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# North South School Partnership Toolkit: Charting the influence of partnership in the South

## Toolkit

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# NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT

## Charting the Influence of Partnership in the South

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# NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT

## Charting the influence of partnership in the South

Dr Karen Edge, Mayowa Olatoye, Dr Doug Bourn & Keren Frayman

### Introduction

North South School Partnerships have been part of the UK school landscape for a considerable period of time. Partnerships can offer schools opportunities to catalyse global learning for teachers and students and anchor learning to the lives and context of their partners. However, similar to all partnership endeavors, international school partnerships are often challenging and complex, requiring careful and collaborative planning, ongoing and open dialogue, commitment and consistent leadership (Edge et al., 2009).

This North South School Partnership toolkit is designed to provide quick access to a synthesis of our research findings related to the influence of partnership on schools in the Global South. We also provide four tools specifically designed to support leaders, teachers, and partnership support organisations interested in using the evidence-based reflection on the design, development and measurement of the influence of their partnership work.

The toolkit will be of specific interest to schools in the Global South as we have derived new evidence to isolate our learning about the potential influence of partnership in the South which is featured in the *Partnership influence on schools in the Global South research summary*. This summary, in turn, also informed the development of Tools 3 and 4 which assist leaders and teachers in planning partnership activities designed to influence student outcomes in southern schools specifically.

The information and resources in the toolkit can be used individually or as a complete set, depending on specific needs. While we recommend that the toolkit be used as a whole, we acknowledge that depending on your role and the specific needs of your partnership-related work, it may have different uses at different times.

**The evidence base.** The toolkit draws on evidence from our studies exploring the influence of international school partnerships across both Northern and Southern countries. In support of the development of the resources within the toolkit, we have built on and re-examined data from our final reports from each of the following projects:

#### **Project 1: DfiD North South School Partnerships programme (06-09)<sup>1</sup>**

Our team conducted a DfiD-funded impact assessment of the influence of school partnerships across 18 countries to understand more about the general influence of school partnerships on leaders, teachers and students. We conducted over 1200 surveys of partnership leaders and 55 school-level studies across Africa (11 countries), Asia (3 countries) and the UK (4 countries).

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<sup>1</sup>Our DfiD reports can be found at: <http://www.ioe.ac.uk/study/departments/lcc/33261.html>

**Project 2: British Council (Connecting Classrooms Sub-Saharan Africa) (07-10)<sup>2</sup>**

Our team worked in partnership with the British Council's Connecting Classrooms Sub-Saharan Africa project on a 3-year research/development programme. Our goal was to examine the on-going influence of the Connecting Classrooms programme, which creates 3 country partnerships involving 3 schools from each country. In the first year, we conducted a random survey of over 1500 leaders, teachers and students to understand their Connecting Classroom experiences. In the second year, we conducted themed studies of core areas of partnership work to support the on-going development of the programme. Finally, in the third year, we studied the influence of school districts as partnership brokers and supports. Overall, we conducted over 60 school-level and 15 district level studies across Africa (17 countries) and the UK (4 countries).

**Project 3: PLAN UK (School Linking Programme) (07-10)<sup>3</sup>**

Our team also partnered with PLAN UK to support the on-going research and development of their School Linking Programme in England, China, Kenya, Malawi and Sierra Leone. As with our other projects, we worked with in-country researchers to gather evidence to support the overall project development. Our evidence base includes over 120 annual surveys and over 45 school-level studies.

**The toolkit design.** The first two sections of the toolkit are Research Briefs. The briefs are drawn from our overall research evidence and summarise our understanding of two key issues for those interested in the overall practice, policy and process of partnerships. Based on the evidence, we have developed four tools for teachers and partnership support organisations interested in reflecting on the research as they design, develop and track the evolution of their partnership work.

