



Save the Children
UK



Giangukai: Learning from schools in six countries

A report and DVD on a school-linking project
across the global digital divide



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A report and DVD on a school-linking project across the global digital divide

Giangukai means 'school' in the Wolof language of Senegal. It was chosen as the name for an innovative project linking primary schools in Europe with schools in Africa, Asia and Latin America.

This report and accompanying DVD draws directly on work undertaken by children, teachers and project co-ordinators from six countries – Brazil, India, Italy, Senegal, Uganda and the UK. It explores:

- linking schools across cultural and language divides
- using information technology
- developing European co-operation and South–South learning
- differences of expectations and resources, particularly between schools in the North and schools in the South
- capacity of teachers to exchange curriculum and method ideas related to the project topics.

Giangukai's aim is to inspire other schools and organisations to develop global links.



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Giangukai: Learning from schools in six countries

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across the global digital divide

Save the Children fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence. We work with them to find lifelong answers to the problems they face.

Save the Children UK is a member of the International Save the Children Alliance, the world's leading independent children's rights organisation, with members in 27 countries and operational programmes in more than 100.

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Introducing **Giangukai**

Giangukai means 'school' in the Wolof language of Senegal. This was chosen as the name for an innovative primary school-linking project where Senegal was one of the participating countries. The project linked schools in Europe (here termed 'the North') with schools in Africa, Asia and Latin America (here termed 'the South').

Giangukai can be seen as an innovative project that can help other schools and organisations to develop global links. The report features:

- linking schools across cultural and language divides
- using information technology
- developing European co-operation and potentially South–South learning.

Lessons learnt about global linking include:

- differences of expectations and resources, particularly between schools in the North and schools in the South
- the capacity of teachers to exchange curriculum and method ideas related to the project topics.

This pack consists of this 39-page report for teachers, plus a DVD for pupils and teachers.

Introduction

The Giangukai school-linking project

The Giangukai school-linking project was run jointly by two non-governmental organisations (NGOs): Save the Children UK and CESVI (based in Italy). Each NGO was responsible for the day-to-day activities in its own country, plus two other Southern countries to which it was linked (Brazil and Senegal for Italy; India and Uganda for the UK). This report describes only Save the Children's involvement over the three years, involving work with two Southern NGOs: the Jiva Foundation in India and the Forum for African Women Educationalists (FAWE) in Uganda.

The Giangukai school-linking project ran for three years from January 2003 until December 2005. Its aim was to link nine- to eleven-year-old pupils attending 30 schools from six countries (Brazil, India, Italy, Senegal, Uganda and the UK). Its main objective was to encourage European children from Italy and the UK to become more interculturally aware by giving them opportunities to actively participate in a project that would lead to a deepening of their understanding of other cultures, developing self-expression of their own views and opinions to share with others, and familiarising themselves with their peers' lives in countries of the South.

Schools were linked through a number of different methods, initially in the traditional way, via post, writing letters and producing worksheets, and later using computer-based communication, via email and the Giangukai website. Six UK schools linked to three schools in Uganda and three schools in India, while nine schools in Italy linked with four schools in Senegal and five schools in Brazil. More than 60 classes participated, with more than 1,800 pupils and 100 teachers taking part over the three-year period.

The Giangukai project was co-financed by the EC's Development Education EuropeAid fund and two international NGOs: CESVI from Italy and Save the Children UK. The project hoped to realise one of the EC's main aims: to increase European public support for development and poverty reduction in Europe and in the poorer sections of developing countries:

"For some time now, the European Union has placed great emphasis on the importance of Intercultural Education as a process for heightening public awareness, in various ways, and in particular, sensitising European school children, to fight the incorrect and superficial information on southern countries conveyed by the mass media. NGOs in particular, through Intercultural Education and Development Education, have pledged to '...promote a personal and collective awakening to development-related problems and to intensify solidarity among people through better and reciprocal awareness'."

Code of conduct for images and messages concerning the Third World,
General Assembly of the European NGOs, Brussels, April 1989.

What schools said – extracts from project evaluation

Project objectives – as seen from the UK:

- To help children be more interculturally aware by giving them a chance to understand the lives of other children.
- To support the right to communicate by putting students with different cultures, traditions and languages in touch.
- To promote solidarity towards people in developing countries, guaranteeing their right to communicate and seeing that their voice is heard.

Project impacts – as seen from Uganda:

- More participants have been attached to the project.
- It has created self-awareness among children.
- It has created more friendship.
- Children have developed a sense of a reading culture.
- Children have acquired knowledge and their attitude towards others has also changed for their better future.
- They have come to love and appreciate the cultures of others.

Project impacts – as seen from India:

- Children were highly excited while doing this project; there was a sense of exhilaration among the students, who took interest in this fun learning process.
- They were quite happy while being involved in the project and they took great interest in creating new ideas and were keen to participate more and more in such activities.
- Their excitement could be sensed from the assignment that they have completed. From this exchange programme the children learned a lot. They are eagerly waiting to see the drawings and writings of their partner schools in London.

Project strengths and weaknesses – as seen from India:

Strengths of the project

- Practicality and the creative activity approach to explore and learn new things is the major strength of the project.
- This project helps us to communicate our ideas in a variety of ways or in a different way and to share our experiences while working on this project.

Weaknesses of the project

- “I have to do regular follow-up with the schoolteachers to ensure they are on the right track and take sufficient time out of their busy schedule to perform the worksheets and projects and submit them on time. But I guess following up is a part of every exercise which is required to ensure the task gets done properly.”

Creating Giangukai

As faster lifestyles, globalisation and almost instantaneous communication make children feel that the world is a much smaller place to live in, and intercultural learning opportunities become increasingly possible, the question needs to be asked: how can these experiences be translated into an enriching, fulfilling opportunity to celebrate a co-existence based on co-operation, exchange and the acceptance of diversities?

One way of acknowledging difference, whether it be of gender, ethnicity, religion or culture, is through intercultural education, or more accurately for this project's 'intercontinental education'. Pupils can learn to live constructively with difference, and experience at first hand the concept of global citizenship.

But the question then is, how can pupils with such diverse life experiences and such inequalities communicate without reinforcing existing stereotypes? And how can intercultural education be communicated globally in a new and exciting way that will encourage pupils to explore and learn from the links that are set up?

Thus, the Giangukai project was created as an intercultural experience based on giving pupils from different countries equal opportunities to meet and communicate digitally and embark on a three-year cultural exchange.

The right to participate and be heard

The founding principle of twinning is cultural exchange based on respectful, satisfying communication. And the recent advances in new digital technology have given this activity another dimension, enabling children living great distances apart – for whom a physical encounter is unthinkable – to get to know one another much more quickly than in the past. However, a child's right to participate and communicate, enshrined in Articles 12 and 13 of the United Nations Convention on the Rights of the Child 1989 (UNCRC), remains at serious risk, since the majority of poorer countries continue to be excluded from advances in international communication and technological development.

The Giangukai project has focused on the UNCRC. Article 12, in particular, provides for children's participation and stipulates that children, as holders of rights, must be able to take part in any decisions that concern them or may have a determining influence on their future. A child's right to be heard is also based on the premise that the adult has the ability to listen and recognises them as citizens, to all intents and purposes, who enjoy all the rights concerning all areas of their existence.

The education Articles in the UNCRC (28 and 29) also promote international co-operation and access to modern teaching methods, which should include putting pupil participation at the heart of the school curriculum and democratic participation in the running of school life. Giangukai has adopted the UNCRC approach wholeheartedly, as the learning methods it advocates place the child in an actively responsible role.

The UN Convention on the Rights of the Child

The Convention on the Rights of the Child was agreed by the United Nations on 20 November 1989 and the UK government ratified it in 1991. It contains 42 Articles acknowledging the special rights of children, together with two additional parts about how it can be made effective.

Children's rights under the UNCRC include:

- Equality
- Identity
- Survival
- Development
- Expression
- Family
- Health
- Standard of living
- Education
- Play
- Protection
- Justice
- Rehabilitation

Some groups of children are recognised as being entitled to additional rights:

- children with disabilities
- refugee and asylum-seeking children
- children from minority and indigenous groups
- children in war situations.

Background

The digital divide refers to the gap between those who have access to, and know how to use, information and communication technology (ICT) and those who can neither access it nor are aware of its existence. This gap not only separates people within the same country, but it is increasingly becoming the chasm that separates countries in the North and South.

