

Making the Links

Development Education and Plan UK



Plan

About Plan

Plan is a global children's charity. We work with children in the world's poorest countries to help them build a better future. A future you would want for all children, your family and friends.

For over 70 years, we've been taking action and standing up for every child's right to fulfil their potential by:

- giving children a healthy start in life, including access to safe drinking water
- securing the education of girls and boys
- working with communities to prepare for and survive disasters
- inspiring children to take a lead in decisions that affect their lives
- enabling families to earn a living and plan for their children's future.

With your support children, families and entire communities have the power to move themselves from a life of poverty to a future with opportunity.

Join the plan to help them keep doing it at www.plan-uk.org

Introduction

For over 70 years Plan UK has been pursuing a mission - to create a world where every child can achieve his or her potential. To create societies in which this can happen, and to help them take control of their own lives, young people around the world need to learn *about* global development and they need to learn what's necessary *for* global development.

our mission is to create a world where every child can achieve his or her potential.

Increased globalisation has created opportunities for learning about each other's lives, and for young people to see how what happens in one corner of the world can impact on another: we are all much more closely linked than ever before, and our lifestyles can have an impact thousands of miles away. Challenges faced by people in countries very different from our own can become more relevant when we see, for example, news of famine in Kenya while buying green beans from the same country in our supermarkets. Or that buying a cheap t-shirt here might mean that somewhere a girl is going without an education. What development education does is help young people make these links, look at these challenges and our global interdependence, and realise their power to take positive action for social justice and change.

Over the past seven years we have worked around the world to make it possible for young people to connect with each other. Our approach at Plan has been to help young people learn from and about each other firsthand, to share and discuss their experience of life, ideas and aspirations, support them as they work on specific projects together and bring about change. This is important because, for example, we know that if young people are engaged in decisions made about them, they get better access to services.

In *Making the Links* we've drawn out the key themes that run throughout our Development Education programme, and given examples of what these themes look like in action. We wanted to share what the young people in their schools and communities have achieved, and capture what made our work with them, and our approach to development education, so effective.

MARIE STAUNTON, CHIEF EXECUTIVE, PLAN UK



our projects helped young people develop the abilities and confidence to create their own kind of change.

DEVELOPMENT EDUCATION

Development education is learning about the world around us; the issues and opportunities that affect people, the systems and structures that affect people’s lives and the influence and impact we all have on the world. Development education is also an active learning experience: using that learning to make positive and informed change happen for ourselves and others.

At Plan, the aim is not just to give young people information about problems and issues around the globe, but also to give them the skills and opportunities they need to make positive changes in the world around them, now and in the future. We want to help young people look more closely at diverse global situations, to understand, question and have ideas about how to get involved. All Plan’s development education projects helped young people to learn about the world, then develop the abilities and confidence to create their own kind of change. Plan also provided the support, platforms and space necessary for them to do this.

Our experience is that young people learnt best when connected to each other and communicating directly, and this is reflected in the relevant and stimulating development education projects on which they worked together. When we first started this work seven years ago, Plan started with short projects that connected schools to learn about specific issues or concerns, for example Slavery. From these first projects Plan created a global programme, supporting real connections between the young people themselves, and focusing on three main areas:



The School Linking programme establishes direct links between schools.

- **The School Linking programme**, which establishes direct links between schools, so young people can not only learn about global issues but also gain the skills to be able to act on them in their own communities www.planschoolslink.org
- **The Shoot Nations project**, which connects young people around the world to explore issues in a visual and creative way and showcases these with an online exhibition, local workshops and exhibitions www.shootnations.org
- **Make the Link – Climate exChange**, is a programme which has created a forum for young people in six different countries to talk to each other and work together to combat climate change through developing their skills in global citizenship, advocacy and campaigning www.mtl-cec.org

Development education is not without its challenges, not least when trying to keep materials and projects consistent when they are led, facilitated and interpreted differently across national borders. As Plan developed the different programmes we constantly evaluated what we were doing, and sought both internal and external feedback to help us improve on both our content and delivery. Our learning was ongoing; allowing us to address what didn’t work and build on what did.

My job has been to work with the Development Education team to look at what we do, how and why; building more effective projects and activities and helping young people connect to each other around the world. It’s also been my job to talk to people outside Plan who work in development education, to find out what they are doing and to share what we are doing, so that everyone’s work joins up and gets better and better. This has included talking to people about how important this work is and how it can improve the lives of children everywhere.

MIRIAM KYBIRD, DEVELOPMENT EDUCATION PROGRAMME MANAGER, PLAN UK

1

Building Connections and Relationships

What education with a global dimension offers is a connection between these seemingly disparate facets of our lives: it helps join up global perspectives with local realities.

GEORGE ANANG'A, DEVELOPMENT EDUCATION OFFICER, PLAN UK

The world is getting smaller as the opportunities for making connections and relationships increase through modern technology. We can send text messages to the most remote places on earth. We can watch events unfold, almost as they happen, courtesy of the Internet and satellite television. We can buy beans in the supermarket that have travelled 13,000 km and clothes that have been made by young people like ourselves. There is now a global relationship between young people and they are all global citizens whose daily decision-making can and will have an impact on each other in the future.

At Plan we think the best way to learn is to talk directly to other people about their lives, experiences, ideas and concerns.

STUDENT TO STUDENT COMMUNICATION

The School Linking programme established and supported direct one-to-one links between schools in the UK and the global South, where schools built a long-term relationship over a number of years. Teachers communicated directly, and students did the same. Young people learnt about each other's lives, discussed school activities, home life, families, their country context, culture, traditions and global issues affecting their lives, such as climate change.



I have learnt about our differences and similarities. And how we're really discriminating against people who are practically the same as us. It's made me think on how we could stop this from happening.

UK STUDENT

I think our after school life becomes more wonderful by linking to our English friends, which not only cultivates our taste and broadens our horizon, but manifests the importance of unity, kindness, team spirits and communication.

CHINA STUDENT

Establishing relationships between young people broadens their horizons, challenges stereotypes and encourages friendships. The link acts like a mirror, helping young people and teachers to question their own beliefs and practices. By linking up schools around the world, we encourage young people to learn about global issues directly from those young people affected by them. They develop their knowledge, skills and confidence needed to act on them within their own communities – whether it be lobby a head teacher to reduce corporal punishment in Sierra Leone, or speak to their MP about continuing a World feeding programme in Malawi. These young people have the ability to make changes in their local context, addressing the global inequalities that exist.

SUSAN EVANS, SCHOOL LINKING PROGRAMME MANAGER, PLAN UK



I have heard more than once that Malawi is the warm heart of Africa and I was thinking it is because of the sun. Now I know it is the people who are warm.