**Research Brief 1: *The Characteristics of High Momentum Partnerships.*** High Momentum Partnerships (HMP) are partnerships, initially identified within our DfID research, to be the most highly influential for teachers and students. The methods for identifying and analyzing HMP are detailed within the resource and a companion HMP tool is presented in the following section.

**Research Brief 2: *The Influence of Partnership on Schools in the South.*** We conducted a meta-analysis across all of our final reports to identify specific influences of partnerships on schools in the Global South. Further details on the methods of our analysis and the outcomes are provided within the brief itself.

**Tool 1: *Designing for High Momentum Partnerships.*** Based on our High Momentum Partnerships findings, this planning tool provides leaders and teachers with a reflection tool with which to examine their own partnership work in light of the characteristics of HMP partnerships. Benchmarking your own partnership against these HMP characteristics will be helpful within the initial or on-going partnership planning and development.

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<sup>2</sup> Our British Council reports: <http://www.ioe.ac.uk/study/departments/lcc/50794.html>

<sup>3</sup> Our PLAN UK reports: <http://www.ioe.ac.uk/study/departments/lcc/50837.html>

**Tool 2: *Supporting International Partnerships*** is drawn from our DfID-funded research with over 55 schools in 18 countries. This analytical tool is designed for organisations engaged in supporting the initiation, design and development of international school partnerships. Whether you manage, facilitate or financially support partnerships, this tool helps you consider how your support can be influential in relation to leader, teacher and student partnership participation. Benchmarking your support against these criteria will be helpful within your initial or on-going planning and development. We recommend that individuals, teams and entire organisations identify current policy and practice and stimulate discussion and development of strategic priorities.

**Tool 3: *Planning to Maximize Student Learning*** is based on our meta-analysis of the influence of ISPs, in which we have identified the main activities and strategies used by schools and implemented by teachers that have been proven to have the most influence on students in the South. This toolkit serves as a resource for teachers to support their inclusion and design of activities/strategies that have been expressly indicated in the findings as influencing student learning. The criteria in the toolkit outline the actions and structures needed for the intended influence on students' Skills (literacy and English, ICT, Maths, critical thinking and analysis and creativity), Knowledge (partner country and students' lives, own country and topical global knowledge) and Understanding (their role as global citizens). As our research has shown that significant student outcomes are more likely in High Momentum Partnerships, we recommend using this toolkit in consultation with tool 1 (designing high momentum school partnerships).

**Tool 4: *Assessing Partnership Progress*** is similarly derived from our meta-analysis and provides leaders, teachers and supporting organisations with benchmarks for their design and development work of partnerships that have influenced student learning both within and beyond the school. This tool should be used to aid on-going review and assessment of the influence of the partnership on whole school considerations, such as student engagement and performance, teaching quality and professional development and student leadership capacity. We recommend using this as a reflection tool in order to identify challenges and reassess planning and strategies for the development and improvement of the partnership.

***Suggested uses.*** The toolkit provides quick access to some of the most widespread and robust research on the influence of international school partnerships on school, leaders, teachers and students. If you are interested in accessing the full reports, we provide links to the original research sources throughout. The tools have been specifically designed to assist partnership leaders and support organisations in designing, implementing and tracking their partnerships. We provide some specific advice within the tools where appropriate.

***Feedback and comments.*** If you have feedback on the tools or the toolkit, please do not hesitate to get in touch at [k.edge@ioe.ac.uk](mailto:k.edge@ioe.ac.uk).

## NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT Research Brief 1<sup>4</sup>

### The Influence of North South School Partnerships: Examining High Momentum Partnerships in the UK, Africa & Asia

In late 2006, our IOE-London research team began a 3-year DfID-funded study exploring international school partnerships (ISP) between schools in the Africa, Asia and the UK and their influence on leaders, teachers, students and communities. We set out to develop a better understanding of the types of schools engaging in partnerships, their characteristics, implementation and leadership strategies. Our research also explored the perceived influence of partnerships on schools, leaders, teachers and students. Our specific research questions were:

- 1) What does the landscape of international school partnership in the UK look like?
- 2) What is the influence of school partnership participation?
- 3) What factors hinder or support positive school partnership outcomes?