In theory, ICT has the potential to ensure that there is information available to meet the needs of any group of people, even those in the remotest parts of the world. However, in reality, this remains little more than theory, as ICT is still not commonplace in many parts of the South. The spread of ICT requires, on the one hand, huge economic investment and, on the other, the presence of infrastructure and services; both are frequently hard to access, especially in more remote rural areas of the South. In addition, to use the Internet, a person needs to be able to read and write; and so the poor are further impoverished by having neither access to computers nor the education needed to use them. While some people envisage computer technology as an opportunity to assist countries of the South, many others warn that its invention simply widens the gap that already exists between the highly developed rich countries of the North and impoverished parts of the South.

Although Asian countries have experienced some delays, ICT is now widely used and accessible. Central and South American countries follow a little further behind in terms of accessibility, but the African continent is experiencing a huge delay.

ICT inequalities¹

In 2001, while 700 million people in the North had access to the Internet, 700 million inhabitants in developing countries had never used a telephone. Africa is increasing the number of landline telecommunications facilities. But access to the Internet remains limited: of a population of approximately 770 million, only 5.5 million use the Internet (an average of 1 person out of every 150). The global average is 1 in 15 and in North America and Europe the rate is 1 in 2. And whereas only 1 per cent of the African population (but 12 per cent of the world population) has access to the Internet, nearly half of that 1 per cent (1 million people) are located in one country: South Africa.

Source: ITU, 2001

Table I: Relationship (as a percentage) between Internet access cost and gross domestic product (GDP) per capita

USA	1.2%
Australia	1.5%
Japan	2.6%
Mexico	14.8%
Mozambique	69.6%
Ethiopia	76.8%
Uganda	107%
Sierra Leone	118%

Source: ITU, 2001²

Research underlines the scale of the current division in the use of digital technology. In 2001:

- more people had access to the Internet in Finland than in the whole of Latin America
- the number of people accessing the Internet in New York, USA, was greater than the whole of Africa
- the majority of ICT companies were (and still are) situated in the highly developed countries of the North.

There is a huge North–South divide in online costs, especially when these are considered in relation to per capita incomes, as Table I shows.

Today, countries of the Northern hemisphere run their administration, manufacturing and communication systems primarily using ICT. Public administration, universities and schools are almost completely computerised, and the Internet plays an increasingly important role. ICT has become an almost essential and irreplaceable tool of life in the North.

For some years now, certain international institutions (the European Commission, the United Nations Educational, Scientific and Cultural Organization, the World Bank, the United Nations Development Programme, etc) have acknowledged the seriousness of the problem and committed themselves to creating conditions to prevent the marginalisation of 84 per cent of the world’s population: those living in the South. The UN Secretary General, Kofi Annan, for example, in his millennium speech to the UN in 2000, made specific reference to this (see www.un.org/millennium/sg/report/summ.htm).

Giangukai: bridging the digital divide

Once the Giangukai project had been proposed and agreed, it had to overcome the global inequalities in ICT and the digital divide, and the differences in other resources between schools in the North and South, eg, computer equipment, trained computer-literate staff and educational materials.

Giangukai’s education team decided that, despite the likely inequalities between schools in the North and the South (depending on which schools were chosen and in which areas), computer-based school-linking could be considered if it achieved at least two priority goals: first of all, it would allow children from the poorer parts of the world to explore the potential of a new language – the language of ICT – and therefore would open up opportunities for new forms of communication and exchange; and second, the school-linking would give teachers from schools in the South access to a consistent, fast-moving relationship with teachers in the North, resulting in comparisons with other teaching and education models, which they would have been unlikely to encounter without the Giangukai project.

Closing the digital divide

The Giangukai project's approach to guaranteeing equal participation and communication opportunities has been to develop new ways of communicating through sharing the available digital technology in a fairer and more equal way, and thus sharing messages of solidarity between children living in countries of the North and the South.

Figure 1 illustrates the original project plan for Giangukai, showing linking that might have taken place between schools at the start of the project, with a two-way link and a series of one-to-one relationships. In this phase, the exchange was based on

Figure 1: Original school-linking idea

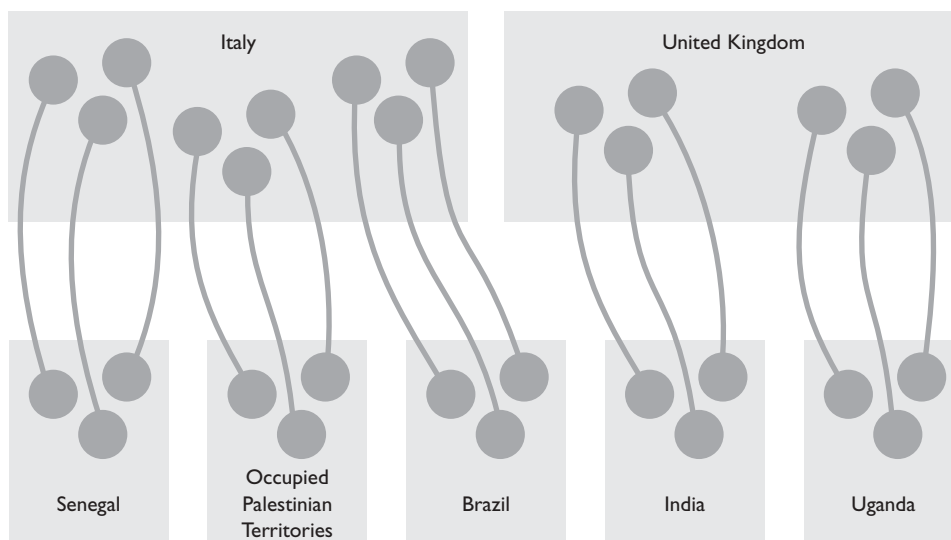
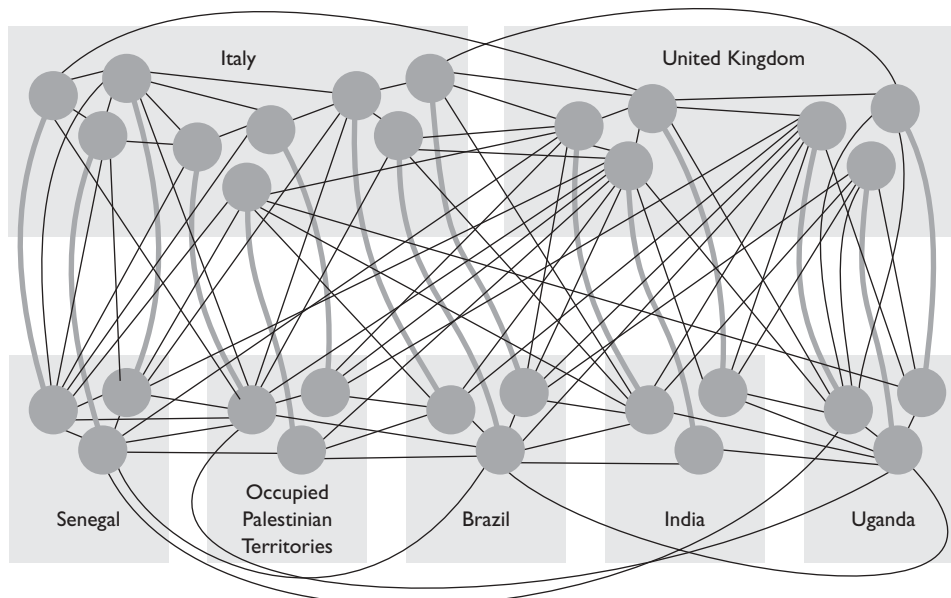


Figure 2: Hypothetical final school-linking



communication between the pupils from two linked schools. Later, it was envisaged that through the Giangukai website, the digital connections would enable exchanges to develop between all schools linked in the project (see Figure 2).

As Figure 2 shows, over the course of the three-year online communication, the exchange could gradually move from involving only the two linked schools in a discrete exchange to including all the Giangukai participants. The Giangukai website represented an opportunity for pupils to see and think about all the work produced and displayed by their peers throughout the project.

