual linking project and is something shared as part of a wider educational community of teachers and children. Both participants in this first reciprocal visit expressed the view that although there are many differences between contexts, they have much in common and there is strong recognition that teachers, schools and children share an instantly recognisable culture. Interestingly I found at this stage of the project, and increasingly so as it developed, that there was a shared bond of communication and understanding between the teachers in the two schools to which I was an outsider and could not fully enter into. This bond between the teachers I think reflects the strength

of their focus on interpreting the experience and engaging in it with a very particular objective – the needs of their own children.

These visits which took place in the early stages of the project were of critical importance to its future development. They were significant in developing relationships, knowledge and understanding of the link schools, the negotiation of role and purpose and a focused time for practical planning and implementation. As many of the survey respondents indicated, the visits were found to be a focus time when the link came alive and made its impact felt on teachers and children and in any case proved to be a time of personal and professional development.

Four key practical issues were also identified which became more of a focus for discussion as the link developed:

- When UK teachers went to Goa the cheapest way to travel was to arrange a package holiday which included flights and accommodation. Teachers therefore stayed in holiday guesthouse accommodation in a resort on the tourist coastal strip and travelled into the school every day, a journey of about twenty minutes. When the Goan teacher visited she stayed with me at my home as hotel accommodation was far too expensive. At this stage the arrangement worked well and really met the needs of the visiting teacher and provided the best opportunity to experience life in the culture and to be in the company of someone known and familiar. In terms of our future planning at this stage we began to consider the inequities and problems with these arrangements. The survey respondents, who had undertaken visits, had identified the need on such visits to have space and time to themselves and some had found it problematic staying in teachers' homes. The preferences of UK teachers were to stay in guesthouse accommodation in order to keep a feeling of independence and time away from what is a very intense experience. Due to financial restraints this was not possible for Indian teachers and thus the situation revealed another source of possible inequity. Conversely, UK teachers, by not staying in the teachers' homes, miss out on experiencing the real culture of daily life and could be perceived as being unwilling to embrace this.
- Another key difference that became an issue for consideration and reflection was the difference in the school cultures as regards welcoming visitors to the school. In India, giving a public and ceremonial welcome to guests is an important part of the social life of the school and at each visit the whole school would gather for a welcoming assembly which consisted of the traditional welcome, the lighting of the lamp of knowledge, traditional dancing and songs and formal speeches. Although welcomes are warm and friendly at Richard

Bonington, as in many other UK schools, the formal ceremonial is not as marked and gave rise to fears about seeming too informal and low key. This again was an example of a cultural difference that needed thought and sensitivity as well as some minor adjustments to the school practice in order to ensure people felt comfortable and at ease. The frenetic 'busyness' of UK schools made it difficult for a visitor to be given time and attention.

- Avoiding stomach upsets and other illnesses was clearly a concern to the UK teachers and myself on these visits and we mostly preferred to avoid meat and unpurified water while at the same time wanting to try the local food. This could become difficult when the hospitality on offer in the homes of teachers, parents and at the school was generous and it was important not to cause offence by refusing the food on offer. In general it was another area of possible cultural misunderstandings that needed sensitive and diplomatic courtesy.
- On the first visit by the deputy head teacher, he had expressed a real concern about whether the dangers presented by the traffic on the Indian roads would be too much of a health and safety risk for teachers. As will be seen later, Indian teachers also had their worries about the risks they might face. The responsibility felt by both head teachers towards the safety and well being of their staff was very real and another reason why senior management personnel need to be involved in the initial visits. As the project developed, these worries tended to lessen but are important issues to which I return later.

I highlight these issues here as they became areas for reflection and deeper understanding as the project developed and were ones which were of continual importance to the viability of the project. In establishing links with schools in distant places, although the internet can make aspects of them immediate and close, the reality of the reciprocal visit is that teachers have to consider not only the educational aspects but practical and cultural implications of making long journeys and negotiating complex interactions in situations that demand sensitive insight. These individual and personal interactions and the learning that comes from them have an impact on teachers' understanding of what it means to be a global citizen and experiencing these subtle intercultural considerations in a first hand way, may be as significant in developing the understanding they bring to their teaching in the classroom, as the specific curriculum work developed in the context of the link.

6.4.5 Curriculum content and activities

During this period of the project, the impact on the formal and informal curriculum at Richard Bonington became evident, although for St Anthony's it was too early in the development of the project for changes to be made that could be evaluated in any concrete way. At this stage it was still not clear to me how St Anthony's could 'embed

the link in the curriculum' in the way that DfID Reciprocal Visit Grant objectives defined. The new principal at St Anthony's had clarified his schools needs and concerns in terms of the development of global citizenship, enhanced use of ICT, opportunities to develop communications in English and these aspects were developing but with as yet few measurable or overt signs. This also reflects my own perspective as I was not in a position to have regular contact with the school in the way that I did with Richard Bonington. It was this imbalance and the issues of cultural interpretation that signified to me that I could only develop my research into the link through investigation of the UK perspective.

At Richard Bonington, the curriculum development had occurred alongside the research through the facilitation of the NTU Partnership Project funding. It is not my intention here to reiterate the research and development activities in detail. However, some key features of this stage of the development need clarification as they are important with regard to later developments.

Firstly, my initial work with teachers and children centred on the geographical perspectives in terms of developing knowledge and understanding of their own local area and collecting resources which could be used in communications with children at St Anthony's. It also involved work on the development of mapping skills. These activities provided a foundation of geographical awareness and resources which could be used by teachers and I worked particularly closely with the geography coordinator and the nursery teacher. It was always the intention that the whole school link should include the nursery/kindergarten years and the role of the Foundation Stage leader was critical. Children's work and resources developed in this period were used to communicate with children at St Anthony's, as a basis for work with ITT students at the university in geography sessions and for research purposes. In reflecting on this stage of the projects development, I consider the focus taken to be the best possible 'way in' to a school linking project. The key questions of primary geography as formulated by Storm (1988) and implicit in the NC Programme of Study for geography, in my view form a supportive framework that can guide the development of children's spatial and cultural awareness and link with Pike and Selby's dimensions of global education (Table 8).

The school quickly identified the need to move away from a purely geographical perspective although this element remained at the heart of the geography curriculum, in the work done on a locality study in Year 5 and a study of 'Water' in Year 6, as well as forming a key context for Barnaby Bear's geographical adventures in the Foundation Stage.

Storm's key questions	The key questions in the context of the link –Richard Bonington	Pike and Selby - key dimensions of global education
Where is this place?	Where is India? Where is Goa? Where is Mapusa? Where is St Anthony's?	spatial
What is it like?	What are the key features of buildings, transport, climate, physical features, shops, schools, religion, family life, food, festivals?	spatial
How is it connected to other places?	How is St Anthony's connected to the world? – internet, road, rail, letters, media, school link	spatial
Why is this place like it is?	What are the effects of climate, political history, religion?	temporal
How is this place changing?	What is the impact of climate change, tourism, technology? How might Goa develop in the future?	temporal issues
How is this place similar and different to other places?	How is St Anthony's similar and different from Richard Bonington? How are the children's lives similar and different? How is Goa similar and different to other places in India?	spatial issues
What is it like to live in this place?	How do their pen pals feel about the place they live in? What experience do their teachers have when they visit? How do residents, tourists, children experience the place?	inner issues

Table 8 A geographical framework for the linking process

In an article for Grapevine, the NTU in - house magazine, John Mapperley wrote in 2002:

'Our pupils have been delighted with this link. It has encouraged them to look closely at their own lives and examine just how many similarities there are between children in this country and in one that is less economically developed. They have been actively involved in collecting information about their local environment including maps, photographs and records of a typical day in Nottingham. It is a novel way to teach them about the world and one which definitely catches the imagination'.

The strong geographical foundation was critical to the unfolding and expansive development of the project in terms of curriculum content. The expectation that the

curriculum focus would broaden and incorporate other discrete subject and cross curricular aspects was present from the start but it was important to stage the development on a strong geographical basis. This was influenced in effect by my own values and the humanities perspective which I brought to the project from its inception and to a degree influenced the choices that the school made. However the further curriculum development was very much decided by the school and identified early on in the project (Fig 21).

- 'We expect the project to enrich work beyond the geography curriculum. For example:
- ICT – both schools have the faculty to use electronic email and we intend to make full use of the opportunity to make direct and immediate contact with each other by sending messages, photos, asking questions about world events etc.
 - Literacy – the link provides an excellent destination for letters but also other pieces of written work. There is a requirement to study the literature of other countries written into the National Literacy Strategy.
 - RE – as st Anthony's is a multifaith school, we hope to use the link to enrich our work on world religions
 - PSHE – respect for and tolerance of difference between cultures is an area of the curriculum that will surely require more attention in years to come if the events of this summer in our cities area anything to go by. The sort of relationship that we hope to develop between the two schools can only help us to address these issues.
 - Environmental education – st Anthony's is virtually a self sufficient and operates with very little environmental impact. As such we can expect to learn a great deal in comparison to our own ways of working.
 - Music and art both offer opportunities to investigate other cultures.

Figure 21 Extract from Richard Bonington School development Plan 2002

Although the strong geographical focus at the start of the project, sets it apart from many of the survey respondents, the priorities identified at this stage, reflect similar perspectives – a strong focus on ICT and literacy, and a focus on PSHE. Environmental education, music and art are also identified. As the project developed, different curriculum areas came in and out of focus and as will be seen, dance, design and technology and philosophy for children approaches became important aspects of curriculum development. However, geographical issues, by their very nature remained as the foundation, as did the priority of the school to widening children's knowledge and understanding of the world in ways which addressed affective and cultural learning. Despite the interrelatedness of subject concerns and cross curricular opportunities, a staged structure to addressing the way in which the school proceeds and develops the curriculum, with different aspects coming in and out of focus, seems to be a contributing factor to the success of a linking project and seeing the link as a 'catch – all' from the beginning may result in a vagueness of purpose.

Secondly, my research (Disney 2004:2005) into children's initial perceptions of each others' lives and localities and into the use of maps and visual evidence as a means of

communication helped focus teachers' understanding of the preconceptions and stereotypical perspectives which many Richard Bonington children held. These pieces of small scale research also formed an initial bank of evidence which could be used to gauge changes and developments in the understandings of the children. By considering the children's misconceptions and stereotyped responses, those held by the teachers were also challenged. The nursery teacher who is also the environmental coordinator wrote in her evaluation of the project at this time;

' the older children were very surprised to find how much they had in common with the children in Goa e.g. they followed the same football teams/pop groups/sporting interests etc.....this broke down the stereotypical ideas that our children had about children in Goa as well as finding out about the cultural differences in a meaningful way'.

The involvement of the teachers in the research activities enabled them to prepare their own understandings for the further development of the link and the development of the curriculum in order to be able to maximise the conditions for success and realisation of the full learning potential. As one teacher wrote:

'the teaching packs are available to all staff and have been used across all key stages. The development of the mapping skills and the resulting set of maps produced by the children show progression in mapping skills and has supported staff development'

Again, this preparing of the ground, which was facilitated and made possible both by the partnership funding and the support of an outside agency in the form of NTU, were significant factors in both developing and maintaining the future development of the project. The survey interviewees who had been able to access support from outside agencies such as DEAs and LEAs had had varying degrees of support and success. An outside agency can support a school very effectively in communication, organisation and by providing advice for curriculum work. However, there appear to be no other examples in the survey of links such as this one, in which the support is provided by an institution of higher education and which enabled in depth, subject focused development work to take place and which involved a strong element of research, feeding back into the project with immediacy and in practical ways. The research and curriculum outcomes also had the added benefit of feeding back into the institution of higher education and by the end of this phase of development the link was fast becoming a key resource in teaching trainees about primary geography and citizenship education.

Thirdly, there is a need to say a little here about the significance of the pen pal letter writing which has been the key focus of the link in many ways since its inception. At

the start of the link, the prevailing advice and orthodoxy coming from the British Council and DEAs was to steer clear of personal pen pal writing and conduct children's communications through class or whole school letters and project work. The rationale for this was understandable as there was a danger that the difficulties involved in ensuring everyone got a personal letter and that the correspondence was maintained could lead to disappointments and raised expectations. Certainly this was raised as an issue in the survey interviews although the disappointments were also felt when less personal information and communication failed to come to fruition.

In reality, pen pal letters from the very start of the project proved to be of inestimable worth and to have a profound impact on all involved (Fig. 22). After the first hand visits and contact, the letter writing inspired enthusiasm, knocked stereotypes for six and enabled friendships to blossom. Analysis of the first exchange of letters has been written up elsewhere (Disney 2004) and it is not the intention to present the full evaluation of the children's learning and experience here except in relation to the impact this had on the teachers' understanding of the letters' significance to the children, their views of global citizenship and the way in which it enabled the project to be more easily understood and valued by parents.

'I remember the night that I got back from Goa...I was barely awake and I can't remember going into the house, I was half asleep but X wanted to hear all about it, she was very excited to hear....but she stopped listening and she started to read the letters ...and she read them all, she didn't come to bed till 4.00 in the morning. She stayed up and she felt she had been touched by every one of those children and she said that the letters were just...and they are but this is a completely objective point of view, that those letters were full of love and you felt that you'd been touched by that child, and email can never do that – it's the colour of them, the content, it's just so personable what they say in their letters and so pure and uncontrived. You could put it (the success of the letters) down to the effectiveness of the data base, the staff recognizing that it's really , really important to the children because it's a pain in the backside when they arrive!'

Figure 22 Head teacher's anecdote on the impact of the letters

The first exchange of letters took place in 2001, the first ones being written by the children at Richard Bonington and taken out on my first official visit in January. During my visit the children at St Anthony's wrote their responses. The letters caused enormous excitement and interest when received by the children at Richard Bonington and also had an impact on teachers and parents, giving them a first insight into the lives of children in Goa and their school curriculum. The features that made the biggest impact included:

- standard of presentation;
- style and quality of written English;
- maturity of expression;
- the similarities in interests and concerns.

In reality some of the Indian children were slightly older than their peers in England but many were in the 9-11 year old range and my analysis of this exchange of letters, apart from the four factors identified above revealed several differences in the concerns and dispositions of the two groups of children:

- The Goan children all included in their letters (which were written at home and unsupervised, not influenced by the school) information about the geography of their home and located it in terms of their state and country. They also included descriptive writing about their locality in terms of weather, crops, industries, physical features. None of the UK children did this.
- The Goan children referred to their religion, festivals and their cultural context.
- Whilst children in both schools gave information about their family, only the UK children focused on their material possessions.

These three key differences, as well as the generally higher standard of presentation and letter writing amongst the Goan children, had an immediate effect in changing the expectations of children but also those of parents and teachers. One parent demanded to know why, if Indian children could achieve this standard in a language not their own, her child and others at Richard Bonington were not able to do so. As will be seen, as the project developed further, the standard of letter writing improved and there was evidence that aspects of style and content began to change as children in both schools were influenced by their exposure to the other cultural norm. A code of practice was rapidly developed in order to safeguard children (Appendix 8) and to ensure no inappropriate content caused offence – Richard Bonington children were in all innocence referring to their girlfriends and boyfriends and aspects of their social behaviour that could have caused offence to Indian parents. This enabled children to learn that one's own behavioural norms do not apply in all settings and that whilst not needing to change one's own values, sensitive adaptation in order to ensure mutual respect and accommodation of others' values was an important aspect of human interaction. These unexpected and pivotal moments of insight and understanding about how to negotiate the intercultural relationship lie at the heart of how school linking can promote global education.

More will be said in a later section about how the letter writing developed as a key aspect of informing teachers about the link, giving some first hand insight for those teachers who did not participate in visits and how the letters became a conduit for cultural interaction and understanding. One more key point to make here is that following this first interchange of letters, I rapidly became convinced that this would

be one of the most powerful elements of school linking and identified the key factors that I thought made this so. Pen pal letter writing is:

- personal;
- outside the curriculum – it is not 'school work';
- it is focused on the culture of children;
- it is under the children's control;
- children learn from each other;
- it is self validating;
- the letters constitute an artefact another person has made with their hands and in their own time and it can be handled, kept and reflects the writer through the hand writing, personal embellishments. E-mail would not work in the same way.

These factors seem to match well with the four strategies for supporting global connections identified by Steiner (1993) (Fig. 2).

At this stage of the project, its impact was beginning to have a noticeable effect and was permeating the life of the school. The deputy head teacher summarised the learning that was happening:

'we are moving from considering India as being a country of uniformly poor and often needy people to a more realistic picture of a country with many trappings of advanced technology, peopled by diverse groups, many of whom are less financially wealthy than ourselves but leading rich, fulfilling and varied lives, both similar to and different from our own.'

John Mapperley, Deputy Headteacher 2003

6.5 The development of the project 2004 -2008

The years from 2000 - 2004 had been critical ones in establishing the foundation of the link, building a reciprocal relationship between the two schools and exploring effective approaches and the impact on children's learning. Wider experience, the commitment of the senior management in both schools and the response of the teachers and children had ensured there was sufficient interest, goodwill and enthusiasm for taking the project forward. There were difficulties and challenges but both school communities saw these as being far outweighed by the benefits. As the project progressed and expertise and experience developed, new challenges arose and the key concerns and questions changed.

6.5.1. Overview of developments and my role in the project

In reviewing and analysing the continued development of the project over the following three years, there are two major areas of significant change. The first is the largely unexpected and rapid development of a cluster link which now incorporates

fifteen other UK schools and eight other Indian ones (Appendix 9). This came about as a result of three contributing factors.

Firstly, it was a matter of concern that when children left Richard Bonington at the age of eleven, the only way they could continue the link with their friends in Goa was by personal letter writing and everything possible was done to facilitate them in doing this. As St Anthony's catered for children to the age of sixteen, they ideally wanted to link with a school catering for the full age range. As a result of this the local comprehensive school, to which many Richard Bonington children went at the age of eleven, showed interest in getting involved. A teacher from the school made a first visit to Goa in February 2004 and as a result of this the school became part of the linking project. Secondly, several other schools in Nottinghamshire had also become aware of the project and expressed interest in becoming involved and I became committed to extending the project to a wider number of NTU partnership schools as I saw this as having benefits for the schools but also, benefits for students on the ITT course. At this stage the link was beginning to be used very effectively within the curriculum for ITT students. Thirdly, the Christian Brothers of St Francis of Assisi is a large organisation, providing education throughout India and there were schools in Bangalore and Mumbai which expressed an interest in being involved. Other schools in Goa were also interested.

The experiences of the other schools involved in the cluster link is not a major focus for this research but from 2004 onwards, the Richard Bonington experience does need to be set in the framework of the wider cluster link as it had a significant impact on developments and also constitutes a body of evidence for the success and effectiveness of the original linking experience, particularly in terms of the extent of its impact. By the end of 2003, only three teachers had taken part in a reciprocal visit and a stage of development had been reached which was very positive but had only as yet created the conditions for future possible developments. Table 9 shows the numbers of teachers who had undertaken reciprocal visits by February 2009.

Year	UK teachers	Indian teachers
2001-2002	1	
2002-2003	1	
2003-2004	2 + 2 students	1
2004-2005	3	2
2005-2006	7	2
2006-2007	12	12
2007-2008	14	11
2008 -2009	14	17
Total	56	45
Overall total: 101		

Table 9 Numbers of teacher participating in reciprocal visits (2000-2009)

DfID Curriculum Grant Funding has been obtained by most of these schools to enable them to participate in reciprocal visits over the next two years so that by 2010/11, another estimated 44 teachers will have been involved. In terms of numbers, the impact of the original project can be seen to be large and when this is analysed in terms of the numbers of children who have potentially been exposed to the project this appears even more extensive.

Although from 2004, I was actively facilitating and co-ordinating the development of the cluster link, there was a sense in which its creation and growth occurred as a seemingly organic and self-directed process which grew from personal contacts, word of mouth and locational connections. The fact that these personal, geographical and organisational links emerged from networks already in place in both countries, and because their involvement came about through natural professional interactions, it was fairly easy to establish the cluster link as for the most part key relationships and understandings were in place. Meetings were held at the University in the early stages to enable co-ordinators to discuss key issues and to establish a broad common understanding of the project's aims within the framework of global education and when Indian teachers visited it was possible to get most of the co-ordinators together to discuss and plan for future development. Throughout the whole of this process, the role of Richard Bonington School and St Anthony's and their senior management teams, was crucial as they were able to support with their expertise in both practical, organisational and pedagogical understanding. A real body of expertise was developing which facilitated both the original link and was critical to the development of the cluster. This became increasingly important after 2005/06 when I was unable to access any funding from NTU to support my role as co-ordinator, either in time or money. From 2006 onwards, I facilitated and co-ordinated in an informal capacity. In reality this level of input from me was sufficient at a purely organisational level as by this time the schools were developing a solid bank of experienced teachers who had engaged in reciprocal visits and were familiar with the organisation. Within the cluster, there was sufficient expertise and support in both countries, to ensure that the loss of a particular teacher did not jeopardise the link. However, more funding for the cluster as a whole and for my co-ordinating role would have facilitated more in service and shared work on developing pedagogy. Fortunately opportunities arose for some teachers in both countries to attend conferences, in-service events and training provided by the British Council and DEAs.

The importance of initial CPD and the careful preparation of teachers was brought home to me when a secondary school teacher participated in the UK teacher visit to India in 2005. As he was coming on a familiarisation visit paid for by his school, and not as a member of the project, no real preparatory input was given. He proved to be

an engaging and sensitive companion, who formed respectful and warm relationships with teachers at St Anthony's. I was concerned therefore when on our return, in his contribution to a mini conference of potential cluster link schools, he portrayed a strongly deficit model of Indian schools and culture. He referred to the lobby outside the head teachers' office, which was a well-appointed and well-furnished room, as being '*little more than a shed*'. His view of the arts in the Indian school did not appear to be informed by any knowledge or respect for the thousands of years of sophisticated culture that has, and still does, flower on the Indian subcontinent. His own western perspective on the nature of creativity in the arts, and on the curriculum in schools, was seen as *right* and culturally transferable. Even more alarmingly, he had unilaterally decided to fund raise to buy musical instruments for St Anthony's without any consultation with the project. His views, although they were entirely well meaning, appeared patronising. This was the first time that such 'colonial' attitudes had surfaced overtly in the project and it stood in stark contrast to other presentations given at the conference, and was commented on by several other teachers. It did fill me with trepidation that enlargement of the project would necessarily mean a loosening of my ability to track and respond to such attitudes. I also recognised a tension between the need for individual schools and partnerships to be empowered to develop their own directions and priorities, and the need for a strong co-ordinating role which provides opportunities to engage with teachers' attitudes.

The development of the cluster link, emerging as it did from pre-existing networks and growing into a number of connected organisational groupings with shared aims and ethos, is very different in character to the examples of cluster links described in the survey school responses. It is also very different to the official and orchestrated cluster links established by organisations such as UKIERI. This is not to argue that it is necessarily a preferential model of organisation but its strength lies in the fact that in both countries it grew essentially from the dissemination of good experience in a local context and remained under the control of the participants. This ensured a continued degree of empowerment, an effective support network and a sense of shared development which appears to have contributed to the overall success of the project. It is an example of the ways in which 'networks and flows' can operate in a global context (Castells 2000).

During this period, my role also changed in relation to the research agenda. This was partly due to the pressures on my time but also a methodological decision. During the first phase of the project, I had taken a participatory role in the development of the project and was a key player in the way in which it developed. I had worked with children, teachers and senior management teams and my research role had been action orientated, bringing research, curriculum development and staff development

together in structuring the early stages of the link. From the end of 2004/05 I drew back from being centrally involved and took a supportive and facilitating role in terms of organisational strategy and development due to a combination of factors:

- funding from NTU necessary to support a very active involvement, was coming to an end;
- time that was available was needed to support the extension of the cluster link;
- the link had become an integral part of the life of the schools; there was considerable expertise on the part of the teachers and I felt that the way in which the schools took the project forward should lie firmly in their hands;
- the link had become sustainable and at this stage was well funded through DfID Curriculum Project Grant;
- the project had grown so big so quickly that I was very aware that I could no longer keep all elements and experiences in view. I needed to narrow the focus of my research and concentrate efforts on eliciting teachers thinking in relation to global education and their understanding of the value of the project;
- the bricolage approach enabled me at this stage to select from a wide range of possible fields of data and methodological tools, and use the ones which were most appropriate. Keeping the wider angle lens on the whole of the project and acting as a key participant, even within the context of these two original schools, was no longer possible.

I therefore continued to track the curriculum experiences, and the development of the cluster link, and concentrated research efforts on the views and experiences of teachers. In the following sections, I use the key areas identified in the survey responses and discuss the issues as they were experienced in the case study school during the period 2004-2008.