**Sample.** Year 1 focused on learning more about the overall ISP landscape via a 1600 schools survey across 16 African, Asian and UK countries. In Year 2, we conducted qualitative studies of 55 schools in 12 countries to explore how schools engaged in and perceived the influence of ISPs. Schools were located in the UK (England, Northern Ireland, Scotland and Wales), Asia (India, Pakistan and Sri Lanka) and Africa (Ghana, Kenya, South Africa, Tanzania, and Uganda). Study schools, selected from our Year 1 database and a small selection of recommended schools, represented a cross-section of schools by country/regions, location (urban/rural), phase (primary/secondary/all age), gender (single/mixed), status (faith and special needs) and supporting organizations.

**What factors contribute to High Momentum Partnerships (HMP)?** Our full report<sup>5</sup> fully examines the influence of partnerships on students, staff and communities and identifies the shared characteristics of a small set of partnerships that appear to be generating a universally perceived influence on leaders, teachers and students. We name these school pairings as 'high momentum partnerships.' While these partnerships have faced their share of partnership challenges, rather than becoming discouraged by the process, they provide evidence of strong willingness to deal with any obstacles in the way of sustaining their partnership. Our HMP demonstrate the following characteristics:

**Partnership profiles.** There is no particular set of characteristics that define our HMP. They include a mixed range of schools, varying in type, size and location. However, in each school partnership pair, the schools share at least one demographic characteristic.

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<sup>4</sup> This research brief was prepared by Dr. Karen Edge [k.edge@ioe.ac.uk](mailto:k.edge@ioe.ac.uk) & Mayowa Olatoye.

<sup>5</sup> Our DfID reports: <http://www.ioe.ac.uk/study/departments/lcc/33261.html>  
Our British Council reports: <http://www.ioe.ac.uk/study/departments/lcc/50794.html>  
Our PLAN reports: <http://www.ioe.ac.uk/study/departments/lcc/50837.html>

**Partnership Formation.** Early exchange experiences, or exchanges during the initial partnership development, are key to the formation of all of our HMP. Other fundamental factors that support the foundation of successful HMP include: **deep personal connection between at least one teacher pair; whole-school involvement in the decision-making process; a clear purpose; supportive leadership;** and, **a support organisation's assistance.**

**Support and Training.** The well-functioning, successful HMPs all received some form of external financial support for their partnerships. Almost all of HMPs have received **core funding support** from a support organisation. Most successful partnerships receive **other organisational funding; local community support; local authority support,** and/or **non-governmental organisation non-financial support.** Our HMP also highlight the importance of training and development for staff and students.

**Leadership and Management.** At the heart of all HMP is a strong and sustainable leadership and management structure supporting and nurturing partnership development. Throughout these schools, a **strong leader; active school leadership support;** and **strong staff support** emerge as important factors in partnership success. Another important factor, influencing the school-wide ISP spread, is the active engagement of **teacher, student or parent partnership committees** and extracurricular clubs to support the distribution of leadership.

**Partnership objectives.** All HMPs pursue a **variety of partnership objectives.** This suggests that one clear, unified purpose across all schools is unusual. HMP design their partnership objectives to meet the overall needs of their specific schools. These schools use their ISP to fulfill the true interests, ambitions and needs of the school. In addition, HMP schools focus on: **broadening horizons/global citizenship/exploring cultures; student and teacher learning; school improvement;** and, **fundraising/charity.**

**Student, teacher, staff and community involvement.** All HMP, except one Southern school, participate in and endorse **teacher exchanges. Student exchanges** take place in these partnerships. All but one HMP engages their **community,** possibly indicating the importance of community commitment and support via involvement and fundraising.