Notes

¹ See <http://demiurge.wn.apc.org/africa/afstat.htm> and www.webhosting.info/webhosts/reports/total_domains/AFRICAONLINE.COM

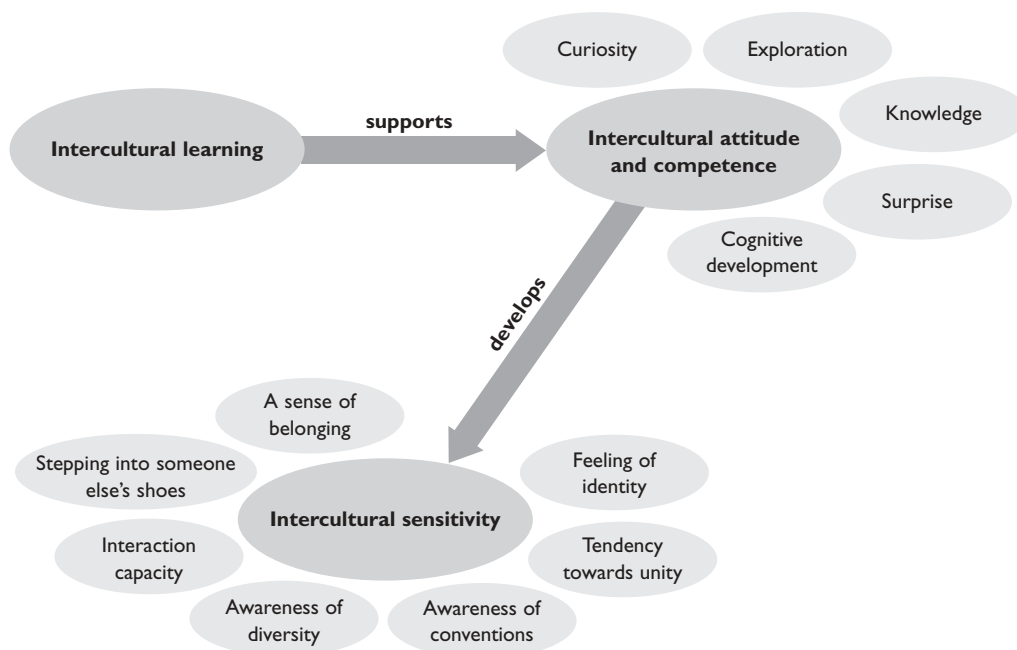
² www.itu.int/ITU-D/ict/statistics/ict/index.html

The Giangukai educational team set out to devise methods to develop intercultural learning in a way that overcame stereotypical thinking and led to mutually beneficial exchanges between linked schools.

Initially, a series of nine worksheets were produced, which would be suitable for both a multimedia and intercultural exchange. The worksheets were designed as tools to stimulate curiosity and sensitivity towards other cultures, customs and ways of thinking. The topics were designed to explore and celebrate difference without overtly highlighting poverty and other disadvantages in the South. By completing the worksheets, pupils were encouraged to become more aware of themselves and the society they live in.

The worksheets helped to create a sense of belonging and a feeling of being part of a group, which consists of collective behaviour, ways of thinking and shared attitudes. Pupils became aware of their identities, values and the values they shared with the groups they belong to (eg, religious, national, political, family, gender, sporting, etc). An awareness of their 'roots', history and culture also allowed them to begin to recognise diversity and be open to comparison with others.

Figure 3: Methods to develop intercultural learning



Customs and conventions allow humans to co-exist through the creation and acceptance of common rules owned by all. The sharing of these sets of laws and codes of conduct (behavioural, legal, etc) makes it possible to communicate, to manage and to overcome conflict within groups. Flexibility and the capacity to listen and communicate are essential to reach an agreement on such systems. Social customs that are normal and usual for young people growing up in one culture may seem strange to their peers in the link schools. This awareness leads to an understanding of being different but the same; different in customs, culture and where they belong, yet equal when it comes to universal rights.

Through recognising the existence of differing customs and ways of life, pupils should become aware of others' existence and overcome the idea that one's own point of view is the only valid way of thinking. By acknowledging the existence of other concepts, approaches and points of view, pupils can try and see themselves through the eyes of others, which cultivates an empathy towards their global peers, allowing them to become open to other ideas and willing to change their own behaviour. This approach to interculturalism should lead pupils to an awareness, recognition and acceptance of the positive aspects of diversity. In addition, the pupils can compare and contrast their lives, think through how difference can easily lead to conflict, and learn that they can live together, however dissimilar they are.

Today, the prospect of the world seen as a 'global village', and the awareness of interdependence between peoples and nations, implies the need to respect difference, recognise what humans have in common and learn to live together. To support this thinking, the activities on the initial series of worksheets focused on the pupils themselves ('this is who I am'), and then the communities they belonged to ('these are my friends', 'this is my class', 'this is my family', etc). The topics were active rather than passive: for example, 'my classmates', rather than 'my classroom', ideas ('poetry and songs I love') instead of things ('my toys'), and feelings rather than physical environments ('these are my family and friends', rather than 'this is my home').

The teachers organised, facilitated and monitored the development of their pupils' work over the three years in a climate of active participation. They were then able to highlight both the similarities and differences from the worksheets produced by their pupils and their peers from the link school. It allowed them to work on the sense of unity, picking out the aspects that unite pupils as individuals living in the 'global village', all having the same universal rights.

Through the construction of a website, www.giangukai.org, the Giangukai project also gave pupils digital opportunities to see, hear and read their own work and that of their classmates, as well as the work of their peers from both their link school and other schools taking part in the project.

Visit www.giangukai.org to learn more about the project.

Introduction

After initial meetings in late 2002 and early 2003, project managers from CESVI and Save the Children set about beginning to work with their respective co-ordinating partner NGOs in the South. Having formulated the project proposal, CESVI had already identified their prospective partners in Brazil (REDECCAP – the Centre for Co-operation and People's Activities), Occupied Palestinian Territories (PCMD – the Palestinian Centre for Micro-project Development) and Senegal (ASDOB – the Senegalese Association for Community Organisation Development). The UK counterpart, Save the Children, sought new Southern partners and worked hard to start and complete its half of the project. It agreed to work with the Jiva Foundation in Faridabad, India, and the Forum for African Women Educationalists – Uganda Chapter (FAWE) in Uganda.

During 2003, European and Southern partners set about finding schools that would be interested in linking over the three years. Unfortunately, the Palestinian part of the project failed to materialise due to the unstable situation in the region. Consequently it was decided to increase the number of partner schools in Brazil and Senegal to link with the three remaining Italian schools. Usually, a teacher and his/her class decided to take part and, during the three years, other parts of the school took part to a lesser or greater extent.

Project co-ordination

The project was led by CESVI, with strong support from Save the Children, which took the lead in some project areas. At regular intervals during each year the UK and Italian co-ordinators would meet to maintain clarity of co-management and to ensure that all elements of the project were on track.

The UK and Italian co-ordinators worked with their respective country schools but also liaised with their link school co-ordinators in the South. For example, the UK co-ordinator also managed the Indian and Ugandan co-ordinators and liaised with them.

Difficulties during the project

In such a large-scale school-linking project, with co-ordinators working in six countries and the two European co-ordinators also managing the overall day-to-day activities of their respective halves of the project, there were many obstacles that had to be negotiated to ensure that it ran smoothly over the three years.

Curriculum

It has often been difficult to include the Giangukai project as a whole-school, cross-curricular activity, especially maintaining the momentum over three years. However, where it has been built into the schemes of work of individual teachers – usually those leading the project in the school – it has proved a success. Other teachers within a school supported the project and occasionally there was full support from the whole school.

Staffing issues

Staffing issues were only a problem in the UK. In one school, when the project began, there was very positive encouragement and assistance from the acting headteacher. However, she retired and the project was handed over to two members of staff. Unfortunately, they and other members of staff were unable to include the project in their curriculum work. Therefore, to maintain the link with the Indian link school, it was decided to continue the project run by the UK co-ordinator and a volunteer as an after-school activity until the end of the school year.

The pupils who chose to join the after-school group worked well but the situation was far from ideal, especially since it is difficult to work within the school curriculum when the club is outside the school timetable. However, co-ordination was achieved and a few willing teachers ran short projects around geography, art and music. Once outside support was withdrawn at the end of the school year, the school pulled out of the project, but fortunately it was replaced by an enthusiastic school and staff who took on the link.

In another UK school, the co-ordinating teacher left at the end of the school term. Her replacement, a newly qualified teacher, had been briefed about the project, but she felt unable to carry on as co-ordinator in her first year of teaching, with her heavy workload. Again, the UK co-ordinator found an enthusiastic replacement school to ensure that the link would continue.

In India, the country co-ordinator found that there was a constant need for regular follow-up with the school co-ordinators “... to ensure that they are on the right track and take sufficient time out of their busy schedules to complete the project tasks and to submit them on time”.

In Uganda, the country co-ordinator reported that initially the teachers and pupils in one school had poor computer skills and there were no ICT teachers present. At another school there were competing demands on the only available computer from the Giangukai project and office staff who needed to use it for administrative purposes. Therefore the pupils got little chance to access the Internet as often as they would have liked.

Digital communication

There have been constant difficulties in communicating with schools in the South through email, as their facilities and resources were often not reliable. One UK school also experienced a lot of difficulties with their own email system.