6.5.2 Funding

In December 2003, the project schools received confirmation of DfID Global Schools Partnership Curriculum Project Grant which provided the link with funding over a three year period and facilitated annual reciprocal visits and supported curriculum development work. During the academic year 2003-04, we were also successful in obtaining a further round of partnership project funding from NTU. This provided funding to support the involvement of ITT students in the project (see Section 6.5.8). These two sources of funding were critical at this stage as without them, the possibility of the project stalling was very real. The survey interviews had made clear how significant face to face contact was, not just in setting up the project but in maintaining and sustaining it. Funding was sufficient to ensure the development of the project over the next three years, thus enabling planning and shared curriculum

work to be developed free from constant worries about where to obtain funding. Obtaining DfID funding required considerable bureaucratic form filling and administration time on the part of the school and the survey interviews indicate how off putting this can be. In the case of this project it was made easier by having a key co-ordinator who was also a member of the senior management team. However, the time involved was significant, not only in putting together the initial bid but in monitoring, evaluating and writing interim project evaluations. This all takes a considerable commitment on the part of the school and is another reason why senior management involvement and leadership is so important. Even with the grant, some costs still had to be met by the school, such as supply cover costs and for two members of staff to be away for a week in term time was a significant commitment. At St. Anthony's supply cover is not in any case available and teachers have to make visits in holiday time.

In 2007, when the Curriculum Development Grant came to an end and no more funding was available from NTU, the project schools were left with no regular or guaranteed funds for the future. Visits at this stage continued to take place in 2007-08, funded by Teachers' International Professional Development Fund (TIPD), the school budget and some support from the local secondary school which was by this time fully integrated into the cluster link. The current funding difficulties create real problems for the future of the link as the costs involved in ensuring equity of experience in both schools, in relation to teacher visits and resourcing, could end up unbalancing the level of equitable operation that had been achieved. In 2007/08, the visit of a teacher from St Anthony's was paid for by the Richard Bonington School Fund but this is not seen by the schools as a viable or acceptable way forward for future visits. This raises a variety of options for the schools:

- They can continue to try and keep the project going by seeking further funding from local businesses, educational charities and TIPD funding. The UK local authority has been approached to see if it can provide any support and there are other sources of funding such as UKIERI (UK/India Educational And Research Initiative). This is a possible way forward but the constant search for funding on a year by year basis is exhausting and time consuming and programmes such as UKIERI are nationally managed to set up clusters of linked schools rather than support already established projects. It is also funded in part by multinational companies which raises other ethical issues.
- They can continue the project but without visits. This is feasible in the shorter term but would really need more investment in ICT at St Anthony's to keep channels of communication open and operating effectively. This could entail staff training which has costs attached.

- The project could come to an end. This would by no means constitute a failure as there have been seven years of enriching curriculum and cultural experience. However, the success of the project means that both schools feel a sense of commitment and real friendship which it would be sad to lose. It could be that the relationship between the schools continues but in a more informal way.

Government support for international school linking and the funding offered by DfID has meant that there has been a huge growth in the number of schools participating in such projects over the past few years and school and support agencies are much more experienced and confident about making links with schools in economically poorer countries. The survey data indicates that funding was a key issue in setting up projects and establishing them and it would seem that, on the basis of this case study experience, it is just as crucial once the project is up and running. Although it may be possible to run empowering and enriching linking projects over a specified time period for which funding is available, it is unfortunate that in cases where deep levels of trust, friendship and shared endeavour are achieved, there is then little support to keep the project alive. Considerable thought and sensitivity is needed at this stage to ensure continued good experience or a mutually agreed and renegotiated relationship. Given the time it takes to set up and develop a worthwhile project which has real impact on children and teachers, there is a danger that the project will fold at the moment when it has reached a point at which it could have its greatest impact. Schools do need to contribute to the cost of these projects and take responsibility for them but the lack of financial resource in the partner school has to be taken into account. The UK school cannot turn into the donor and maintain the partnership on an equal level and there would seem to be a need for a stream of funding that could support proven, well established links.

6.5.3 Management, organisation and school leadership

Throughout this stage of the project, the leadership and management of the partnership were crucial to its development. In both schools the head teachers gave full support and it was of key importance that they and other senior staff had participated in reciprocal visits. Without the first hand experience and knowledge gained through these visits, it would be very difficult for head teachers to provide leadership and have a full understanding of what teachers are experiencing. The survey data clearly showed that in schools where head teachers were not actively involved and overtly supporting the project and creating the conditions in which it can thrive, projects often floundered.

The identification of a key co-ordinator was also important and in the case of Richard Bonington School, it was probably a huge advantage that the co-ordinator was the deputy head teacher and was a person of extremely sensitive and open disposition, whose own commitment to the project was immense. Initially, the principal at St Anthony's acted as the key co-ordinator but this role was soon taken up by one of the senior teachers and this was important as in the Indian context, head teachers could be transferred at any time. During the first few years of the project, the principal at St Anthony's changed three times and this required renewed negotiation and establishment of new relationships.

The role of the co-ordinator at Richard Bonington (Fig. 23) had many facets and the range and complexity of these makes the case for a co-ordinator being on of the senior management team.

The role of co-ordinator involves:

- organising and helping with preparation of teacher visits to India
- planning programme for visiting Indian teachers
- preparing funding bids and link documentation
- involving and informing whole school community
- ensuring link is embedded in whole school curriculum
- monitoring and evaluating the project
- facilitating communications with partner school
- tracking and organising letter writing
- disseminating the project
- liaising with other schools and NTU in the development of the cluster link

Figure 23 The role of the school link co-ordinator

Throughout the life of the project, communication continued to be the single most problematic issue. Despite many attempts to address the apparent causes of periods of non communication, little progress was made in eradicating them although the schools became much more adept at living with them. The influences affecting communication were partly circumstantial – loss of electricity, the monsoon, differing holiday periods – and had to be lived with and little could be done to alleviate these. However, some factors were more related to individual lack of confidence with ICT, differing cultures of e-mail and resources. As the survey data showed, the biggest problem with loss or lack of regular communication was that children's expectations of letters or visits could be raised 'only to disappoint' and there were times when anticipated visits were delayed. It would have been easy in these circumstances to lose heart but John Mapperley's leadership helped maintain the life of the project through these more difficult times and children's hopes were not built up too far in advance. Throughout this stage of the project, the difficulties of communication were handled with a willingness to be flexible, change plans and be prepared at times to

keep fingers crossed. I personally found some comfort in the fact that despite the huge technological advances and capabilities, communication is still dependent on very human responses and cultures.

It is also true that during the life of the project information technology changed at a rapid rate and during this later stage, internet cafes, cell phone capabilities and costs, the advent of Myspace, blogging, the ICT curriculum and the personal ICT skills of many involved in schools, all became familiar and commonplace. All had an impact on what it was possible to do and the speed at which it could be managed. Despite this, communication problems have persisted and had the project been set up just for a specific period of a few years or for one particular curriculum project over a short period, these kinds of problems would have been immense. The communication problems became easier to handle due to three factors which relate to the long term nature of the project:

- annual reciprocal visits enabled personal relationships to grow and this did have a very positive impact on communications with greater number of teachers communicating via personal e-mail addresses;
- as the project became more embedded and a more permanent feature of the life of both schools, children were less likely to be affected by any temporary loss of communication – the schools had sufficient resources, shared memories and curriculum work related to the link community to enable the link to be kept alive and meaningful;
- the natural development of a cluster link of schools meant that if communications were difficult in a particular case it became possible to send message through other schools in the same locality. This became one of the key strengths of having a network.

It should also be added that the letter writing, rather than e-mail as the key mode of personal interaction for the children could operate using the postal system or teacher visits and was not dependent on electronic communication.

6.5.4 Reciprocal Visits

From 2003 onwards, annual reciprocal visits became an important and highly valued element of the school partnership. From tentative and exploratory visits of the senior managers, visits increasingly became the domain of the classroom teachers and as time went on, the relationships forged on these visits enabled the curriculum aspect of the project to take root and flourish. Teachers' responses and reflections on the impact of these visits lies at the heart of this research as in making any tentative judgements about the impact of the school linking experience on the development of

global education, the teachers' perceptions are critical. My analysis of the teachers' views and reflections on their experience was gathered in a variety of different ways:

- interviews with the teachers on return from their visits;
- discussions with teachers on the visits that I accompanied;
- questionnaires;
- informal feedback during the development of the project.

The nature and general organisation of the visits will be explained and discussed before the teachers experiences are presented and evaluated. In this section I reflect on and analyse the responses of teachers in relation to three key aspects – organisation, personal impact and professional implications. Teachers' reflections on the role of the project in developing global education will be focused on in more detail in Chapter Seven.

During this period five reciprocal visits took place involving ten teachers from Richard Bonington and seven from St Anthony's. The lower number of teachers from St Anthony's is due to the most recent visits taking place after the Curriculum Development funding has ended. I was able to interview all of the teachers from Richard Bonington and some of the Indian teachers. Although the research did not focus on the views of the Indian teachers, I felt their reflections enriched my understanding of the reciprocal relationship and were significant in providing a different perspective on some of the key issues. In 2004, there was also a student study visit which had a significant impact on the development of the project.

Teachers were overwhelmingly positive about the organisation of the visits and felt much supported in preparing for the week and the way in which their introduction to the country and school context was managed. Planning meetings, the advice of colleagues who had been before and a briefing booklet all helped in their preparation. By this stage of the project we were actively planning for its sustainability and, as part of this process, we established the practice of a newly participating teacher going in the company of someone who had been before. This has been of critical importance to the success of the project but has not always been possible in practice. However we have managed to create a situation in which teachers are always accompanied on their first visit. For Indian teachers, this has not been possible and an inequity can be identified here. For St Anthony's, the perspective was that it was not fair for the same teacher to go again whilst others had not yet had the opportunity. However, as the cluster developed, careful organisation resulted in teachers from all participating schools travelling together so the support was provided in another way. The other benefit of having teachers participate twice has been the extent to which they appear

to gain so much more from their visit a second time round. Visits last for only one week, which at first appears a very short time in which to achieve a considerable amount, as well as get used to a different cultural context. However, teachers feel this is the right amount of time due to the intensity of the experience; a longer period would be difficult to cope with. It has been possible for most Indian teachers to extend their visit to the UK for an additional week, enabling them to visit family or religious houses. This has been a very welcome additional benefit for them as many would never have been able to make these family visits independently. Some of the early organisational problems relating to accessing visas and making travel arrangements did become easier during this stage of the project and the experience gained in this aspect was invaluable for the new schools coming into the cluster. However, problems did crop up and although we were able to ensure the Indian teachers' trips to Mumbai to get their visas did not entail extra cost to them, there were times when particular individuals experienced difficulties. In these times the back up of the British Council in India, who by this time were well aware of the project, was needed. As UK teachers, we became much more sensitive to the particular organisational problems faced by Indian teachers.

As relationships and experience developed it became increasingly possible to discuss the problems more openly. In interviewing the Indian teachers on their experiences it became apparent that not only were the practical problems stressful in themselves, on top of this, teachers worried about their reception in the UK – whether there would be trouble at the airport, whether they would be regarded as inferior. By this phase of the project confidence had grown and teachers had the experience of others to prepare them but nevertheless for teachers in the UK and in India, the process of preparing and travelling to the partner school was often one of excitement but also one of anxiety and trepidation. It was certainly made easier for the UK teachers by my presence and as the project developed by the practice of being accompanied by a teacher who had been before. Activities undertaken as part of the visit will be considered under the section on curriculum developments (6.5.5).

Teachers varied considerably in their ability to express and articulate the extent and nature of the impact of the visits on themselves both personally and professionally and the two elements were so intertwined that it has been difficult to separate out clear strands for analysis of their experiences. In many ways this again emphasises the richness and complexity of the experience. Analysis of the impact of the reciprocal visits is therefore considered in two ways – the teachers' reflections on the impact and examples from the interviews of instances in which teachers could give clear examples of how this impact had changed their practice in relation to children and the curriculum.

For most teachers the visit was a life enhancing and significant experience which they valued highly:

'Well I thought it was an experience of a lifetime. You know an amazing experience. I probably won't experience anything quite like it again you know and it just...it was wonderful really. It was hard work, it was tiring but you know the whole experience was just not to be missed I thought'. (CS9)

'...for me, it's completely changed....it changed me honestly. It was just eight days but it really changed me and I really, really want to go back...I fell in love with the place, the people, the children, their way of life, the way they think. You learn a lot from them...I mean I still talk about it all the time.' (CS20)

One of the most highly valued aspects of the experience was the human contact which teachers clearly saw as an integral part of the link:

'...I don't think anything (other resources) replaces the people, the feelings of the people, how generous they were and how happy and how warm they were towards us. You know, I really didn't expect that....and that's something that will always stay with me you know, it was just really nice' (CS21)

'It was (a culture shock) it was very, very different. I think there's so much to see; we got on the coach (from the airport) and you just couldn't...it was awesome really there were so many different things to see and you just thought...it was just amazing. You know the people, the different sorts of homes, the road, the animals you know, the similar things to us. It was just so diverse I think and there was just so much to see.' (CS12)

This teacher, and this was the case for at least one other teacher in the UK and many of the Indian teachers, had originally been very tentative about the possibility of going on a visit but exposure to the link over a period of time had given her the confidence to participate. This factor emphasises the benefit of a longer term link in that over time attitudes can change and teachers can gain insights and perspectives on which to build confidence and seek out experiences that would at one time been too risky for them:

'When they first started the link, I didn't feel confident to go although I was interested and thought it would be a really good thing for the school and everything. I didn't really feel as though I would be able to go. But then gradually over the years I've..staff has gone from here and teachers have come from Goa which is probably the most important thing I think for me. I felt that yeah you know, I think I could go yes and I would really

like to go and experience it...but it was only this year that I felt that yeah, I didn't feel confident enough to do it before but because I'm you know, I've got more knowledge of the place and I'm a bit more aware now, I wanted to experience it.' (CS20)

Many of the teachers' responses lay in the area of making comparisons between the two educational styles and approaches. Teachers often made detailed comparisons in the area of pedagogy and specific comparisons of subject teaching:

'...there's been occasions where I've seen some teaching and it's confirmed what I already believed. And there was a maths lesson that the children were working on simultaneous equations at sort of Year 5 and Year 6 and they could do it in the same way as children can be taught to do long multiplication without having any sort of understanding ...and knowing what it was for and how they would do it. And then when asked..as part of this, it was necessary to do a calculation of 10 times 5 I seem to remember they couldn't do 10 times 5 mentally....and when the teacher realised this, she put it up on the board did the algorithm for 10 times 5, you know 0 times 0, 1 times 5 and like this kind of thing...and I remember if you went to a Year 5 or 6 class and ..expected them to do them, we'd hope they'd just know that it's ..so you've got children who are doing this very , very complex simultaneous equation but don't know 10 times 50 in their heads'. (CS1)

The formal nature of the teaching and learning experience in India was also a focus for reflection:

'..I think it's made me think oh you know, looking at some of their faces and them drifting off and I'm thinking oh they really need to be doing something...it was fine for some of the children but not all of them...and you know I think that reminds me of the need to be like we do here, or you know, we try to do here and yeah, trying to get them involved a lot more. I mean you can do that anyway but it just brought it home you know, just as an observer for once on such a formal lesson and obviously it was good to think of strengths and things with those lessons there; it just reminded me how it can be if you're sitting listening and not doing'. (CS8)

Some teachers were able to contextualise the teaching style within the cultural and social context and showed acceptance of differing styles without making final judgements, taking on board the high levels of achievement in some areas of the curriculum:

'I think because in some respects it is very different and the children ..there's lots of children in the class and they're all perhaps doing the same thing, at the same time, but they're still learning aren't they? So there's obviously something to be said for that system'. (CS3)

For some teachers, these observations raised further reflections on the relationship between children's experience and behaviour and the wider society of which they were a part and led to collaborative reflection and theorising which fed back into In-service for other teachers:

'...for example, we've talked a lot about when the children go out on this picnic and you know...and almost all of it was just okay, now you've got this big patch of land, here's a couple of tennis balls....I think they took their own balls actually and stuff, and off they went. And they played for hours and hours and hours without any hint of disagreement or falling out or temper or tantrum. And we sort of went all round the houses about why this might be and when we did the inset here, it was one of the things that the staff were most interested in, was how this could happen...and was it the expectations, was it that teachers are incredibly strict and just don't want anything to do with that sort of ...anything of that sort, so the kids don't bother? Or is it an issue of respect, is it to do with a spiritual input, which is sort of all- pervasive isn't it really? Or is it to do with home life and that parents sort of guide their children in some way or other? I don't know. I mean Brother Peter and Brother Charles came to the conclusion that it was to do with home life and that if you went to Mumbai and looked at the school there, then you would find dreadful behaviour all over the place'. (CS1)

The behaviour and ethos of the partner school was a major focus for teachers when reflecting on the experience and trying to articulate their learning and the impact on their own personal and professional lives. This focus also brought teachers to sometimes uncomfortable thoughts and realisations about the nature of the children they taught:

'...and you know really they hadn't got much but they were so happy and I think this was the biggest kind of thing for me because you know, we went on a school field trip and they hardly had any balls, there were over a hundred children and there were hardly any balls or any apparatus for them to play with but they sustained playing for four hours. Which you know, just wouldn't happen here at all because they would fight....and you know, for me, when I came back to England I found it really hard because for you know, a good month or two it was very much that even though I had a lovely class, I realised how much attention they wanted and what they kind of demanded from you...and found as children how materialistic they were and how they took everything for granted and that kind of thing as well....whereas you know it's almost like they obviously aren't aware of people that you know aren't necessarily as well off as them materialistic wise. But it's also the fact that I realised just what the children here are like, as in how they expect and expect more and more and more. Whereas the children in Goa aren't like that at all, they don't expect things, they don't take things for granted and their social skills are far, far better than the social skills here you know. Now whether that's to do with television and computers and things like that, I don't know but you know it's...that that was what you know really affected me as a

person because it was just like you know coming to terms with that those children have nothing but they're incredibly happy. And they are so good at socialising and getting on with each other and they have so many skills that the children don't have here or don't seem to have here you know....I am trying to make more of a push with the social skills now you know after seeing the fact that you know here they rely on you to sort out situations that they get themselves into at playtime and things like that and trying to get them to see you actually you know you don't have to rely on me because there are ways of actually dealing with the situation yourself'. (CS3)

This uncomfortable reflection on the nature and behaviours of children in the UK school was very common in the teachers who had made a visit:

'..I think I find it harder when children are not respecting in the classroom and you know with each other. And I think back to how those...the children treated each other and treated you know, their buildings, even though they weren't half as you know well resourced as we are. But they were so glad to be there and I find when I'm teaching I'm you know thinking oh why aren't they you know, appreciating this as much as the children in Goa?' (CS3)

As well as being impressed by the social skills and behaviours of the children in the partner school, and the children's commitment to learning, teachers also emphasised the greater degree of respect that teachers had in the eyes of children, parents and society. These factors were sometimes used by the UK teachers very explicitly with their own class of children:

'..and I think when I got back it was trying to make the children in my class realise the importance of listening and respecting people and all those basic values. So rather than learning about teaching styles and things it was the general learning about another culture so that I could help the children in my class appreciate another culture....when I've actually seen something with my own eyes, I could explain to them in a better way how fortunate they were and you know, what these children were like. (CS21)

This perspective of teaching UK children 'how lucky they are' came through in several responses and for these teachers there did not appear to be a contradiction in highlighting what they saw as the positive and enriching aspects of the Indian children's lives – happiness, positive attitudes to work, good social skills, lack of materialistic values – and perpetuating the notion that it is the UK children who are the lucky ones. Using their material fortune to try and persuade children to emulate the behaviours of their peers in India, seems curiously at odds with the evidence teachers have been exposed to. This is not to suggest that there are not many Indian children who, by any stretch of the imagination, cannot be described as lucky but this is also very true for many children in western consumer societies. Reflecting on ways

in which UK children are 'luckier' than their counterparts in India seems to be contextualised within a consumer orientated framework and to be a simplistic and ethically dubious approach to take with children. This view was not a predominant one and for some teachers the visit had resulted in a changed perception which stands in opposition to this stance:

'..I am aware of having used countries like India in a sort of way of trying to ...you know when you try and get kids to realise how lucky they are...the kind of scenario 'and you don't know how lucky you are' sort of thing you know ' and eat up your tea because you know, there are starving people in India who would love that food' sort of thing...(that line) is something I wouldn't take now. (CS1)

These differing viewpoints, as responses to the experience of visiting the partner school, emphasise the fact that the link experience in itself cannot be evaluated in any simplistic way. Teachers can experience the culture and curriculum in their partner school in similar ways but respond and make sense of this in ways which are individual and based on their own values perspectives. This issue will be returned to in the next section.

The visits are not taken lightly by the senior management:

'It's certainly an anxious time when teachers from here go ...we can't wait to see them come back basically; can't wait to see that they're back...on two levels because we can't wait to hear what they get up to and see the photographs and videos..., but can't wait to see them safe and sound...there is quite a lot of anxiety attached to it.' (Chris Moodie)

Teachers were very clear about the impact of the visits on their own teaching and the overwhelming impact was that they felt empowered through real knowledge to be able to teach more effectively. They gave many examples of topics and aspects of the curriculum that had been directly implemented or influenced by the greater knowledge they brought back from the visits. They also highlight the stimulus given to children's interest and enquiry because of their direct involvement as well as the way it impacted on parents:

'..I mean there were photographs with me and X by the elephant and they're like you know 'and you went there and you did this?'. And you know they'd obviously spoken to their parents quite a lot about it and they'd come and ask things. Yeah, I think they're certainly more interested and X and I did a few assemblies at the beginning and talked about what it was like and they had hundreds of questions. You know many more questions than before we went, when I said 'has anyone got any questions they want to find out?' (CS8)

Teachers made a clear distinction between the teaching approaches of those who had been on a visit and those who hadn't, making it clear that knowledge and confidence as well as insight came as a result of having made the visit:

'...just thinking about other teachers, the teachers who have been would agree with me I'd say but I know some people who haven't been and they don't understand the link; they don't understand the link at all, they don't understand the impact on the children....because I was showing so much enthusiasm when I got back and I was showing my photographs and I was telling them stories about my visit, it just made them really interested and they wanted to learn about another country...and if a teacher's got first hand experience of actually going into schools and meeting local people, they're going to be a much more interesting teacher than someone who's just looking through pictures in a book and saying right, so that's how Indian people live and you do get a wrong interpretation of it.' (CS9)

This raises the question of what impact the link has on teachers who don't actively participate in a visit and whether they could draw on the link in the same way to enhance the curriculum. This issues is returned to in a later section (6.6.2)

Teachers also felt more aware of the complexity of teaching about the real world:

'...I think probably realising ...realising how we tend to find it easier to teach to stereotypes and how we like things to be like...actually like things to be quite cut and dried and to be able to categorise things and that's something that we do, we really like categorising and grouping and putting things in boxes.... we tend to do that for children quite a lot and we don't tend to teach that things are actually quite blurred and not obvious and cut and dried.' (CS1)

The visit experience also had the effect of helping teachers see possibilities across the curriculum. As well as increasing their confidence to teach about the partner locality in a geographical sense the visit stimulated them to find opportunities to use the Goan experience across the curriculum:

'...and most of the things we do it actually sort of drips into it and we're talking about the seaside now, so we'll have Barnaby at the seaside with all the photographs and things and we'll compare what it was like at the beaches in Goa and what our beaches are like ... and things like that.' (CS9)

In some cases teachers found it hard to weave the experience into the curriculum in this way:

'..I think it's more of a whole school thing you know, we have a lot of assemblies where it's mentionedbecause especially in my year group, unfortunately it's very facts based. So it's very much English, maths and science.....before I went...we all spoke to our different classes and got our collection of questions to take over with us. A lot of other year groups had a project that they were doing, to do with water and they wanted to find out about water in India...so there was more of a link with other year groups. For mine it was more the letter writing to the pen pals because we brought this into the English, how to ask a good question, what sort of things do you want to find out, almost an interview style. So that's how we got it in'. (CS21)

This view of how the link becomes integrated into the curriculum conveys a notion that the link has to be bolted on to what is already there and assumes a lack of flexibility whereas the previous example and many other responses conveyed a sense of spontaneity and opportunity in which the link is drawn on to enrich and supplement ongoing work. It is interesting that the school can accommodate a variety of teacher and curriculum responses, building the link into the curriculum in planned ways, enabling teachers to make their own use of it in depth ways but also at other times using it with more restraint.

Teachers also felt there were ways in which they had been influenced in the teaching of specific subjects particularly where the teaching of skills was involved such as handwriting, art and dance:

'...we concentrated on the art and dance when we were there and the art, we really thought that was great because the teacher there was kind of saying you know, 'this is the way we start' and they copy a shape or they're given a shape and then they colour it and they concentrate on colour and that kind of process of art skills was really interesting and obviously develops some amazing skills with those children, skills which our children might not necessarily have when they leave school I think here. And also the teacher was very skilled at that subject and the children were able to talk to them about perspective and all that kind of thing. So I think it was a bit enlightening in thinking you do need to be really quite skilled in that area to teach it well...I think that probably is going to be an influence on the way that I teach art and you know it will rub off on other subjects of a similar nature I guess.'(CS20)

This insight, that knowledge and expertise in a subject is a necessary prerequisite to teaching it well and that practice is an important element in learning skills, reflects a major cultural difference in the two educational contexts and is implicit in many of the teachers' pedagogical reflections. They admired the achievements in areas of skill and the high expectations in terms of knowledge but in many cases also saw the practices which gave rise to these as in some ways being prescriptive and constraining on children's individuality. This is not to make a value judgement about either approach

but to highlight the way in which the link did become a context for teachers to ask questions about their own practice and see alternative approaches in a positive light.