**Curriculum Initiatives.** HMPs engage in specific partnership-focused curriculum initiatives across a number of subjects. Most frequently, in-lesson activities are coupled with out-of-lesson, whole-school events. Shared teaching of lessons, subject inclusion and special events also support curriculum work.

**Challenges and Opportunities.** Without exception, HMPs experience challenges. However, HMPs approach challenge with tenacity and optimism. While the actual challenges are varied they include: **communication with the Southern partner school; funding; commitment and time; leadership; and bureaucracy.**

## NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT Research Brief 2<sup>6</sup>

### Examining the influence of North South School Partnerships on schools in Africa and Asia

To examine the influence of international school partnership (ISP) participation on southern schools, we conducted a meta-analysis of our findings of 13 research reports from our three north-south ISP research and development projects funded by DFID<sup>7</sup>, British Council<sup>8</sup>, and PLAN<sup>9</sup>. We extracted each reference to southern partnership influence from each report and categorised them according to their specific reference to influence on students, teachers, schools and communities. Within each stakeholder group, we analysed and categorised the evidence and identified the emerging trends and patterns of influence. In order to prioritise the evidence, we present the findings below in order of the most robustly evidenced themes/patterns.

**Partnership influence on southern students.** Our overall meta-analysis indicates that southern students benefit from ISP engagement. Our evidence strongly suggests that students develop skills that potentially positively influence academic achievement, namely literacy and English skills, ICT skills, and other related skills (maths and critical thinking). Students also develop creativity skills during active engagement in their partnership work. For example, when describing their development of English language skills, a Tanzanian student shares: "We tend to try and outdo one another in speaking English language fluently especially weeks before, during and briefly after exchange visits to our school by partners from abroad." A Nigerian teacher discusses how partnerships develop creativity: "Students have participated in free art drawing and creative art work. The students also took part in a competition to create the partnership logo and their entries have been sent to the overseas partners." There was also evidence of teacher perception of ISP influence on students' academic achievement.

Our evidence also demonstrates that ISPs may assist students in developing other skills and attributes not directly related to academic achievement including social skills. A Ghanaian teacher describes the influence of exchange visits on their students: "It has also given them the opportunity to socialise with their counterparts from other countries when they visited Ghana". Some of the responses from the teachers include, 'pupils learnt how to be sociable and how to cooperate with each other.'" Students also develop a better understanding of – and appreciation for – other cultures by interacting with northern students and learning about their countries and cultures. Students often indicate they learnt about specific content and issues affecting their partner students.

**Partnership influence on southern teachers.** Our meta-analysis underscores the importance of meaningful teacher ISP engagement - as teachers facilitate learning in their respective classrooms. Student learning opportunities depend on their teacher content and pedagogical knowledge. Our evidence suggests that participation in ISP training

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<sup>6</sup> This research brief was prepared by Dr. Karen Edge [k.edge@ioe.ac.uk](mailto:k.edge@ioe.ac.uk) & Mayowa Olatoye.

<sup>7</sup> Our DfID reports: <http://www.ioe.ac.uk/study/departments/lcc/33261.html>

<sup>8</sup> Our British Council reports: <http://www.ioe.ac.uk/study/departments/lcc/50794.html>

<sup>9</sup> Our PLAN reports: <http://www.ioe.ac.uk/study/departments/lcc/50837.html>



programmes and exchange visits assists southern teachers' acquisition of partner countries knowledge and development of an understanding and appreciation for their educational systems and cultures. As one school study describes: "The benefits for staff are very similar to benefits for students and include the following: exposure to different cultures, development of relationships, exchange of ideas and communication with friends from a different culture." Southern teachers also learn about topical global issues and often develop a more positive attitude towards those issues.

