

Delving Deeper

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In many ways global school partnerships are like any other kind of school partnership.

People from different places and with different ideas about the world are brought together in a challenging and stimulating learning environment.

However, there are particular factors which affect relationships between schools in rich and poor parts of the world.

One partner often has significantly more resources than the other. Poverty can be a barrier to learning together, but if respectful and equal relationships are in place meaningful and inspirational learning results.



Exploring diversity

Teachers involved in global school partnerships share many things in common, including professional motivation. But there are also differences – this can be a great strength of these partnerships and also one of the biggest challenges. When we interact with colleagues from different backgrounds we may interpret the same situations in very different ways, as each of us reads a situation according to previous experiences and learning.

Diversity implies not just valuing differences but critically reflecting on one's own values, behaviours and assumptions and being open to different ways of thinking, behaving and working. Openness, self-reflection and flexibility are two-way processes in equity-based partnerships. There may be things which are non-negotiable for one or the other partner. These should be communicated, acknowledged and explored as your relationship matures.

**We don't see things as they are;
we see things as we are.**

Anais Nin



What's above and below the surface?

Which of these items is at:

- the surface level
- the middle level
- the deepest level of Schein's iceberg?

expressions of emotion	attitudes to new ideas and thinking	views about strangers
individuality	views about justice	ideas about success and failure
food conventions	facial expressions	ideas about creativity
understanding nature	use of language	importance of age
discipline	privacy	role of the family
body language	gender roles	social etiquette
religious beliefs	importance of time	work ethic
child-raising beliefs	concept of leadership	notions of sharing
responsibilities and rights	nature of friendships	ideas of modesty

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Based on an activity from *Preparing for Change: Pre-Departure Training Course*, VSO with their permission



Identify an example of difference in your partnership. How might you give colleagues in your partnership an insight into what this means for you?

What's important to me?

The societies and communities we are part of affect our daily behaviour and how we view the world. They influence:

- our responses to family and friends, to the old and the young, to women and men
- our religious and secular beliefs
- how comfortable we feel in formal and informal situations
- our attitudes to time-keeping, material possessions and the environment.

Getting to know each other and our different expectations are the first steps in understanding diversity and the foundation for equitable relationships.



Discuss how diversity might affect your partnership relationship. How might you explore any strongly held values and beliefs in your partnership?

Diversity in partnerships

How might diversity affect your partnership?

- misinterpretation – language and meanings
- assumptions about each other – what being a teacher means/what we have and don't have
- different ideas of sharing
- concepts of self – what one has to give/self worth/acceptance of situation
- expectations of money and resources
- different teaching styles – group work/chalk and talk
- ways schools work – ethos, leadership, management, staff movement, autonomy, discipline, exam-based
- lack of knowledge of practices, customs and approaches
- respect for elders
- time issues – working day/chores/leisure
- moral/religious differences
- greetings
- unwillingness to admit mistakes/problems
- traditions/family structures
- flexibility – give and take
- prejudice – including gender/special needs/sexual orientation

There is a need for positive thinking in order to affect attitudes of staff in partner schools. Infectious enthusiasm has a knock on effect with others.

Responses from teachers in England with partnerships in African and Asian countries.

Where do you stand?



Do this activity with colleagues from your partner school when you meet. Identify areas where there are likely to be differences between partner schools. Indicate:

- where you would place yourselves personally on the continuum – has this changed over time?
- where the majority of families from your school would place themselves – what about exceptions?

Discuss ways of supporting each other to understand and work positively with any differences between partners.



Challenging stereotypes

Everyday objects are commonly used in partnerships to explore different ways of life. But how representative are these? Do they challenge or reinforce stereotypes? Rather than thinking about how you see others, think about how you see yourself.



Learners' Activity

Make a collection of 10 objects which will give your partner school an accurate impression of life in your country or community. Use the 'UK Artefacts?' sheet to introduce this.

Which cards illustrate

- negative
- positive
- traditional
- modern

examples of life in the UK?

What's missing from the card set?

Are there any examples that UK partners need to explain?

Ghanaian teachers selected the following as objects to represent their lives:

- kente cloth: represents diversity, relying on others, history of cotton in Ghana, ethnic background
- drum: communications, music, unity, social hierarchy
- gold: wealth, history, ornaments
- beach: jobs
- colours: black for mourning, red for danger, white for victory and joy
- palm tree: food, shelter, oil, basketry, strength and support
- stool: royalty and power
- cowries: ceremonies, history, wealth.