6.5.5 Curriculum content and activities

During this phase of the project, the link was drawn on in a variety of ways, both in particular subject areas and through cross curricular dimensions. Appendix 10 provides an overview of the school long term planning showing at which points particular topics draw on the school link. Appendix 11 lists the resources which, by 2004, had been collected to support the topics. In this year, the link coordinator created a file, copies of which were available to all teachers and this provided them with basic information about the link, a resource list, information about letter writing and key aspects of information about the link locality. This, together with the resources, and major displays, ensured that the link was very visible and accessible to all teachers. The teachers who had made a visit took a lead in supporting the teachers who hadn't, in turning these topic areas into medium term plans.

An example of how the school curriculum has been changed in order to draw on the link is the Dhal Project which is a food technology topic which originally was focused on making a sandwich. The project could run without reference to the link but the children's reconnaissance included writing to their friends in the partner school to ask them for recipes which they then trialled and shared their evaluations with them. Other topics and activities are listed in Table 10.

Geography as the 'language of school linking'

Throughout the development of the case study school linking project, geography can be seen as a starting point and as a continual underpinning around which other subject areas, activities and informal communications have been developed. In reflecting on the factors which have helped to sustain the project over a period of eight years, Disney & Mapperley (2006) identify the role of geography and its particular contribution. Firstly, geography has been the central 'language' of the project, in terms of questioning, the use of primary and secondary evidence and the context of 'real people in real places'. Secondly, it has enhanced the geographical curriculum in the school from the Foundation Stage to Year 6 and contributed a real sense of progression. The head teacher refers to this as the *'tall curriculum ...because there's a rolling agenda of awareness that builds up through the school from the nursery.'* This *'tall curriculum'* is not related solely to geography but has worked to develop progression in geographical awareness and skills.

Subject Based Topics and Activities	Additional Activities and Experiences
<ul style="list-style-type: none"> • Locality study-town mouse and country mouse (geography) • Contrasting locality study – Mapusa (geography) • An Indian market role play – geography/drama • Dahl project – D&T • Water project – geography • Exchange of alphabet charts (English) • Folk tales (English) • Monster descriptions (English) • Seasons charts (geography/science) • Making Indian purses (art/D&T and science) • Barnaby Bear(geography) • Bible stories (RE) • Mohammed and Islam (RE) • Indian dance (PE) • Communications across the world (geography & ICT) • The seaside(geography) • Using Indian musical instruments (music) • Environmental charter (science) • 50/50 work (English/Art) • Playground songs, rhymes and games (English/PE) 	<ul style="list-style-type: none"> • Pen friends – enhanced letter writing • Goa club • Assemblies about the teacher visits using e-mail and digital images • Indian teacher visits – questioning and interacting • Displays – pictures, artefacts, video • Screen savers • Presenting information about the link to NTU students • Philosophy for Children • Exchanging jokes

Table 10 Curriculum experiences at Richard Bonington

It would be hard to conceive of how one would initiate a school link without starting with some central enquiry questions – *Where is our link school? What is it like there? How are the children's lives similar and different to our own? How can we find out? How is their place changing? What would it be like to live there?* These questions in themselves focus attention on the geographical dimensions of the link and demand that children in both schools find ways of communicating with each other to help find and provide answers. In this context it is harder to fall into the trap of generalising about a place or formulating fixed stereotypes. The research data provides powerful evidence that the impact of these simple explorations in challenging and disrupting stereotypical preconceptions, is perceived by teachers as the single most significant outcome. The 'language' of geography which entails the asking of questions and the use of evidence to provide answers, when focused on real people in real places with whom children can have real contact, enables meaningful knowledge and understanding of the world to develop. Longer term school linking projects are able to sustain communication and dialogue about the places and people in a way which then contributes to the building of relationships, friendship and collaborative ventures. In the case study link schools, these ventures have taken many forms and directions in the areas of D&T, music, dance, literacy, sport, and maths and RE. I have written elsewhere on the particular geographical activities which were the starting point for

the project and on the impact of these on children's perceptions. (Disney 2005) These ventures or topics are made possible by the continuing thread of geographical exploration and personal communication. From Foundation Stage to Year 6, the annual visits of teachers become a focus for the children to ask questions and investigate particular aspects of the partner schools experience. In Year 2 and Year 5, children undertake major geographical topics on a locality in India and Water in the Environment. In each year, the link is used as a reference point for work in many subject areas – this could consist of the teacher using the link to give a particular example or it could take a bigger focus. Children also regularly exchange personal letters and as one child stated *'the letters are like a geography lesson on one sheet of paper'*. The first hand geographical experience which teachers undertake on the reciprocal visits enables them to teach about the locality much more effectively; all teachers who have made these visits consider one of its major impacts to be the extent to which it has enabled them to teach about the locality more effectively. The head teacher remarked that the value of the visits lies in them being:

'invaluable for teachers to build up this reference point....they're so confident when they talk about it from a personal perspective'.

Children respond to this level of knowledge and expertise. Teachers rapidly assimilate and internalise the geographical and cultural terminology relating to the locality – specific place names, modes of transport, produce and goods, rivers, routes and vegetation – and are able to use these confidently with children and introduce them to other teachers. The use of video, digital pictures, sound recordings and artefacts provides a rich resource and context in which the language of geography can be stimulated and used.

The continuity provided by engagement in this sustained longer term project has offered opportunities for progression in geographical knowledge, skills and concepts. The link locality becomes another 'known' environment and familiarity provides a supportive structure for learning experiences to take place in a progressive way. Foundation Stage children will learn about the locality through Barnaby Bear, the visits of teachers and by exploring globes and maps. In Foundation Stage 2 classes:

'..they know about Goa. And they may not have geographic awareness of it but they know the word Goa, and they're excited just like all the other children when the teachers arrive. ..and we make sure the teachers go to the youngest children as well and have a presence and actually manifest what we are talking about.'(Chris Moodie)

In Key Stage 1, children will further develop map skills, questioning and the use of visual evidence through more in-depth investigation of a locality in India. This unit

incorporates a role play area of 'Mapusa Market' with research into the variety of stalls, goods and produce, the use of bartering and rupees. In Key Stage 2 Year 5, the link is used to support work in a number of curriculum areas and a topic on 'Water in the Environment' looks at the issues relating to water in both localities so children can compare the amount of water they use, the way in which global issues are affecting water supply in both communities and the physical geography of rivers and weather. A Philosophy 4 Children approach (www.sapere.net) has been used with Year 6 children to discuss the meaning of rich and poor, the nature of material and spiritual wealth and to help them reflect on their own values. As Year 6 children move on to the secondary school which is now part of the link, they continue to write to their friends in India and in the future will find Goa reflected again in their curriculum experiences.

This continuity has many strengths as well as some pitfalls – the case study school has become much more aware of the dangers of focusing too much of their curriculum on the link and on one locality. Working towards and achieving International School Status has supported them in developing the global curriculum to incorporate a range of wider experiences for both children and teachers. The wider cluster link now enables experience to be shared, with schools exposed to link experiences in other parts of Goa and in Bangalore. This cluster link context works well to ensure children and teachers are not basing all their ideas about India on one singularity but are beginning to share experiences with other schools and contexts which facilitate a wider view of Indian society. As children and teachers broaden out their international experience and global learning they are thus able to draw on their knowledge and understanding of their own locality and that of their link partner to reinforce geographical and global learning. There is also a need for continued CPD in geographical approaches to ensure all teachers are able to understand the progression through the key stages, not just in terms of the content but also with reference to the geographical skills and concepts.

Continuation of letter writing

Throughout this phase of the project the letter writing continued to be a key aspect of the link with letters being exchanged on a biannual basis. The initial engagement and fascination children had for each others' letters did not wane and alongside the teacher visits was a focus for intense interest in the relationship. The practical organisation for this scale of letter writing was immense and the link co-ordinator tracked all letter exchanges and provided advice for the children (Appendix 8). As time went on it was possible to see how children became influenced by each others' styles and the letters written by Richard Bonington children began to take on the characteristics of decoration and careful presentation. Increasingly children from both schools affixed photographs, friendship bracelets, stickers and little presents. One

parent of a Richard Bonington child was known to get her son to rewrite his letter fifteen times until it was of sufficient standard to send! The head teacher commented that:

'..the parents who look at the ones (letters) from St Anthony's realise that children in India, even though they're trilingual, most of them, still write in better English than their children, so they get competitive...and I've got an issue sort of untying all that. Whether there's an element of colonial Rajism – ' they're not having that, that's not good enough, you know if they can produce that'- or whether it's the reverence that they've come to see, the effort that goes into the letters as they come across from India and that they want their children to put that much effort in as well. I think it's a combination of the two...I think we've broken down an awful lot of barriers' (Chris Moodie)

After the first few exchanges it became more difficult for children to know what to write about and the idea of 'enhanced' letter writing began. This entailed children being given a common theme to write about and this often linked with curriculum work or cultural festivities. The letter writing continued when the Richard Bonington children moved on to secondary school and this was facilitated by the school coming into the link. Some children now in Year 8 (2007/08) have been writing since Year 3 in primary school and have very positive attitudes to the experience. In discussing this with a small group of Year 8 students, they clearly knew a lot about the lifestyles and personal characteristics of their pen pals and their reasons for keeping up the letter writing included:

- it gave insight into someone else's life;
- it is geography on one piece of paper;
- it is easier than looking at text books;
- it is good for RE and art.

These reasons were very curriculum orientated for this age group and I found this interesting as the link had not been a continued part of the curriculum for over two years. Several years into the project, 120 letters were being exchanged by pupils in the secondary school.

Student study visit

As the link developed, it was increasingly using it as a reference point and resource for my teaching with primary trainee teachers and I aimed to develop this further by providing opportunity for students to participate. In 2003/04, NTU funding enabled me to take two geography specialist students to visit St Anthony's. The study visit was incorporated into the students' final year experience and they undertook their final

teaching practice at Richard Bonington School in the autumn term, visited St Anthony's with me in January and then developed their final dissertations on an aspect of the link. The visit had an enormous impact on the students, on the project and on the relationship between the two schools. Both students were proactive in learning about the link whilst on teaching practice and set up a Goa Club for interested children. At St Anthony's, they involved themselves fully in working with the children, facilitating communication between children in the two schools and embracing the local culture. At this stage the only other visits had been by senior management and myself so issues of status had tended to keep relationships more formal. However, the involvement of students enabled teachers at St Anthony's to take a more dominant role, as they clearly felt a responsibility to guide and look after the students and this broke down a lot of barriers.

Both students have gone on to be passionate and effective practitioners and would claim that the experience was a pivotal one in their professional development. As a consequence of the experience, one of the students has become a geography specialist in school, has given presentations at national research conferences, has written for and is on the editorial board of *Primary Geographer*. The other student has been the international coordinator in her first post and has brought her school into the cluster link. She has set up and managed a high quality link with another Goan school and her local secondary school. She has successfully led the school through to International Award and has been a key source of expertise for other teachers.

One of the key features of their experience on the study visit which I found of real interest was what they had both learned from the Indian teachers. They were both influenced by the extent to which the Goan teachers explicitly and overtly talked about teaching as a calling or vocation as well as being a privilege. Their view of education as a spiritual journey and one which it is the duty of the teacher to travel with the child and the community had a deep impact. They commented that they had never heard English teachers talk about their role in this way. This reflects the degree to which philosophy and history of education have largely vanished from teacher training courses and echoes Bottery's view that professionals need to reawaken 'ecological awareness' of their role and develop their understanding of how:

'conceptions of their work has changed over the last 50 year, from one based on high trust, peer-based accountability, mystique and autonomy, to one which today is predominantly low trust, involves extensive external quantitative accountability, and grants only limited professional discretion' (2006 : 107)

The increasingly instrumental ethos of education and its market driven and utilitarian agenda, which can be seen as a feature of globalisation (Ritzer 2004: Wilkinson 2006)

has left little room on teacher training courses for reflection on the role of education as a process of self realisation and community engagement.

This issue was brought home to me powerfully on another occasion when the principal of Nirmala Institute of Education was visiting Nottingham Trent University and we gave a joint presentation about the project and education in India at a staff development day. The principal had been ignored by the Dean of Education, was not introduced or welcomed. Her presentation, which was given after a series of excruciatingly tedious and poorly presented inputs on financial and target setting matters, addressed the nature and purpose of education and was given a standing ovation. Colleagues responded with real enthusiasm and a sense of release and several years later it is still remembered and talked about. The power of her vision and commitment to a humanistic educational process, awakened realisations about how instrumental and market driven we have become. In discussing the event with her afterwards, her honesty and astonishment at several factors, really gave me an insight into our own system and its failure of values at the deepest levels. Her comments included:

- astonishment at the litter that was left in the hall at the end of the session – empty coffee cartons, paper etc. She was quite clear that if her students had left the same mess she would have been furious as it showed a lack of respect for resources and a lack of respect for those that have to tidy it up;
- anxiety that I had provided a large display about the project but none of my colleagues bothered to look at it;
- a feeling that she had come to give the presentation with some trepidation about her own ability and concern about whether she would be 'far behind' and now felt that in India there were many ways in which they were 'far ahead'.

This sense of embarrassment about aspects of my own culture was not uncommon when welcoming teachers to the UK, despite the fact that all the teachers invariably expressed pleasure at how welcomed and well looked after they felt. The issue is not so much about individual disinterest or lack of commitment but a wider breach that seems to exist culturally between ourselves as teachers, ourselves as individuals and ourselves as members of the communities we serve. It is this personal and professional unity which the students perceived as a strong feature of the Indian culture and which they felt they had not experienced in their own educational context.

One other key issue arising from the student visit was the issue of subject knowledge. Despite being high achieving students, they floundered to answer fairly basic

questions about their own country without a fair degree of stage whispering on my part. Children asked many questions relating to the geographical, political, social and economic characteristics of the UK and it uncovered a precarious knowledge base. This links back again to the features of the letter writing in which Indian children showed far more knowledge of their own country than their UK peers. Whilst the students exhibited excellent communication and interpersonal skills, effective pedagogic approaches which they adapted and used in flexible ways and a range of presentational skills, their underpinning geographical and historical understandings were not as firmly rooted.

Students have also been influenced by the project through its incorporation into aspects of their ITT humanities curriculum and also by increased exposure when on school placements. Reference to the project and to international school linking became increasingly and quite commonly present in student assignments:

'Whilst I was on my placement last year, I was fortunate to be involved in a school that was linked with another school in Goa, India. Whilst I was based there one of the teachers was going to visit the Goan school. To support this trip the school hosted a 'Goan' themed week. This involved all classes researching an aspect of life style in Goa, assemblies about the visit, displays around the school, letter writing, exchanging of photographs and many more exciting events. This really brought another part of the world to life. There was a real sense that the children were becoming more closely connected to the country. This was the most powerful and genuine commitment to developing children's sense of 'global citizenship' I have observed, as there appeared to be a noted change in the children's perceptions' (Ayo 2007)

The modelling of school linking experiences for students on placement, supported by global education and humanities modules on their taught course, provides an excellent preparation for beginning teachers and has been one of the significant outcomes of the project.

6.6 Maintaining and sustaining the project – view from 2008

The link has now become a significant and ongoing relationship in the life of the schools. In the Richard Bonington School prospectus it is described for parents in the following way:

'The school has a very strong and unique link to St Anthony's School in Goa, India. Children and staff communicate with their Indian counterparts and learn from one another. We receive visits from Indian teachers and staff from this school visit India to teach for a week. In this way we are encouraging children to understand their role as global citizens and giving them the opportunity to work with children from a different cultural background'

As well as having a significant impact on the children, teachers, parents and wider community at Richard Bonington, one of the key impacts of the project has been the influence it has had on the development of such experiences for other schools. Although funding is a critical issue at this stage – with no certainty about whether future teacher visits will be possible, the local authority, local DEC and County Council are actively involved now in supporting the future development of the cluster links and extending them. In 2008/09 we hope to bring in another six UK schools and three Indian High schools and there are many other schools wishing to become involved.

6.6.1 Experiences of Indian teachers

Although the main focus of this study, both for practical and intercultural reasons has to be on the views and understandings of the UK teachers, the case study experience cannot be truly evaluated without some reference to the experience and perspectives of the Indian teachers. Evidence of their views has not been collected in a systematic way and much of my information about their viewpoints comes from informal conversations and deeper discussions about the link which became increasingly frank and open as relationships developed. In 2007, I carried out a questionnaire with the teachers from both schools (see Appendix 12) and I have interviewed four of the teachers following their visits to the UK. Based on this limited evidence it would be difficult and unethical to try and make claims about the experience from their perspective but some issues have arisen and been identified which it is worthwhile pursuing through some tentative discussion.

Firstly, many of the observations and reflections of Indian teachers following their visit to the UK showed that their responses were very similar to those of the UK teachers. They also found the experience to be a profound one for themselves personally and often shattered their own preconceptions and assumptions:

'..It was an enriching experience- my first flight and first time out of India. It changed my preconceived ideas about western values...the exchange changed my entire attitude. I maybe shouldn't say this but I had expected people to be more sophisticated and proud of themselves. I thought they would look down on us but everywhere we were well respected. There was concern from everyone's family and it was an eye-opener. People are not as proud and sophisticated as I had thought. People have good values- this created a big impact.' (CS5)

Teachers also found much in common with their UK counterparts and also saw their own system with new eyes, enabling them to reflect on its strengths and weaknesses. These reflections match with those of the UK teachers to a great extent. The key differences lay in the levels of resourcing, the class sizes and the organisation of the curriculum. All Indian teachers highlighted the opportunities for practical work in UK

schools which they felt they would like to emulate but were constrained by their situation in developing this:

'..I would like to adapt to more practical ways of teaching but short lessons make it more difficult – by the time you have introduced the topic and explained, it is time to finish. The time factor constricts the possibilities and we cannot change this because of the requirements of the syllabus' (CS10)

Teachers also commented positively on the use of display and the independence of the children in the UK. Similarities were identified as the aims towards which the teachers were working and quality of pupil teacher relationships:

'Children are similar in both schools and children are quite caring which is similar...in both schools we are inculcating the same values and can learn from each other in this area.' (CS6)

Two other key aspects were identified by the Indian teachers – the difference in the respect afforded teachers by society and children and the more aloof relationship schools have with parents in the UK:

'I didn't visit any parents in their homes. Here the parents are happy to receive. In the UK there was a gap. The home and school are aloof and not in contact. Teachers are more highly respected here even though they are paid less. Socially schools need to be involved with the community. Visiting homes becomes more frequent here as children get older- in the UK it is more frequent when children are young. In India every village person will go out of their way to help a teacher. After they have left school and got married they will return to see their teachers. We don't want that to change in India.' (CS5)

Indian teachers also expressed a wish for children to be able to make reciprocal visits and also wanted to have much more staff development about the link including support with the organisational side. The Indian teacher interviews were critical in giving me a deeper insight into the extent of the anxiety around making a visit:

'We were both going for the first time and we were very nervous....I thought we would have a tight time clearing security. In future if more schools join the link it would be good to have a seminar for making people aware of what the link is about and what we need from it so that exchange teachers and students are more supported. If reciprocal visits are to be regular we need seminars with JM, consulate people and teachers and students.' (CS5)

The inequity of the experience was also highlighted:

'It was a long journey having to, having to stop in Bombay and being the first time on a plane. It was a completely new experience. We were fearful of the form filling and bureaucracy. The UK teachers can roam about here and go about independently. In the UK going out alone would be frightful...easier to take taxis in Goa but harder and more expensive to use taxis and public transport in the UK'. (CS5)

Despite these many practical difficulties the teachers clearly felt their children were benefiting from the link:

'The children are getting used to people from outside. They are getting to understand people's ideas and speech. I always correct children's usage of the word 'foreigner'- they are not alien to us but part of the world. There are also benefits in sharing technology...the link should go on because of its impact on changing attitudes of parents, children and teachers. In time of racism this is important.' (CS10)

'The children are learning so much about England through the language and letter writing. Initially they said 'the foreigners are coming' now they talk about 'our friends from England'. They really want to know. Children don't say 'foreigners are coming' – they say 'our teachers are coming'. The children have been so interested in my experience and ask me questions all the time.' (CS10)

The data suggests that at St Anthony's there exists more of a divide between the teachers that have been to the UK and those that haven't, with some feeling they know little about it and it not having affected their teaching or professional insight whilst those that had made a visit expressed frustration in trying to communicate their experiences to the rest of the staff. This seems to have been a bigger issue for teachers at St Anthony's than at Richard Bonington and partly explains why the Indian teachers seemed to wish for much more in the way of support and staff development. This has a historical dimension within the development of the project as in the early stages the initiative and agenda was very much led by the UK partners and although the balance of control and empowerment has improved it is still the case that the partnership is not fully reciprocal or equitable. Similar levels of staff development and support needed to be in place from the start of the project. In many ways this case study is an example of a very well supported link having benefited from my involvement and there have been a few opportunities for some teachers at St Anthony's to benefit from events run by the British Council in Mumbai and Goa. However the big need is to find opportunities for guided staff development sessions whilst teachers are on reciprocal visits so that teachers can have time to explore the deeper issues involved in the partnership and include the whole school staff rather than just those more centrally involved.

Overall the questionnaire data indicates that teachers at St Anthony's are happy with the link and consider it to be of value to both teachers and children. Many wish it to continue and would like to see it develop to include visits for children, more shared development work on pedagogy, by letter writing between teachers as well as children and the development of a more whole school approach. Some expressed real appreciation of the link and were positive about its role in the development of global citizenship and future impact. More will be said about the global implications in Chapter 7. The growth of the project and a continual process of monitoring and evaluating of practice has ensured there is now more support available to the Indian schools. This support takes the form of:

- *support from the British Council in India;* this provides help with applying for visa, making travel arrangements and the facilitation of cluster group meetings. A first full mini-conference was held for all participating schools in February 2009.
- *the cluster group support network;* schools are organised in geographical clusters and work together to share ideas and host UK teachers. The network of schools belonging to the same religious organisations facilitates the sharing of experience and problems.
- *meetings hosted by Nottinghamshire County Council when teachers are on visits to the UK;* we hope to use these meetings more effectively to promote curriculum development and provide opportunities for Indian teachers to express ideas and concerns.
- *e-mail access to myself as project co-ordinator;* I also visit all schools new to the link to provide support in the early stages of communicating with their partner schools.

At the mini-conference in February 2009, the state minister for education was present and it will be a significant development if we can work more closely with the state educators and institutions of higher education in the future. This is a goal we are actively pursuing.

6.6.2 The impact of the project

In reflecting on the overall impact of the project on Richard Bonington School, the head teacher identified the major benefits as lying in the areas of the taught curriculum, the perspectives of pupils and parents, recruitment of teachers and staff development.

With regards to the taught curriculum, he considered there to have been enormous changes *'in both the ways things are taught and the way in which they are delivered*

and the way things are received.' As the project developed, the taught curriculum evolved *'and as ever as things evolve they refined and become better'* (Chris Moodie). A major development has been the way in which the confidence gained through the project has influenced the expansion of their international horizons and what has been learned has influenced other global education initiatives. The use of the link in teaching particular subjects *'has become much more direct as the project evolved'*.

The change in children's perspectives and that of parents has also been a noticeable achievement:

'Children's perspectives have grown from initial interest and engaging with it to a level of unconscious awareness. It's gone into the tradition of the school and has become accepted. Is that a positive thing? I don't know..I think it probably is. I think it's very positive that a school with 94% white children with seriously tabloid views about what India was like have come to completely accept and feel comfortable chatting and talking to Indian teachers'. (Chris Moodie)

The head teacher is also aware that the project could settle into a comfortable tradition and lose its capacity to challenge global understandings if it is not kept alive and new approaches taken to keep it fresh. The transferability of the learning that has underpinned the changes of perspective is not to be taken for granted and the head teacher considers that the project *'has opened a door to global citizenship'* but thinks:

'the only route into global citizenship is to send sparks across the world as opposed to just sending them to Goa'.

The impact of the project on children's perspectives is illustrated in an incident recounted by the head teacher (Fig. 24)

..I put a sticker on a child this morning, a year 2 child – we put stickers on all parts of their faces to entertain them...and I put a sticker on a Year 2 child, 6 years old and she said...oh! I must be pretty now like an Indian lady' and I thought well what's that actually saying and then another child said 'but she's the wrong colour' and there was no hint of negativity about that ...in the wrong hands, in the wrong mouth that could have come across as a negative, stereotyped statement and it wasn't...which made me think well it's got in even to the 6/7year olds that perspective of acceptance, it being part of their lives.. which has got to be positive.'