Our evidence also suggests that southern teachers report developing a wider repertoire of teaching strategies. Teacher learning most often derives from exposure to how teachers in other countries handle instruction and management. Through this process, teachers have the opportunity to reflect on their teaching. For example, a Zambian teacher describes how their collaboration with UK teachers influenced their teaching practices: "The use of traffic lights method has made it easier for me to determine pupils' level of understanding. Pupils also find it easier to express their level of understanding of a particular task to me. If they put a red colour, I know they are saying 'they did not understand'. If they put orange colour, they are saying 'they understand but they need help' and if they put green colour, they are saying they have understood."

***Influence of ISPs on schools.*** Our research provides evidence of positive ISP school-level influence. There is strong evidence that ISP participation can support southern schools in focusing more on student learning and improving relationships and collaboration between teachers. There is strong evidence that ISPs may benefit schools by improving school-level facilities and leadership.

***Influence of ISPs on communities.*** Evidence of ISP influence on southern communities was limited due to challenges in accessing communities during the study. However, according to teachers and leaders, ISPs may provide opportunities for better school-community relationships. ISP participation can also improve the stature of schools in their communities. ISPs offer communities opportunities to learn about their schools' partner countries as one Ghanaian participant states: "through cultural displays, the community has also been exposed to the traditional games of other countries." A South African teacher also comments: "The community has also learnt from meeting participants from overseas that 'we are all one people with similar problems and challenges despite the distances and different skin colour.' The staff also suggest that learners, the community and themselves have learnt valuable lessons from their partnership."

## NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT Tool 1<sup>10</sup>

### Designing for High Momentum Partnerships

Based on our High Momentum Partnerships (HMP) findings, this planning tool provides leaders and teachers with an opportunity to reflect on and examine their own partnership work in light of the characteristics of HMPs. High Momentum Partnerships, initially identified within our large-scale DfID-funded study in the UK, Africa and Asia,<sup>11</sup> were identified as partnerships where both schools reported high levels of partnership influence on teachers, students and schools. More details on the method of selection and analysis of HMP is presented within the HMP Research Brief and the full reports.

Benchmarking your own partnership against these HMP characteristics will be helpful within the initial or on-going partnership planning and development stages. This tool can be used during the early stages of partnership development either within one school or between both partners. Individuals, teams or whole school groups can use the tool to stimulate discussion, design strategic intervention and benchmark progress.

Partnership Focus	Working Goals / Progress Assessment	Early	Mid	High
Partnership Demographics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a minimum of one character trait in common between schools (can include size, gender of students, location, etc)</li> </ul>			
Early partnership formation strategies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in early exchange experiences to support forming personal relationships</li> <li><input type="checkbox"/> Develop personal connections</li> <li><input type="checkbox"/> Involve whole school in the decision to become a partner school</li> <li><input type="checkbox"/> Establish an agreed clear purpose for the partnership</li> <li><input type="checkbox"/> Ensure school-level partnership support from senior leaders</li> <li><input type="checkbox"/> Obtain support organisation assistance</li> </ul>			
Ongoing support and training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access core funding support from an external organisation</li> <li><input type="checkbox"/> Obtain non-governmental, non-financial support</li> <li><input type="checkbox"/> Participate in training related to partnership, international issues, etc</li> <li><input type="checkbox"/> Nurture support from the Local Authority/district-level</li> <li><input type="checkbox"/> Develop local community support</li> </ul>			

<sup>10</sup> This tool was developed by Dr Karen Edge [k.edge@ioe.ac.uk](mailto:k.edge@ioe.ac.uk)

<sup>11</sup> Our DfID reports: <http://www.ioe.ac.uk/study/departments/lcc/33261.html>