From GLADE (www.glade.org)

Teacher's checklist

When working with objects from other countries consider:

- what you are hoping learners will gain
- how you can get objects that represent a range of perspectives, e.g. traditional, modern, everyday, special, ceremonial, practical, urban, rural
- how each object can be put in context, e.g. how it is used, how it is made, what it is made from. If possible, include photos showing the item being used
- whether handling or looking at the object may cause offence, e.g. religious objects or provocative images
- the need to compare like with like
- how objects can be used to challenge stereotypes rather than reinforce them
- whether preliminary work needs to be done before learners work with the object
- how negative comments will be dealt with.

Compiled from materials from GLADE (www.glade.org), MUNDI (www.mundi.org.uk) and the Centre for Global Education, York (www.centreforglobaleducation.org).

We ... questioned whether what really concerned us was stereotypes or prejudice. Stereotypes, as oversimplified, standardized images, are formed as a result of a whole variety of direct and indirect, or mediated, experiences. However, our main concern ... was what causes a stereotype to be interpreted positively or negatively and a key factor identified was culture. For example, if this cultural lens is added to our understanding that prejudice is based on insufficient knowledge or inaccurate stereotypes, it can be seen that simply providing children with access to more/accurate information may not necessarily lead to the breaking down of negative attitudes.

Fran Martin in 'North South Linking as a Controversial Issue'



What do you think? What makes some stereotypes negative and some positive? How can global school partnerships encourage learners to critically reflect on their own attitudes?

UK artefacts?



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Adapted from an activity in *A Good Practice Guide to Whole School Linking*, MUNDI www.mundi.org.uk with their permission

Exploring equality

When the financial resources of one partner are much greater than the other this can distort the relationship. Money is only one of the elements that affect a relationship; just as significant are the people involved and their approach to working in inclusive ways.

Relationships

In any relationship when things start to go wrong it is usually for one of the following reasons:

- one partner dominates
- there is no clear purpose in why partners are working together
- unrealistic goals have been set
- there is no communication
- differences exist in ways of working and general philosophy.

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

Conference on linking 2002, quoted in UKOWLA Toolkit for Linking (www.ukowla.org.uk/main/toolkit)

Unless school links are developed as shared endeavours in which both schools have an equal opportunity to articulate and communicate their own needs and feel that they have an equal amount to gain from the project, they can come dangerously near to epitomising a new form of colonialism which endorses the traditional stereotypes of the dependency of people in the South and the exploitative nature of western culture.

Anne Disney 'Children's Developing Images and Representations of the School Link Environment', Multilingual Matters, 2004

There is a remarkable change in attitude from links being seen as charity-based to partnerships encouraging mutuality and not inequality. Many schools in Kenya have started to see partnerships as long-lasting relationships which are meant to expose pupils and teachers rather than a means to gain materially.

Edwin Ochieng, formerly Education Officer, British Council Kenya.

We don't want a link like the last time... we want a real partnership this time.

South African teacher quoted by RISC (www.risc.org.uk), 2005.

In our experience of global school partnerships the UK school is likely to set the agenda and take the lead in the partnership.

GLADE (www.glade.org) and CDEC (www.cdec.org.uk)



What are your views about the opinions expressed above?

Relationship guidelines

It is important to acknowledge the existence of imbalances in your partnership rather than to ignore them. There are many factors which affect the dynamics of partnerships between schools. Some of these are listed below.

Access to resources

Influence gained through access to resources (money, information, opportunities).

What sorts of resources does each school have? If one partner has significantly more resources than the other, how does this affect the relationship? Can anything be done about it?

Responsibility and authority

All schools have some sort of authority structure. Some are firmly fixed and depend on your position in the organisation; others are more fluid and not so dependent on your position. The knowledge of how things are done in both schools can be used to support inclusive working practices.

- How fixed or fluid are the authority structures in partner schools?
- If there are differences, how might this affect partnership communications, e.g. the formality of face-to-face meetings and written correspondence?
- How can you use or change the existing structures in your schools to support equitable working relationships?

Personal qualities

Personal influence derives from a person's character, personality and attributes and how they get on and interact with others.