Figure 24 Head teacher's anecdote

Changes in parental perspective have also been significant although the head teacher's view is that whilst some inroads have been made into gaining more acceptance for the project, the local area *'it is still an inherently racist environment for children to be growing up in'*. The impact of the project is all the greater when seen against this background:

'I know the comments that I heard when I first came here about the link with Goa were almost all negative from parents who didn't see why we should be studying India, who thought we were obsessed with India and the children would learn nothing else and we'd get this slanted, skewed, politically correct image of India which is obviously not happening...we don't get any of these comments any more...we've broken down an awful lot of barriers. A lot of parents are really, really interested in what we do and I know that it has been the deciding factor in parents choosing to bring their children to this school. (Chris Moodie)

Parents are drawn into the project by their children's enthusiasm, by the letter writing, by the ICT opportunities with many children accessing Goa websites and independently learning Konkani at home.

The impact on teacher recruitment has also been an unforeseen benefit to the school; Richard Bonington School receives 60/70 applicants for a job, whereas a local school just down the road receives 13/14 and the head teacher attributes this directly to the project:

'I know it's the directly accountable to the Goa link because people come and talk to us about it and say 'what's this about, this link?' and I always put it as a catcher, a little bit of bait...it's a serious recruitment issue'.

The impact on staff development has also been considerable as the opportunities afforded by the link can help teachers become more aware of the features of their own education system and is useful as 'a baseline for staff development.' Talking with their professional peers in another context has major benefits:

'A difficult thing for staff is actually engaging in that collegiate discussion with other members of staff but this is the most enlightening discussion.'

One of the most significant features of the head teacher's evaluation of the project is that despite its many positive impacts and achievements, there is still a strong sense of critical reflection and an understanding that continued efforts and new approaches are needed to keep it going if it is to continue to contribute to the school's curriculum for global education.

6.7 Conclusion

In this chapter, I have presented the case study, drawing on the emergent issues arising from the survey. The project has been so rich in learning and teaching experiences and has developed so significantly over the time period that it has been difficult to do it justice.

In the next chapter, I delve more deeply into the particular perspectives of teachers in relation to the nature of global citizenship.

Chapter 7 Teachers' Views Of Global Education

In this chapter I draw on the preceding research data, bring it together with a wider set of research interviews from teachers in the cluster link schools and analyse the implications of it in relation to the nature and development of global education. Teachers' reflections on the nature of global citizenship and/or the global dimension in the curriculum provide the main body of data which is analysed in relation to models of global education.

7.0 Teachers' perspectives on global education

Much of the data from the survey and the case study have been analysed in terms of issues affecting the experience of school linking and have identified key factors which can be organised into three major categories:

- management and organisation including *funding, support, school leadership school structure and administration and communication;*
- reciprocal visits including *impact on teachers personally and professionally, practical organisation, relationships, pupil communications, curriculum;*
- teaching and learning *including impact on curriculum content, parents and community, staff development, pedagogy, progression.*

In each of these areas intercultural and values issues have been ever present in the data and the analysis. The data informing these categories have been focused through the eyes of the teachers, drawing on their perceptions and perspectives as well as on the documentary evidence and my own ongoing analysis, evaluation and reflections. In this section I now draw on the preceding research data, bring them together with a wider set of research interviews from teachers in the cluster link schools and analyse the implications of it in relation to the nature and development of global education. The key questions guiding the data analysis in this section are:

- how do teachers conceptualise global citizenship and /or the global dimension in the curriculum?
- how do their perceptions and understanding relate to the models of global citizenship and /or the global dimension promoted by DfID and Oxfam?
- how do they think school linking can or should contribute to global education?

7.1 Models of global citizenship

As stated earlier, financial support for school linking projects, particularly those linking schools in the UK with those in economically poorer countries, is largely dependent on funding from DfID and in order to access this support schools need to show that their

intentions for the link can accord with the global citizenship agenda. Schools need to show how their projects will contribute to the development of global citizenship or the global dimension and schools have clearly taken this terminology on board. The extent to which there is a shared view of what 'global citizenship' is and what it might look like in the curriculum or identified within the ethos and working practices of the school is not clear and it may be the case that schools manipulate their own priorities and agendas to fit with the standard models and definitions (Fig. 25).

The interview and questionnaire data indicates that whereas a small number of teachers do have clearly articulated views on the nature of global citizenship, most teachers struggle to define what it is or find it a problematic concept.

The key elements for responsible global citizenship Oxfam 2006	The key concepts underlying the global dimension to the curriculum DfID et al 2005
<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Social justice and equity • Diversity • Globalisation and interdependence • Sustainable development • Peace and conflict <p>Skills</p> <ul style="list-style-type: none"> • Critical thinking • Ability to argue effectively • Ability to challenge injustice and inequalities • Respect for people and things • Co-operation and conflict resolution <p>Values and attitudes</p> <ul style="list-style-type: none"> • Sense of identity and self esteem • Empathy • Commitment to social justice and equity • Value and respect for diversity • Concern for the environment and commitment to sustainable development • Belief that people can make a difference 	<ul style="list-style-type: none"> • Global citizenship • Conflict resolution • Social justice • Values and perceptions • Sustainable development • Interdependence • Human rights • Diversity

Figure 25 Models of global citizenship and the global dimension to the curriculum

7.2 Teachers' views of global citizenship

In the case study school, ten teachers returned questionnaires exploring their views of global citizenship and its role in the curriculum at the beginning of the project. Five respondents thought that global citizenship as an aspect of the educational curriculum was extremely important, four considered it very important and one quite important. Most of these teachers considered that they did include aspects of global citizenship through the curriculum particularly through the field of RE, PSHE and geography. As

the questionnaire was completed in the October 2000, one teacher also commented that it was a significant aspect of the curriculum 'especially in the light of September 11th', and this was a view was increasingly evident through discussions with teachers as the link progressed. Major global events such as 9/11, the Gulf War, the July bombings and troop deployments to Afghanistan, as well as the greater awareness of global warming, have brought the impact of global events close to home and made it more relevant in the eyes of the teachers. The role of the link in forming international friendship in times of global conflict and common problems, is one which has increasingly permeated the thinking of teachers. The questionnaire also asked teachers how they thought the link might contribute to global citizenship and these responses are categorised in Table 11.

The key elements for responsible global citizenship Oxfam 2006	Teacher response to the question 'How do you think the school link could help you develop global citizenship values in the curriculum?'
Knowledge and understanding <ul style="list-style-type: none"> • Social justice and equity • Diversity • Globalisation and interdependence • Sustainable development • Peace and conflict 	<ul style="list-style-type: none"> • make the country seem more real • develop knowledge and awareness • to have better understanding of another culture discovering similarities and differences • understanding and value of a different culture • diversity of life in another part of the world community • greater awareness of different cultures
Skills <ul style="list-style-type: none"> • Critical thinking • Ability to argue effectively • Ability to challenge injustice and inequalities • Respect for people and things • Co-operation and conflict resolution 	<ul style="list-style-type: none"> • setting up a dialogue • seeing photos of a familiar face in an unfamiliar environment • questioning other children • bringing the globe into the ICT suite • comparing and contrasting • first hand experiences • first hand links and experiences • to make contact with real people • linking with children of a similar age • getting to know people • forming a personal bond which will be easier for children to identify with • pen pals which may last through their primary school career and by doing so build up positive relationships and a sense of understanding that could last until adulthood • provide clearly stated objectives for global citizenship
Values and attitudes <ul style="list-style-type: none"> • Sense of identity and self esteem • Empathy • Commitment to social 	<ul style="list-style-type: none"> • seeing photos of a familiar face in an unfamiliar environment • to see our selves through the eyes of others • realising that people have the same desires as us – we're not too different

<p>justice and equity</p> <ul style="list-style-type: none"> • Value and respect for diversity • Concern for the environment and commitment to sustainable development • Belief that people can make a difference 	<ul style="list-style-type: none"> • learning about the lives of other children, the values they place on things and their place in the world • how children in another part of the world live and behave • to 'know' other children in other countries as children with families, similar needs and interests but differences too
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Table 11. UK teachers' views of global citizenship

In attempting to map the teachers' responses to the Oxfam model of global citizenship, it needs to be borne in mind that the model does include examples in each of the main categories which are linked to the National Curriculum (Oxfam 2006). The purpose of mapping the teachers' responses against the model was not done as a means of evaluating teachers' responses but rather as a way of exploring how relevant and useful the model was as a construct for thinking about the ways in which global citizenship could be incorporated into the curriculum via the school link. Several points can be made about the relationship between the teachers' responses and the model:

- the majority of the teachers' responses are articulated in terms of children learning more about the world , other cultures and widening their horizons;
- there is a strong focus on the best ways that this might be done through the link – through first hand real experiences, through communication with other children and through opportunities to consider similarities and differences;
- the points relating to *knowledge and understanding* are mainly focused on awareness in a general way rather than on using the knowledge gained to address issues of social justice and other global issues. No mention is made of sustainability. Diversity is the most addressed concept. For teachers, the knowledge and understanding is approached as knowledge which can be gained about the partner school children, culture and environment without this leading to more complex understandings and knowledge of how the world works. The notion of interdependence does not figure explicitly but is overshadowed by notions of similarity;
- the points relating to *skills* focus significantly on communication although this is not a key organising feature in the model and is subsumed under co-operation. Teachers clearly felt the opportunity of first hand communication with real children in a real place was of paramount importance. Enquiry skills are also mentioned. The purpose of the link is not seen as equipping children with the skills in order to enable them to develop the skills of global citizenship such as the ability to challenge injustice, argue effectively or think critically. This is not

to say teachers don't have these longer term aims and these may be there as an underlying assumption;

- the concept of empathy comes through very strongly in the teachers' responses and in the area of values and attitudes this is the main focus along with valuing and respecting diversity and issues of identity.

Attempting to map the teachers' views of the ways in which the link might contribute to global citizenship against the DfID model of the global dimension was much more difficult to do. Although many of the key organising concepts were similar, global citizenship is separated out as a different category, divorcing it from the other concepts (Fig. 25). Teachers' responses tended to focus on the key concepts of *diversity* and *values and perceptions*, with little reference to the categories of *social justice*, *interdependence*, *human rights or sustainability*. This focus on diversity as a key construct for teachers in their thinking about global education, seems to be separated out from unity, its balancing counterpart. Appiah (2004) stresses that unity, which shouldn't imply uniformity, has to be celebrated within the framework of the unity of people as interdependent human beings, not for its own sake. It may be that the other key construct which teachers seem to value highly, *similarity and difference*, links into this duality. The key models of global citizenship and the global dimension (Oxfam 1997/2004; DfID et al 2005) also tend to separate out diversity, divorcing it from the concepts of unity and interdependence.

Again, it needs to be stressed that this questionnaire was completed early in the project before teachers had been exposed to the experiences of the link and as the project progressed the link was used in increasingly complex ways. Another questionnaire, sent to teachers in both schools in 2007 had a poor return but provided some additional insight into teachers' views which reiterated this finding. However, the point here is not to assume, on the basis of this, that teachers' views at this point fell short of those encapsulated in the models but rather to question the usefulness of the models as starting point for the development of global citizenship through school linking. These models are used as the arbiter in the funding process and in order to achieve funding the schools have to show how their links will address the global citizenship agenda. Schools have to make these decisions to a certain extent at the planning stage. As the project developed and the cluster link grew, interviews and further questionnaires and the on-going evaluation of the impact of the link on teachers and schools indicated that the ways in which primary school teachers conceptualised the global citizenship or global dimension agendas were focused on cultural awareness and empathetic aspects of learning rather than on more complex and abstract conceptions relating to global issues.

In expressing their ideas about the nature and significance of 'global citizenship' most teachers saw it as 'children becoming more aware of the wider world'. Typical responses, drawn from survey and case study interviews as well as questionnaire responses were:

'I think awareness and similarities. That we're not completely different from these people on the other side of the world'.

'..I think its basically making people aware of other cultures, views, attitudes but the children pick things up all the time, especially having the people coming over here from Goa and us going there; they pick things up all the time about what life is really like in those places...and also they're learning to care for others and respect other people's views and as I say I think they're much more involved than they would have been if they weren't linked at all'.

Others related this back to their own communities:

'It's children seeing themselves as part of a community that's bigger than X really. I mean at Key Stage 1 they're really making sense of what is directly around them and that can be quite insular. And X itself is quite a little isolated community. And what we wanted to do was move things out so they could see that you know people are different but the same. And we've tried to move on to add some responsibilities that side as well.'

Interdependence and acknowledgement of the interrelatedness of human experience came through in several responses:

'an understanding that what happens in one country can have a positive or negative effect on others in other countries'.

Others expanded this view into recognition of world problems with some reference to action and responsibility:

'It's teaching children to be more aware of the problems in the world and you know that they could have an impact on it.'

' becoming aware of their responsibilities to the global society/environment.'

Some expressed feelings of unease:

Right ...oh dear... I'm not very good with those kind of phrases. They irritate me. But..So what do I understand by it..? It's everybody kind of being in a position to take their place in the world and by that, to be able to relate to

people within their locality and also on an international level as well. So people are aware of what's going on...'

The questionnaire conducted in the case study school revealed that teachers identified RE, PSHE and geography as the main curriculum areas in which they addressed global citizenship issues. A few also referred to literacy and story but no other aspect of the curriculum, either specific subjects or cross curricular elements were mentioned.

Overall, the data from the survey, case study, interviews and questionnaires indicate that global citizenship is a part of the discourse of teachers within the link schools and is seen as a significant curriculum purpose underpinning involvement in school linking projects. However, there is also evidence that many teachers find the concept vague and abstract and not one with which they work easily. Even some teachers with very clearly articulated ideas about the value of school linking projects in promoting particular ideals and attitudes, often struggled to see the global citizenship label as useful:

Global citizenship, in terms of children and in terms of children's experiences and rights and responsibilities, really I would like to have taken it into the subject areas.....but trying to look at world history or world geography or world view , everything, it's a bit wishy washy isn't it?'

In the case study school, some teachers were influenced by the children's responses into taking the 'cultural understanding and exchange' approach into the area of more political and philosophical questions and widening the agenda into global issues:

'...this lad whose a Year 5 and suddenly he said ' are they poor, are they poorer than us?' or something like that or 'how rich are they?' or something like that and I think it was a unique question that I don't think anybody would have asked (before the link), they wouldn't have asked 'are they?' they would have just assumed that that was the case....and okay, some things were going round in my head about how because it just wasn't obvious anymore to him and that's got to be a good thing I think....I'd like to use the link as a context for children to philosophise a bit about wealth and about material wealth and spiritual wealth and you know its not spiritual but sort of a sense of well-being kind of wealth'.

These issues of wealth and poverty were approached with Year 6 children using a Philosophy 4 Children approach (www.sapere.org.uk) and the school used the *Make Poverty History* campaign as a focus for discussing fair trade and global issues of poverty. Teachers saw the need to address global issues in a variety of ways and did not see the link as the main repository for this kind of work:

'I think we do bring other places into the curriculum as well and I mean certainly in Key Stage 1 we do festivals and other things from other cultures...and sort of we can relate that to India as well. We're hoping to do something on the G8, we're doing something on South Africa and things like that'.

The reciprocal visit was seminal for some teachers in becoming interested in international or global issues and they saw the reality of the experience as awakening interest and relevance:

'I think its an understanding of how people over the world live and for them to be able to understand that there's more to life than just what goes on in their little home town. Being able to compare and just...some children suppose because they are young, they only care about what's going on in their sort of immediate location and you know, you've got some who watch the news and they're interested in the world but to be honest even myself, I find that I'm more interested in the rest of the world when I've been somewhere so for example every time India's on the TV now I'm watching it and I'm really... because I feel like I've got some sort of affinity with the place. If you don't know anything about a culture, if you've never spoken to a person from that country, you don't really care because it's not part of your life. So I think that's my understanding of global citizenship, sort of caring about the rest of the world and realising that you're part of the world rather than just some small town in a country.'

For most teachers, cultural understanding and awareness were the key features of the link as it related to global citizenship; moving the concept more towards an understanding of social justice issues was not deemed appropriate for primary school children:

'..I'm not sure you need to touch on it a great deal in Year 6. I think in secondary school it's fairly important but I think in Year 6I think it might be a bit deep for them to start thinking about. I think for them it's much more just beginning to understand different cultures.I think more knowing about the culture rather than why people are poor and...because then we're starting to get into politics and I don't feel that you really need to touch too much on that in primary school...'

However, John Mapperley's view in May 2005, was that the project needed to develop *'an underpinning of social justice understanding'* and *'children need to develop an understanding of the context of poverty'*. He felt that children did understand *'that some Indians were well off and some were poor'* but he thought *'they probably now have too rosy a picture'*. He also commented that, although parents and teachers often asked to fund raise, *'the children never do and seem to understand that to collect money for friends because you feel sorry for them is not on'*. (Informal discussion notes 18/5/05) He saw the way forward as dealing with the wider global issues separately from the link using a Philosophy for Children approach.

Nevertheless, this view was not a common one and the preference for a *'cultural exchange'* rather than a *'social justice'* approach to global education confirms earlier research which found:

'Teachers were happy to incorporate teaching relating to the environment or to other cultures but tended to ignore more complex global issues'. (Steiner 1992: 9)

This may indicate teachers' lack of knowledge, confidence and expertise rather than be due to lack of interest. Robbins et al (2003), in researching the attitudes of trainee teachers to global education, found that although trainees rated global education as a high priority, they lacked the confidence and expertise to translate these positive attitudes into classroom practice.

Cultural exchange is clearly an important element in global education and in the process of school linking. UNESCO (1995) has emphasised the significance of an appreciation of cultural diversity and the importance of educating children to understand its complexity:

'If the young are to know where they stand themselves, they need to acquire an understanding of the function of culture in general.' (UNESCO 2008: 167)

The multidimensional and dynamic nature of culture and its role in shaping identity can be more fully understood through the process of intercultural dialogue. Through interactions with others from more distant places, children can begin to understand that cultures are not homogenous or fixed and that there is diversity within and across cultures with individuals holding many differing allegiances, values and perspectives. Enabling children to exploring the differences and gain insight into the similarities and commonalities has to be a key concern in global education:

'Co-operation between different peoples with different interests and from different cultures will be facilitated and conflict kept within acceptable and even constructive limits, if participants can see themselves as being bound and motivated by shared commitments.' (UNESCO 2008: 168)

Cultural exchange approaches are significant and can be seen as the foundation of a linking partnership but it may be that it is likely to go beyond this and enable children to grapple with more complex global issues without increased support to enable teachers to gain confidence and expertise. This support needs to be provided through initial teacher training and continual professional development opportunities.

7.3 The views of the Indian teachers

Interestingly the views of Indian teachers about the concept of global citizenship were very similar to the extent that they focused on the same aspects of cultural awareness and understanding. Although not so much data is available to make any firm comparisons, their views in some cases are much more focused on the futures dimension and on the unity of human experience (Fig. 26)

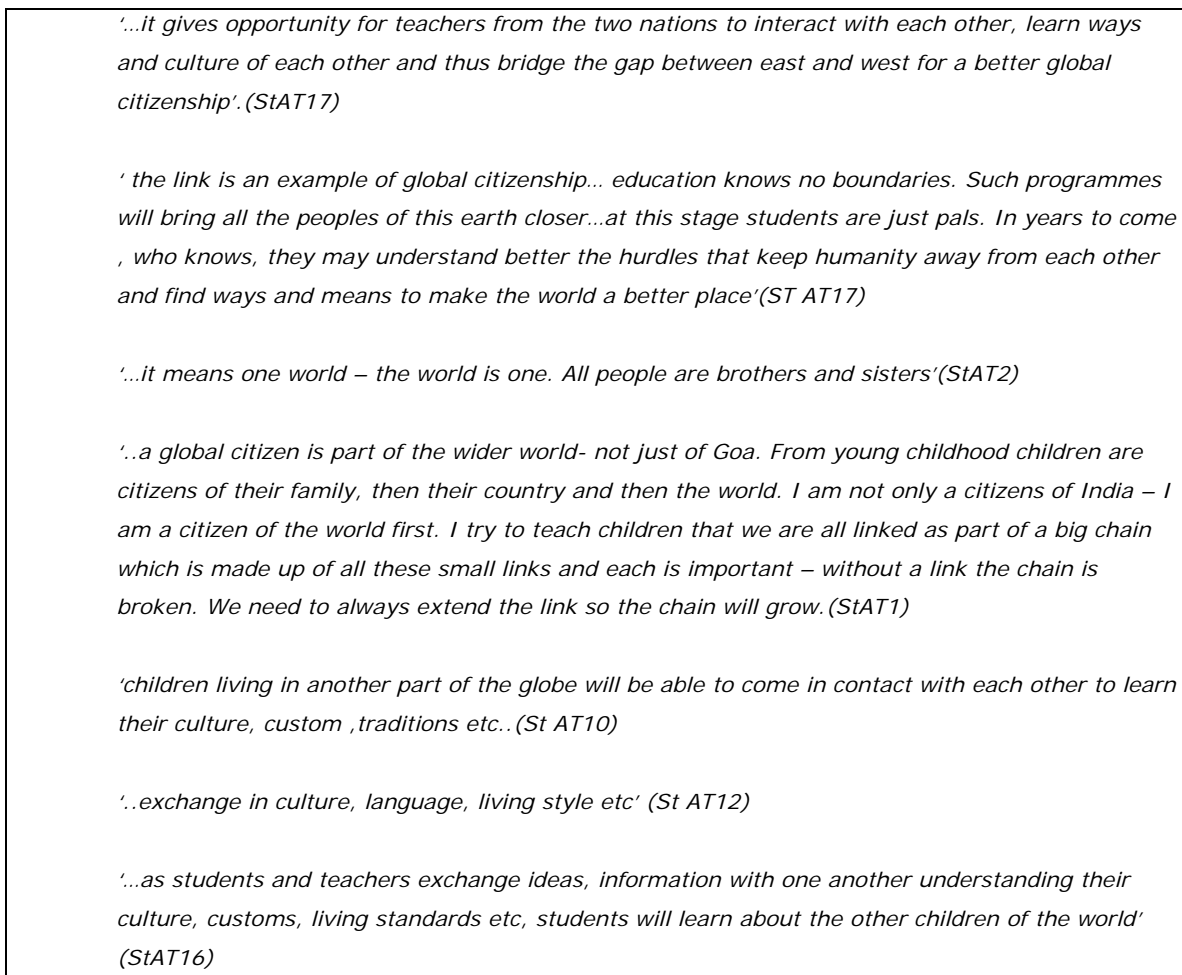


Figure 26 Indian teachers' views of the relationship between the school link and the concept of global citizenship

7.4 Relating teachers' perspectives to the dominant models

Overall the research data indicates a mismatch between the major models which are used to conceptualise the global dimension and global citizenship on the one hand and the views and practices of teachers which are more focused on what can be termed the 'cultural exchange and awareness' agenda. This does not mean that these models are limited in defining the nature of global citizenship or the global dimension and they are useful reference points for schools. However I consider there needs to be an additional and more relevant framework to help teachers and schools plan for longer term links in ways which will:

- allow for more a more 'staged' approach to the development of the link;

- recognise the value of the cultural exchange and awareness agenda particularly for the primary stage of education – this is no small thing;
- empower and encourage schools to develop their own priorities in partnership with their link school;
- recognise that for all concerned, the development of the link is a learning process which needs to be the focus for constant evaluation and reflection, supported by targeted CPD from expert bodies such as institutes of higher education, local authorities and development education centres.

I return to these issues in Chapter 8 but now consider the question of whether geography could form a more useful central construct for schools in developing their links.

7.5 Geography or global citizenship?

Hicks (2007) has argued effectively for geography to take a futures perspective and has emphasised its potential as a subject to stimulate students' interest in their own future. Pike and Selby's (1995) revised dimensions of global education, pays attention to the centrality of the temporal and spatial dimensions (Fig. 4). Lambert (2007:15) has argued for the need:

'to get young people to grow their ability to use geography as a medium and a means, to think critically in their making sense of the world'.

As a subject area, geography draws on the interrelated fields of sustainability, social justice and global interdependence and has much to offer in providing a 'language' which is contextualised in a particular methodological approach and which is perhaps more useful to primary teachers than concepts of global citizenship. Within the context of school linking, this research indicates that teachers value ideals of global citizenship but their concepts tend to coalesce around notions of 'awareness' and 'finding out about the wider world'. This leads to link partnerships often taking a 'cultural exchange' approach, rather than an 'issues-based' or 'action-orientated' form of global citizenship as promoted by DfID (DfID et al 2005). The big concepts are useful but do not lend themselves to coherent planning and in reality schools plan their programmes and then match to see what they are covering. Many teachers also feel tentative about taking on big issues which may be perceived as 'political' or inappropriate for primary school children. There are also issues around the depth and extent of teacher subject knowledge. Developing projects and topics within the context of a school link using a global citizenship framework, can be extremely challenging for teachers and it is critical that in addressing big issues the geographical and historical contexts are understood. Building towards dealing with controversial

and political aspects through a well structured, coherent and progressive geography curriculum may well form a more solid foundation for learning about the wider world and provide a secure framework supportive to other aspects of the curriculum.