Partnership Focus	Working Goals / Progress Assessment	Early	Mid	High
In-school leadership and management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure strong leadership and commitment from at least one person in school</li> <li><input type="checkbox"/> Encourage active school leadership support</li> <li><input type="checkbox"/> Build teacher and staff support</li> <li><input type="checkbox"/> Establish partnership committees for teachers, students and community members</li> </ul>			
Connecting partnership to school structures and planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Connect partnership to formal school plans and priorities</li> <li><input type="checkbox"/> Include partnership strategy in school plan</li> <li><input type="checkbox"/> Nurture school governor support</li> <li><input type="checkbox"/> Align with other programmes and initiatives within the school</li> </ul>			
Partnership objectives clearly articulated either formally or informally	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet overall needs of the school</li> <li><input type="checkbox"/> Link to school improvement strategies</li> <li><input type="checkbox"/> Common formal or informal goals within high momentum partnerships: Broaden horizons, global citizenship &amp; exploring cultures</li> <li><input type="checkbox"/> Support student learning</li> <li><input type="checkbox"/> Explicitly support teacher learning</li> </ul>			
Communication between partners	<ul style="list-style-type: none"> <li><input type="checkbox"/> Involve a variety of different communication methods (email, phone &amp; letters)</li> <li><input type="checkbox"/> Engage students in direct communication (e-mail, texts &amp; letters)</li> <li><input type="checkbox"/> Communicate at least once a month</li> <li><input type="checkbox"/> Overcome the limitations of weak Internet connection</li> </ul>			
Student, staff and community involvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support exchange visits for teachers</li> <li><input type="checkbox"/> Support exchange visits for students</li> <li><input type="checkbox"/> Build community involvement via: <ul style="list-style-type: none"> <li>o Participation in events/info sessions</li> <li>o Fundraising</li> <li>o Other</li> </ul> </li> </ul>			
Within school curriculum initiatives	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach lessons with visiting partners</li> <li><input type="checkbox"/> Encourage partnership-related topics across range of subjects/year groups/cross curricular</li> <li><input type="checkbox"/> Celebrate and organise special events related to partnership at least annually</li> </ul>			
Actively address challenges and nurture opportunities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipate and address communication issues</li> <li><input type="checkbox"/> Be open about financial imbalance and access to resources between schools</li> <li><input type="checkbox"/> Discuss sustainable partnership funding</li> <li><input type="checkbox"/> Adapt to different constraints/priorities/time</li> <li><input type="checkbox"/> Plan for changes of leadership</li> <li><input type="checkbox"/> Anticipate administrative issues related to travel/exchanges/etc.</li> <li><input type="checkbox"/> Other (physical distance etc.)</li> </ul>			

## NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT Tool 2<sup>12</sup>

### Supporting International School Partnerships: tool for support organisations

Drawn from our research with over 55 schools in 18 countries, this analytical tool is designed for organisations engaged in supporting the initiation, design and development of international school partnerships. Whether you manage, facilitate or financially support partnerships, this tool draws on the evidence-base generated by our IOE-led DfID-funded research study<sup>13</sup> and helps you consider how your support can be influential in relation to leader, teacher and student partnership participation.

Benchmarking your support against these criteria will be helpful within your initial or on-going planning and development of international partnerships. We recommend that this tool be used by individuals or teams of the entire organisation to identify where current policy and practice aligns with the research evidence. The results of this reflection can be used to stimulate discussion, plan and develop strategic priorities.

Part I, Programme Analysis, contains a series of tick boxes to help you analyse the current structure of your partnership support programme based on our research evidence of what factors contribute to High Momentum Partnerships. Part II, Moving Forward, offers an opportunity to identify areas for improvement. We recommend the form be completed as a collaborative exercise with colleagues although it can be completed individually and then discussed in teams or organization-wide.