Individuals can influence others through persuasion, enthusiasm or intimidation. Self-confidence, interpersonal skills and the ability to say 'no' all contribute to personal power.

- Who are the key influencers in your partnership?
- Do they encourage the participation of others, particularly those who are less obvious and less powerful?
- What personal skills are needed to enable the involvement of others?
- How can a range of personal skills be drawn on by the partnership?

Expertise

Influence gained through possessing certain knowledge, skills or experience that enables you to influence people and organisations.

- What sorts of expertise does each school have?
- Are they equally valued?
- If one school is viewed as having greater expertise than the other, how might this affect the relationship?

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Suggest some practical ideas which would support equitable working relationships in your partnership.

How well can we support equity-based partnerships?



Indicate the extent to which you feel that your school has the skills and competencies needed to develop and sustain equity-based relationships. If the answer to any question is yes, ask if this is shared by both partners. If there is room for improvement, identify priorities for professional development. You may wish to use this activity over a period of time to identify how your skills and competencies have developed.

Do we have the skills to enable open and honest discussion between partners?

yes	to a certain extent	no
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Do we have positive and realistic expectations about what might be achieved?

yes	to a certain extent	no
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Are we tactful enough to be able to bring up weaknesses or concerns, if necessary?

yes	to a certain extent	no
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Do we have the skills to manage conflict constructively?

yes	to a certain extent	no
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Do we have the skills to enable wider participation in the partnership?

yes	to a certain extent	no
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Are we willing to allow our partner to evaluate our school and to accept their opinions about our weaknesses?

yes	to a certain extent	no
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Do we have the self-confidence to make a strong case for aspects which our school believes are essential to the partnership and to take difficult and unpopular decisions if necessary?

yes	to a certain extent	no
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Do we view our partnership relationship as a learning process which will evolve over time?

yes	to a certain extent	no
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Do we have the skills to evaluate the effectiveness of our evolving partnership relationship?

yes	to a certain extent	no
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Adapted for DGSP via VSO from CARE USA *Partnership Field Guide*, USAID May 2002 with VSO's permission.

Charitable fundraising



I don't see how you can have an equal relationship if one partner is fund-raising for the other. Awareness-raising and campaigning for change are necessary and vital to being active global citizens.

Margaret Burr, Humanities Education Centre.

How do we avoid the issue of the 'rich school' helping the 'poor school' cope with injustice?

Teacher attending a UK workshop session, 2005.

There will be significant financial disparities between many partner schools, and there may be expectations from one or both sides that charitable funding should be a key component of the partnership. However, one school fundraising for another may affect learning by reinforcing rather than challenging learners' stereotypes. It also perpetuates out-dated views of development, by creating the impression that Southern countries are reliant upon charity from the UK

and other Western countries. Fundraising in one direction also has a detrimental effect on equity in the relationship. Many teachers who are the recipients of funds find it difficult to collaborate as professional equals with their counterparts.

If you are not yet in a partnership highlight your learning goals to potential partners and approach a partner with compatible goals.

If you are in a fundraising partnership and wish to shift to mutual learning goals:

- find ways to engage counterparts in discussion about the learning potential of the partnership;
- involve partners in reviewing the impact in both schools (especially on learners' perceptions) of the fundraising that has already happened;
- use your Partnership Agreement (pages 33–34) to prioritise learning goals.



How does money impact on a partnership?

Depends on the motivation for the partnership – is it an educational or a development project?	Depends how much weight is placed on technologically advanced communications.	Depends on the value that each partner places on money (as opposed to other sources of wealth).
<p>↓</p> <p>Tensions exist between funding and 'good' educational outcomes (e.g. challenging stereotypes)</p> <p>↓</p> <p>Is the money being raised to fund the partnership (travel, communication) or is it being raised as an end in itself?</p> <p>↓</p> <p>It can be difficult to introduce educational aims once fundraising takes hold.</p>	<p>↓</p> <p>A partnership does not have to depend on technologically advanced communications. Partners can find appropriate ways to communicate without trying to send computers to communities that cannot support internet connections.</p>	<p>↓</p> <p>Feelings of inferiority or superiority may develop based on unchallenged assumptions about the importance of monetary wealth.</p>

? What do you think of charitable fundraising in a school partnership? Is it inevitable, beneficial, damaging, educational, valuable, necessary, unnecessary, motivational, empowering, limiting, patronising... or what?