In India, an initial lack of an Internet facility meant that the country co-ordinator suggested various other options while getting set up, such as visiting the Jiva Foundation or sending emails at an Internet cafe. This was rectified once the school was connected up to the Internet.

In Uganda, the main initial concerns were that the schools were not connected to the Internet and therefore continued to use a computer at an Internet cafe in town where email communication is slow. This could only happen when the teacher went into town.

Ugandan schools also noted that the main problems were:

- transport
- the large pupil-to-teacher ratio
- the lack of access to computers for easy communication.

Once the project had been underway for a while, pupils became frustrated by the lack of direct peer-to-peer emailing due to their teachers' lack of time, and limited resources in the South. One UK teacher said that, *"In the future we will be looking to develop... possible direct email links for the children, which will give more individual contact."*

Project evaluation

Evaluation of the project has been ongoing in all six countries, with questionnaires being used to collect comments from pupils and teachers on the process (see Appendix).

Water and Us

Water! Water! Everywhere
 Not even a drop to drink.
 Everyday! Everyday!
 Water has its role to play.
 In summers famine's fury
 One feels sad, hurt and sorry.
 Waiting for the sky
 To shower so high,
 So the pots are filled
 And the eyes are dry,
 But it's not over
 In monsoons, floods wait.
 To play their part
 People rely their fate,
 Life's time get hard
 But on the whole
 We have to wait
 In Long Ques!!!

— Virendra Kumar

HARSHITA CHOIYA
 8C

Colours of water

Pure Water
 Red Sea
 Sea Green
 Polluted water
 Rain Water

Sky and water

Rain, the most important source of water for all human beings.

Suraj Jain

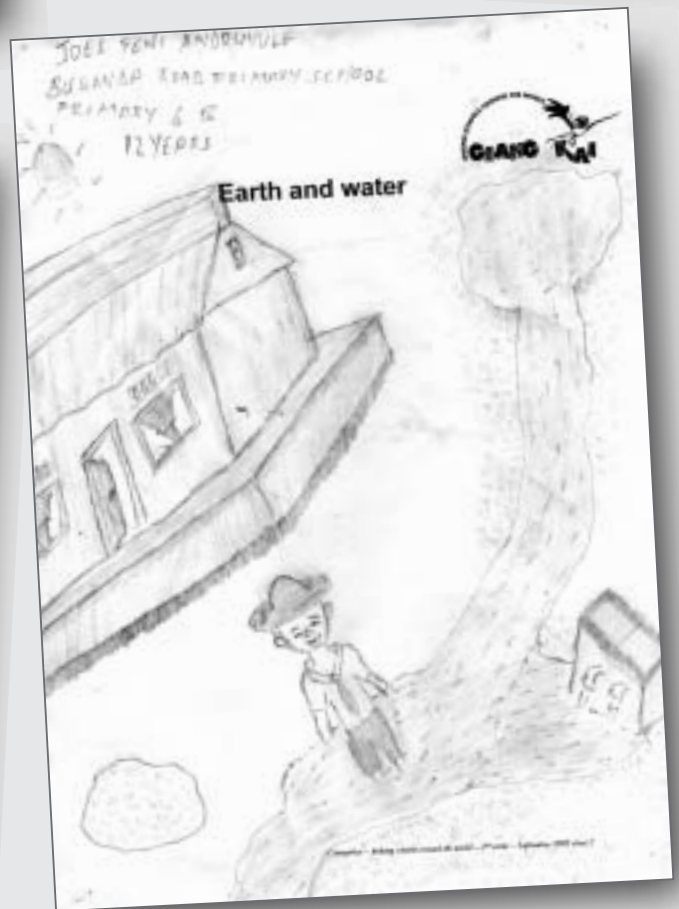
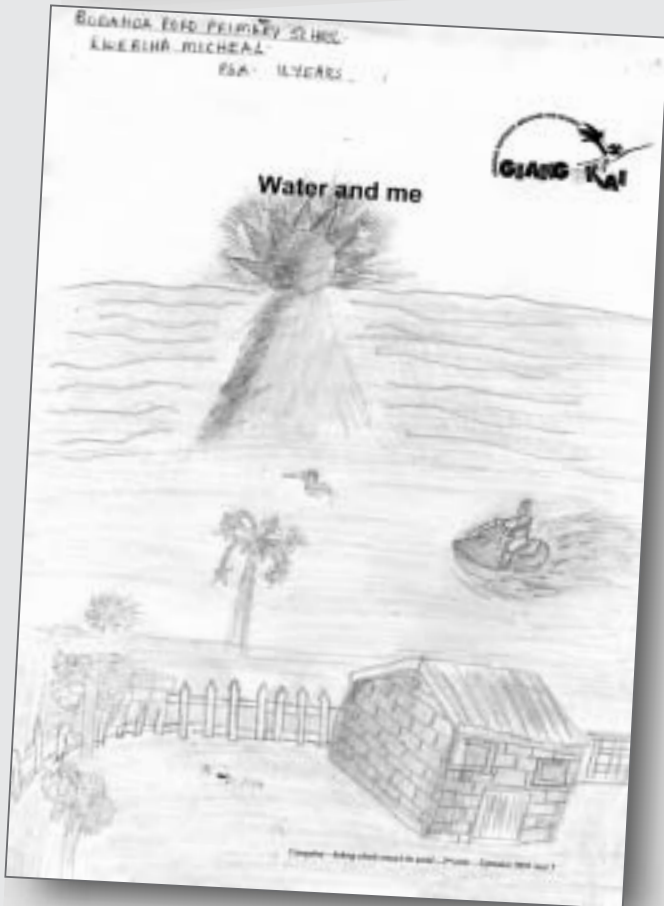
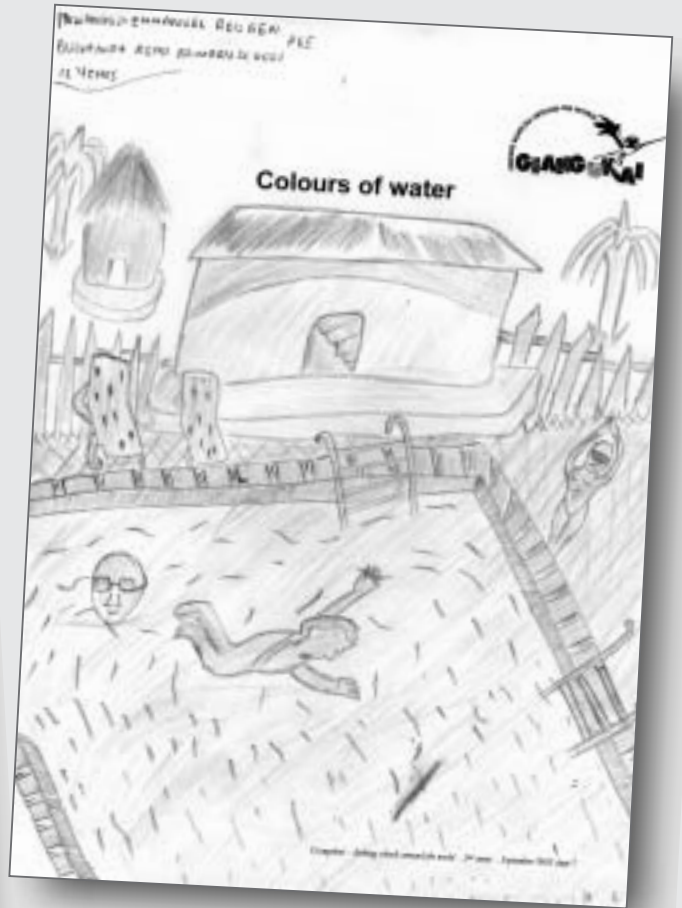
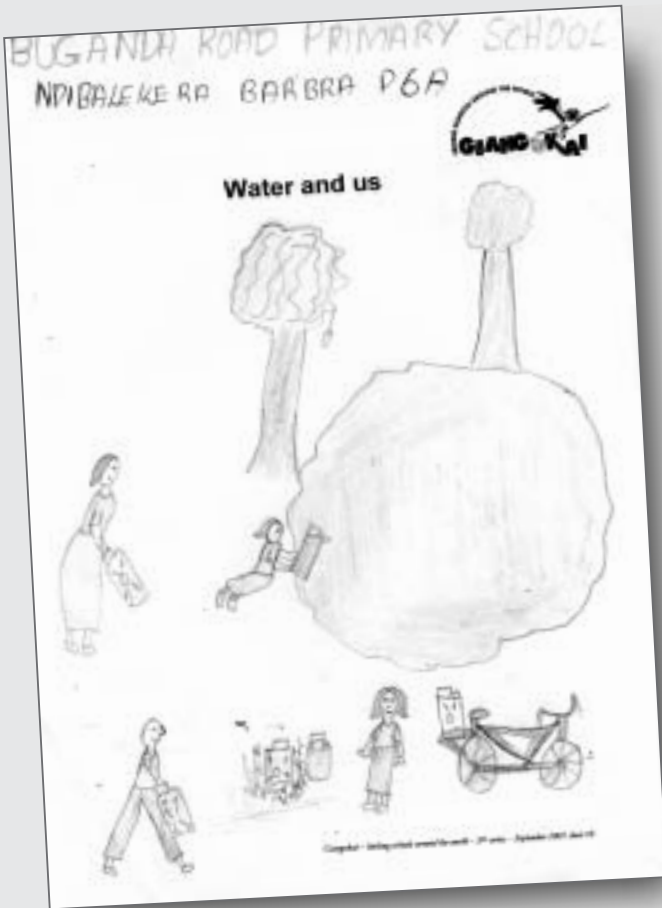
Ashika Khatuna
 VIII