DAVID LODGE, HEADTEACHER
COUNTESS ANNE PRIMARY SCHOOL

EXCHANGE VISIT

Countess Anne Primary School in the UK used the Plan School Linking programme to link to Zombwe Primary School in Malawi, and in 2009 staff and pupils from Countess Anne visited Zombwe.

The visit strengthened and cemented the friendship between the two schools, and this helped sustain the programme. Pupils, teachers and parents now have an increased knowledge of local and global issues and are now taking action on things that concern them in their schools, local environment and global community. Pupils gained an increased sense of self-esteem, and both schools shared cultural experiences through songs, dance, food and personal interaction.

FRONTLINE SMS

School Linking uses a variety of communication methods to help schools stay in touch, including sending post, video conferencing, email and more recently text messaging. Schools in Malawi, Sierra Leone and the UK have been using Frontline SMS to communicate with their partner schools. The schools use Frontline SMS to send texts confirming receipt of posted letters and materials. They also exchange text messages about ideas for new projects, and to organise travel for teacher exchanges as part of the linking project, and even to wish each other happy holidays.

RESOURCES

- www.mtl-cec.org
- School Linking handbook www.plan-uk.org/assets/Documents/pdf/Plan_UK_Educational_Guide_and_Resources_web.pdf



2

Tackling tough questions

Teaching about difficult subjects is an important part of young people's education – but it's not always easy. Sensitive issues like race, identity, conflict or gender can crop up in lessons and although difficult, can provide good opportunities for young people to learn skills in critical thinking, decision making and problem solving.

Plan's work is child-centred and linked to real experience and for many children, difficult subjects are the fabric of their everyday lives or history.

ANTI-SLAVERY PROJECT

Make the Link, Break the Chain was an anti-slavery project that Plan developed in partnership with the National Museums Liverpool. This project made it possible for schools in Liverpool to work collaboratively with schools in Senegal, Sierra Leone, Brazil and Haiti – all places linked historically by the slave triangle of the 1800s.

This project explored three key questions and addressed both historical and contemporary issues around the theme of slavery:

- what is slavery?
- what does it mean to be free?
- how can we safeguard liberty?



I will make a website for my idea

I worry the food will be rubbish.

Dear Mohamed Kamara

Thank you for your letter it was lovely to receive it and read all about you.

My name is Natasha, I am 13 years old and am in year 8 at Fuley School and Technology College.

My students had a literal 'whole world' experience – international email, video conferencing with Senegal, prize-winning film making, and extension work are just some of the examples – marvellous!
 DAVID LINSTEAD, DE LA SALLE SCHOOL, LIVERPOOL

It is important for young people to learn about the history of the slave trade and how slavery affects children around the world today. One of my friends has been forced to work as a housemaid and this has had a terrible effect on her school work.
 KUMBA, AGED 14, SIERRA LEONE

My favourite part of school linking is when I receive a letter or a project from a school and I can see the impact on the students and their teacher. Not only does school linking develop student participation but through this opportunity to be heard it also breaks down stereotyping. In many developing countries children have no voice. To facilitate this and see the results through their student steering committees is the biggest reward.
 MARIE URI, SCHOOL LINKING ASSISTANT, PLAN UK

RESOURCES

- www.planidproject.net
- www.liverpoolmuseums.org.uk/learning/makethelinkbreakthechain.asp
- www.bbc.co.uk/worldclass/showcase_plan.shtml



ACTIVITY PAGE

Five Global Questions

Start the debate with students in your school. Get into small groups and discuss these five questions:

- do girls and boys get treated differently in your school or home?
- why do you think this is?
- is it better to be a boy or a girl? Why?
- do you think girls and boys should have the same opportunities?
- if so, when and why?

Share your answers with other groups – are there similarities and differences in the points of view? Why do you think this is?

Now think of five more questions, either on the same theme or a new theme that you want to discuss.



3

Real life, real people

Plan's Development Education programme has always been about real people and real lives, working with people everyday all round the world. Our view is why just read a book about a global issue when you could also talk to someone who is actually experiencing it now.

REAL PEOPLE, REAL LIVES ETHIOPIA

One of Plan's first linking projects was between two primary schools in Ethiopia, Felege Berhan School in Addis Ababa and Shumshiha School in Lalibela, and two primary schools in the UK, Hallfield School in London and Pokesdown School in Bournemouth.

The children shared real information about their homes, their families, language, religion, climate, the food they ate, the games they played and the activities they enjoyed. The project created an opportunity to find out what was similar about their lives and what was different. This was shared directly between themselves, so they were connecting with each other, and finding out about what their lives were really like from each other rather than from a third party.



Year old
 My favourite subject is swimming.
 we go to Ruislip park.
 We really enjoyed reading your letters
 Thank you your friends
 Tiar'na
 8 years old
 zohara

Dear Fatmata

We are writing this letter toger

My name is Lokpa and I am 8 years old. I have a mum and dad, I have a brother and one sister and there name is Dejo and she is my sister Mahad is my brother and I live in Camperwell and at ore school. We go on lots of trips and my faveit trap is the treasure hunt. I have lots of freinds there are Lisa Edo Precious and Tiar'na.

My name is Tiar'na and I am 8 years old

SHOOT NATIONS WORKSHOP

Shoot Nations was an annual, global youth photography project that ran for five years with Shoot Experience. Its aim was to give young people a platform to share their ideas and views, and discuss the challenges they face. Shoot Nations also ran workshops, and in 2010 this was on the theme of city living. One workshop was run by Plan West Africa Regional Office and held in Dakar, Senegal.

The young people who took part, mostly girls, came from youth organisations in Senegal. The focus of the workshop was a shanty town in the suburbs of Dakar, which had many problems typical of urbanisation in the global South. They used photography to express their thoughts and feelings about what life was really like in the shanty town. An exhibition of these photographs, curated by the young people themselves, was put on in Dakar. This exhibition attracted a lot of attention and the Senegal Minister of Culture and the British Ambassador attended the launch.

I am glad we could pass the messages using photography to present our city the way it is during the day, the differences between social statuses in Dakar. The workshop opened my eyes to the things I haven't seen before.