#### **PART I: Programme Analysis** – Tick boxes applicable to your partnership programme

GENERATING STRONG FOUNDATIONS		
		Notes
<b>We support new partnerships (first 6 months) by:</b>	✓	
Funding an exchange visit to facilitate the formation of personal relationships	<input type="checkbox"/>	
Empowering collective decision-making between students and teachers	<input type="checkbox"/>	
Promoting the importance of agreeing a clear and relatively narrow focus for the partnership	<input type="checkbox"/>	
Engaging with the school senior leadership team to generate buy-in	<input type="checkbox"/>	
Linking with other external organisations to ensure partnerships have access to funds	<input type="checkbox"/>	
Allowing schools to link their partnership to other initiatives and programmes in school	<input type="checkbox"/>	

<sup>12</sup> This tool was developed by Dr. Karen Edge [k.edge@ioe.ac.uk](mailto:k.edge@ioe.ac.uk)

<sup>13</sup>Our DfID reports: <http://www.ioe.ac.uk/study/departments/lcc/33261.html>

PROVIDING DIRECT SUPPORT		
<b>We support partnerships by:</b>	✓	<b>Notes</b>
Providing regular funding over a set period of time	<input type="checkbox"/>	
Funding student exchange (student travel both ways)	<input type="checkbox"/>	
Providing support with red tape and flight bookings, rather than content of an exchange visit	<input type="checkbox"/>	
Providing non-compulsory practical training focused on aiding partner communication	<input type="checkbox"/>	
Offering information (funding opportunities, special activities, success stories etc.) to schools periodically	<input type="checkbox"/>	
Advocating on behalf of schools for greater local / district / federation / government authority support	<input type="checkbox"/>	
Ensuring schools fully understand the limits of our support	<input type="checkbox"/>	

SUPPORTING LEADERS OF SCHOOL PARTNERSHIPS		
<b>We support the management of partnerships by:</b>	✓	<b>Notes</b>
Ensuring there is a single point of contact at all supported schools	<input type="checkbox"/>	
Promoting wide staff engagement in the partnership	<input type="checkbox"/>	
Allowing partnerships to set their own objectives	<input type="checkbox"/>	
Meeting key colleagues in school periodically	<input type="checkbox"/>	

PROMOTING COMMUNICATION		
<b>We facilitate school-to-school communication by:</b>	✓	<b>Notes</b>
Facilitating multiple modes of communication (e.g. passing on phone numbers, emails)	<input type="checkbox"/>	
Providing practical training in the use of internet based communications (e.g. how to set up/use Skype)	<input type="checkbox"/>	
Promoting regular communication between international partner schools	<input type="checkbox"/>	
Organising international communication activities which help bring students together	<input type="checkbox"/>	

## MONITORING AND EVALUATION

<b>We monitor and evaluate partnerships by:</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
Issuing clear information to schools regarding their evaluation obligations, including periodic reminders	<input type="checkbox"/>	
Ensure all evaluation systems are not too onerous on schools	<input type="checkbox"/>	
Employing a variety of monitoring systems in order to promote transparency and cross check	<input type="checkbox"/>	
Allowing school's flexibility with regard to partnership events, curriculum links and inter-school projects	<input type="checkbox"/>	

### **PART II: Moving Forward – Identify priorities for the development of your School Partnership Programme**

1.

2.

3.

## NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT Tool 3<sup>14</sup>

### Planning to maximize student learning: tool for teachers planning ISP activities

Our meta-analysis of our own research<sup>15</sup> exploring how north south school partnerships influence students indicates that students can experience various learning outcomes. We strongly believe that significant student outcomes are more likely within High Momentum school partnerships and advise all members of school-level partnership leadership teams to examine tool 1 (designing high momentum school partnerships).

This tool is a resource for teachers to support the inclusion and design of activities/strategies linked to influencing student learning in our research. We have created a checklist of actions and structures needed for the intended influence on students' skills, knowledge and understanding.