One of the key concepts in geography is 'place' and globalisation has transformed its nature and our perception of it from the notion of individually located and unique entities to:

'not so much separate entities as "meeting points" through which information, people and goods flow – and emanate from and end up in' (Lambert 2007: 14)

Storm's (1988) key questions as a method for exploring places and Pike and Selby's (1988) dimensions of global education (Table 8) seem to offer a coherent and methodologically grounded approach which together could help schools enter their long term links in a way which allows for progression.

I began my research with a geographical interest and it has remained a constant thread. However, I had not anticipated the scale of the shift my thinking would undergo away from global citizenship as a key organising principle underpinning the school linking experience, towards an understanding that geography needs to be the key language of school partnerships. This may do more to ensure that teachers and children become more knowledgeable, confident and skilled in tackling big issues and more likely to be able to inform the subject with a future's dimension. There are implications for CPD and ITT as, despite the relevance of geography for the twenty first century (Bell 2005), Ofsted continues to find that:

'many primary teachers are still not confident in teaching geography and have little or no opportunity to improve their knowledge of how to teach it'. (GB/Ofsted 2007:5)

Policy makers in the field of global education and school linking might consider revitalising geography as the central feature of school linking experiences. This is not to devalue global citizenship as an idea or as a goal, but only to question its appropriateness as the main organising principle in the context of primary education and school linking. Raising the profile and extending the role of geography with a future's dimension in the primary curriculum may encourage teachers to approach international school linking more confidently. Table 12 presents a framework which brings together key aspects of global education and geographical enquiry and shows how these can be organised to structure the school linking experience. The questions can be accessed at an appropriate level for any age group and can draw on any curriculum subject areas and cross curricular approaches to answer the questions.

In terms of process, I would argue that if schools start from a strongly articulated geographical position and use the questions in a progressive and exploratory way in the earlier stages of their school linking partnership, they will be more likely to develop an informed, evidence-based and empathetic relationship on which more sophisticated global citizenship approaches can be built. Each of the partner schools can use these questions and approach them in a way which fits with their own curriculum and educational context. Senior management needs to put in place opportunities for staff reflection and evaluation and work with other schools, institutions of higher education, DEAs and LAs to ensure that this process does not remain insular but moves teachers forward in their understanding of the global context and the development of the wider global citizenship agenda.

This model incorporates both a cultural awareness and exchange agenda as well as critical social justice perspective and schools initially need to work within their own comfort zone and not feel pressured to justify their stance in abstract terms and with reference to abstract models. It may be far more effective for them to justify their stance with reference to their perceived needs of the children and communities they serve. It also needs to be recognised that schools are made up of individual teachers who may have very different values, perspectives and understandings and the whole experience has to be a learning curve for teachers as much as for children.

7.6 Conclusion

I have also come to understand that the cultural exchange and cultural awareness stance which seems to be the most common amongst the teachers and schools I have worked with, is no small thing. Enabling children at the most basic level to understand that children in another place are children like them, are human beings and not aliens, cartoon caricatures or 'foreigners', and that they are valued and respected by their own teachers, is probably the most significant piece of learning to come out of a good school linking experience. We have no way of measuring this impact and in the words of one Indian teacher: (Fig. 26)

..who knows, they may understand better the hurdles that keep humanity away from each other and find ways and means to make the world a better place' (ST AT17)

This is not to underestimate the negative impacts such as those reported by mackintosh (2007) and Martin (2007) when teachers teach about the linked locality in ways which reinforce stereotypes and perpetuate neo-colonial attitudes. The effectiveness will always depend on the attitudes, knowledge and perceptions of those involved but this will be true of any approach which aspires to develop global education and although it is right to urge caution and work to promote positive

attitudes, this is no reason to withdraw entirely from the practice. There is a pressing need for more research and more emphasis on global education in initial teacher courses and through CPD and this is a hard thing to achieve in the current educational context, in which as Bottery (2006:104) argues:

' the degree of standardization and inflexibility in education seems to be increasingly raising the possibility that education systems are being created, and educators conditioned in ways that make them singularly ill-equipped to help their students deal with these challenges'.

The use of a more explicitly geographically based framework for approaching the issues may provide the maximum opportunity for evidence based work to counteract and challenge teachers' own possible preconceptions and support global education approaches.

Dimensions (Pike & Selby 1988)	Focus areas	Key Questions Storm (1988)	Storm's key questions – applied to the context of the case study school	Questions to evaluate the contribution of a school linking experience to global education
SPATIAL	Global content	Where is this place? What is it like? How is it connected to other places?	Where is India, Goa, Mapusa? What are the key features of buildings, transport, climate, physical features, shops, schools, religion, family life, food, festivals? How is St Anthony's connected to the world? – internet, road, rail, letters, media, school link.	To what extent do school linking projects develop <ul style="list-style-type: none"> children's geographical, historical, scientific and technological knowledge and knowledge and understanding?
TEMPORAL	Linking past, present and future	Why is this place like it is? How is this place changing?	What are the effects of climate, political history, religion? What is the impact of climate change, tourism, technology? How might Goa develop in the future?	To what extent do school linking experiences contribute to children's understanding of: <ul style="list-style-type: none"> change in the wider world and the impact of this changes? why the world is as it is? how the world might change in the future?
INNER	Emphasising the affective	What is it like to live in this place?	How do their pen pals feel about the place they live in? What experiences do their teachers have when they visit? How do residents, tourists, children experience the place? What are the children's perceptions and attitudes to the place? How are they like me?	To what extent do school linking projects enable children to reflect: <ul style="list-style-type: none"> on their own values and attitudes? their own identity as an individual and a human being? on issues of human rights, social justice and equality? To what extent do school linking projects enable children to communicate with others and engage in dialogue?
ISSUES	Encouraging action	How is this place similar and different to other places?	What is the impact of climate change, tourism, technology? How might Goa develop in the future? How is St. Anthony's similar and different from Richard Bonington? How are the children's lives similar and different? How is Goa similar and different to other places in India/in the world? How can children act to improve their linked localities? How can they jointly address global issues?	To what extent do school linking projects provide and encourage: <ul style="list-style-type: none"> participatory pedagogies? opportunities for children to question reflect and debate? identification of issues which relate to wider global processes and encourage children to take action on these?

Table 12 A framework for school linking

Chapter 8 Final Reflections and Conclusions

In this chapter I draw together the elements of the bricolage and reflect on the understandings I have reached with regard to the contribution that school linking can make to the development of global education. I reflect on the methodological aspects of the research journey and focus on three key aspects of the outcomes – the factors which seem to ensure a school linking project is a valuable and sustainable experience, the nature of global education and the ways in which successful school linking experiences may contribute to it in the primary school context.

8.1 Methodological reflections

The research journey has been a long one but the final outcomes only constitute a small contribution to our understanding of this aspect of educational endeavour. There is much that has not been covered and much that deserves a much more detailed analysis. The data I have presented here is only a fraction of the possible sources of evidence relating to the field of global education, the case study project and the teachers' views experiences and reflections. There can be no definitive evaluation of the impact that school linking experiences have on individual children as they grow up to become citizens of a globalised world. This study has not aspired to reach final conclusions but only to make a contribution which will hopefully enrich the field of further research. I am aware of the limitations inherent in focusing mainly on UK teachers' experiences and perceptions rather than on that of the children, the wider community or the southern perspective. I am also aware that there are many school linking projects and much work done by a variety of NGOs which has not made its way into this study. There is also a limitation in focusing as I have done on links with schools in economically poorer countries, as much valuable work takes place in many other geographical and cultural contexts. Throughout the period of the research there have been many developments in the national and global context and the pace of change in this field has rapidly gained momentum and is still continuing so that the research can rapidly lose contemporary relevance.

Despite these limitations, I believe the study to have a particular value in that it reflects an attempt to capture the essence of the school linking experience as a cultural phenomenon and to define its key characteristics and possibilities. The *bricoleur* approach has enabled a variety of perspectives to be brought to bear on the multifaceted and dynamic nature of complex human interactions which are central to the school linking experiences. By focusing on the views of teachers, there has been the maximum opportunity to understand the educational meanings and values which are brought to bear on children's learning experiences in the classroom. The teacher acts as mediator between the child's mind and the wider world and it is the teacher's

interpretations and understanding of that world which will ultimately influence the curriculum and the way in which it is presented to the child.

As May (2002: 168) observes:

'Making different choices would have inevitably led to the crafting of another tale and, perhaps, a better one...I have to be judged on the story that I chose to tell'.

The limitations of that story are clear and the presentation of self in the research process, and in this final thesis, is important in framing and explaining the choices made. This reflexivity is a significant part of the process of validation and a recognition that *'the construction of knowledge takes place in the world and not apart from it'*. (Smyth & Shacklock 1998). I am aware of the impact of the continual decision making which characterised the process and acknowledge that a different account would have been produced if I had chosen, for instance, to focus on children's perceptions, or on choosing a different case study school. However, in reflecting on the research journey, I conclude that the process and outcomes can claim authenticity and value in two significant ways which relate to the purposes of the research:

- *contribution to knowledge* – in the rapidly developing field of international school linking and global education, this research has the capacity to inform thinking about the key characteristics of school linking and its relationship to global education; its reflexivity and the bricoleur approach also suggests a methodological approach which is suited to the nature of the phenomenon under investigation;
- *impact on policy and practice* – the research both confirms and extends current thinking about procedural issues in the field of school linking.

With hindsight, some of the choices made, would now be made differently. For instance, I would now choose to place more focus on the experiences of teachers who did not make reciprocal visits. I also wish I had tracked the changing ideas and practice of particular teachers more closely. Part time research has had its frustrations and benefits. Finding the time to go into school, meet teachers and reflect on experiences has been a constant pressure and limited some of what I wished to accomplish. However, extending the research process over a longer period of time has enabled me to see developments that would otherwise have been lost to research. The reciprocity which occurred between my research and my own pedagogical practice, which has had a significant impact on development of courses and student experience in ITT, has been a big bonus.

8.2 Reflections on factors which make a good link

The first of my original focus questions, *'What is the nature of school linking?'* explored the different types of links which exist, the way in which they are organised, the experiences of teachers and children participating in them, and the factors which help them thrive or fail. It is problematic to identify clear criteria for judging the effectiveness of a link as they can be so diverse in their contexts, aims and practices and all links will face challenges and particular problems. However, based on the survey and case study evidence, as well as on examples drawn from a range of guidance documentation and recent research, the following factors seem to enable links to develop in ways which provide maximum opportunity for global education to be addressed in a meaningful way:

- the active leadership and involvement of senior management;
- funding to support reciprocal visits and curriculum development work;
- the involvement and support of outside agencies such as institutions of higher education and NGOs;
- active planning for a longer term, sustainable partnership which is developed in a staged way and incorporating shorter term focused curriculum projects;
- well established avenues of communication – through visits, ICT, personal letter writing and exchange of work;
- membership of a cluster network, incorporating both primary and secondary stages of education;
- a culture of openness, sharing and a willingness to learn from each other;
- opportunities for linked schools to establish their own agendas and priorities and work together to meet the aspirations of both;
- a culture of continual evaluation, and renewal in response to educational and contextual changes;
- shared staff development opportunities;
- awareness of the problems inherent in fundraising to support the project or the partner school;
- a strong geographical curriculum which is used as a foundation for other curriculum activities and projects.

8.3 The contribution of school linking to global education

The second focus question, *'What role do school links play in the development of global education?'* explored the relationship between school links and the provision of global education. I sought to ascertain whether such links can contribute to the knowledge, skills and attitudes which will be required by global citizens of the future. Although it has been comparatively easy to identify some of the factors which seem to contribute to an effective school linking experience, it has been more difficult to

identify the precise ways in which school linking can contribute to global education and this can only be expressed in terms of possibilities and opportunities rather than key factors and fixed elements. Involvement in the research process, and consideration of a wide range of data and literature from various fields, has enabled me to make some tentative suggestions about the ways particular kinds of links can contribute to global education. These suggestions are best discussed as issues that affect the quality of the experience as it relates to global education in the context of the primary school.

8.3.1 Issues of equity and partnership

As has been seen from the survey and interview data, links are established in a variety of ways but the vast majority come about as a result of teachers' desire to broaden the cultural perspectives of their pupils and give them a more informed view of the wider world. However laudable these aims, they can be counter productive if there is a lack of knowledge and expertise on the part of the teachers and if issues of equity and partnership are not fully understood. Links with schools in ex colonial and poorer parts of the world can be conducted in a way which has echoes of the old colonial relationship and in which the affluence of one partner is contrasted with the economic poverty of the other. These echoes are ever present but need to be recognised and every effort made to ensure children focus on their peers in the partner school as individuals and learn about their lives through shared work and communications. It may be that the biggest factor in enabling this to happen in the context of the link, is the level of knowledge, understanding and experience informing the attitudes and perspectives of the teachers as they draw on the link to provide curriculum experiences for the children in their classrooms. For this reason, reciprocal visits are of the utmost importance, as they seem to give teachers confidence, knowledge and the opportunities to develop warm relationships with their peer professionals. However, these visits need to be supported through focused staff development to ensure teachers understand the bigger picture – the historical, political, cultural and geographical context of the place with which they are linked. They need opportunity to consider the impact of globalisation on their partner community and to understand the influences which have made the locality as it is and which are continuing to shape it. Partnerships between schools from different socio - economic contexts will never be entirely equitable but with an understanding of the global situatedness and the global connectedness of the two communities, it may be possible to ensure that the partnership continues to work towards a more equitable state. Schools need to constantly evaluate the progress they are making towards equitable partnership in the areas of *resourcing*, *access*, *initiative* and *benefit*. The aim of the partnership then becomes one with the aim of global education.

For the case study school, as well as others in the cluster link project, much more institutional support within the Indian context is now forthcoming. The British Council in India is actively supporting the schools and helping to promote understanding of the global citizenship agenda as well as offering practical help. The developing expertise within the religious organisations themselves is also having a positive impact. Engaging more actively with the local state providers of education and institutions of higher education would have further benefits, as support within the Indian context is important in raising levels of confidence which would have a positive impact on issues of equity.

The asymmetrical nature of international school links between schools in the UK and those in economically poorer countries, remains a problematic issue despite the provision of the more overt guidance now given in government and NGO publications. A great deal of sensitivity, knowledge and awareness is needed to negotiate an equal partnership in circumstances in which there is an imbalance in resourcing and in a context which still retains echoes of the colonial past. This imbalance needs to be addressed and consideration could be given to:

- funding arrangements which are weighted in favour of the non UK schools;
- working with non-UK governments at state or national level to provide some funding or curriculum support in the home country;
- whole school staff development as a necessary prerequisite to accessing funding.

There is a need to consider the potential benefits of international school linking in terms of future impact. This may never be measurable but raised awareness of our common humanity, brought about by such links, may in future have an impact on the attitudes and understandings of 'world citizens'. Chris Moodie, spoke of '*sending sparks across the world*' and this process of human connection, which lies at the heart of the linking process, may be its most powerful signifier. The longer term benefit may well be as significant to southern communities as the more immediate material benefits which can be achieved by fund raising. As Julius Nyrere stated:

'Take every penny you have set aside for aid and Tanzania and spend it in the UK explaining to people the facts and causes of poverty'.

Doe (2007) reports that many southern educationalists are worried about school linking and its inequity. Government policy needs clarification and more detailed

information needs to be given, showing how school links can contribute to the Millennium Goals without the UK schools becoming predominantly fund raisers.

8.3.2 Teachers' starting points

In any school community, professionals will have range of views, political viewpoints, knowledge backgrounds and cultural perspectives. As schools embark on partnerships, focused CPD and curriculum development work can ensure there is a broad understanding of the aims of the link and its contribution to the curriculum. It is still the reality that despite a shared educational language and aspirations, intercultural understanding and key ideas can be interpreted very differently by different individuals. Some teachers will have less insight and understanding of the issues than others and the interview material suggests teachers vary in their ability to articulate their value positions and understand those of others. Teachers also have to deal with the responses of other groups – parents, children and governors, who may also take very different positions. Global education has to accommodate this range of perspectives within the boundaries of what is acceptable within a liberal democracy and a school linking partnership can be an opportunity for intercultural communication, discussion and reflection. It can also be an opportunity to look at one's own values and professional practice anew, from a different perspective and in the light of new knowledge. The research data indicate that the linking experience can be significant in providing a context for this to happen and it is important that it happens within the minds of teachers. Bottery (2006) has argued for the strengthening of professional requirements for teachers particularly in the area of ecological and political awareness and in '*supporting notions of public good*' (2006:108). If the linking partnership is to be one which enables teachers to learn in ways which will influence their ability to develop global education in their classrooms, there is a need to embrace the starting points of all individuals involved. Rather than being too dogmatic about requiring schools to make lofty statements about global citizenship aims in order to access funding, it might be more fruitful to ask them to identify their own values, aims and starting points and conceptualise the partnership as a journey towards the goal of global education from that point. This may make teachers feel more empowered and capture the essence of adventure and exploration which is often integral to the experience. Accountability and quality control can still be achieved by funders through requirements for schools to access appropriate CPD.

8.3.3 Beyond cultural exchange

Davies (2006) has explored '*whether the notion of 'global citizenship' is too abstract to be valuable in driving curriculum policy and active citizenship for students*' (2005:5) and throughout this research process, teachers have frequently expressed their concerns that it is too abstract to be used effectively as a planning tool for the link

experience. The aims of school linking projects need to aspire towards the principles and ideals expounded in the models of global citizenship and the global dimension but the means of achieving these aims needs to be grounded more firmly in teachers' pedagogical practice. Embedding the link experience within the humanities curriculum, through methodology and content, and building on this to draw in other curriculum areas and dimensions, could provide a firmer foundation on which to build global education. Conceptualising the global curriculum agenda around human relationships and interactions rather than abstract notions, may seem to be favouring the '*cultural exchange*' model over the '*social justice*' one. However, at the primary stage of education, it may be impossible to really address issues of social justice through an international link, unless children know their counterparts well and have engaged in rich and meaningful learning experiences together. This is not to say that issues of social justice cannot be addressed in other ways; young children do need to deal with controversial and difficult issues (Claire 2004). What the children learn from the way in which their teachers manage the link relationship and relate to people from different places, may play a very significant part in helping children become global citizens.

Primary school teachers need to have a good understanding of the global context and global issues and be knowledgeable about how these are impacting on the lives of the children they teach, in order to ensure the view of the world they offer children is as accurate and evidence-based as possible. This research offers some evidence that teachers' knowledge can be increased and their perspectives broadened by participation in school linking experiences. When teachers draw on their own expertise, following visits to the partner school and when they share this with other teachers, the curriculum can be enriched in positive ways. The research indicates that many activities and curriculum projects undertaken as part of a link fall into the category of cultural exchange and awareness raising, rather than overtly addressing issues of social justice. My own reflections on this issue have led me to the view that this is an appropriate approach for the primary stage of education for the following reasons:

- Activities focused on children finding out about and reflecting on the lives of their peers in another place will inevitably give rise to questions about similarities and differences. These questions are best addressed and taken forward within the context of the links as they arise but bigger issues of global equity are perhaps best considered outside of the link in other areas of global education.
- Gaining a realistic view of their peers in another country and becoming aware that 'they' are not all the same, that they are individuals, that their experiences are diverse and complex, that they share many of the same needs and aspirations as themselves is probably the single most

important piece of learning we can give children in the early years of their education.

- Recognition of a common humanity is central to any conception of global education and this can best be achieved through the sharing of culture – art, music, food and festivals, literature and sport, family and friends. Focusing on these aspects of cultural exchange and sharing is no small thing. It has to be the foundation of all further learning.
- Teaching more overtly about issues of social justice and interdependence within the context of the link is problematic as it runs the risk of making the children and teachers in the partner school and their communities the object of study, even if projects are developed collaboratively. The curriculum may tend to address the issues of poverty, economic or in terms of well - being, for instance, in ways which could be uncomfortable for the least affluent children in both schools.
- Teachers tend to find the models of global citizenship and the global dimension too abstract and do not use them effectively as a planning tool. Rather, they plan the school linking projects on the basis of the perceived needs of the children they teach and the needs of the curriculum they are under pressure to deliver.

This is not to argue that the longer term aims and aspirations of global citizenship and the global dimension are redundant. Teachers need to have good levels of knowledge and understanding and insight into the complex issues so that they can respond and support children's developing views of the world in appropriate ways. I only argue that the best way in which a school link can contribute to these aims is as a context for real human relationships to develop. This concurs with the focus taken by Beddis & Mares (1988); for younger children, an emphasis on cultural exchange, framed within an enquiry-based and equitable partnership, offers this opportunity. There is a danger that school linking projects become seen as the locus for the global education curriculum rather than as one contributory approach. Global education also needs to be seen as a progression from Foundation Stage through to higher education and a longer term school link, involving both primary and secondary phases of education, can contribute to this. This enables children to learn from and revisit the key ideas and concepts of global education in ever more sophisticated ways, gaining deeper insight through the continuing peer relationships. This will ensure that children are progressively exposed to deeper and more complex global issues and these can also be addressed through other aspects of global education.

8.3.4 The role of geography – evidence based learning

The research data and consideration of the literature of global education has led me to the conclusion that the process of geographical enquiry (Foley 1999; Storm 1988) and Pike and Selby's (1988) model of global education could be integrated effectively to provide a framework for a school linking curriculum. The use of Storm's key questions in conjunction with the key dimensions – *temporal, spatial, issues and inner* – allow for systematic enquiry and an evidence based approach to learning about the partner locality, engagement in interpersonal and cultural exchanges and opportunities for the bigger issues to be addressed as they arise. This approach, although predominantly geographical in its procedural character, enables all aspects of the curriculum to be addressed in terms of content. Geographical enquiry as a tool for investigating the world is undervalued in the present national curriculum and has the capacity to make the whole process of school linking as an element of global education, more rigorous and practical for teachers and schools. School linking is a comparatively new area and there is a need to develop a pedagogy for it which will support schools more effectively.

Lambert (1996) has argued powerfully that the humanities *'are essential to education for a just and sustainable world'* (2006: 1). His definition of humanities is broad and humanistic, including English, geography, history, citizenship, religious education and classics and he emphasises the importance of maintaining subject coherence within the framework. Subjects are seen as:

'communities of debate and argumentation, of exploration and criticism, of conjecture and refutation; they are pursuits in which knowledge, in due recognition of its provisionality, is open to continuous reconstruction.' (2006: 3)

Whilst Lambert is referring specifically to the secondary stage of education, I would argue that the issues are relevant to the primary curriculum. Cross-curricular approaches and topic-based learning have enormous potential to enrich children's learning but can tend to promote breadth rather than depth. In using a school link as a way into global education, I would argue that a focus on the geographical content, as well as methodological process, needs to be at the hub of curriculum provision. Even if the link is set up to focus on art or music or mathematics, it is difficult to see how children will gain from the project unless it is underpinned by geographical understanding framed within a humanities perspective. Elliott (2000) identifies geography as the subject area *'with the greatest overt development education content'* (cited in Robbins, Francis & Elliott 2003) and Hopwood sees:

'geographic education in schools , both in the UK and internationally, can be characterised as infused with values and controversial issues'. (2008: 589)

Schools need to build from this as a starting point, moving outwards and continually revisiting the geographical dimensions of the context. This is no easy task at a time when geography is referred to as *'the forgotten subject'* (Ofsted 2008) and:

'Geography survey inspections conducted between 2005 and 2007 continue to show that many primary teachers are still not confident in teaching geography and have little or no opportunity to improve their knowledge of how to teach it'. (2008:5)

This has implications for the curriculum organisation, initial teacher training and continuing professional development. If the government policy remains geared to all schools developing international links, and to an enhanced role for schools in preparing children for a global future, action is needed to promote the value of humanities and geography in the curriculum. Government policy in the area needs to take on board the relationship between the ideals of global citizenship and the ethos and values of the school curriculum. The concepts of the global dimension (DfID 2005) need to be evident within the overt and hidden curriculum of schools and permeate policy and practice. At present, the government focus on targets and league tables, and its allegiance to a literacy and numeracy skills-based curriculum, seems to work against the values of global education and school linking which are being advocated within its international strategy.