AWA, WORKSHOP PARTICIPANT, SENEGAL 2010

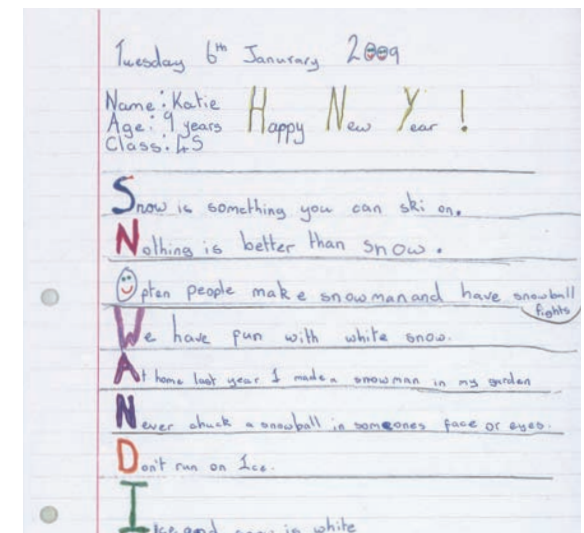


'I have never before been consulted in my life. I never thought my opinion would matter anywhere,' said David, a 16 year old student from Maseno School, Kenya when he participated in Plan's Young People's Commission for Africa project in 2005. This statement jolted me into understanding how important it is to connect young people in the UK and those overseas. The empowering nature of the connections, for me, is the spontaneity and the honesty in the conversations made possible between young people on issues that they consider important to them and for their future. And the fact that those views are valued, and can enhance the learning and shape decisions made by them and policy makers, is the engine that drives these connections.

GEORGE ANANG'A, DEVELOPMENT EDUCATION OFFICER, PLAN UK

RESOURCES

- www.plan-uk.org/resources
- www.shootnations.org



4

User generated content (UGC)

In our world today online connection can make communication immediate, personal and powerful. However there are challenges with this way of working. For Plan's School Linking programme online connectivity became a feature of the way young people could interact with one another and create their own online content to share with each other. There was initially much more of a 'digital divide' between schools in the global North and global South, but technology was used creatively to make connection possible.

FIVE GLOBAL QUESTIONS

The School Linking project created online spaces for young people to generate their own materials. Schools in Malawi, Sierra Leone and the UK set up a weekly blog where they asked and answered questions about their lives, cultures and experiences. This grew into a video project where young people produced and uploaded videos sharing their thoughts and experiences of gender-related issues in a project call Five Global Questions.

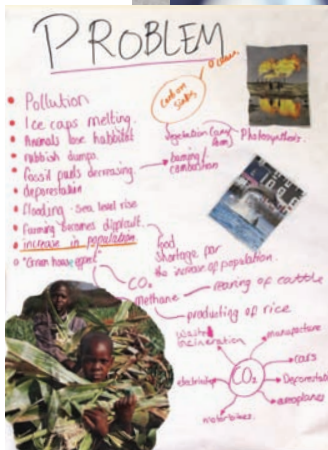


ACTION PLAN		
	HOW	OUTCOMES
CORRESPONDENCE IN LINKED SCHOOLS	10-10-10 ACTIVITY 10 QUESTIONS	PUPIL-TO-PUPIL COMMUNICATION.
CORRESPONDENCE TO ST. MATTHEWS CE PRIMARY SCHOOL	WRITE A LETTER SHOWING THE PROGRAMMES FOR THIS TERM TO LINKED SCHOOL.	RELATIONSHIP BETWEEN THE TWO SCHOOLS BEGINS
14 TH FEBRUARY 2009 CELEBRATING VALENTINE'S DAY	-10 CHILDREN IN CLASS 5 DESIGN VALENTINE CARDS AND SEND TO FRIENDS IN CL. 6 -10 CHILDREN TELL BIBLICAL STORIES SHOWING LOVE FOR ONE ANOTHER: E.G THE GOOD SAMARITAN, JOSEPH AND HIS BROTHERS	CREATING A FEELING OF ONENESS.

I'm happy to tell you that we have made the mind map! It went better than expected, it is a very new way for these kids to use their minds.
 SOPHIE ROSENDAL, PLAN TANZANIA, WORKING WITH BUGURUNI SCHOOL, DAR ES SALAAM



The software being used worked extremely well. Not having to use html codes to build the website made things fun and easy while working on this project.
 DANIEL, MORNING STAR SCHOOL, GHANA



MAKE THE LINK – CLIMATE EXCHANGE

Using the web platform, young people connect with one another via messaging, blogging and group discussions to exchange their ideas and experiences of climate change, and collaborate on projects and campaigns locally, nationally and internationally. By discussing climate change with their peers abroad, young people gain insights into cultural differences, personal similarities and what they can do to make positive changes for the future of the planet.

SPEAK OUT!

One of the first school linking projects to use online connectivity was Plan's 2005 Speak Out! project, a Young People's Commission for Africa, which linked to the G8 Summit of that year, focusing on Africa and the Millennium Development Goals.

A total of 52 schools were involved, 27 from Africa and 25 from the UK, linked via software innovatively designed to create connectivity between groups of students, where they could share their thoughts and ideas creatively through their shared web pages.

Since the beginning of its school linking, Plan has been constantly innovating and working with a range of young developers to build online platforms for young people to share meaningful, user generated content. Various technologies, often custom built from Open Source applications, have given young people the tools to write blogs, share audio and video and create campaigns. Although at Plan we have wanted to use the most exciting applications using the latest technology, inclusion has always been at the heart of our testing process so we have always factored in low bandwidth speeds and the limited access that can occur in the South. Safety for young people whilst online has been of paramount concern, so we have worked with our developers to ensure a safe online environment.

ALEX MONK, SCHOOL LINKING PROGRAMME OFFICER, PLAN UK

RESOURCES

- www.mtl-cec.org
- School Linking handbook www.plan-uk.org/assets/Documents/pdf/Plan_UK_Educational_Guide_and_Resources_web.pdf



5

Active participation

One of the objectives of Plan's Development Education programme was to create opportunities for active participation. Sometimes this was through a specific project like Shoot Nations, or sometimes as an extension of work already being done through an existing project, or through the School Linking programme.

SHOOT NATIONS

Each year there was a different theme for Shoot Nations and every year photographs were exhibited in New York to launch the UN's International Year of Youth on August 12th. The project also included an online photographic competition, exhibitions and workshops in various countries. In its last year, 1046 young people participated from 92 different countries.

YOUTH CLIMATE NETWORKS

Part of Plan's Climate exChange project involved active participation in youth climate networks. Plan Senegal got involved in a campaign for sustainable development. The campaign bus travelled to communities across Senegal, distributing information flyers on climate change, sustainable development and the links between the two. This was supported by radio and TV broadcasts.