Friendly water, harmful water

friendly water
 Groundwater
 Polluted water
 harmful water
 wells
 taps

friendly water is the water that can be used by us for various purposes. The first figure shows the Groundwater table. The water drawn by hand pumps is pure and can be used for cooking, drinking or using homes etc. It is polluted by the factories that often dump their waste into sea and rivers.

From Uganda



Selecting, scheduling, sharing, sustaining – a view from Uganda

1. Selecting schools: what criteria were used to choose schools to take part in the project?

Three schools participated – Buganda Road Primary School, Kibanga Primary School and Nakatete Primary School.

Buganda Road Primary School was selected because it is one of the good public schools within Kampala city. It is culturally diverse, as pupils come from different family backgrounds / tribes and social classes. Buganda Road also has computer facilities and an Internet connection, which was a central means of communication in the Giangukai project.

Kibanga and Nakatete Primary Schools are rural schools in two up-country towns of central Uganda, namely Kalangala Islands and Masaka respectively. The two schools were already FAWE Uganda project schools for a young people's forum – the Girls Education Movement (GEM) – that empowered young girls to map out obstacles to their education in their communities and mobilise for action. FAWE Uganda's aim was to increase girls' access, retention and achievement through education because there is generally a high drop-out rate, and girls find it difficult to successfully make the transition to secondary school in rural districts of Uganda. With UNICEF support, the two schools already had a computer each and solar power for GEM activities. FAWE Uganda chose the same schools to take part in the Giangukai project in order to build on the existing project to further improve the children's learning, as well as to provide exposure to the project for rural children.

2. Scheduling exchanges: how did project learning fit in with regular school learning?

Most of the Giangukai activities were undertaken during extra-curricular activities time (official school time for club activities). In Buganda Road Primary School, Giangukai project activities were undertaken jointly with the writers' club since both projects involved drawing and writing. Occasionally, Giangukai drawings were used as teaching aids during class lessons in Kibanga and Nakatete schools. It was not possible to fully integrate Giangukai activities as part of the normal class session because, in Uganda, legislation means that teachers must follow the syllabus and so teachers teach only examinable topics / subjects.

3. Sharing learning: to what extent was there South–South learning through the website (eg, what did children in Uganda learn about children in India?)

There was not much opportunity for children in Uganda to learn about children in India because the participating Ugandan schools, with the exception of Buganda Road, lacked Internet facilities for some of the time. Co-ordinating tutors could only access Internet / email facilities by utilising Internet cafes in a major town (eg, Masaka, 150km away). Even at Buganda Road, where there is an Internet connection, the pupils were often not able to visit the website because the project could not cover the high costs involved.

Since there was no direct link between Ugandan and Indian schools, children in Uganda did not know much about India, except from the website, the Giangukai India video and the booklet – *A letter for me!*

4. Sustaining impact: how can learning from the project be continued, in schools and between schools, via the website?

In schools:

- Encourage children to communicate and learn through drawing and writing. This teaching methodology is more interesting to children and improves their art skills and English comprehension.
- Use the drawings and writing the children produce as teaching aids in school lessons.

Between schools:

- Facilitate exchange of materials / information.
- Facilitate interschool visits for discussions and interactions.
- Encourage child-to-child communication (one-to-one).
- Introduce mentoring – one school mentors another in various aspects.

Via the website:

- Post children's work onto the website.
- Facilitate school connections with the Internet.
- Provide for online dialogue between country co-ordinators and school co-ordinating tutors.

Selecting, scheduling, sharing, sustaining – a view from India

1. Selecting schools: what criteria were used to choose schools to take part in the project?

The following points were kept in mind while selecting the right schools for the project:

- The school principal had to have a broader perspective about education and project-based learning. He/she needed to understand the importance of enriching students with a variety of experiences to make learning enjoyable and meaningful to them. If the principal had a very narrow approach towards participatory learning, then he/she would not be willing to spend time on such innovative projects and would always see it only as an extra-curricular activity.
- The schools needed to have access to at least one computer along with an Internet connection.
- A school that either had students coming from low- or middle-income families; or a school with a difference; or students with special needs.

2. Scheduling exchanges: how did project learning fit in with regular school learning?

In the beginning when the students were exchanging introductory worksheets, they would fill in the worksheets in the activity period or special class and it was seen as a part of learning about cultures of the world. Later on, when the students created curriculum-related projects for their partner school, it became an integral part of their school learning as they created the projects based on what they were learning in science and social studies classes. The subject teachers also got involved in the process of running the project.

3. Sharing learning: to what extent was there South–South learning through the website (eg, what did children in India learn about children in Uganda)?

Children have gained a broader outlook towards the culture and lifestyle of people in the UK and Uganda. The exchange has acted as a wonderful teaching aid for the students, where they not only got a chance to express their views in various ways but also developed a deeper understanding about the topic, which they would never have got by merely reading about it from a book. They found there were some similarities between schooling systems, natural surroundings, likes and dislikes of children in India and Uganda, but differences in their religion, dress and social systems. They got to learn about all this from the worksheets that were posted on the website, the *A letter for me storybook* that was produced with their work, and experiences that I shared with them after my interaction with the Ugandan co-ordinator in Italy.

4. Sustaining impact: how can learning from the project be continued, in schools and between schools, via the website?

The Giangukai website (www.giangukai.org) is a wonderful initiative to connect schools participating in the project. Currently it has two main features:

- Giangukai worksheets – students and teachers can view worksheets created by them and also by their partner school and other schools
- Online games – these are games based on worksheets created by participating school students, which will help them to learn more about each other's culture.

The website could be made more interactive in the following ways:

- 1. Message board** – a moderated message board feature can be added on the website (for both students and teachers) where they can post messages related to the progress, opinions, benefits or achievements of the project, or they can ask a question or express a doubt related to the project. It will be motivating and helpful if teachers and students from all the participating schools can view these posted questions or comments. This will reduce the number of complaints from the teachers of not receiving emails from their partner schools. Also the project co-ordinator will get to know how well the communication among the schools is going, and suggest ideas on how it can be improved. This will make communication among different schools much more effective and influential.
- 2. Educational games or other webpages** – games always attract students. Currently there are a couple of games up and running on the Giangukai website, based on the worksheets the students completed. We can add more such worksheet-related games so that students can play those educational games in their free periods or Giangukai project periods. The games should be downloadable, which will enable students to work on them offline too.

Apart from this, any Giangukai student or teacher can make a suggestion or offer an idea for educational games or webpages that can be created and added to the site. This will keep the students and teachers connected to the project and present them with ways in which they can provide their timely inputs and suggestions. We can post a form on the website where teachers and students can submit their ideas related to educational games. The Jiva Foundation already has lots of applets and educational games on different topics related to Indian culture, customs, songs, seasons, food items, dresses, cricket and lots more! All these games have educational benchmarks connected to them.
- 3. Posting stories, jokes or riddles** – there should be sections where students can read stories, jokes or riddles posted by them or other Giangukai school students. This will make the site interactive. We can have forms where students can post any of the entries (like stories, jokes or riddles) related to their culture, traditions, customs, beliefs, festivals, etc. Their postings can be viewed by one of the Giangukai moderators and then posted online. This will be another way of connecting students from different countries, and will encourage them to use the Giangukai website.

The website should act as a powerful tool in connecting different schools. We do not need to start with many ideas but can first start with the ones mentioned above and then see how successful it has been in connecting people. This should mean more traffic on the site and will generate interest among students and teachers to use the Giangukai website more often.

Initial worksheet exchange

The first series of worksheets were designed to allow pupils in respective countries to start their communication by introducing themselves and getting to know one another, their friends and school, and certain aspects of their culture. This series consisted of a brief summary of how to interest and engage pupils in an intercultural exchange project over the following three years, and nine worksheets to initiate this exploration and exchange.

Each worksheet had a guiding statement for the task, leaving space underneath for the pupil's response. The nine worksheets were divided into three sections:

Myself:

1. This is who I am!

My school:

2. These are my friends!
3. Here are my teachers!
4. This is my class!
5. Out to play – what I do at play-time

My culture:

6. This is my family!
7. This is where we live!
8. Rhymes and songs I like the best!
9. Three of my favourite foods

Completing the worksheets encouraged pupils to exchange their views and experiences with their peers in another part of the world. They were sent by post or scanned for emailing to their partner schools. Pupils chose a few that they felt were the most suitable for the Giangukai website. They were uploaded onto the website, which was built during the first year of the project and its pages slowly developed as schools completed their worksheets. Those that were uploaded could be viewed by all schools involved in the project.

Experience of previous linking projects at primary school level has shown that it was better to use plenty of drawings and not too many words. This is because children with

different first languages can respond more easily to visual images, as there is less need for translation. It also leads to a more inclusive project, allowing English as an additional language (EAL) pupils, lower achievers, visual learners and those with learning difficulties to participate equally. Pupils were encouraged to produce pictures and then add a few well-chosen words of explanation.

The completion of this series of nine worksheets by participating schools took place during the latter part of 2003 and the first half of 2004. Usually the classes completed and exchanged three worksheets each term.

Consolidating the link: initiating reciprocal learning

As the project progressed and pupils became more interested in finding out about their respective Northern / Southern peers, many chose to write prose or poetry or to produce short videos, take photographs, record music and produce artwork such as a two-metre puppet, which one UK school sent to their partner school in India.

Pupils' follow-up questions

Here are some pupils' questions from Kibanga Primary School, Uganda:

- What activities do you do during the rainy season?
- How do you travel from home to school?
- How is the marriage ceremony done in your community?
- Do children in the UK have uniforms like here in Uganda?
- Do pupils do tests each term like here in Uganda?

And from Slough and Eton School, UK:

- What is your neighbourhood like?
- How do you access and use water?
- How could you help your community to improve?

A letter for me!

In autumn 2004, to build on the initial worksheet series, pupils were asked to produce materials for a Giangukai magazine that would be designed and printed and then distributed to all schools participating in the project. They were asked for something (for example, stories, poems, articles, photographs or drawings) that showed what it felt like to be part of the Giangukai project.

Pupils produced material for the following five areas:

- **The project:** what they had learnt, what they expected, their feelings, their impressions, etc.

- **Who I am:** they could write about themselves, make drawings or photos, etc.
- **My school:** they could write poetry or articles about their school day, produce drawings, write about their friends, class and teachers, take photographs of the class, draw maps of their village, town, etc.
- **Where I live:** they could describe or draw their home, their environment, their surroundings, the countryside, draw maps or take photographs.
- **Letters page:** they could write letters about the project.

The country co-ordinators collected all the materials produced and then a small editorial group of UK pupils chose those that they wanted to be considered for inclusion in the magazine. However, further discussion between CESVI and Save the Children resulted in an illustrated booklet, *A letter for me!*, being produced instead, which tells the tale of a letter travelling around the world using ideas and materials produced by the pupils. It was felt that this medium would better introduce readers to some of the cultures and customs of pupils who took part in the Giangukai project, as well as introducing a number of global development issues, and giving readers an opportunity to explore these concerns in greater depth, so illustrating some of the challenges faced by children around the world today.

To get your own free copy of *A letter for me!*, see the information on the Giangukai website at www.giangukai.org

Giangukai conference

In June 2005, all Giangukai country co-ordinators met in Milan to discuss the project. In addition, the UK pupils' editorial team, accompanied by their teacher, attended a Giangukai conference for Italian pupils representing all nine schools that took part in the project. During the conference all country co-ordinators discussed their work and the UK editorial team also presented work that they had done in their school and how it had changed their awareness of the world. Finally, a small group of Italian and UK pupils met with EC officials and presented the *A letter for me!* booklet to them.

Curriculum support

At the end of the second year, teachers and pupils, facilitated by the country co-ordinators, were asked to identify further ways of exploring their links during the third year. Feedback from India, Uganda and the UK indicated that they wanted to integrate the Giangukai project more fully into their curriculum, which would also help to support and reinforce the project's aims within their schools. They decided to identify common curriculum themes for which their pupils would produce materials, and the resulting mini-projects would then be exchanged and used in their link schools to support classroom teaching.

In addition, in Italy, it was decided to take one common theme – water – and produce a second series of worksheets around this issue, which could be carried out in curricular areas such as English, geography, art, science, and personal, social and health education (PSHE). They would be exchanged and also uploaded onto the website. The UK, Indian and Ugandan schools also completed these tasks to support their curricular work.

Several schools included a variety of Giangukai themes during the year. For example, in the UK, one school had an India week and another organised an Indian dance workshop during their summer term's art week.

A UK and an Indian special needs school were twinned. They supported each other in a range of ways, including curriculum issues, making a video, sharing advice on teaching special needs children and on obtaining specialist resources.

During 2005, the Indian schools participated in a curriculum exchange in the areas of art, English, music and geography. The schools produced a series of mini-projects with writing, photographs and artwork, such as India's historical monuments and the costumes and dances of the country.

Also during 2005, the participating Ugandan schools produced mini-projects around the themes of art, geography, English and music, which they exchanged with their partner UK schools to encourage continued linking and to support the curriculum needs of their partner UK schools.

The context of the debate about North–South school-linking and reciprocal benefits

The educational debate about global school-linking, at least in the UK, has been developing for at least 40 years and may well be traced back to connections between schools during the colonial era. Organisations like Voluntary Service Overseas (VSO) and the Nuffield Foundation encouraged the setting up of links from the 1960s, although in many early examples the link mainly consisted of a school leaver from a school in the UK being posted to teach in a school in the developing world, with the assumption that valuable exchanges of learning would result.

Global school-linking was always a dimension – if a small one – of development education practice and the work of development NGOs, as well as there being many school-to-school links set up and sustained directly by schools themselves. Other organisations like the British Council and the Geographical Association became increasingly involved, up to the point where the two key UK government ministries (education and international development) began to promote the terminology and values of international school links (see website references on pages 34–35).

However, in many cases, links were driven from the UK mainly for the purposes of UK learning and so should not be termed ‘links’ in the true sense of the word. The best project examples – often set up by a teacher or parent with direct experience or family in the linked country – aimed at a genuine two-way dialogue, both between teachers setting up a link and agreeing its purpose and between school pupils who took part. There are relatively fewer examples of links that have been initiated from the South, seeking to learn directly about the realities of children’s lives in the North. Hence, some established links risked giving a sense of learning about poverty and underdevelopment, sometimes consciously linked to curriculum requirements in this area. These have also brought about problems of inequality within the link as, for example, when schools in Africa have seen the link as an opportunity to ask for aid or financial support from richer schools in European countries.

This debate highlights the key issue that a proper link should be mutually agreed and reciprocal. In other words, the concept is more one of a playground swap, carried out over a great distance. Both sides of the link are clear about what they are expected to

give and what they can expect to get, usually best explained as educational or learning exchange in the spirit of Article 13 of the UNCRC, which encourages children's sharing of information "... regardless of frontiers... through any media... of the child's choice".

One of the strengths of the Giangukai project is its attempt to work with and listen to teachers and children in all of the participating countries. Although it could well be said that the drive, co-ordination, finances and even stated learning aims came from the North (in this case, Italy and the UK), even looking through the questionnaire results in this report shows that this has been much more than one-way linking. Also, the scale of the project, involving 30 schools in six countries, is ambitious and innovative. It may be that this size of project is easiest for international NGOs to organise, as well as to access external funding (provided by the EC in the case of Giangukai).

This report does show a way forward that local education authorities (LEAs) or clusters of schools could follow. The key recommendation, as implied above, is that like is linked with like and that a similar authority structure or cluster group is identified at the outset. Good communication should take place to agree mutually beneficial aims and collaborative ways of exchanging learning before pupils become involved in details and topics. This does not negate the value of young people themselves being the co-ordinators and key communicators, although they are likely to value experienced adult support with this.

Curriculum

Over the course of its three years, the project has been built into the schemes of work of several teachers, especially those who led the project in each school. Often a class undertook the project for a year, and then a younger year group took over as they moved up; and so the project and its aims spread through the school. This was especially the case in the UK, where the oldest pupils – those moving on to another school at the end of the academic year – carried out the project. However, these classes were not new to the project, as they had been exposed to it through assemblies, Giangukai project events and displays of work from the link school.

Pupils' development: an example from one school in the UK

Many pupils were both enthusiastic and curious about their peers in their link school and their new friends there. The project continued to spread throughout the school and the curriculum, and many pupils have participated in one or more elements of it

in different curricular areas. The project has raised awareness of many issues in a way that is real to pupils.

The most striking impact of the project has not only been in broadening the pupils' knowledge and understanding of all aspects of Indian life, but also "... the growth of empathy and recognition that children from other countries are just like us in many ways and – where they have found differences – appreciating and valuing them".

Impact on Southern schools

As the Indian co-ordinator notes, there "... has been a positive response from all the three participating schools: from both teachers and pupils. The pupils are happy to be a part of this project and they get very excited when they see the worksheets from their partner schools. This project has actually opened up new avenues for pupils' learning, giving them opportunities to discover new ideas, experiences and knowledge."

The co-ordinator also found that there were many strengths of the project. From a practical point of view, "... the creative activity approach – exploring and learning new things – is a major strength of the project". In addition, "... the project helps to communicate ideas in a variety of ways and share experiences...".

Through email communication at the schools and through the exchange of letters, worksheets and parcels between the partner schools, "... the pupils are beginning to understand more fully the lives of other children in the UK".

One Ugandan school stated in 2005 that they would be:

- increasing the number of activities this year
- recruiting new members to the project because of the increased awareness
- assisting the pupils and teacher to learn ICT and use ICT to better their understanding of science subjects initially, but eventually to cover other subjects in the curriculum and thereafter to share this with other schools. Hence, this will lead to easy communication between participants from different areas of Uganda and other countries
- mobilising participants aged 7 to 11 years old who may not necessarily be in the project and school through local council leaders, eg, local councils at various levels in Uganda
- organising children to participate in community work such as keeping the areas around the school clean
- identifying and developing pupils' talents and skills, eg, leadership skills.

The co-ordinator stated that the Ugandan schools were in agreement about the project's impacts:

- Over time, more participants have got involved in the project.
- It has created self-awareness among pupils.
- It has created more friendship.
- Pupils have developed a sense of a reading culture.
- Pupils have acquired knowledge and their attitudes towards others have changed.
- Pupils have gained experience of expressing their views.
- They appreciate the cultures of others.
- Pupils and teachers “... *have been opened to the world and have got a chance to communicate with friends outside Uganda*”.

Learning from linking

Advice for future intercontinental linking projects can be gleaned from the Giangukai questionnaires and evaluation materials. This feedback shows a shared range of aspirations from the teachers who have been involved in the project: for greater capacity to use ICT for pupil exchanges, for more direct contact between teachers and students and – particularly from Africa – for more learning resources and greater emphasis on learning from each other's cultural traditions.

This suggests that teachers on all sides need to be as closely involved as possible from the outset so that topic planning matches curricular and community needs. There is a sense of distancing in teachers' feedback: that they are often motivating their pupils in difficult circumstances while others are planning the development of the project. This comes back to a key point about intercountry linking already made in this report – that the aims and limitations of a link should be laid out and agreed from the beginning, so that all participants understand what the potential scope of the project is, and what it is not aiming to achieve. This underlines the importance of learning from previous linking experience such as the Giangukai project.

Evidence to support these observations

On the 2003 questionnaires, when asked what they would like to learn about through linking, some pupils replied negatively:

"Can't say" (India)

"Don't want to" (UK)

Others replied positively:

"About school" (India)

"I would like to tell them the things which they can't find." (India)

"Exchanging ideas" (Uganda)

"What they are like" (UK)

"Their pets" (UK)

When asked how the project could be improved, teachers responded as follows:

"There should be maximum interaction." (India)

"Through the Internet – children interacting sometimes on the net – sending their write-ups." (India)

“One of the concerned persons should come and interact with the students himself/herself in order to create a better feeling of belonging towards the project and build up more enthusiasm.” (India)

“A more active and rapid response to materials/worksheet submission. An ever-changing website containing information that could be read by children. A move to establish direct contact between schools/staff earlier in the project.” (UK).

On the 2005 questionnaires to evaluate the project, teachers responded as follows:

From India

“It has been a great experience to see the students enjoying the interactions between the students of other parts of the globe. It could be more interesting if they could have a one-to-one relationship with the students like interacting with them through letters or email. Then they can call at least one of them to be their friend.”

“The worksheets can be on a common topic, subject wise, and then exchanged.”

“The way the students interact and exchange emails was great. I think teachers involved should also interact with each other. They should exchange teaching methodologies, their culture and more about their countries.”

“Interesting comments from the students included, ‘We hope the other children will learn our dances and we can go and teach them...’, ‘How will they learn? They don’t know our language...’, ‘Our bus will not be able to take us...’, ‘We will have fun when we go to meet them; we will play a lot of games...’”

“We would appreciate it if some slides or videos/CDs are sent to us as our children learn better with visual aids.”

From Uganda

“I wish to suggest that schools on this project both locally and internationally, ie, in the six countries, be linked to one another. A network should be developed on the web to allow free interaction and sharing of ideas. Exchange visits can also be thought of for children to share their experiences.”

“It is very important for the schools working together and the teachers to visit each other to see the exact physical environment in which their schools are and advise each other. A meeting of the project schools needs to be organised so that we can share experiences and advise each other on the future of the project.”

“Motivation of the teachers working on the project should be considered as they leave their schedules and spend most of their free time attending to the project issues.”

“I request that if possible our school should be accessed to the Internet (website) for easy sharing of learning experiences. Let us have educative visits between the twinned schools where possible. Schools need to be updated with the programmes of the Giangukai project in time.”

“Relevance of the Giangukai project to the implementation of the Uganda primary school curriculum: our cultural activities, our local community environment, importance of co-curricular activities to learners, effect of HIV and AIDS on the community.”

“Laptops and projectors can be acquired for the teachers conducting bigger classes to ease their work. Workshops / seminars should also be considered for teachers in the project, and provision of educational programmes on CDs about culture and tradition of different communities. Television / radio can also be looked at because they are needed during project work.”

From the UK

“Excellent experience in Milan, encouraging additional links with Italy. Links improved, direct emails, more frequent contact, content expanded.”

“An exchange visit would be wonderful if funding allowed! The children have been very motivated by the project and we will maintain our link after the project. Pupils’ email contact would be great – possibly using www.think.com (secure schools emailing).”

Summary of the recommendations

- For a school-linking project to be really successful, it has to sit firmly within the whole school structure.
- Only if you have at least one enthusiastic member of staff driving the project, plus the support of management and other teachers, will it wholly succeed.
- Using adults other than teachers to deliver the project and co-ordinate it is sometimes difficult, as teachers have other commitments on after-school club days.
- Communications between the partner schools can be somewhat slow, and if the co-ordinator does not belong to the school it is often difficult to chase things up.
- If joint curriculum work is envisaged, then it will take extra time to put this in place and needs a staff member who is prepared to put in the extra effort and who is willing to be adaptable.

Overview of the project’s usefulness

The Giangukai project has given children from very different cultural, economic and social situations new ways to get to know each other and begin to discover their life experiences across the world. The digital opportunities (the computer-based school-linking and the website) have allowed the children to exchange their thoughts through prose, poetry, drawings, photographs and music, which enabled them to learn much more about themselves than traditional exchange methods usually allow. It has enabled

pupils to express their thoughts and ideas in a more articulated, meaningful and detailed way; it has also allowed new relationships to grow and pupils to overcome common stereotypes and so begin to understand very different lifestyles from their own.

There has been a strong element of reciprocal learning during the Giangukai project by pupils, teachers and country co-ordinators. The evidence shows that both Northern and Southern pupils became more interculturally aware, deepened their knowledge and understanding of their peers' lives in other parts of the world and, through developing their self-expression, actively participated in the decision-making of the Giangukai project.

At least four schools have indicated that, although EC funding for the project has ended, they are hoping that the links will continue.

Giangukai resources

This report gives information to teachers about school-linking between countries based on the experience of the Giangukai project. Supporting resources include:

- Website: www.giangukai.org
- Illustrated booklet: *A letter for me!*
- DVD for pupils and teachers.

The booklet and DVD are available from Save the Children, via www.savethechildren.org.uk/resources

Using the DVD

The Giangukai DVD is in three sections:

- an introduction to the project by the UK project co-ordinator
- a pupils' film featuring project schools, for use with pupils
- a teachers' film from the same schools, for use with teachers.

The DVD is in English.

The introduction outlines the aims and achievements of the project, acting as a short synopsis for the contents of this report.

The pupils' film shows scenes of going to school in different countries and pupils working on project exchange materials, as well as what they have learnt about each other through the school-linking process. This part of the film can be used both for schools interested in setting up an intercontinental link and, more generally, to develop global awareness – of food, clothes and customs, particularly in and between India, Uganda and the UK.

The teachers' film shows teachers in these three countries and also Brazil talking about the value of the project for their pupils in developing communication and ICT skills and for learning to celebrate differences while understanding the oneness of the world they live in.

Teachers should find many active ways of bringing the global experiences and insights here into their classrooms. We are always pleased to hear about this: please contact Save the Children's Development Education Unit: 020 7012 6400

Save the Children also has an interactive website called School Link that offers information and activities for primary pupils and teachers on schools in China and Pakistan: www.school-link.org

UK organisations for global school-linking

Additional resources and sources of support for global school-linking in the UK include:

BBC World Class: www.bbc.co.uk/worldclass

For linking information.

BUILD (Building Understanding through International Links for Development): www.build-online.org.uk

Coalition of organisations for building sustainable community links.

Commonwealth Youth Exchange Council: www.cyec.org.uk

For youth exchanges.

Geographical Association: www.geography.org.uk

For geography-focused links.

Global Gateway: www.globalgateway.org.uk / www.britishcouncil.org

British Council site for finding partners, developing an international dimension and *Learning World* magazine.

Global School Partnerships: www.britishcouncil.org

Department for International Development (DfID) consortium information, including the British Council and the UK One World Linking Association (UKOWLA) (see below).

Happy Child: www.happychild.org.uk

For register of school links and translation services.

Intercultural Email Classroom Connections: www.iecc.org / www.teaching.com/iecc

For email exchanges between schools.

Link Community Development: www.lcd.org.uk

For linking-schools programme with Ghana, Malawi, South Africa and Uganda.

The Times Educational Supplement (TES): www.tes.co.uk

For School Link staffroom exchange of information.

UK National Curricula: www.nc.uk.net / www.standards.dfes.gov.uk

Scheme of work on school-linking for Key Stage 3 Citizenship (Unit 17).

UKOWLA: www.ukowla.org.uk

Downloadable toolkit giving advice on school-linking.

Other organisations promoting resources and curriculum projects

Development Education Association: www.dea.org.uk

For local resource centres in the UK, eg, Leeds Development Education Centre (DEC) and MUNDI in Nottingham, which have both produced guidance materials on global school-linking. Many other centres are active in supporting global linking.

The Global Dimension: www.globaldimension.org.uk

For general information about linking and assistance.

**National Advisory Centre on Early Language Learning:
www.nacell.org.uk/networking/schools**

Useful listing of school link organisations.

Oxfam: www.oxfam.org.uk/coolplanet

Section on school-linking, profiling the Leeds DEC / DfID booklet *A quick guide to North–South school-linking*.

VSO: www.vso.org.uk

For Global Teachers' Register, *Global Schools* magazine and returned volunteers.

Appendix

Pupils' attitudes: findings from questionnaires

Data was collected from two questionnaires distributed to participating schools at the start of the project (2003) and at the end (2005). The following information was collated from linking schools in India, Uganda and the UK. The survey concluded that pupils' attitudes have changed over time and their awareness (especially of global issues) was raised.

Findings from the pupil questionnaires 2003

Fifty-five per cent of questionnaires returned were from the UK, 34 per cent from India and 11 per cent from Uganda.

The questionnaire at the start of the project posed a number of questions to find out several things about the pupils' lifestyles:

About yourself:

- The family backgrounds correspond largely to the location of the sample schools, ie, Indian 39 per cent, Western European 44 per cent and African 11 per cent. Schools in the UK tended to have a more diverse mix of backgrounds.
- The children were mainly aged between 10 and 12 years old. The eldest were from Tamana in India, which is a special needs school taking children aged 4 to 18.
- Eighty-one per cent of pupils spoke a second language (sometimes more than one). Those who did not were from English schools. In the Welsh school, a minority (0.46 per cent) spoke Welsh.

About your area and home:

- Seventy-two per cent had moved home before, most only once or twice.
- Most came from families with one to four children, the larger families coming predominantly from the South.

Jobs around the home:

- Seventy-eight per cent of pupils in all countries did some sort of household chores, such as *"bring in clothes from washing line and fold, clean dishes, clean room, Hoover, water plants"* or *"tidy up, wash up and keep sister occupied"* or *"tidy room, feed rabbits, make lunchbox"* or *"clean bins, put dishes away, garden jobs"*.
- Thirty-two per cent received payment for jobs around the home.

Jobs outside the home:

- Twelve per cent of children did jobs to earn money. Most were in the UK. They did things like clean people's cars, clean offices, newspaper rounds or other jobs, such as *"I work in a balloon factory doing filing and photocopying"*.

Pocket money:

- Seventy-four per cent of pupils received pocket money. Those who didn't were mainly in Uganda. Many children in the UK received no pocket money but were paid for household chores.
- Seventy-four per cent saved their money, 46 per cent spent it on sweets or snacks and 23 per cent spent it on toys.

Pets/animals:

- Fifty-six per cent of pupils had pets.
- Fifty per cent had animals in their houses that didn't belong to them.
- Only 16 per cent had farm animals. These were mainly in Uganda.
- The most popular pets were dogs, cats, guinea pigs, rabbits, hamsters and fish.

Gardens and plants:

- Fifty-four per cent of pupils grew crops or vegetables in their homes. Many of these were in the UK but were not subsistence crops.

Things at home:

- Many pupils had at least 10 or 11 of the 13 items listed (bicycle, scooter, motorbike, car, TV, radio, computer, telephone, fridge, clock, football, cricket bat / baseball bat, or musical instrument).
- In the UK it was common to have all 13 items, except a motorbike.
- In India it was common to have all items, except some pupils did not have a computer at home.
- In Uganda it was not common to have a fridge, a computer, a car or a TV and telephone.

Leisure time:

- Most children played outdoor games more than twice a week.
- The most popular games were football, netball, cricket and badminton.

Making things:

- Eighty-one per cent of children enjoyed making things, mostly toys, models, drawings and textile work (knitting, sewing, etc).

Reading:

- Most children read regularly, with 24 per cent reading two books a month.
- Eighty-two per cent read in English.

Singing:

- Sixty-three per cent of children enjoyed singing.

Musical instruments:

- Fifty-three per cent of children played an instrument; piano, drums and keyboard were the most popular.

Findings from the pupil questionnaires 2005

A shorter, more focused questionnaire was created for the end of the project and looked at how attitudes had changed. Analysis of the data collected from two specific questions put to pupils from participating schools in India, Uganda and the UK at the start and the end of the project suggests that they have increased both their awareness of global issues and their sense of responsibility towards the global community.

Pupils were asked the following two questions:

1. After being part of the Giangukai project, which of the following do you now feel more responsible towards?

- yourself
- your family
- your friends
- your local community
- your country
- the global community
- the environment
- others incl. school, religion, animals

Table 2: Increase in responsibility towards the global community

2003			2005		
No.		%	No.		%
154	yourself	70.32%	135	yourself	55.56%
156	your family	71.23%	140	your family	57.61%
120	your friends	54.79%	115	your friends	47.33%
69	your local community	31.51%	43	your local community	17.70%
98	your country	44.75%	82	your country	33.74%
53	the global community	24.20%	84	the global community	34.57%
110	the environment	50.23%	74	the environment	30.45%
5	others incl. school, religion, animals	2.28%	0	others incl. school, religion, animals	0.00%

2. After being part of the Giangukai project, do you think you have become more interested in what's going on in the world? (please circle one)

Not at all Quite a bit Very interested
 1 2 3 4 5

Table 3: Increase in interest in world issues

2003			2005		
No.		%	No.		%
12	1	5.48%	3	1	1.23%
8	2	3.65%	4	2	1.65%
90	3	41.10%	58	3	23.87%
29	4	13.24%	25	4	10.29%
35	5	15.98%	151	5	62.14%

Comments from several UK pupils back up this evidence:

"We were surprised that the children had to work really hard to earn money for themselves and their family. And that there were a lot of orphans."

"We were surprised about how many people die of AIDS and where we live hardly anyone does. Children also do lots of jobs. They also have school gardens and they dig them regularly."

"I learned that they don't have the things that we have."