8.3.5 Issues of sustainability

Current sources of government funding enable schools to set up links, make reciprocal visits and develop the curriculum. Funding to ensure sustainability of successful projects is less easy to access and the major issue lies in keeping the link going without the UK school becoming the provider of funds. This is now the situation with the Richard Bonington/ St Anthony's link. Whilst the UK school can afford with the support of some external funding and the goodwill of the governors to maintain its teacher visits to India, providing similar support for St Anthony's would threaten the equitability of the partnership. Sustaining the link over the longer term also has ecological implications which are becoming more uncomfortable. The ecological footprint of one teacher visit, a flight of 18340kms, creates 1.9 tonnes of carbon emissions. By October 2008, 85 teacher visits have taken place resulting in emissions of 161.5 tonnes. This tension between the global education ideal of sustainability and the negative impact on the global environment has been an increasing anxiety as the case study project has developed. It is clear from the evidence that it is the reciprocal visits that really enrich the learning of teachers and children and without them the

links would not have the same power to contribute to global education. Rising fuel prices and ecological considerations have to be taken into account and need to be explicitly addressed in partnership documentation and factored into the global footprint of the school as a whole environment. It is my view that:

- Reciprocal visits to distant localities can be justified by their educational purpose and are different to many flights taken by individuals for personal and business reasons.
- Schools should look to offset the carbon emissions of the flights.
- Schools which also have UK and European links should consider using rail instead of air flight when practical for these visits.
- Reciprocal visits are most valuable in the early stages of the link. Once it is well established, schools may need to think about bi-annual visits.
- School should try to enhance the use of ICT as a method of communication and medium for shared project work.

8.3.6 Critical role for CPD and ITT

The research data indicates that school inking can contribute to global education and has identified some of the factors which enable this to be developed effectively. On the basis of this I have put forward a possible framework which may find helpful in planning the curriculum work within the context of the link. However, whichever approach is used to organising, validating and developing an international school link, its ability to contribute to global education is fundamentally reliant on the knowledge, understanding and expertise of the teachers themselves. There is evidence that the experience of developing a link can in the right circumstances enable teachers to gain knowledge and confidence but this is not always grounded in deeper understanding of wider global issues or appropriate historical, political and cultural contexts. It is impractical to suggest that all primary teachers need to have specialist knowledge in global education but there is a need for focused support for schools from local authorities, NGOs and in particular from institutions of higher education. Humanities education, taught with a global perspective, needs to play a bigger part in ITT courses and school linking as an aspect of the primary curriculum needs addressing as part of teacher training. Schools need to be able to access whole school CPD from subject specialists who can support teachers' understanding of the geographical enquiry process, the key concepts underpinning global education and the facilitation of discussion around the complex issues. Whether a 'cultural exchange' or 'social justice' approach is dominant in any school partnership, the quality of the interactions is of the utmost importance. Appropriate and well judged staff development opportunities are critical to the effectiveness of school linking and need to be seen as a core activity for schools involved in the process.

8.4 Final reflections on the nature of global education

In researching the contribution of school linking to the field of global education, there has been no clear conclusion but particular aspects have been identified, analysed, evaluated and considered. The complexity and variety of experiences and the diversity of teacher views, as well as the ever changing national and global context, has made it difficult to ascertain core factors and essential elements which ensure that linking experiences do contribute effectively to global education. However, this research offers a small contribution to our understanding of global education and to our thinking about effective practice. In terms of my own personal learning journey, the process has clarified my own thinking and values in relation to the nature of global education and the role of school linking. Firstly, I would like to see the term '*global education*' become more widely used in preference to *global citizenship* education or the *global dimension*. Globalisation has changed and continues to change the world rapidly and all education has to help children make sense of their present and future lives. Global education should aim to help children and teachers understand the human condition in terms of time, space and culture and this learning needs to be conducted through a process of shared enquiry and investigation.

School linking projects can contribute to global education if developed in appropriate ways which have been indicated in the study. Their contribution lies mainly in their capacity to link the local to the distant, the near to the far and the similar to the different as dynamic interactions between people sharing a common humanity. It can offer the possibility of getting to know others in meaningful ways but at the same time getting to know oneself better. Global education has to be concerned with enabling individuals to situate themselves in relation to the rest of the world and this needs to be worked out at a personal level. The contribution of international school linking seems to lie in its capacity to engage individuals in a process of transformation '*that comes from stepping outside one's own culture*' (Scoffham 2007) and creating for teachers powerful '*displacement spaces*' (Martin 2007) that allow for reflection and the opportunity to reinforce their common bond as teachers. The capacity of the school linking experiences to engage people as individuals, rather than as mere representations of a particular culture or place, is also significant and relates to Appiah's concept of cosmopolitan citizenship:

'So there are two strands that intertwine in the notion of cosmopolitanism. One is the idea that we have obligations to others, obligations that stretch beyond those to whom we are related by kith and kind, or even the more formal ties of a shared citizenship. The other is that we take seriously the value not just of human life but of particular

human lives, which means taking an interest in the practices and beliefs that lend them significance.' (2006: xv)

It may be that the greatest contribution school linking projects can make to global education is their capacity to forge personal relationships across cultures and enable people to communicate as individuals.

8.5 Summary of recommendations

These recommendations may be applicable in a number of contexts but are drawn up specifically with reference to international school links between UK primary schools and schools in economically poorer parts of the world.

1. Head teachers and other members of the senior management team need to be actively involved in the development and management of school linking partnerships.
2. Schools should actively plan for longer term, sustainable partnerships which need to be developed in a stage way, incorporating shorter term focused curriculum projects.
3. Initial communications between link schools should focus on establishing relationship and investigating the partner locality by making use of the geographical enquiry process.
4. Links need to be supported through the involvement of outside agencies such as institutions of higher education, NGOs and local authorities., These bodies need to provide CPD opportunities for the whole school on:
 - a. global education
 - b. the geographical enquiry process
 - c. the geographical, historical, cultural and political context of the link locality.
5. Teachers and policy makers need to give greater emphasis to the humanities significant area of study in the primary curriculum; it should be seen as the hub for any school linking experience.
6. Government funding to support reciprocal visits and curriculum development work needs to be extended to support successful projects over the longer term. Well established linking projects offer greater opportunity for children to engage with global issues in deeper ways.

7. Funders should not constrain schools by requiring them to identify a global citizenship agenda at the start of the project but should require evidence that schools have worked to clarify their own values and are able to identify their own priorities and overall aims.
8. Linking partnerships should plan for a variety of methods of communication – through visits, ICT, personal letter writing and exchange of work. Individual letter writing between pupils should be encouraged but needs to be carefully organised and monitored.
9. The development of a cluster network, incorporating both primary and secondary stages of education, is supportive to link partnerships and should be developed whenever possible.
10. There is a need to develop a pedagogy of international school linking which would address:
 - a. progression from Foundation Stage through to higher education;
 - b. progression from the initial stages of a link through to its maturity.
11. Linking partnerships need to nurture a culture of continual evaluation and renewal in response to educational and contextual changes. A culture of openness and a willingness to learn together is fundamental to the process of linking but schools need to recognise that individual teachers will come to the experience from very different starting points.
12. There is a need for government policy and guidance documentation to clarify the ways in which school linking projects can contribute to the Millennium Goals.
13. Schools need to have open and honest discussion about the role of fund raising and how to achieve an equitable relationship. They need to seek support from external agencies in raising awareness of the complex issues involved.
14. Government education policy needs to attach a much higher priority to the provision of staff and curriculum development in the areas of global education and school linking.
15. There is a need for consultation and discussion amongst funders, policy makers and schools in the UK and overseas, regarding the issues relating to the asymmetrical nature of school links and how equity in partnerships can be achieved.

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<http://wotw.org.uk>

www.ukowla.org.uk

www.dfid.gov.uk

www.mundi.org.uk

www.globalgateway.org

www.teachernet.gov.uk

www.dea.org.uk

www.globaldimension.org.uk

www.globaleye.org

www.oxfam.org.uk/coolplanet

www.unesco.org/education

www.geography.org.uk

www.actionaid.org.uk

www.bbc.co.uk/worldclass

www.britishcouncil.org/connectuing-classrooms

www.ukieri.org.uk-india-school-activities.htm

EDUCATORS' VIEWS OF GLOBAL EDUCATION NTU SEMINAR FEBRUARY 2002

Communications technology	<ul style="list-style-type: none"> • Instant response • Technology • Education through the internet • Email and on line learning • Communication • Interactive learning between learners and tutors from all places of the world • Millennium penpals
Social and cultural	<ul style="list-style-type: none"> • What we do, where we live • Is it about business expansion? • Understanding other cultures • Similar education for everyone – standardisation • Is education just instruction in some places? • Education for global citizenship – idealism here! • If it becomes uniform will we stop developing? • Is it about linking rather than controlling? • Varied , culturally diverse • Worldwide education and learning
Holistic	<ul style="list-style-type: none"> • Decentring-no centre to be found • Maybe 'globalised', not 'global' education • Similarities and comparatives • Holistic • Freedom • Who wants it? Who needs it – are these different?
Interpersonal	<ul style="list-style-type: none"> • Seeing yourself in global context • Preservation of differences but understanding common ground • Values and attitudes • Different understandings • Ethics – what is included? What is globally PC?
Economic and political	<ul style="list-style-type: none"> • Social justice, antiracist, peace etc stuff which would have been more local are now seen on a globalised scale and are urgent on that scale • Globalization is a 'bad thing' but global resources shared is a 'good thing' • Economic competitiveness between countries • Current affairs and controversial issues • World politics and power debates • About the world – who controls it • Will developing countries develop in the same direction as the developed world?
Geographical	<ul style="list-style-type: none"> • Countries • Different from geography? • Knowledge of other countries, cultures and religions

APPENDIX 2

TIMELINE OF SCHOOL LINKING AND THE ST ANTHONY'S/RICHARD BONINGTON SCHOOL LINK

This timeline was developed to help me keep a grasp of the chronology of the research and is not meant to be exhaustive. There may be many national publications, developments, conferences and significant experience which is missing. However, this indicates the major influences on my thinking as the research developed. The case study developments are again not fully comprehensive but are an outline of significant milestones, events and developments along the way.

YEAR	DATE	CASE STUDY DEVELOPMENT/EVENT	NATIONAL DEVELOPMENTS
1984			Founding of UK One World Linking Association (UKOWLA)
1985			Sheena Vick <i>Unequal Links</i> – a study of school linking School Links International Project set up following a Council of Europe Seminar on 'Geography for International Understanding in Primary Schools' at Donaueschingen in October 1985. Fisher & Hicks <i>World Studies 8-13 – A Teacher's Handbook</i> Oliver & Boyd
1986			
1987			
1988			Beddis & Mares <i>School Links International</i> Avon CC/Tidy Britain Group
1989			<i>School Links International</i> Richmond Pub Co Bulaweyo Hicks & Steiner (Eds) <i>Making Global Connections – A World Studies Workbook</i> Oliver & Boyd

1990			
1991			<p><i>Global Connections</i> - a review of British Secondary School north-south international school links BFSS National RE Centre</p> <p>Central Bureau publication <i>Making The Most Of Your Partner School Abroad</i></p>
1992			
1993			<p><i>School linking and the Curriculum</i> UKOWLA</p> <p>Miriam Steiner <i>Learning From Experience – World Studies In The Primary Curriculum</i> Trentham Books/World Studies Trust</p>
1994			
1995			<p><i>North-South Partnerships In Development</i> Education DEA</p> <p><i>Promoting Primary Partnerships</i> EPO</p> <p>Cathy Midwinter (Ed) <i>Global Perspectives In The National Curriculum: Guidance For Key Stages 1 And 2</i></p>
1996			<p><i>North South Linking – who benefits?</i> EPO</p> <p>Central Bureau and EPO merge.</p> <p><i>School Partnerships with the South</i> Central Bureau/EPO</p>
1997	JANUARY		<p><i>Oxfam Curriculum for Global Citizenship</i></p> <p>Clare Short become Secretary of State for International Development</p>
	FEBRUARY		
	MARCH		
	APRIL		
	MAY		
	JUNE		

	JULY		Central Bureau for education al visits and exchanges publishes School Partnerships with the South – a handbook for UK schools linking with Africa, Asia, Latin America and the Caribbean
	AUGUST		
	SEPTEMBER		
	OCTOBER		
	NOVEMBER		
	DECEMBER		A curriculum for Global citizenship Oxfam
1998	JANUARY		DEA Vision Statement for Global Citizenship in Initial Teacher Education and Training
	FEBRUARY		MORI social research survey- <i>Children's knowledge of global issues – a research study among 11-16 year olds</i> Conducted by DEA
	MARCH		
	APRIL		
	MAY		
	JUNE		
	JULY		Linking Lives project initiated – link between Nottingham Schools and Harare schools managed by Nottingham DEC Mundi
	AUGUST		
	SEPTEMBER		
	OCTOBER		
	NOVEMBER		
	DECEMBER		
1999	JANUARY		DEA & EIHRN <i>Global Perspectives In The National Curriculum: Human Rights – Guidance For Key Stages 2 And 3</i> Walkington W <i>Theory Into Practice - Global Citizenship Education</i> GA

	FEBRUARY		
	MARCH		
	APRIL		Clare Short addresses the annual conference of the secondary head's association ' I want every school in the country to have the opportunity to develop a link with a school in the South' Building Support for Development: DfID Strategy paper
	MAY		Central Bureau/EPOBulletin <i>Global Education and Development</i>
	JUNE		
	JULY		
	AUGUST		
	SEPTEMBER		
	OCTOBER		
	NOVEMBER		
	DECEMBER		Publication of Building Blocks for Global learning GED
2000	JANUARY		PSHE and Citizenship at key stages 1 and 2 – initial guidance for schools QCA <i>An RE Curriculum for Global Citizenship</i> Christian Aid DEA/TIDE publication <i>Forward Thinking - The Review 3</i>
	FEBRUARY		
	MARCH		
	APRIL	Holiday in Goa and visit to St Anthony's School	
	MAY	Visit to Richard Bonington School to discuss possible link with head teacher 22 nd Letter to principal of St Anthony's introducing him to Richard Bonington School 26 th Letter from principal of St	

		Anthony's itemising ICT needs. All communication at this stage by post and e-mail via mutual acquaintance	
	JUNE		
	JULY	Attended governors' meeting at Richard Bonnington to explain proposed project	
	AUGUST	31 st Wrote to principal of St Anthony's to arrange January visit	
	SEPT	14 th E-mail from ICT teacher at St Anthony's requesting similar links or funding for another school St Anne's 21 st confirmation of NTU Partnership Project Funding Work with Year 5 children at RB on their perceptions of India	Curriculum 2000 and statutory guidance for Citizenship Education
	OCT		
	NOV	1 st Sent letter requesting term dates 27 th Nov ICT resources set up at St Anthony's – now have Internet link	
	DEC		
2001	JAN	4 th – 11 th Visit to St Anthony's School Goa First penpal letters written. Work with children on their perceptions of the UK	
	FEB		
	MARCH	13 th Planning and review meeting with RB link co-ordinator	
	APRIL	2 nd Planning with geography co-ordinator 11 th Analysis of first letters New head teacher at Richard Bonington – Chris Moodie	DfID et al publication – <i>Citizenship Education: The Global Dimension Guidance For Key Stages 3 And 4</i>
	MAY	16th Meeting with CM – Gateway	

		to Goa	
	JUNE	13 th Meeting with geography co-ordinator - planning resources	GC Link Bulletin Issue 7
	JULY	On going problems with St A's e-mail address	<i>Linking partnerships-a southern perspective</i> UK One World Link Conference
	AUGUST	Planning for January visit with JM. Summary report on value of the link by RB	
	SEPT	5 th meeting with JM –planning Partnership agreement drafted	11 th Twin Towers – raises question of ability to visit and reinforces need for the link Launch of the <i>Get Global!</i> project to promote active global citizenship (DfID, Action Aid; CAFOD; Christian Aid, Oxfam and Save the Children)
	OCT	9 th Meeting with geography co-ordinator and environmental co-ordinator 22 nd Meeting with co-ordinating team	Global Citizenship: The handbook for primary teachers Oxfam/Chris Kington
	NOV	First parcel of letters from Goa 27 th confirmation of invitation to Goa for January	DEA Citizenship Education: the global dimension
	DEC	Article in Grapevine, NTU in-house magazine	
2002	JAN	Visit to Goa with JM JM initiatives from first visit AD evaluation of first visit	Publication of Oxfam Global Citizenship handbook GC Link Bulletin Issue 8
	FEB	13 th Research Seminar at NTU (identification of key issues) JM Report on reciprocal visit	
	MARCH	Principal at St A's confirms senior teacher will visit	
	APRIL	CM's letter of support for Partnership Project bid	<i>Learning Geography For Our World:Life In The Global Village</i> GA Conference UMIST
	MAY	Partnership project funding bid successful	

	JUNE	Principal of St A's leaves and new principal arrives Possibility of teachers visit delayed	
	JULY		
	AUGUST		
	SEPT	9 th Meeting with CM 18 th Interviews with children 24 th Mapping audit 26 th Packet of letters arrive at RB 27 th Visit confirmed	
	OCT		GC Link Bulletin Issue 10 Launch of <i>Learning World</i> – a British Council magazine to be sent to all schools Osler & Vincent <i>Citizenship And The Challenge Of Global Education</i> Trentham Books
	NOV	18th Letter from C M to new principal	
	DEC	Press release from NTU Press Office	
2003	JAN	Visit to Goa with CM 26 th Proposal for PhD submitted 27 th Partnership talk 30 th Meeting with Karen to plan Partnership Project website	Publication of Dower An introduction to global citizenship DfID Enabling Effective Support – responding to the challenges of a global society: a strategy of support for the global dimension in education
	FEB	Partnership talk at NTU with JM	
	MARCH	C M's report on Partnership Project	GC Link Bulletin Issue 11
	APRIL	18 th meeting with JM and CM to plan student involvement and teacher's visit	Tim Brighouse article in TES ' we might set an example by requiring all schools to have internet links with another school in each of the six continents' <i>Global Perspectives in Initial Teacher Education</i> – Global Teacher Project Conference

	MAY	6 th Meeting with CM re teacher visit 29 th teacher cancels for the second time Article in Doingitt Issue 4	
	JUNE	3 rd – Partnership Project funding confirmed	Publication of get Global : a skill based approach to active global citizenship Linking Lives showcase – Council house GC Link Bulletin Issue 12 Anderson G – <i>Was It Worth It For A Week? – Teachers' Study Visits To The Gambia</i>
	JULY	16 th Students applications to participate in project 17 th Confirmation of teacher's visit	DfID Global School Partnerships (DGSP) formed
	AUGUST	Letter from teacher re visit 18 th Meeting with CM and JM	
	SEPT	Enrolled PHD	
	OCT	3 rd -10 th Teacher visit to RB Report on the visit received	Link Community Development – link schools conference and report(DfID)
	NOV	Second letter from teacher Letter to principal arranging student visit. Article in <i>Standards</i>	
	DEC	Further letter from teacher Confirmation of DfID Global Schools Partnership Curriculum Grant	
2004	JAN	Article in Grapevine Visit to Goa with students Student wins Vice Chancellor's award	NCC International newsletter- managing your link abroad-first steps

	FEB	JM and JT to Goa New school link agreement Partnership Project Report JM – guidelines for writing letters	DfES launches the 'One – Stop Shop' to give information on best practice ,resources, funding and offering a partnership finding service
	MARCH	5 th Visit of BC worker to St. A's 14 th Long letter from principal – first time initiative coming from St A's. 15 th Key evaluation meeting RB 21 st Charney Manor Conference with students Pen pal letters sent to St A's	
	APRIL	10 th BC Monitoring visit	
	MAY	13 th GSP file collated 25 th Partnership 27 th visit from British Council Pen pal letters sent to St A's Article in Grapevine	
	JUNE	15 th Global Curriculum Grant renewal application	
	JULY	Survey of NTU partnership schools	
	AUGUST	Some penpal letters sent to St A's	
	SEPT	7 th -Change of principal at St A's Pen pal letters received from St. A's	
	OCT	4 th Meeting with JM and CM 6 th –Secondary school expresses an interest in joining project 7 th – two other schools express interest Meeting with JM. Principal's visit delayed Research interviews 1 and 2	Consultation draft for the revision of <i>Developing A Global Dimension In The School Curriculum</i>
	NOV	22 nd Research Interview 3 Principal and senior teacher visit	

		<p>RB</p> <p>Pen pal letters sent to St A's</p> <p>'Learning to Live together' held at NTU</p> <p>Secondary School commits to joining the project</p> <p>26th Nov – BID rejected</p> <p>10th Goa parents' event</p>	
	DEC	<p>1st – Confirmation of research money from NTU</p> <p>7th Meeting with secondary school head teacher and JM</p> <p>13th RB children present to NTU students</p>	<p>9th Hilary Benn lectures at Nottingham university</p>
2005	JAN	<p>13th RB meeting – meeting with teachers going to Goa</p> <p>19th Research seminar</p> <p>23rd Meeting with JM</p> <p>24th Meeting with NTU business support</p>	
	FEB	<p>Visit to Mumbai, Bangalore and Goa- preparation for extension of project to include a cluster of schools</p> <p>KB, SM JW visit to St Anthony's</p> <p>RB children on Big Toe Radio Show</p> <p>Exploration of possibilities offered by Asia Link</p> <p>Pen pal letters received from St A's</p> <p>Pen pal letters sent to St A's</p>	<p><i>Putting The World Into World Class Education</i> DfES</p> <p>Tim Brighouse</p>
	MARCH	<p>7th March Carsic Primary expresses interest</p> <p>24th March – meeting with NTU International co-ordinator</p>	<p><i>Developing The Global Dimension In The Primary School Curriculum</i> DfID et al- guidance document for head teachers, senior managers, governors, LEAs, teachers and early years practitioners</p> <p>TES article – <i>All Join Hands: Make The Link</i>. 'Now is the time to go</p>

			global'
	APRIL	<p>7th April – interest expressed by Church Drive Primary School</p> <p>8th Visit from BC– lack of future funding identified</p> <p>14th April – interest expressed by Fairfield Primary</p> <p>20th Mini conference at NTU</p> <p>23rd April – begin planning for establishment of cluster link</p>	
	MAY	<p>9th Post Colonialism Conference</p> <p>18th Meeting with JM</p> <p>24th Meeting re Ph4Ch</p> <p>26th Visit to St Wilfrid's</p>	<p>5/6th Global teacher conference</p> <p>9th may Post colonialism and the question of history wadham college oxford</p>
	JUNE	<p>7th Research interview</p> <p>8th Email from Bangalore school , expressing interest</p> <p>10th Meeting with NTU International team</p> <p>13th Meeting at Church Drive School</p> <p>19th June – Meeting with NTU business advisor re funding</p> <p>15th Meeting at Fairfield School</p> <p>19th Bid to NTU School of Education</p> <p>21st Meeting with NTU business advisor</p> <p>20th Meeting with teachers at Col Frank Seeley School</p> <p>Meeting with representative of BC from Mumbai</p> <p>24th Global Schools Forum</p> <p>26th Church Drive meeting</p> <p>Interviews with SM & JW</p>	21 st hablame steering group
	JULY	5 th meeting re Ph4CH	

		<p>8th-13th visit from principal of Indian B.Ed college-Address to School of Education</p> <p>18th Head teachers' meeting at RB</p> <p>9th – Lake Montfort linked with Carsic and Sutton and St. Francis with Fairfield and George Spencer</p> <p>Interviews JW/SM</p> <p>Visit to Fairfield and Col Frank Seeley School</p>	
	AUGUST		
	SEPT	<p>6th Meeting about Phil4Ch</p> <p>7th Trial of children's questionnaire</p> <p>13th Sept – support for Asia Link bid rejected by NTU</p> <p>15th First meeting with RB focus group</p> <p>23rd Second focus group meeting</p> <p>29th Cluster co-coordinators' meeting</p> <p>Third focus group meeting</p> <p>30th Final Report on Global Curriculum Project submitted</p>	
	OCT	<p>16th -22nd Two teachers from St. A's visit RB</p> <p>Pen pal letters received from St A's</p> <p>Pen pal letters sent to St A's</p> <p>Head Teacher report to governors - international links</p> <p>Planning for 50/50 work</p>	<p><i>Revision of Curriculum for Global Citizenship Oxfam</i></p> <p><i>A Good Practice Guide To Whole School Linking MUNDI Global Education Centre</i></p>
	NOV	<p>25th UKIERI meeting</p> <p>Planning for Environmental Charter</p>	
	DEC	<p>Holiday in India – visited all potential new schools and St Anthony's</p>	<p>The Annual Report On Her Majesty's Chief Inspector Of Schools 2004/05 – <i>Geography In</i></p>

		13 th RB children present to NTU students	<i>Primary Schools</i> World Studies Trust Publication <i>Supporting the Standards – The Global Dimension In Initial Teacher Education And Training</i>
2006	JAN	Senior teacher from St. A's to BC Seminar in Mumbai Planning for Local study	Revised version of <i>Education For Global Citizenship – A Guide For Schools</i> Oxfam <i>Teaching Controversial Issues</i> Oxfam
	FEB	Visit to Goa, Bangalore & Mumbai Planning for dhal project AB/JW/SM/RM to Goa RM/RT/D/ to Bangalore schools	Commonwealth Education Briefing Notes No.12 <i>School and College Linking in the Commonwealth</i>
	MARCH	RB – School policy on international development written 15 th Article about reciprocal visit in Sutton paper	
	APRIL	7 th – Rushcliffe school interested in joining project 27 th Church Drive pulled out Research Interview at Gamston 28 th Research Interview with AB and RT at NTU Planning for Water project	
	MAY	5 th Interview with RM Interview with DM 11 th Meeting with teachers – follow up to visits 18 th Citizenship and Geog conference Gamston Pierrepont school expresses interest 22 nd Interview with JM Article in Grapevine Vol 20 Issue 4	