SCHOOL LINKING PROGRAMME CORRESPONDENCE

ITEM : 1 LTC Introductory letter, 1 action plan, 1 partnership agreement, 1 lesson activity plan

FROM: Philip Koroma
Link Teacher Coordinator
St. Thomas Municipal Primary School
Sierra Leone

TO : Carol Hick
Link Teacher Coordinator
St. Matthew's Church of England Primary School,
UK

We got the kids back in to help curate and catalogue the exhibition, so more skills there, too. So they can go back to their communities and do the same. And there's an element of celebration too, and taking their work into the wider community which is also part of the project's aim.

HELEN ROBINSON, LIVERPOOL
MUSEUMS SENIOR COMMUNITY
ENGAGEMENT MANAGER



- Pupils name the different clouds
- Pupils give a description of each cloud
Activity II
- Pupils suggest things they look like in clouds
Cumulus cloud - feather
Cumulus cloud - cotton
Activity III
- Pupils explain how water evaporates
- Pupils lift up the lid of the pot
- Pupils see that it is vapour
- Pupils see that it is vapour
Teacher-Led Activity
- Pupils are taken outside into the playground
- Pupils are made to understand the vapour it can form
- Discuss how water vapour forms
- Droplets of water forms cloud
- Clouds form rain
KEY QUESTIONS
- When water evaporates, what does it turn into?
- When water vapour condenses what does it form?
- What happens when the air is warmer?
- What forms clouds?
- What provides rain?



Lesson Activity
Theme :- How cloud is formed
Aim :- To develop children's understanding of how clouds form
Subjects :- General Science, Social Studies
Key facts :- Water becomes part of the air when it evaporates.
Resources :- Pupils text book
PUPILS-LED ACTIVITIES
Activity I



A call to action was delivered to the Mayor of Saint Louis requesting a stop to the production and use of plastic bags, improved management of household waste and a reduction in industrial pollution. He supported the declaration and guaranteed to add this to the international memorandum at the International Forum on Climate Change and Local Governance in December 2010.

Well, I have learned a lot... most especially decision-making. Whenever we want to make a decision, we come together. A person will say what he or she feels like then, we will talk on it, and then we choose the most suitable one that will go down with everyone.

STUDENT STEERING COMMITTEE MEMBER, SIERRA LEONE

It was important because we got to work in different groups and express our own ideas

KATIE, GEORGE'S GREEN SCHOOL, UK

STUDENT STEERING COMMITTEES

Student Steering Committees are a feature of many of the Plan linked schools. These committees are a way for young people to have a say in how the link works in their school, they decide on linking activities, how to share information with the rest of the school and plan for activity days. Student participation makes sure the link meets the needs of the young people but also develops young people's communication and leadership skills. Plan encouraged schools to set up and develop Student Steering Committees in all of the countries through holding student workshops and producing a set of guidelines for schools. The workshops included an overview of Plan's work and why student participation is important, activities on team building and leadership, guidance on holding a meeting and strategies for influencing school linking activities, and planning international days in their schools.



My area of work at Plan engages young people and their teachers across Europe and Africa on climate change and citizenship issues. Learning is done in the classroom but this is only the beginning of the journey. Schools and young people exchange ideas and participate in discussions via an interactive website. This global element of their learning process leads them onto developing ideas for taking action.

NATALIE HERZHOFF, EC DEVELOPMENT EDUCATION PROJECT MANAGER, PLAN UK

RESOURCES

- www.plan-uk.org/resources/documents/42166/
- www.mtl-cec.org/take-action/all-actions.html





6

Youth-led learning

At Plan we believe that children and young people are the future. In order to change their lives positively, young people need to be given the opportunities to do so. In response, they often provide relevant and creative solutions.

ACTIVE CITIZENSHIP AND CAMPAIGNS

As part of their work with Plan's Make the Link - Climate exChange, the young people from the UK-based Blue River Academy who had attended an Active Citizenship Residential programme devised two campaigns.

Their first campaign was to promote bike riding as an alternative means of transport. This decision meant working together, learning about bike refurbishment and maintenance, cycle safety and involving the local MP to help create more cycle friendly roads, like in Holland.

Secondly, the young people decided to work with a local conservation area that had fallen into disrepair. Working to restore derelict areas would help connect young people in a practical way to their environment, helping them to learn about and see how climate change can threaten it.



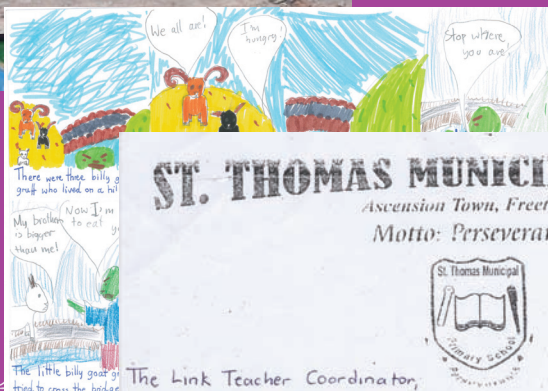
I thought that this project would help build our pupils' skills and give them more awareness of environmental issues, especially local issues. I wanted them to be active citizens rather than just school kids, and also to highlight to them the resources available in our community that they weren't aware of.

MUHAMMED ABDULLAH, TEACHER, BLUE RIVER ACADEMY, UK



All my citizens will be guaranteed the following rights

- Everyone will have the rights to be part of a caring and loving family.
- Everyone will have the right to have a flat screen tv.
- Everyone will have a kind and caring friend.
- All the children will have the right to a good education.
- Everyone will have the right not to be hungry.
- Everyone will be able to have a swimming pool in their school.



The Link Teacher Coordinator, ST. Matthews CE Primary School. United Kingdom.

Dear Carol,
Happy new year to you and all at St. Matthew CE primary School especially the children in your class. How is the weather over there? Is it still cold? Is snow still falling? For us in Sierra Leone we are still experiencing harmattan and very soon, (March to be precise) we will be approaching the hottest period in our

*Wednesday
Creating a charter*

My new Country will be called

Wonderland

All my citizens will be guaranteed

STUDENT LED CHANGE

In some schools the Student Steering Committee had become the mouthpiece of the students and enabled them to influence wider issues affecting young people in the school. For one school in Sierra Leone it was the link with a UK school that inspired them to address the use of flogging in their school. Students at Sierra Leone Grammar School had discussed the different uses of punishment with their link school, and discovering that UK schools didn't use corporal punishment they then took up the issue with their own Student Steering Committee. The Student Steering Committee then lobbied their head teacher to change the discipline policy in their school, who sent a memo to all teachers telling them to reduce the use of flogging.

The students from Sierra Leone showed what is possible once young people have the knowledge, negotiation skills and confidence to act on something that can have a positive impact on their lives.