From *One World Linking*, Spring 2006, UKOWLA

How can we have equitable partnerships?

Partnership fundraising

Many schools raise funds to support partnership activities. DFID Global School Partnerships recommends having a jointly agreed strategy for fundraising which involves all partners in fundraising activities and decisions about how funds are spent. In-kind contributions, particularly of time, and financial contributions should be valued equally.

We have restricted our fundraising activities to supporting the visits between schools so that our partnership can develop as equally as possible.

Ulverston High School, Cumbria, England partnered with Secundaria Tecnica 44, Mexico City, Mexico

What would you do?

These are situations global school partnerships have faced:

- A small amount of funding is needed to cover postage of materials between schools. There are funds available in one school for this but not the other. If one school offers to pay for all postage at this early stage in the relationship it may establish an expectation of future financial support.
- Learners have been exchanging penpal letters. Some of these letters have been asking for money to pay for school fees.
- One member of staff in your school 'controls' and determines what happens with the partnership. This makes it difficult for others to get involved.
- You have received grants to enable staff to visit each other for three consecutive years. Your headteacher has visited on the two previous occasions and wishes to be the grant recipient again this year. How can others benefit from the award?
- The fundraising that has been undertaken has reinforced stereotypes in both schools.



How might equitable relationships be supported in these situations?



How can we have equitable partnerships?

What is poverty?

For most global school partnerships, issues of poverty will be a key factor in the relationship. Simplified images of poverty can fuel negative and dependent images of Southern countries and images of endless wealth and perfection in countries like the UK present idealised rather than accurate views. We need to explore the meaning and causes of poverty to enable learning to happen equitably and respectfully.

Poverty refers to human needs which are not satisfied. It can refer to someone's economic position or their social position. Conventionally poverty is represented in two models:

- absolute poverty is based on a minimum standard needed to live
- relative poverty is based on a comparison of poor people with others in society.

If poverty is defined (as it often is) as a lack of material resources, we end up with a very narrow interpretation. However, if it is considered in terms of unmet human needs it gives us a much broader understanding.

Maslow's 'Hierarchy of Needs' (see below) is helpful in understanding the different kinds of needs people have, and consequently the complexity of poverty. There are physiological needs – often referred to as 'basic needs' – and these include our need for food and water. But we also need to feel safe, to be loved and included, to be recognised and, higher up the hierarchy, to have knowledge and understanding, appreciate beauty, to realise our potential and to find self-fulfilment – what Maslow refers to as 'actualization'.

If we use this model to analyse poverty we can see that, in some respects, some of us – whether in Southern countries or the UK – are poor, and in other respects, some of us – whether in Southern countries or the UK – are rich.

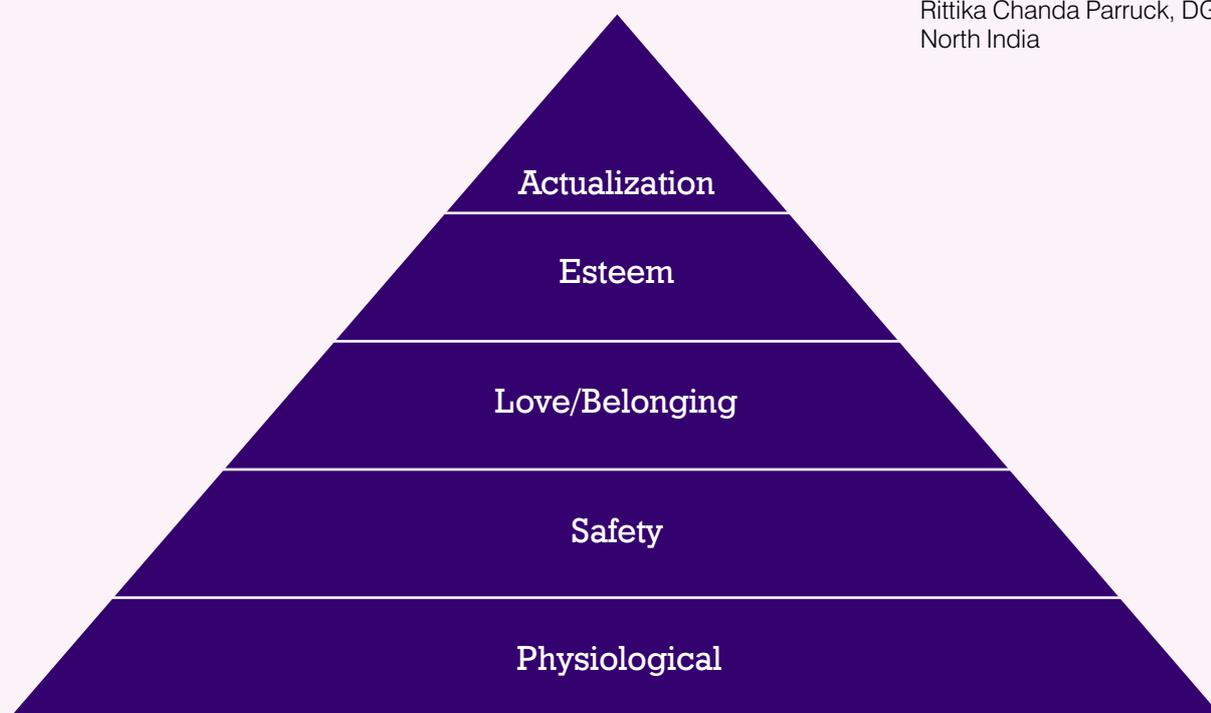
We've only got a few things that they haven't got, but they've got things that we haven't got and I hadn't really thought about that before.

UK learner in *A Good Practice Guide to Whole School Linking*, MUNDI (www.mundi.org.uk)

Poor means someone that has no hope.

Rittika Chanda Parruck, DGSP, North India

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From A theory of human motivation, Maslow, A., *Psychological Review*, vol. 50, 370–96, 1943.

Poverty in the UK

The inhabitants of a poverty-stricken Indian village in Mysore have a better life than people in Glasgow's Easterhouse area. The latter is a soulless place where people are demoralised and face a meaningless future. The penniless tribesman living in a mud hut in the Nigris Hills is better off.

It was a shock to us to see that the unemployed people of Easterhouse had cars and televisions and refrigerators—incredible wealth to many Indians—and yet they were apathetic and had no hope. Around them were visible signs of drug abuse, terrible vandalism, street gangs and daily violence. Despite their possessions, they are worse off than the poorest tribesman.

In India, the poor still have initiative. Every day, you see them scavenging in the garbage heaps for junk. If they find something of the slightest value, they will take it and sell it somewhere. They will do odd jobs whenever they're available. They are doing something to keep body and soul together.

But in Easterhouse, there's a heaviness in the air which you don't experience in the Indian slum. We were trying to work out why. Then it hit us. We had never met a man in India who had been unemployed for 20 years as some of the Easterhouse residents. Indians experience seasonal unemployment but not 20 years of purposeless, meaningless existence. However, the Easterhouse women are different. They are still resilient and put energy and enthusiasm into various voluntary projects. The depressing factor was the lack of involvement by the males.

Stan and Mari Thekaekara writing in the Daily Telegraph, 1995



Learners' activity

Explore the meaning of poverty with learners.

- is it not having any money?
- is it not having any friends?
- is it having no-one to help you when you're ill?

Ask learners to think about things in their life that they value. Encourage them to think beyond material things – people who are important, being safe, people being kind and friendly to them, times when they feel good.

Poverty around the world

According to internationally-accepted standards anyone earning less than 60p a day (US \$1) is living below the poverty line, i.e. does not earn enough to live on:

Percentages of people living below the poverty line:

Europe and Central Asia	3.5
Latin America and the Caribbean	23.5
Sub-Saharan Africa	38.5
Middle East and North Africa	4.1
South Asia	43.1

4.4 billion people live in developing countries:

- three-fifths lack basic sanitation
- almost one third have no access to clean water
- a quarter do not have adequate housing
- a fifth have no access to modern health services
- a fifth of children do not attend to the end of primary school
- a fifth do not have adequate protein and energy from their food supplies.

Source: CAFOD www.cafod.org.uk

The Millennium Development Goals

The eight Millennium Development Goals (MDGs) are international targets for reducing global poverty. By the year 2015 these goals, if they are reached, will have lifted around 500 million people out of poverty. They were adopted by the United Nations General Assembly in 2000 in the form of the Millennium Declaration. The document outlines the commitment of 189 signatory countries to the UN's principle of working towards a more just, peaceful and equal world.

The eight goals

- eradicate extreme poverty and hunger
- achieve universal primary education
- promote gender equality and empower women
- reduce child mortality
- improve maternal health
- combat HIV/AIDS, malaria and other diseases
- ensure environmental sustainability
- develop a global partnership for development.



Learners' activity

- **Call out what you think of when you hear the word 'goal'**. Typical responses are 'football'! What does it mean to score a goal, e.g. something the players are trying to achieve?
- **Think of personal goals.** This can be done individually or in small groups. Suggest looking at different aspects of our lives e.g. school, family, friends, sport and hobbies.
- **Prepare a 'charter' of personal goals.** Set a time limit – by when should they be achieved? Illustrate them on a timeline and indicate what they can do to achieve their goals. Exchange them with your partner school.
- **Find out about the Millennium Development Goals. Prepare a partnership charter for our common future.**
- **How old will learners be in 2015? Will they think the world will be a better place then?**

From *Change the World in 8 Steps*, Oxfam 2005



Web links

United Nations: www.un.org/millenniumgoals

Oxfam: www.oxfam.org.uk/coolplanet/teachers/mdg/index.htm

Make Poverty History:

www.oxfam.org.uk/coolplanet/teachers/mph/index.htm and

www.makepovertyhistory.org/schools/index.shtml

Globalisation

Globalisation is a new word that refers to the process of international trade which has been going on for centuries. The rapid acceleration of this process over the past 30 years has been enabled by political, economic and technological change and has resulted in dramatic environmental, social and cultural impacts.

Globalisation has so far failed to reduce poverty and has contributed to accelerated environmental damage.

- 2.5 billion people, 40% of the world's population, live on less than \$2 a day
- The richest 20% of the world's population receives more than 75% of world income; the poorest 20% receives just 1.5%
- The richest 50 individuals in the world have a combined income greater than the poorest 416 million.

A free and fair global marketplace?

Three international institutions have had a significant influence on the globalisation process – the World Bank, the International Monetary Fund (IMF) and the World Trade Organisation (WTO). Together, they have promoted a model of a deregulated, free market economy as the route to prosperity.

From 1986, the IMF and World Bank required indebted countries to promote exports, repay debt and reduce subsidies. In Africa in the 1990s:

- 50% of primary school age children did not go to school
- 15 million children died of preventable diseases
- governments spent 4 times more on debt repayment than on education and health.

By 2000, 51 of the world's largest economies were run by multinational corporations, and 49 by countries. The largest 200 multinational corporations nearly all originate from the US, Europe and Japan.

Global footprint

The UN estimates that we are losing species 1,000 times faster than the natural rate of extinction. The US, with 4.5% of the world's population, consumes 25% of the world's resources. If, in the future, China and India were to consume resources and produce pollution at the current US level, it would require 2 planet Earths to sustain just these 2 countries.

The future

In the early years of the 21st century a global people's movement has developed against the negative impacts of globalisation. For example, the Make Poverty History campaign, and the parallel Global Call to Action Against Poverty (GCAP) involves over 36 million people in more than 80 countries.

In many cases, commercial interests have superseded concern for the environment, democracy, human rights and social justice.

Joseph Stiglitz, former Chief Economist, The World Bank

If we don't take action now to reduce global inequality there's a real danger that life for all of us – wherever we live – will become unsustainable. The challenge is to connect more people from the world's poorest countries with the benefits of the new global economy. And that means globalisation must be managed properly – to benefit everyone.

Making Globalisation Work for the World's Poor, Department for International Development, 2000

Trade justice is a truly meaningful way for developed countries to show commitment to bringing about an end to global poverty.

Nelson Mandela, 2005

SOURCES

The No-Nonsense Guide to Globalization, Wayne Ellwood, New Internationalist, 2006

The Challenge of Globalisation, Oxfam, 2003

Making Globalisation Work for the World's Poor, DFID, 2000



Web links

Department for International Development: www.dfid.gov.uk

International Forum on Globalization: www.ifg.org

International Monetary Fund: www.imf.org

New Internationalist: www.newint.org

Oxfam: www.oxfam.org.uk

People and Planet: www.peopleandplanet.org

War On Want: www.waronwant.org

World Bank: www.worldbank.org

World Development Movement: www.wdm.org.uk

World Social Forum: www.forumsocialmundial.org.br

World Trade Organisation: www.wto.org