	JUNE	Complete UKIERI application	
	JULY		
	AUGUST		
	SEPT		
	OCT	Visit of cluster group teachers from Goa and Bangalore to Nottingham	DfID Global Schools partnership conference
	NOV	7 th Meeting with CM to evaluate project to date.	
	DEC		
2007	JAN		
	FEB	Cluster group teachers to Goa and Bangalore 1 st meeting with Notts County International Links co-ordinator 2 nd Presentation at <i>Bring the World Into Your Classroom</i> local NCC conference 23-25 th Paper presented at Charney Manor Conference	2 nd - International Links and the Global dimension Conference
	MARCH	Article in Primary Geographer AD/JM 19 th Meeting at County Hall with CM,AA &RB to discuss LA support 22 nd Cluster meeting at NTU – feedback and evaluation of Feb visits.	GA Primary Geographer No 62 <i>Focus on The Global Dimension & School Partnerships</i>
	APRIL	Some schools in cluster gain curriculum Development grant funding from DfID. Two schools do not. RB come to end of their funding. 25 th Telephone interview with RB at Oxfam re. School linking Guide.	
	MAY		
	JUNE	21 st Research seminar at NTU	
	JULY	Goan teachers attend school linking conference in Goa	

	AUGUST		
	SEPT	Interview Year 9 children at secondary school	Oxfam GB2007 Building Successful School Partnerships – Global Citizenship Guides
	OCT	Visit of 11 cluster group teachers from Bangalore and Goa	Conference on school linking and the global dimension held by Notts LEA, Mundi and British Council
	NOV		<i>Partners In Learning – A Guide To Successful Global School Partnerships</i> DfID/GPO
	DEC	JM leaves RB RB children present project to students at NTU	<i>QCA The Global Dimension in Action – a curriculum planning guide for schools</i> QCA
2008	JAN	JS takes over as link coordinator 31 st meeting with AA, RB and LY re. development of the cluster group	
	FEB	Cluster group visit to Goa and Bangalore	
	MARCH	7 th Cluster group meeting at County Hall with new schools and old, AA and RB 28 th Paper at Charney Manor Conference	
	APRIL		
	MAY		
	APRIL		
	MAY		
	JUNE		
	JULY		
	AUGUST		
	SEPT	10 th Cluster group planning meeting at RB	
	OCT	World Link applications sent in for three new links, in Mumbai, Goa and Charamrajnagar Cluster link visit of 15 Indian teachers to UK	

	NOV		
	DEC	<p>Visit to India – to all schools and to new schools interested in linking</p> <p>Meeting with BC representatives in Mumbai and Bangalore</p> <p>Accompanied by Notts. International Links co-ordinator</p>	
2009	JAN		
	FEB	<p>Cluster group visit by 14 UK teachers to India</p> <p>Mini-conference held in Goa</p>	
	MARCH		
	APRIL		
	MAY		
	JUNE		

APPENDIX 3

SURVEY

WHOLE POPULATION – schools of Nottingham and Nottinghamshire catering for children 3/5 to 11

	Primary	Junior	Infant	Nursery	Special	Total	Church of England	R/Catholic	Non denom. schools
Nottingham City LEA	63	18	19	4	5	108	3	8	100
Nottinghamshire County LEA	211	43	50	3	8	315	56	12	247
Total population	274	61	69	7	13	423	59	20	347

THE SAMPLE – schools in Nottingham and Nottinghamshire in partnership with Nottingham Trent

	Primary	Junior	Infant	Nursery	Special	Total	Church of England	R/Catholic	Non denom. schools
Nottingham City LEA	49	11	12	4	0	76	3	4	69
Nottinghamshire County LEA	78	25	28	0	0	131	18	3	110
Total sample size	127	36	40	4	0	207	21	7	179

THE PILOT GROUP – partnership schools in other LEAs in East Midlands

	Primary	Junior	Infant	Nursery	Special	Total	Church of England	Roman Catholic	Non denom. schools
Lincolnshire	2	1	0	0	0	3	2	0	1
Derbyshire	9	3	5	0	0	17	4	1	12
Leicestershire	16	0	0	0	0	16	2	1	13
Total population	27	4	5	0	0	36	8	2	26

School Linking In Nottingham And Nottinghamshire Primary Schools

Questionnaire

NAME OF SCHOOL:

Q1 Does your school currently have a link with another school? Yes No

(Please circle as appropriate. If answer is No, there are no further questions)

Q2 In which country is the link school?

Q3 How long has the link been in place?

Q4 Does your school have a link co-ordinator? Yes No

(Please circle as appropriate)

Q5 How was the link started?

Through interest of an individual teacher	
Curriculum decision by school management team	
In response to information from a network or organisation	
Other (please specify)	

Q6 How has the link been supported financially? (Please tick the appropriate box/es):

School budget	
Funding from official bodies e.g. Central Bureau	
Fundraising	
Other (please specify)	

PTO

Q7 Has the link included any of the following: (Please tick appropriate box/es)

Reciprocal or exchange teacher visits	
E-mail communication	
Exchange of pen pal letters	
Shared project work	
Internet communication e.g. webcams	
Other (please specify)	

Q8 Which of the following aspects of the curriculum do you see as the main focus areas for your link?: (Please tick **no more than 5**. Add other labels if necessary)

English	
Science	
Maths	
History	
Geography	
D&T	
Music	
PE	
Art	
ICT	
Modern Languages	
Environmental Education	

European Dimension	
Education for Sustainability	
Global Citizenship	
Multicultural Education	
Equal Opportunities	
Anti-Racist Education	
Citizenship/PSHE	

Of the 5 areas ticked, please rank them in order of priority:

(1 = most important and 5 = least important)

1.....

2.....

3.....

4.....

5.....

Q9 Is your school link part of any larger school-linking project? Yes No

If yes, please specify

Q10 Reflections on the school linking experience:

(Please comment on any aspects of your linking experience which have been significant for you – e.g. problems encountered, benefits, achievements, drawbacks etc. (Continue overleaf if necessary.)

Thank you for completing this questionnaire. Please return it by Friday 2nd July in the pre-paid envelope.

(Anna Disney, Department of Primary Education, Ada Byron King Building, Clifton Lane, Clifton Nottingham NG11 8NS

New research project!!

SCHOOL LINKING AND ITS CONTRIBUTION TO GLOBAL EDUCATION

Over the last few years, school-linking has become a more frequent aspect of the primary school experience and many local schools have now developed links with schools in other parts of the UK or in other parts of the world. I am currently doing a PhD study, investigating the extent of such links and the experiences of teachers and schools. I am hoping the research will contribute to our knowledge and understanding of good practice in school linking and will help to develop our primary education courses to prepare students for this aspect of classroom practice. I believe that school linking experiences can provide rich learning opportunities for children growing up in an ever-more globalised world and it is important that research investigates the experiences of schools, teachers and children engaged in these initiatives.

I hope over the next few years to keep you informed of the progress of the research and will be contacting you soon with an initial questionnaire. At a later stage I will be identifying a small number of case study schools to follow the development of their links over a two year period. I will be very interested to hear about any school linking experiences and any issues that arise for you, so please do button hole me at mentor meetings or when I am in your school.

My e-mail address is anna.disney@ntu.ac.uk

Tel contact 0115 8483754

Anna Disney Senior Lecturer in Primary Education

APPENDIX 3C

Department of Primary Education

Ada Byron King Building

Clifton Lane
Clifton
Nottingham NG11 8NS

17th June 2004

Dear Colleague

Re: School linking in the primary schools of Nottingham and Nottinghamshire

I am currently undertaking a PhD research study into school linking and its contribution to global education. Over the last few years, school-linking has become a more frequent aspect of the primary school experience and I am interested in finding out more about the extent to which such links are operating in our partnership schools in Nottingham and Nottinghamshire. I am hoping the research will contribute to our knowledge and understanding of good practice in school linking and will help in developing our primary education courses for students. Your views are very important in developing our understanding of good practice. The international school linking officers for the City and County, Bev Milner and Alyson Allen, are supportive of this research and I hope it will be of current interest and benefit to teachers and schools within our partnership.

I would be very grateful if you could take a few minutes to complete the enclosed questionnaire and return it to me in the envelope provided. Although the school name is required, all information will be fully confidential and seen only by me.

When the survey is complete, I will send you an abstract of the main findings. Following this initial survey, I am hoping to identify a few schools willing to become case study schools, allowing me to monitor the development of their school link through periodic interviews with teachers and children.

May I thank you in advance for your time and consideration in completing this questionnaire.

Do please contact me if you need any further clarification.

Yours sincerely

Anna Disney

Senior Lecturer in Primary Education

Tel No: 0115 8483754

e-mail: anna.disney @ntu.ac.uk

APPENDIX 4

RESEARCH INTERVIEWS

Survey interviews (S3)

Interviewee	Date	Role
STA	19/10/04	Primary School Link co-ordinator (Zimbabwe)
STB	7/6/05	Primary School Link co-ordinator (Zimbabwe)
STC	7/6/05	Primary School Link co-ordinator (Zimbabwe)
STD	20/10/04	Primary School Link co-ordinator (Pakistan)
STE1/2	7/12/04	Primary School Link co-ordinator (Mexico)
ST F	22/11/04	Primary School Link co-ordinator (Montserrat)
STG	17/1/05	Primary School Link co-ordinator (Kenya)
ST H	6/5/05	Primary School Link co-ordinator (Pakistan)

Case study interviews (T1)

Interviewee	Date	Role
CS1	10/9/04	Co-ordinator Richard Bonington
CS2	4/1/04	Teacher St Antony's
CS3	4/3/04	Teacher Richard Bonington
CS4	21/1/05	Co-ordinator Richard Bonington
CS5	25/2/05	Co-ordinator St Antony's
CS6	25/2/05	Teacher St Antony's
CS7	18/5/05	Co-ordinator Richard Bonington
CS8	13/6/05	Teacher Richard Bonington
CS9	13/6/05	Teacher Richard Bonington
CS10	22/2/06	Teacher St Antony's
CS11	3/4/06	Teacher Cluster link
CS12	5/5/06	Teacher Richard Bonington
CS13	27/4/06	Teacher Cluster link
CS14	27/4/06	Teacher Cluster link
CS15	28/4/06	Teacher Cluster link
CS16	8/5/06	Teacher Cluster link
CS17	4/5/06	Teacher Cluster link
CS18	7/11/06	Head teacher Richard Bonington
CS19	30/4/07	Head teacher Richard Bonington
CS20	10/5/07	Teacher Richard Bonington
CS21	10/5/07	Teacher Richard Bonington

NOTTINGHAM TRENT UNIVERSITY
SCHOOL OF EDUCATION

Dear

Thank you for agreeing to be interviewed. The interview will contribute to my PhD research which is an investigation into the contribution made by school linking in the development of global education. My research focuses on three main areas:

- A case study of the Richard Bonington-St Anthony's school linking project
- Survey and interviews with teachers involved in school linking projects in Nottingham/shire
- Evaluation of government policy and guidance documentation

The interview data will be confidential and will not be disclosed to anyone except for my research supervisors. Transcriptions of the interview can be made available to you and any amendments made on request. The purpose of the interview is to obtain your reflections on the value of the school linking visit in both personal and professional terms. During the interview I would like to explore the following questions:

1. What did you think of the school and the curriculum?
2. How did you respond to the Indian social and cultural context?
3. What do you identify as the main similarities and differences between the two schools/curricula?
4. What do you see as the way forward for your school?
5. In what ways do you think the Indian School will benefit from the link?
6. What do you see as the benefits for your school?
7. How would you want the link to develop and why?
8. Do you foresee any particular problems/issues that might arise?
9. What impact has the visit had on :

- Your ideas about the nature of education – values/ beliefs/purpose
- Your understanding of global citizenship?
- How might the link contribute to any of the areas identified as aspects of global dimension? Social justice/interdependence/sustainability/values and perception/human rights/diversity/global citizenship

10. Any other reflections on the experience?

Thank you for your time and support.

Anna Disney

APPENDIX 5

THE NOTTINGHAM TRENT UNIVERSITY

SCHOOL LINKING PROJECT

Richard Bonington Primary School, Nottingham, UK and St Anthony's High School, Mapusa, India

The aims of the school-linking project.

The overall aim of the project is to help children in both schools develop knowledge, skills and attitudes relevant to their future as global citizens. These broad aims include a wide variety of learning intentions –

Knowledge – children will learn about:

- each others' local environment;
- each others' everyday lives, interests and experiences;
- geography/history/art and culture/ICT/English/RE
- sustainable development.

Skills – children will learn to:

- communicate through a range of media – ICT/writing/drawing;
- develop competence in spoken and written English
- identify similarities and differences;
- ask and answer questions;
- use a variety of geographical skills – use of maps, visual evidence and sources of information.

Values and attitudes – children will learn to:

- value and respect diversity;
- care for the environment and a sustainable future;
- empathise with others;
- challenge stereotypical representations;
- believe that people can make a difference.

The Schools

In Goa:

St Anthony's High School

Tivim Industrial Estate

Duler

Mapusa – Goa 403 526

Tel: 0832/250917

e-mail: cmsfgoa@goelecom.com

The school is a large co-educational day school for pupils aged 4-16 years which also accommodates boys as boarders.

Principal and Head Master: Brother Peter Joseph CMSF

In Nottingham:

Richard Bonington Primary and Nursery School

Calverton Road

Arnold

Nottingham NG5 8FQ

Tel: 0115 9560995

Fax: 0115 956 0994

The school is a County Primary co-educational day school for pupils aged 5-11 years with a nursery unit.

No. of children on role – 359

Head Teacher: Mr Chris Moodie

The development of the link

Having begun with the exchange of letters in 2000 and the first teacher visit taking place in 2002, the link is developing into a long term lasting relationship between the two schools and Nottingham Trent University. In 2004, the project also involved students from Nottingham Trent University. The project started in a small scale and focused way and has gradually built up from year to year. The plans for the current year (2004) are set out in detail in the attached work plans.

In the longer term it is anticipated that the communications between children will be related to curriculum priorities in the schools and to the development of ICT. However a focus will be maintained on the development of the geographical curriculum and on opportunities for children to learn about each other's local environments and issues relating to sustainable development. The schools will develop their own curriculum priorities which may change as the link develops.

Funding

Funding for the link between the two schools is provided by a Global Curriculum project Grant from the British Council. Funding has been approved for the first year and is renewable for a further two years upon completion of a satisfactory report and progress towards the goals set out in the work plan. Funding for the research, support and teacher training element of the project (Nottingham Trent University) is provided by the University Partnership Project Fund.

Research

The development of the link between the two schools is the focus for a research project investigating the development of global citizenship in the primary curriculum. The aims of the research project are:

- to investigate the understandings held by teachers about the nature of global citizenship;
- to evaluate the development of a school linking project;
- to develop teaching materials to support the study of a distant place;

- to evaluate the effect of a school linking project on children's learning with particular reference to the geography curriculum/attitudes.
- to develop a theoretical framework for the development of global citizenship education within the primary curriculum;
- to influence practice in teacher training with regard to the teaching of the global citizenship and geography.

Important Dates and Deadlines

- The work plan for 2004/2005 will be discussed via email and fax during **April 2004** and confirmed during the visit of two teachers from St Anthony's to the UK in July. (The bid for continued funding needs to be presented to the British Council before the end of June.)
- Both schools will complete and send a copy of the Final Report Form 2003-2004 to their partners before **December 1st 2004**
- This agreement will be reviewed jointly during the visit of teachers from Richard Bonington to India in **January/February 2005**.

Signed.....(On behalf of Southern partner)

Date

Signed.....(On behalf of UK partner)

Date

APPENDIX 6

CATEGORY	Data collected	Reference
Reading/literature	Notebook – Geography and Place	A1
	Notebook – Global Education	A2
	Notebook – Philosophy and Epistemology	A3
	Notebook – Globalisation	A4
	Notebook – Methodology	A5
	Notebook - Intercultural	A6
Research journals	Sept 2003 – Sept 2004	A7
	Sept 2004 – May 2005	A8
	May 2005 – Sept 2006	A9
	March 2007 – Sept 2008	A10
	Sept 2008 - ongoing	A11
	Goa Diaries 2000 - 2006	A12
Survey	Sample survey	S1
	Survey questionnaires	S2
	Survey Interviews	S3
	Survey Analysis	S4
Case Study 2000-2003	Partnership Project 2000 -2001 Establishing the link <ul style="list-style-type: none"> • Children's perceptions • Local area resources • Partnership project report 	C1
	Partnership Project 2001 -2002 Local resources <ul style="list-style-type: none"> • First letter writing • Children's images • Children's questionnaires 	C2
	Partnership Project 2002 – 2003 Mapping and locational knowledge <ul style="list-style-type: none"> • Children's mapping • Locational activities 	C3
Case Study 2003-2007	Partnership Project 2003 -2004 <ul style="list-style-type: none"> • Student evaluations • Module programmes • Values week documentation 	C4

	<ul style="list-style-type: none"> • Student dissertations • Goa club • Children's work • DfID Grant Applications and reports 	
School documentation	<p>School information</p> <ul style="list-style-type: none"> • Ofsted reports • School development plan • Planning documents • Project file • British Council documentation • Teacher visit reports • Letter writing database • School resources <p>Children's work</p> <ul style="list-style-type: none"> • Children's perception Jan 2004 • Children's letters • Philosophy for Children Group • Teaching materials and activities <p>Photographs/CDs/video and displays</p> <p>Link documentation</p>	C5
Teacher views 1	Teacher interviews	T1
Teacher views 2	Teacher questionnaires	T2
Cluster development 2004-2008	<ul style="list-style-type: none"> • School applications • Blogs • Curriculum work • Teachers meetings – minutes • Cluster documentation 	CD
Communications 2000-2008	Emails and correspondence	D1
Writing and dissemination	NTU Research seminars	D2
	Conference presentations	D3
	Journal articles and book chapters	D4
	Funding Information and bids	D5

APPENDIX 7

TEXT OF LETTER OF INTRODUCTION TO SCHOOLS IN INDIA

Anna Disney Cert. Ed. BA(Hons) M. Phil
Senior Lecturer in Education (Humanities)
Department of Primary Education
The Nottingham Trent University
Clifton Hall
Clifton Village
Nottingham NG11 8NJ
England
e-mail: anna.disney@ntu.ac.uk
fax: 0044 115 9486747

To whom it may concern

I am currently researching the development of global citizenship within the primary school curriculum, with a particular focus on the development of a school linking.

The starting point for this research is the belief that whilst opportunities to teach global citizenship exist in all subject areas, the humanities curriculum has a central role to play in providing children with opportunities to:

- learn about the wider world;
- detect and counter stereotypical images and prejudice;
- make real life contacts with children in other countries.

The research aims to investigate and evaluate the strategies and approaches that can be used by teachers in the development of global citizenship within the primary curriculum.

I am seeking:

- Primary schools with an interest in setting up a link with a primary school in Nottingham, England
- Links with primary teachers or initial teacher trainers who are interested in developing global citizenship within the curriculum.

I confirm that **Timothy Paul Disney** and **Patricia Hayes** are acting as my representatives in Goa in order to facilitate communication and the development of the project.

APPENDIX 7A

EXTRACT FROM PARTNERSHIP PROJECT BID 2000/01

Project Title: Developing Geography Resources

School: Richard Bonington Primary and Nursery School

Collaborating Tutors/Jill Gaunt (part time-tutor and teacher at Richard Bonington School)

Rationale:

Richard Bonington Primary School is already working in partnership with Anna Disney (Humanities Curriculum Leader) on a research project which is investigating the effectiveness of school linking in the development of global citizenship. The revised National Curriculum (QCA/DfEE 1999) has placed a strong emphasis on the development of citizenship and education for sustainability within the primary school curriculum. In particular, the geography curriculum orders require schools to develop children's understanding of these areas within both a local and a global context. The government is making a big commitment to the development of school linking schemes in which schools in the UK develop a partnership with a school in another country. Through this link, the children communicate with each other in order to develop understanding of each others' ways of life, to work on shared topics of interest and to develop the knowledge, skills and understandings they will need as future global citizens. A link has been set up between Richard Bonington Primary School and St Anthony's High School in the Indian state of Goa. At Richard Bonington, there is a thriving citizenship and environmental education curriculum that includes the development of a school garden, an after school environment club and a school council. At St Anthony's, the school has a self sustaining environment, including a working farm, nursery gardens and electrical power generated by human and animal waste. Both schools have clear philosophies relating to the personal, social and emotional development of the children in their care and both possess appropriate ICT resources to facilitate communication. The focus for the communication between the children in the two schools will be the concept of sustainability and they will share with each other information about the nature and development of their own local environments. Funding is being sought to facilitate further development of this link and the exchange of teachers as well as the involvement of students from the Department of Education. The proposed partnership project would facilitate the collection of geographical resources on the local area and the development of related teaching materials which would form a strong foundation for communication with the school in Goa.

Aims:

- to develop high quality resources with a geographical perspective for the study of the local area (Arnold);
- to provide opportunities for the school based staff to develop their knowledge and understanding of how local area resources can be used to support children's learning in geography and the development of school linking;
- to provide the context for university staff to further their knowledge and understanding of how primary aged children make sense of their geographical environment;
- to further develop the links between the partner schools and the Department of Primary Education;
- to provide a bank of teaching materials that will be used in the development of the school linking project.

APPENDIX 7B

EXTRACT FROM PARTNERSHIP PROJECT BID 2002/03

PROJECT TITLE: Developing Mapping Skills And Locational Knowledge Within The Context Of A School Linking Project

Partnership School: Richard Bonington Primary and Nursery School
Calverton Road
Arnold
Nottingham

Collaborating teachers/tutor:

Sue McMahon – Class teacher and Geography co-ordinator, Richard Bonington

John Mapperley – Deputy Headteacher and co-ordinator of the school link, Richard Bonington

Anna Disney – Senior Lecturer in Education and Humanities Curriculum Leader NTU

Context

Richard Bonington School is already working closely with the Department of Primary Education. The nursery teacher is a tutor on our Year 1 humanities module and is also a research student. The school has been developing a link with St Anthony's school in Goa, India, and this was initiated by Anna Disney as a research project investigating the value of school linking as a means of developing global citizenship in the primary school. The link is thriving and the deputy head teacher has visited St Anthony's and good communication links have been established between the two schools. At Richard Bonington, the link has been integrated into the curriculum so that it is supporting the learning of children in many subject areas, but particularly in geography and ICT. A partnership project in 2001/02 enabled the school to develop its local geography resources and teaching materials so that they could be used to support the development of the school link. This has been highly successful and the resources developed have included aerial photographs, maps, photographs, statistical information and daily picture journals of children's lives in Arnold.

These resources, particularly the photographic ones, were used when John Mapperley, the deputy head teacher, visited India. They gave the children there a real insight into life at Richard Bonington. As part of the project, Anna Disney also collected a series of maps drawn by children at different ages and stages of development. These have been analysed, laminated and developed into a set of teaching materials which will be used on the humanities course to help students understand the ways in which children's mapping skills develop throughout the primary years. These materials have also formed the basis of a staff development session for Richard Bonington staff and this has raised awareness of the need to approach the development of mapping skills in a systematic way. It has emphasised the importance of children developing their locational knowledge of the world as part of their learning in relation to the school linking project and global citizenship. This is also an aspect which Anna Disney would like to develop as part of the research aspect to the school-linking project. In June this year a teacher from St Anthony's will visit Richard Bonington and this is an opportunity to discuss ways in which children in the two schools could communicate by using maps of their local areas and developing understanding of the global location of the two schools.

Aims of the project:

- to monitor, evaluate and develop progression in map skills from Foundation Stage to Year 6 using the context of the school link;
- to develop strategies to improve children's world locational knowledge;

- to use maps as a means of communication between the two schools;
- to contribute to the funding of teacher and tutor visits to further develop the link and support developments in the geographical curriculum;
- to contribute towards the ICT costs at St Anthony's .

EXTRACT FROM PARTNERSHIP PROJECT BID 2003/04

PROJECT TITLE: Developing geographical and citizenship education within the context of a school link – a partnership approach.

Partnership School: Richard Bonington Primary and Nursery School
Calverton Road, Arnold, Nottingham NG5 8FQ

Collaborating institution: St Anthony's High School, Goa, India

Collaborating teachers/tutor:

John Mapperley - Deputy Head Teacher / co-ordinator of the school link.