SUSAN EVANS, SCHOOL LINKING PROGRAMME MANAGER, PLAN UK



For me development education is about getting young people thinking about the world around them in a way that equips them with the tools to critically evaluate the way they fit within it. It's projects like these at Plan that can really inspire future choices, which you can see by the way in which students engage in campaign activities and contribute to discussions on the website. Plan's Youth Climate Networks are a great example of this as we follow them into bigger and better things.

HOLLY MIDDLEDITCH, CLIMATE CHANGE CO-ORDINATOR, PLAN UK

RESOURCES

- www.mtl-cec.org/about/campaign-ideas.html
- www.plan-uk.org/schools-and-young-people



Countess Anne Cof E Primary School
School Lane
Hatfield
Hertfordshire
AL10 8AX
17th March 2008

Dear Children at Zambia Primary School,

It's lovely to be in contact with you! We are hoping this will be start of a long friendship between our schools.

In Year 3 we learn the following subjects: Literacy, Numeracy, Science, Geography, Art, Music, Religious Education, P.E., History, Design and Technology, French, Information Communication Technology (computers) and Personal Social Health Citizenship Education. We really enjoy Art and we do lots of paper mache and painting.

There are 12 boys and 18 girls in our class. Our teacher is called Miss Kegan and Mrs Robins also works with us. We are a very kind and friendly class.

We also enjoy making lots of toys and games. We have a place and have people in our class who have A.S.I.A. a club such as about you and

By Atepa

ACTIVITY PAGE

Participation in school decision making

Work in small groups and write down as many definitions of the word 'participate' they can think of on Post-it notes.

Gather all the definitions together, stick them on a wall and present their definitions to the group.

From these definitions, discuss and write down one agreed definition.

List the decisions that have been made in school over the past week or month:

- who made the decision?
- where were the decisions made?
- were young people involved or consulted?
- what would have been added by involving young people?
- how could young people have been involved?



MORE ABOUT M... INSIDE



7

In-depth learning

The projects developed by Plan's Development Education department always allowed for more in-depth learning. We provided guidelines that showed young people how to look more closely at issues, how to draw on their own cultures and circumstances to investigate and learn more on a subject, and then to share what they had learnt with each other around the world.

I've seen a big improvement in their ideas, understanding and the way they express their ideas. I've gone from seeing blank faces to kids with ideas – the kids have really grown.

STEPHEN BECK, TEACHER, TOGO

I'm a dude, I'm a chizboy, I'm a cherry, I'm a coloured. I'm beautiful, I'm handsome, I'm gorgeous, I'm black. Because I AM WHATEVER I SAY I AM!

KEMO, MOWANA SCHOOL, BOTSWANA

THE IDENTITY PROJECT

The Identity project is a good example of providing in-depth learning. This project linked 25 schools in the UK and 23 schools in 10 African countries. Linking the schools meant they worked together to explore the concept of identity through classroom work, and then online through email discussion forums and chat rooms. Schools then chose from a range of related topics to extend their exploration on identity. These topics included birth registration, children and armed conflict, and natural disasters. Students produced work that ranged from videos and plays, to manifestos and newspaper articles.

Sheringdale Primary
Southfields UK

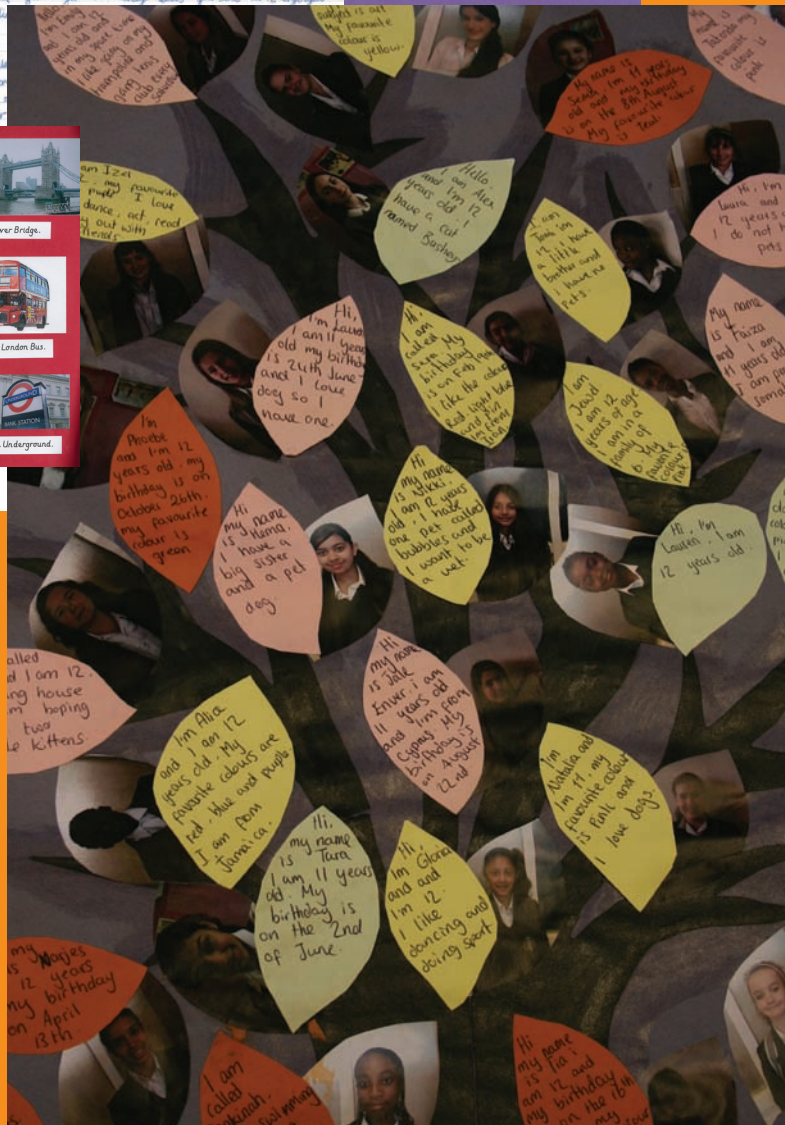
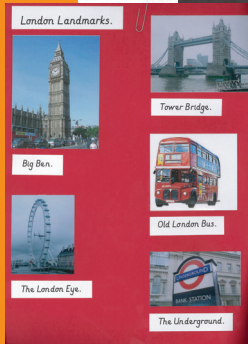
10-10 questions Daily Life

- 1) What do you do in your spare time?
- 2) What chores do you do?
- 3) Except for school what do you do in the day?
- 4) What electrical appliances do you have at home?
- 5) How do you...
- 6) What are...
- 7) Do you...
- 8) Do you go to a...
- 9) Do you go abroa...
- 10) Where do you g...



Tuesday 27th June 2010
Dear Friend,
Thank you for the lovely letters you sent us. I enjoyed reading them very much. I will write again in September as our holiday now begins.
from
Bulstrode Primary School

Thank you so much for all your letters. We will write again in September as our holiday now begins.
from
Bulstrode Primary School



SCHOOL LINKING ONLINE CONNECTIONS

As part of the School Linking programme, Plan ran a number of video conferences between schools in the UK and overseas so that young people could talk face to face. This enabled young people to have real time debates of greater depth around issues of gender, climate change, hopes and dreams. Students from Beaconsfield Secondary school in the UK held a video conference with other female students from Sierra Leone to discuss the implications for young women of the civil war. It was an excellent way for them to understand the challenges faced by young people in conflict situations.

They are very comfortable here in [the locality] and they don't get out of their area, their area is their world and to be able to report something and then compare it with a far away country is just an eye-opener and it gives them a totally different look at not only their own lives but how things are going in other cultures. It's just about making the world a bit smaller.

UK SCHOOL TEACHER

RESOURCES

www.planidproject.net/teacher_resources.php#coremodules

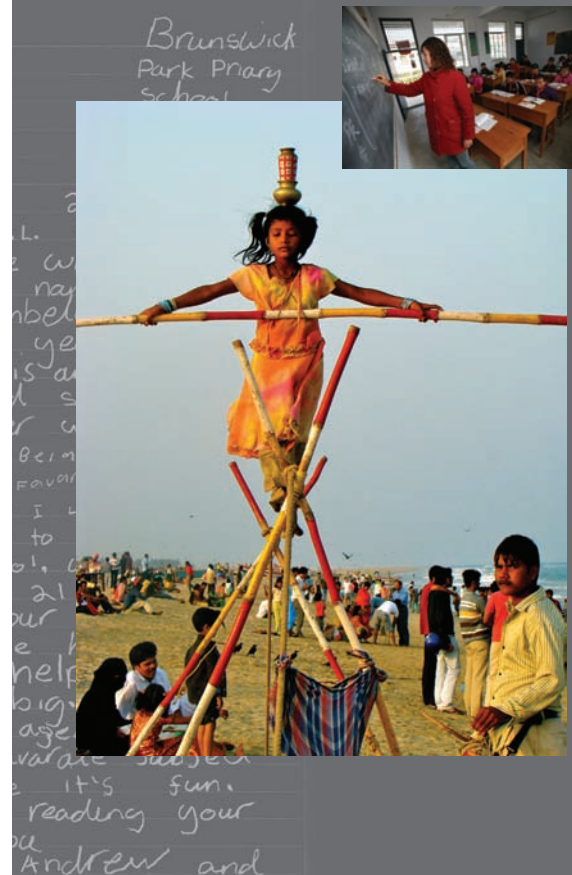


ACTIVITY PAGE

Make the Link – Climate exChange

If you don't already have a map of the local area, you will need to get the group to create one at the start of the session.

1. Ask the group to mark on the map all the environmental issues that affect their area.
2. Ask them to also include things that are outside their area that might have an effect on their local community (for example, pollution from the city).
3. Ask the group to discuss which issue they would like to focus on. NB, they should choose an issue that:
 - they are genuinely bothered about, and
 - they are familiar with.
4. Ask them to spend some time focusing on their chosen issue by asking the following questions:
 - what are the different factors and things related to this issue?
 - what are the consequences/affects of this issue?



8

Curriculum links

Linking Plan's development education work to the UK National Curriculum has been important for all our projects from the start. Plan is an organisation that sits outside the formal education system, but this meant we could choose to work on issues that were of the highest global priority as they happened. We also knew that for teachers looking for material to support their teaching, our projects added value precisely because we had linked them to the National Curriculum. Work on global issues can be embedded in many curriculum areas – English, History, Geography, Business, ICT, Dance, Drama, Citizenship – and can help bring learning to life. Plan created many curriculum links. The Anti-Slavery project, for example supported History and the Enterprise project supported Business Studies; while letter writing supports English and climate change work supports Geography.

PROJECTS

All Plan's development education projects created resources and learning areas that were informed by the children we work with every day, and link directly and easily with the curriculum. For example, our Make the Link – Climate exChange project and our School Linking programme have online resource packs across the key stages. Doing these long-term projects with schools allowed us to create opportunities for young people to develop critical thinking and questioning skills, rather than just being given information on a subject, and all our resources reflect this approach to learning.

RESOURCES

- www.mtl-cec.org
- www.shootnations.org



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in so man
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 us like

Nyika which is in our region. Malawi is divide
 into four climatic zones. Hot, dry areas, warm wa



[CLASS 5]

Questions for Baptist Primary School

- Do you keep pets
- What is your favourite sport?
- Who is the president of your country?

ONLINE LIBRARY

Not all our resources and curriculum links come just from Plan's project work. In addition, we have worked with specialists to create a large online library of whole school curriculum materials and learning resources for teachers. These useful teaching tools are available to browse and select, for example lesson plans, class activities and assemblies, and cater for all key stages and levels of ability. We also had every resource approved by SchoolZone UK, to make sure that they were of the highest standard for teachers.

www.plan-uk.org/resources

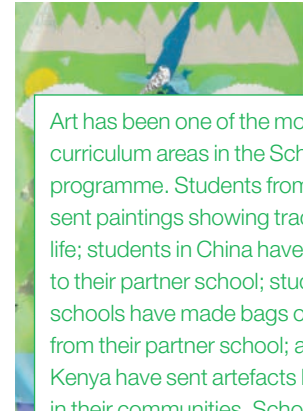
DOING SOMETHING DIFFERENT

We've tried to be a bit different with our resources. For example, each year Plan produces the Because I Am A Girl report that looks at the lives of girls around the world. This is a huge piece of work internationally and every year the Development Education team turns this report into a series of curriculum resources so that the people who need to know about this work most (the girls and boys that we work with) can start exploring the ideas and questions which the research raises about their lives, and the lives of other children.

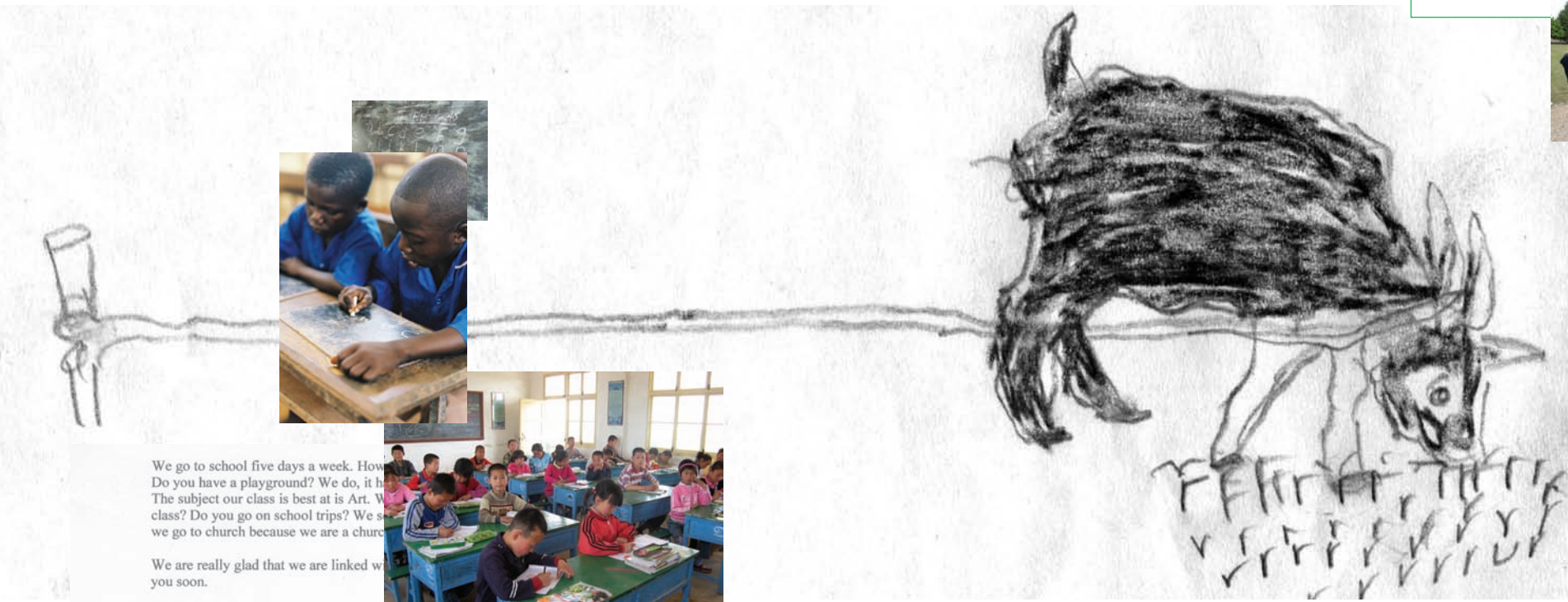
www.becauseiamagirl.org/PlanUK

We have also tackled issues that would normally be difficult to teach within the curriculum. For example, we have produced an animated learning resource on barriers to girls' education. With these resources we have taken issues and situations that most of our young people in the UK may never come across, for example forced marriage, and made them relevant to their daily experiences.

www.plan-uk.org/what-we-do/campaigns/because-i-am-a-girl/vow/barriers-to-girls-education



Art has been one of the most popular curriculum areas in the School Linking programme. Students from Malawi have sent paintings showing traditional ways of life; students in China have sent origami to their partner school; students from UK schools have made bags out of material from their partner school; and students from Kenya have sent artefacts locally made in their communities. Schools have also used technology to bring the link to life, with students from Sierra Leone taking photos and videos of their school environment, to give their partner school a realistic picture of their lives.



We go to school five days a week. How do you have a playground? We do, it has a slide and a swing. The subject our class is best at is Art. We like to draw. Do you go on school trips? We go to the museum. We go to church because we are a church-going family.

We are really glad that we are linked with you soon.

God bless

Year 5

9

Teacher development

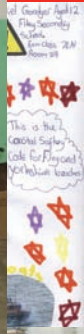
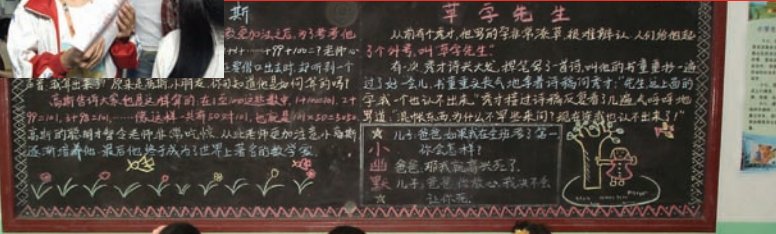
The quality of what is learnt has a lot to do with how it is taught. At Plan we work hard to support quality in teaching. Plan's development education projects actively supported teacher development in a number of different ways. Extensive, curriculum linked resources provided support in a range of subjects – for example, Geography, Science, Art, PHSE, Religious Studies, Citizenship, English, Drama. Teacher training was also made available, both in the UK and elsewhere. Plan helped develop teachers' IT literacy in some African countries through the School Linking programme, helping them develop their skills in order to deliver the project.

SCHOOL LINKING AND TEACHER TRAINING

Plan provided on-going support for schools involved in the link programme. This included curriculum links, regular visits from Plan facilitators, resources and training sessions. Teachers were also helped to set up and develop the link with their partner school, with input on how to communicate effectively, set up collaborative projects, encourage student steering committees and organise exchange visits. In the global South, the training also covered the use of child-centred teaching methods. The sessions were an opportunity for teachers to share successes and challenges, plan for future activities and build support networks with other teachers.

FEBRUARY 2009 CELEBRATING VALENTINE'S DAY
 - 10 CHILDREN IN CLASS 5 DESIGN VALENTINE CARDS AND SEND TO FRIENDS IN CL. 6
 - 10 CHILDREN TELL BIBLICAL STORIES SHOWING LOVE FOR ONE ANOTHER. E.G THE GOOD SAMARITAN, JOSEPH AND HIS BROTHERS
 - PEACE CLUB LAUNCHES "LOVE ONE ANOTHER" CAMPAIGN
 - CHILDREN EXCHANGE GREETING CARDS
 - DISPLAY FLAGS OF DIFFERENT MEMBER NATIONS
 - STEERING COMMON. C/M CLUB
 - BRIEF TALK ON THE DAY
 - SCHRN. DRESS IN NIGERIAN CLOTHES AND GREET IN ONI

MARCH 2009. COMMONWEALTH DAY



As School Linking Coordinator I have delivered Plan School Linking regional workshops to teachers across the UK. I found that it was those teachers who were supported by their schools to attend these workshops who went on to have the most successful international links. If teachers felt that their link wasn't working as well as they'd liked, it was often a shift in their expectations or an adjustment to curriculum planning or communication strategies that made it more successful. Some of the key things that I learnt to promote at these workshops were 'keep communicating', 'keep joint projects simple', 'work on building a good relationship with your link teacher' and 'involve your students in leading and advocating your link from the beginning'. I think it's important for teachers to understand that a high quality, sustainable international link does require work, lots of thinking and a bit of patience.

AMY WEST, SCHOOL LINKING COORDINATOR, PLAN UK

MAKE THE LINK – CLIMATE EXCHANGE

Plan's Climate exChange project actively supported teacher development in a number of ways, too. Onsite resources were highlighted with ways in which these could be integrated into classroom, extra curricular and extension activities. We also helped to build confidence in engaging with the project's web platform and how to use the site in conjunction with learning resources.

Climate exChange's Active Citizenship training not only helped develop the knowledge and skills of the young people involved, it also helped develop teachers as facilitators, helping them to help their students set up and run campaigns.

The value for me has been two things really. One, the confidence it has given me to be able to go away and carry on doing more work in the school. Two, it's also been of huge value to me as a teacher just be able to sit back and see the pupils get on, watch them learn and watch them have fun. I'm more confident at understanding about what I need to do now to support them with the campaign.

PAUL TYRELL, GILBERD SCHOOL

It's helped me develop some confidence in things like contacting MPs, which I wasn't personally confident in doing before.

RACHEL NOYES, GILBERD SCHOOL

RESOURCES

- www.plan-uk.org/resources
- School Linking handbook
www.plan-uk.org/assets/Documents/pdf/Plan_UK_Educational_Guide_and_Resources_web.pdf



Countess An
School Lane
Hatfield
AL10CA

17th March 2008

Dear Zombwe Primary School,

Hi we are year five. We have twenty eight children in our class fifteen of them are girls and the rest are boys, most of us are nine or ten. How many children do you have in your class? How old are you? We have roughly two hundred and ten children in our whole school!!

Our teacher is called Miss O'Callaghan, she is really nice! We also have a teaching assistant called Miss Willis she is nice to. What is your teacher like?

We usually have roughly five lessons a day. How many do you have in a



10

Collaborative projects

Collaboration between young people, different schools and different organisations has been one of the key aims of Plan's development education strategy. Different projects offered different opportunities to engage with and share ideas about relevant issues, whether on a global or a local scale.

Across our programme we have schools and young people working together on projects around enterprise, gender, education and local culture.

STUDENT LED COLLABORATION

Rooks Heath School, London and Kafukule Secondary School Malawi have collaborated in many successful curriculum projects over the two years they have been linked. Both schools have an active Student Steering Committee, following training at Plan, and they decided to collaborate on a sustainable enterprise project to raise funds for the next stage of trading.

This project involved market research, creating a business plan, setting up a company, designing the project, putting ideas into practice and developing skills in leadership, making decisions, working in a team, problem solving and communication.

Kafukule School produced artwork that was reproduced, framed and sold at an art fair in the UK, while Rooks Heath School made bags from recycled textiles.

I loved making the bags for our community in Malawi. We created the design and everyone in the textile class helped to make them. Altogether we made about 25-30 bags; they look really professional.
KRISTINE, YEAR 9,
ROOKS HEATH SCHOOL



Handwritten notes on a piece of paper, partially visible, with some legible words like 'Dona', 'Mama', 'Kafukule', 'Rooks Heath', 'Malawi', 'Yvonne', 'Nancy', 'Linda'.



VIRTUAL CLIMATE SUMMIT

Students from the UK and The Netherlands were invited to conduct a Virtual Climate Summit to celebrate Climate Week. Their goal was to take on the role of different countries and agree a target for reducing carbon emissions. Feedback shows that this was a compelling and effective learning experience for the young people involved. It focused on a shared international event (Climate Week), was highly participatory for students (role play) and gave them in-depth knowledge about global emissions targets and how these are negotiated.

I think it is fair to say that linking with a school abroad increased our awareness of other cultures, education systems and languages. Education was not for all but seen more as a privilege and not a right. Our students are more aware of how lucky they are having access to free education. A more enterprising culture has been adopted by our students after the appreciation that the students there made so much out of their few resources.

CATHY GIRVAN, ROOKS HEATH SCHOOL



What we have learnt

Our own learning has been an important part of the development education work we have done. Each project builds on what we learnt previously, both our successes and our mistakes. We have always tried to reflect on our work, to be both complimentary and critical, and have worked with consultants and evaluators including the Institute of Education, to help us examine and improve what we do. Getting people who aren't part of Plan to tell us what they think has allowed us to see what is unique about our projects, what we may take for granted, and where improvements could be made.

We have learnt how crucial it is to the success of development education projects to make sure we support and understand the needs of the teachers, children and community we work with, and that we listen to their suggestions, ideas and concerns. Investing our time and effort in enhancing and building on the commitment we see in the people we work with gives the projects a strength that Plan couldn't create alone.

Some of the project activities, particularly the teacher training, learning resources and active citizenship training have had a proven, positive impact on the knowledge, understanding, skills and confidence of both teachers and students.

MAKE THE LINK – CLIMATE EXCHANGE EVALUATION, TAAHRA GAHAZITHE

It is recommended that Shoot Nations refines its objectives to emphasise the importance of influencing public opinion by giving public profile for the project and its theme, and to promote interaction and a global conversation among young people.

SHOOT NATIONS EVALUATION, DAVID WOOD CONSULTANTS

Highly successful partnerships need to demonstrate resilience and commitment to their collaboration. They also need to nurture: effective and ongoing communication; shared and supported leadership; funding for international visits; partnership-level goals and objectives; and mutual and shared collaborative work.

SCHOOL LINKING PROGRAMME EVALUATION, INSTITUTE OF EDUCATION



Learning about the world we live in will never stop, and we hope the examples and activities in this book will be a good place to start.

MARIE STAUNTON, PLAN UK CHIEF EXECUTIVE





With thanks to all the children, teachers and schools who participated in Plan's Development Education programme and projects over the last seven years for the illustrative material used here, and to the Shoot Nations project for the photos / Other photos: Alf Berg, Niels Busch, Martin Dixon, Connelly la Mar, Nazia Parvez, Mark Pengelly, Mark Read / Thanks are also due to Plan UK's Development Education team: George Anang'a; Susan Evans; Natalie Herzhoff; Miriam Kybird; Holly Middleditch; Alex Monk; Amy West; Marie Uri / Making the links: Written by Harriet Griffey. Designed by Martin Lore. Printed by Impress Print / Copyright © Plan UK 2011

** Children are those aged under 18. Child protection standards require that individual children cannot be identified so this document does not give children's full names.*

the Plan:

to share and celebrate our work

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