Our analysis indicates partnerships can influence southern students' development of...	I strive to ensure that my classroom-level ISP-related actions and structures support students' in...	Examples and evidence from my planning	Examples and evidence from in-class student work	Examples and evidence from school, state, national student performance data
<b>Skills:</b> Literacy and English	<input type="checkbox"/> Developing English oracy skills <input type="checkbox"/> Developing English written skills			
<b>Skills:</b> ICT	<input type="checkbox"/> Accessing working computers <input type="checkbox"/> Accessing computer training <input type="checkbox"/> Doing computer-based ISP activities			
<b>Skills:</b> Math, critical thinking and analysis	<input type="checkbox"/> Developing math skills <input type="checkbox"/> Practicing critical thinking skills <input type="checkbox"/> Developing analytical skills			
<b>Skills:</b> Creativity	<input type="checkbox"/> Having opportunities to develop creativity skills			

<sup>14</sup> This tool was developed by Dr. Karen Edge [k.edge@ioe.ac.uk](mailto:k.edge@ioe.ac.uk) and Keren Frayman.

<sup>15</sup> Meta-analysis included our DfID (<http://www.ioe.ac.uk/study/departments/lcc/33261.html>) British Council (<http://www.ioe.ac.uk/study/departments/lcc/50794.html>) and PLAN reports (<http://www.ioe.ac.uk/study/departments/lcc/50837.html>).

Our analysis indicates partnerships can influence southern students' development of...	I strive to ensure that my classroom-level ISP-related actions and structures support students' in...	Examples and evidence from my planning	Examples and evidence from in-class student work	Examples and evidence from school, state, national student performance data
<b>Knowledge:</b> partner country and students' lives	<input type="checkbox"/> Learning about partner country including culture(s), geography, economy, government <input type="checkbox"/> Learning about partner students' lives			
<b>Knowledge:</b> Own Country	<input type="checkbox"/> Developing their knowledge about their own country including geography, economy, government, culture(s)			
<b>Knowledge:</b> topical global issues	<input type="checkbox"/> Engaging students in learning about topical global issues			
<b>Understanding</b> role as global citizens	<input type="checkbox"/> Understanding of their role in the world as global citizens			
	<input type="checkbox"/> Understanding similarities and differences between cultures			
	<input type="checkbox"/> Learning strategies to appreciate diversity and challenge preconceptions about other cultures			
	<input type="checkbox"/> Understanding their rights and responsibilities			
	<input type="checkbox"/> Raising career aspirations			



## NORTH SOUTH SCHOOL PARTNERSHIP TOOLKIT Tool 4<sup>16</sup>

### Assessing Partnership Progress: Tool for Whole School Considerations

Our meta-analysis findings show that partnerships can influence school processes by improving pedagogy (teaching quality, professional development) student performance and engagement, increasing teacher leader collaboration and student teacher relationships, and building capacity for student leadership. Based on this evidence, we recommend using this tool for reflection in order to identify challenges and reassess planning and strategies for the development and improvement of the partnership.

Assessing Partnership Progress		
Whole School Considerations	Identifying progress and improvement in:	Notes / Challenges / Areas for improvement
Improved Student Performance over 12 months	<ul style="list-style-type: none"> <li>○ Exam results</li> <li>○ Learning objectives to national curriculum</li> </ul>	
Improved Student Engagement	<ul style="list-style-type: none"> <li>○ Among girls</li> <li>○ Teacher motivation</li> <li>○ Pupil Performance</li> </ul>	
English Language	<ul style="list-style-type: none"> <li>○ Teacher methods and improved quality of instruction</li> <li>○ Student motivation and engagement</li> </ul>	
Pedagogy	<ul style="list-style-type: none"> <li>○ Quality of teaching</li> <li>○ Diverse teaching methods</li> <li>○ Exchange of teaching materials and methods</li> <li>○ Professional development opportunities</li> <li>○ Leadership skills</li> <li>○ Collective leadership between teachers and leaders</li> </ul>	
Student Leadership	<ul style="list-style-type: none"> <li>○ Student leadership experiences</li> <li>○ Opportunities for teamwork, building confidence and communication skills</li> <li>○ Collective leadership between students and teachers</li> </ul>	

<sup>16</sup> This tool was developed by Dr Karen Edge [k.edge@ioe.ac.uk](mailto:k.edge@ioe.ac.uk) and Keren Frayman