Anna Disney - Senior Lecturer in Education and humanities curriculum leader NTU

Context

This school linking project between Richard Bonington Primary School and St Anthony's School, Goa is now in its fourth year and partnership funding has already contributed to the quality of the project. Previous funding has focused on:

- the development of resources to support the link;
- curriculum development;
- development of resources to support geographical and ICT curriculum;
- research into children's learning;
- improvement of communication links – ICT and exchange visits;
- developing student participation.

The impact of the link and associated curriculum development work has been effective within the context of both schools and has fed into the module content on the degree courses at the NTU Department of Education. Dissemination of the work has taken place through conference papers, research seminars, partnership presentations and local media. The project will also be accessible to a wider audience through the NTU web pages and a report has been published for the TTA funded project, Citizenship and Teacher Education. The British Council has shown interest in the link and it is being reflected in their dissemination materials. The project has also bid successfully for further funding from the British Council to facilitate teacher reciprocal visits and shared curriculum development work. The link is developing as an exciting and effective model of good practice and the associated research outcomes and curriculum development have a potentially very important part to play in professional discourse relating to the contribution such projects make to the development of global citizenship and geographical learning. This is an area of the primary curriculum which is being taken up by increasing numbers of schools supported by readily accessible funding and support from central government and development education centres. The project is also a case study element in Ph. D research into the contribution such links make to the development of global education. It is providing a rich research context for investigation into the characteristics of good practice and the effectiveness of such links. This particular link has developed as a model of good practice and as a potentially rich source of research evidence. The participation of students has been a very successful development and been enormously successful in terms of students' own personal and professional development, the impact of their contribution on the effectiveness of the link itself and in the dissemination outcomes.

Contact has also been established with the Nirmala Institute of Education in Panjim and there are opportunities to develop links with this institution. The possibility of accessing European funding through the Asia-Link Scheme in order to develop and accredit their new special needs course is currently being explored and there are also opportunities to make links with ITT institutions in Mumbai and Bangalore. The possibility of widening the school link to include a cluster of partnership schools in Arnold and a similar number in India is also under consideration. Partnership funding would create opportunities to explore these possibilities and support the communication essential to future development.

Aims of the project:

To further develop the school link between St Anthony's, the University and Richard Bonington by:

- providing opportunity for 6 humanities students to participate in the link;
- contributing towards the costs of ICT development and student visits;
- strengthening the research aspect of the project.
- facilitating communication and development of links with other schools and institutions;
- contribute to the hosting of two teachers from St Anthony's

**EXTRACT FROM LETTER WRITTEN BY CHRIS MOODIE TO THE HEAD OF THE
DEPARTMENT OF PTIMARY EDUCATION, NOTTINGHAM TRENT UNIVERSITY
30/4/2002**

'I am writing to express the schools support for the following project:

*Develping Mapping Skills And Locational Knowledge Within The Context Of A
School Linking Project*

Having taken up the Headship at Easter 2001, I was immediately struck by the potency and impact that this project has had on the school. Awareness of the linking project runs throughout the school and children are experiencing a real sense of global citizenship via the link with Goa. The actual realisation of mapping skills has been a joint enterprise which has informed our staff (via a dedicated staff meeting), and our future work with children. The staff development opportunities are many. The engagements with active research, the opportunity to work with children of a diverse age range, the live link with the Goan children and staff and the professional contact with Indian colleagues, all have combined to offer an enriching experience for all.

The reality of this linking project has been the manner in which the children have been informally discussing the issues raised: they now naturally refer to Goa when discussing issues such as water availability, they know where Goa is on a range of maps, atlases and globes, they recall the artefacts that Mr Mapperley took photographs of in India and then subsequently presented them in an assembly. (The e-mail link to India via our assemblies was a spectacular success! Mr Mapperley e-mailed the school, the children were shown the e-mail via a data projector, they then composed some questions for him, these were sent to India, the next day Mr Mapperely's answers were presented to the assembly.)

I believe the project has enormous amount to offer the children and the staff at this school. I would endorse this form of project in every school in the country.'

Replying to our pen friends at St Anthony's.

Here are some of the notes to help with our letter writing.

- Start by thanking them for their letter, pointing out anything you found particularly interesting.
- Answer any questions they have asked.
- Tell them about anything new or interesting that has happened recently or will happen soon.
- The children at St Anthony's are particularly interested in how we keep our homes warm in winter. Tell them about your house and how it is kept warm (central heating, double glazing etc.)
- Finish by rounding off your letter positively. For example, say how much you look forward to their letters or say how much you enjoy writing to them.

Beware!!

- Please do not write anything which may embarrass your penpal in front of their teacher. For example, rude or crude jokes which may be acceptable here may not be appropriate at St Anthony's – if in doubt, leave it out!
- Indian society has a very different understanding of 'boyfriend' and 'girlfriend'. Writing about your 'girlfriend' or 'boyfriend' is likely to confuse your pen pal! This is not an appropriate subject for letters.
- You do not need to send your home email, phone number or address so please don't. It is the school's policy to keep these confidential for your own safety and sending them thousands of miles by post is not a good idea. Year 6 who are concerned about losing touch when they leave Richard Bonington can be reassured that we will arrange a post box service whereby letters dropped with us will be included in our next post bag to St Anthony's and letters from St Anthony's will be sent to Redhill.
- Don't ask for gifts. If you would like a photograph, ask for a picture as it may not be easy for your pen friend to access a camera.
- Please don't send gifts. It increases the postage costs and means your pen friend will feel he/she has to do the same and the postage costs from India are even greater than from the UK. Keep your gifts for when we have a visitor from India who can take them back when they return – but even then they need to be very small and light – 100 little gifts can weigh a lot!

The letters we receive are always beautifully presented and written with great care. We must make sure our replies keep up this high standard.

NOTTINGHAMSHIRE/INDIA SCHOOL LINKING NETWORK



The context for the establishment of the network

The UK government has promoted the development of global citizenship within the curriculum and has provided funding for schools to link with partner schools in places around the world in order for pupils to develop international understanding and the values of global citizenship. Many schools in Nottinghamshire and other parts of the UK are addressing global citizenship through setting up school linking programmes with schools in other parts of the world, in order to give young children a meaningful and real experience of learning about the lives of other children.

This network has developed out of a long standing and successful school link between Richard Bonington Primary School in Arnold and St Anthony's High School in Goa, India.

The link between these two schools was established in May 2000, following a visit to Goa by Anna Disney, a lecturer in primary education at the Nottingham Trent University, who was interested in developing a curriculum and research network in the area of school linking and global citizenship. During her stay in Goa she visited St Anthony's High School and on her return to England, she established a three way link between the two schools and the Department of Education at Nottingham Trent University.

From 2004, the network has developed and grown and now includes a number of linked schools in Nottinghamshire and India. There are now six well established mini clusters each consisting of a Nottinghamshire primary and secondary school linked to an Indian high school. Most of these links are now well established and are in receipt of a DfID Curriculum Development Grant. Since 2006, the network has been supported by Nottinghamshire County Council. The network aims to facilitate communication between children in both countries about their lives, education and interests and to involve them in collaborative projects which will enhance their understanding of the wider world and their shared global future. The links provide opportunities for curriculum projects and staff development. The focus is on learning together and learning from each other. Each group of linked schools develops their own priorities and interests within the shared framework of the wider programme.

The network is currently supported by Nottinghamshire County Council and is jointly co-ordinated by Anna Disney in a consultative capacity and Alyson Allan, who has responsibility for developing international school linking within the County. We are currently setting up a steering committee to support developments. All schools participating in the network need to be committed to the development of a long term sustainable link and to working collaboratively as part of the wider network of schools. It is important that the governing body and senior management of the school are fully supportive of this commitment.

Aims of the linking network:

- to develop the global dimension within the curriculum of the participating schools;
- to enable children to communicate with each other and work collaboratively;
- to provide opportunities for children to develop knowledge and understanding relevant to their futures as global citizens;
- to provide a context for staff development.

Objectives

The linked schools work together to identify their own curriculum and staff development priorities and these will contribute to the children's learning within the context of global citizenship and values education. It is hoped that children will develop their learning in the following areas:

Knowledge and understanding:

- about each others' everyday lives, interests and experiences;
- about each others' local and national environment
- about the wider world and global issues.

Skills:

- communicating through a range of media;
- improving spoken and written English;
- thinking critically ;
- working co-operatively;

Values and attitudes:

- valuing and respecting diversity;
- caring for the environment and committing to a sustainable future;
- empathising with others;
- challenging stereotypical representations;
- believing that people can make a difference.

Schools may start with a very small - scale project based in a particular curriculum area or activity and develop their work incrementally over a period of time. Experience has shown that it takes time to build a strong and sustainable project and for it to permeate the whole life of the school and community.

Funding

Funding for teacher reciprocal visits is available from the British Council. The initial contact visit will be funded by World Links and will enable one UK teacher from each of the participating schools to visit their partner school in India. This will enable schools to begin to plan the link in detail. Following on from this, it is hoped that reciprocal visits for two teachers from each Indian and UK school will take place annually. Visits are arranged so that teachers from all schools can travel together and there is considerable experience and expertise within the network schools to support those participating for the first time.

Current participants

All the UK schools belong to the Nottinghamshire Local Authority. In India, all schools are run by the religious minority organisations.

Cluster 1

- Richard Bonington Primary School, Nottingham
- Redhill School, Nottingham
- St Anthony's High School, Goa, India
- St Thomas High School, Goa, India
- Arnold Mill Primary School, Nottingham

Cluster 2

- Rushcliffe Comprehensive School, Nottingham
- Pierrepont Gamston Primary School, Nottingham
- Our Lady of the Rosary High School School, Goa, India

Cluster 3

- Fairfield Primary School, Nottingham
- George Spencer Foundation School and Technology College, Nottingham
- St Francis High School (ICSE), Bangalore

Cluster 4

- Carsic Primary School, Nottinghamshire
- Sutton Centre Community College, Nottinghamshire
- Lake Montfort High School, Bangalore

Cluster 5

- Cropwell Bishop Primary School
- Toothill Comprehensive
- St Francis Xavier High School. Siolem, Goa

Cluster 6

- Awsworth Primary School
- Kimberley Comprehensive School
- St Francis English ICSE School, Charamrajnagar

Cluster 7

- Arnold Hill School and Technology College
- Ernehale Junior School
- Montfort Vidyasagar School
- Derrymount Special School
- Montfort Vidyasagar School for the Disabled

Cluster 8

- South Wolds Community School
- Crossdale Drive Primary School
- Montfort Valley School, Kerala

More details and information can be obtained from:

Anna Disney anna@disney58.freemove.co.uk Tel : 0115 9626190 or 07948213203

Alyson Allan alyson.allan@nottsc.gov.uk Tel: 0115 9773407 or 07834008272

YEAR 3 AND 4 ODDS CYCLE

TERM 1			TERM 2			TERM 3		
Major context: - Victorians			Major context: - Goa locality study (linking project)			Major context: - Local study (Town Mouse / Country Mouse).		
Minor context: - Forces			Minor Context:- Materials (Sci and DT)			Minor contexts:-		
Subject	Unit title	Reference	Subject	Unit title	Reference	Subject	Unit title	Reference
His	Local study – Pondhills Lane School / Victorians	RB	Geog	Goa locality study.	RB	Art	Take a Picture – (inc. Richard Bonington – History link)	RB
Art	William Morris (printing)	RB	Art/DT	Indian purses (see also science)	RB	Geog	Investigating our area – Town Mouse and Country Mouse. (use Fine Feathered Friend)	RB
Sci	Magnets and Springs / Friction	RB	Music	Playground songs and rhymes. Use India Link.	RB	DT	Pop Up / Moving story book.	4B
DT	Moving Monsters	QCA 3C	RE	WDWKA Jesus/Signs and symbols.	QCA 4C	RE	Faith.	QCA 4D
Music	The Class Orchestra	M.E.	PSHE	Citizenship/	RB	Sci	Helping Plants to grow / habitats.	RB
PE	IN -Modern dance / Basketball.	RB	PE	IN - Gymnastics / Indian dance	RB	PE	OUT – Cricket / Rounders	RB
	OUT - Hockey / Swimming	RB		OUT – Problem Solving / swimming.	RB		OUT – Athletics (throwing) / Sports day prep.	RB
PSHE	Self esteem, feelings and relationships.	RB	Sci / DT	Characteristics of materials / Keeping warm.		PSHE	Keeping Safe.	RB
RE	Hindu worship/Divali. Use India Link	QCA 3A	ICT		RB	Music	Animal Magic	M.E.
ICT		RB				ICT		RB
Lit	Hist – information books on topics.		Lit	Playground songs and rhymes.		Lit	Pop up book?	
Num			Num			Num	Take a Picture – descriptive writing.	

YEAR 5

TERM 1			TERM 2			TERM 3		
Major context: - Tudors Minor context:- Space			Major context: - Water (India) Minor Context:-			Major context: - Greeks Minor contexts: - Growing and changing, Arnold High Street.		
Subject	Unit title	Reference	Subject	Unit title	Ref	Subject	Unit title	Reference
His Geog	Henry's wives (first 10 weeks then Geog)	QCA 7	Geog	Water	QCA 11	His	Greeks	14 or 15
Art	Talking textiles	QCA 5C	Art	Representations of water.	RB	Art	Objects and meanings – Greek vases.	RB
PE	IN - Tudor dance/ Basketball OUT – Running/Swimming	RB /	PE	IN – Gym (water)/Dance – Country/Folk OUT – Orienteering/Hockey	RB	PE	OUT-Athletics/Sports day Prep. OUT-Cricket / Rounders	RB RB
Sci	Space/Sounds	RB / RB	PSHE	Citizenship (responsible use of water)	RB	Sci	Keeping healthy/ Life Cycles/ Sex Ed.	5A 5B
Music	Journey into Space	M.E.	Music	Water cycle (link PE)	RB	PSHE	Growing and changing	RB
DT	Clocks	RB	DT	Dahl (India link)	RB	Geog	Should the High Street be Closed to Traffic?	QCA 12
RE	Bible/Christian Actions	QCA 5C and 5D	RE	Mohammed/Muslim practices.	QCA 5A and 5B	ICT	Data Handling.	RB
PSHE	Self esteem, feelings and relationships.	RB	Sci	Gases/Changing State.	RB	RE	Sikhism and Buddhism	RB
ICT		RB	ICT		RB	DT	Moving Toys (in DT week)	5C
Lit	Link non-chronological reports with history and science.		Lit	Explanation text – water cycle, PHSE – debating skills Myths and legends - Greeks		Lit	Myths and legends – Greeks Persuasive writing – Arnold High St.	
Num			Num	Quantities, ratio and measures – Dahl (DT)		Num	Analysis and handling of data – ICT and Geog.	
NOTES Water (geog) needs to start in 11 th week of term after Henry's Wives.			NOTES RE should make use of St Anthony's link. Water (geog) finishes just after half term to be followed by Greeks.			NOTES Music – Roundabout?		

YEAR 6

TERM 1			TERM 2			TERM 3		
Major context: - World War II			Major context: - Creative arts based topic – Movement.			Major context: -		
Minor context:-			Minor Context:-			Minor contexts:-		
Subject	Unit title	Reference	Subject	Unit title	Reference	Subject	Unit title	Reference
Music	Wartime songs. Redhill percussion.	RB	Sci	Forces / How we see / Interdependence / Microorganisms	RB	Sci	Whodunnit / Sex Ed.	?? and RB
His	Children in WW II	QCA 9 or I3	Art	Movement in Art	RB	Geog	Residential visit to Overton.	RB
DT	Slippers	QCA 6B	Music	Redhill Percussion.	RB	Art	ICT based topic	RB
PSHE	Self-esteem, feelings and relationships.	RB	PE	IN – Dance and Gym– movement. OUT – Hockey / orienteering	RB	ICT	See art	RB
Sci	Dissolving / Changes / Circuits.	RB	PSHE	Drugs and Medicines (DARE)		PSHE	Keeping safe	RB
RE	Worship and community	QCA 6A	RE	Faith through the Arts	QCA 6F	RE	Sacred texts	QCA 6C
PE	Dance (Glen Miller?) / basketball	RB	ICT			PE	Rounders / Cricket	RB
ICT	Swimming / Hockey.	RB	Geog	Communications across the world. Use India link.	QCA 18	DT	ShortTennis / Sports day prep Bridges or Sletters.	RB
Geog	Communications across the world. Use India link.	QCA 18				Music	Year 6 performance.	
Lit	Geog - Diaries. Reports. Letters Home		Lit	Discussion texts.		Lit	Link DT with Kensuke's Kingdom.	
Num			Num			Num		

**LIST OF RESOURCES COLLECTED BY RICHARD BONINGTON SCHOOL TO
SUPPORT THE LINK**

BOX 1

Photo packs (these packs contain roughly 30 large pictures of Indian scenes, landscapes and culture)

- Traditional theatre forms of India
- Odissi dance – Indian dancing
- World Cultural Heritage Sites – India 1,2,3&4
- Forts, palaces and havelis of Rajasthan

Indian newspapers

Cricket magazines

Map of Goa

Guide to Goa

Postcards of Indian food

Wall charts:

- Letters of the alphabet (Hindi)
- Fruit and vegetables found in India
- Maps of Goa and India (x15)

Instruments and music

- Bell and beater
- Indian cymbals
- Indian bells
- Tape of popular Hindi music
- Tape of table (drum) music
- Two tapes of songs of different Indian languages
- Silver hammer (for tuning table drums)

Incense candles and incense pots

Indian coins

Jewellery

- Ankle bracelets
- Hand and finger bracelets/bangles
- Earrings
- Rings
- Toys
- Indian Barbie doll
- Toy tuk-tuk

- Ornaments
- Goan shell souvenirs
- Two wooden elephants
- Wooden arrow
- Printing blocks
- Indian clock (designed by St Anne's School)

Items from St Anthony's

- St Anthony's annual calendar
- Bag of items made by the children 's
- Schools tie and belt

Books- used as guided reading books in class

- Legends of India's rivers (Manoj Das)
- Stripes in the Jungle (Geetika Jain)
- My Life – The Tale of a Butterfly (Anjan Sarkar)
- The Monkey God and other Hindu tales (Debani Chatterjee)

A selection of single story books also used for teaching at St Anthony's

BOX 2

Green folders

- Pictures of different festivals by children at St Anthony's
- Work from children at St Anthony's about Arnold
- Pictures of what children at Richard Bonington think Mapusa looks like

Yellow folder

- Information about English house descriptions (to use for a comparison with houses in Goa

Photo packs

- Religion
- Water (2)
- Crops
- Around Goa (including tourist information)
- Mapusa
- St Anthony's High School
- Arnold (to use as comparison with Goa)
- Miscellaneous photos (Goa)

Items from St Anthony's

- Timetable of school day at St Anthony's
- A selection of pictures by St Anthony's children

Large map of India and its surrounding countries

A selection of Indian drapes) to use for pattern work)

An Indian sari

OTHER RESOURCES

Instruments – Sitar/ two table drums

A selection of spices

Five decorated boxes

Bracelets

Wall hanging

Mapusa road map

Maps of Goa

Goan photo book (Goan scenes) guide book to Goa

Items for St Anthony's High School

- Folder of questionnaires about children's lifestyle in Go
- Tie – part of St Anthony's school uniform
- Goa Club work books (England and India)
- Details of photos of teachers & pupils in St Anthony's
- Details of playground games at St Anthony's
- Welcome to Mapusa leaflets from children at St Anthony's
- Work on what children in St Anthony's knew about England
- Indian book: Excuse me, is this India? (Anita Leutwiller)
- Indian drapes
- Platinum Jubilee stand (from St Anthony's)

GOA VIDEO 1

Start time	End Time	Description
0:00	1.12	Footage of JW at Gatwick Airport
1.12	2.39	JM outside Ave Maria (Sunday night)
0.00	0.54	JW on the beach at Candolim (Monday)
0.00	1.41	Footage of Mapusa town centre
1.41	2.19	JW in Mapusa restaurant
0.00	3.11	Footage of Mapusa town centre
0.00	1.21	JM on computer
0.00	1.21	JW with work taken at St Anthony's
0.00	0.20	JM filming gecko
0.20	1.27	JM talking about water bottles in restaurant
0.00	0.49	JW on computer
0.00	1.46	JW downloading photos to computer (Wednesday)
1.46	3.55	JW breakfast at Candolim (Thursday)
3.55	13.42	Journey from Candolim to St Anthony's; School
13.42	17.09	JM summing up, Apora beach
0.00	15.18	Journey from Candolim to Mapusa
15.18	16.01	gecko

GOA VIDEO 2

Start time	End Time	Description
0.00	2.01	JM with water bottles in bins
0.00	0.58	Candolim rubbish tip
0.58	6.03	Dance 1 – folk dance boys+girls
6.03	11.23	Dance 2 - Portuguese
11.23	15.48	Solo dance
15.48	23.12	Konkani dance
21.13	30.06	Stick dance from Gujarat, N. India
30.10	31.38	JW on the last night
31.38	35.18	Children meeting Barnaby in Candolim
35.20	36.09	Indian airport
36.20	46.14	Indian Dance workshop

SCHOOL LINKING QUESTIONNAIRE

Please answer the questions as fully as you can. If you are unable to answer a question, please leave it blank

NAME OF SCHOOL:

Q1

How long have you been employed at the school?	
--	--

Q2 *(Answer the questions that are relevant to your teaching context)*

Which subject/s do you teach?	
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Which age phase do you teach?	
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Q3

Have you participated in a reciprocal visit?	
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Q4 *Please circle the appropriate answer)*

How much do you think you know about the link between your school and Richard Bonington Primary School?			
Nothing	a little	quite a lot	a lot

Q5 In what ways do you think the following groups have benefited from the school link?

Children

Teachers
Parents
Community

Q6 Have you used the context of the school link in your teaching? Please give examples if this is the case.

Yes/No

Q7 Has the link affected your ideas or beliefs about education or classroom practice? Please give examples if this is so.

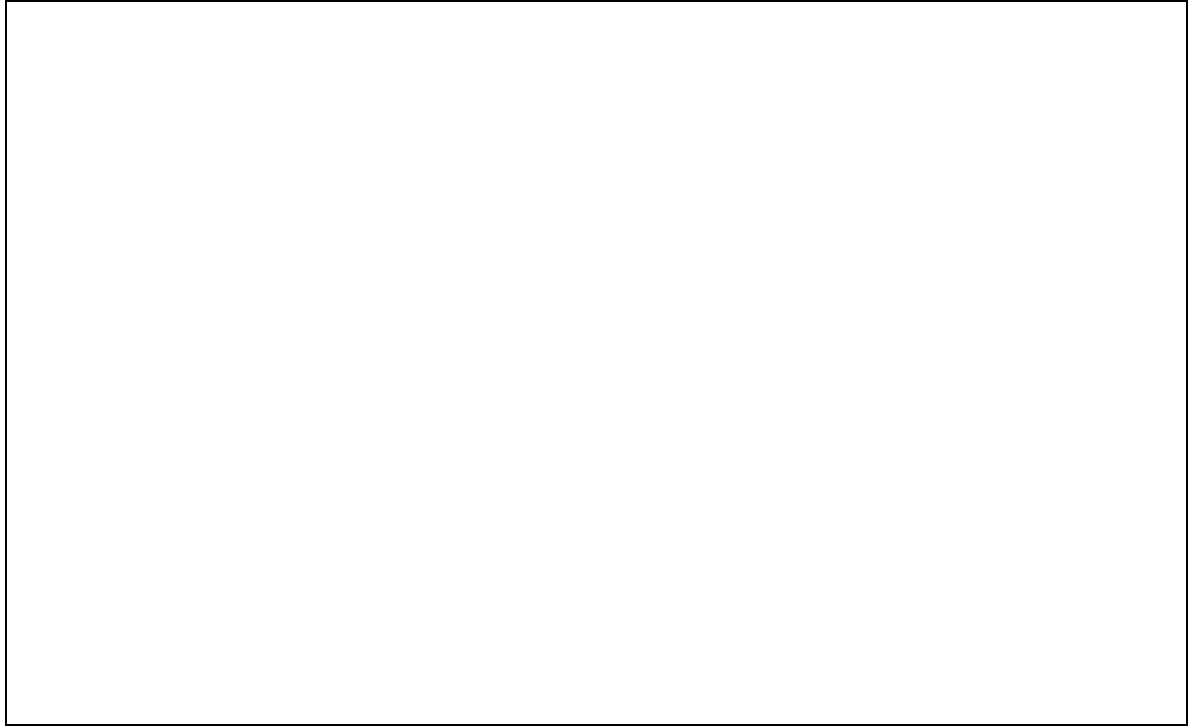
Yes/No

Q8 In what ways do you think the link contributes to education for global citizenship?

Q9 Do you want the link to continue into the future? If so, how do you think it could be developed and or improved?

A large, empty rectangular box with a thin black border, positioned at the top of the page.

Q10 Do you think there are any issues or problems that need to be considered?

A large, empty rectangular box with a thin black border, occupying the middle section of the page, intended for a response to the question above.

Any further comments:

