

## Connecting Classrooms through Global Learning 123456789

### Choosing your international partner schools

Find out more about international partnerships through Connecting Classrooms for Global Learning here: <https://connecting-classrooms.britishcouncil.org/partner-with-schools>

Contact us for free advice and support at [connectingclassrooms@fsscotland.org](mailto:connectingclassrooms@fsscotland.org)

There's no more authentic way for pupils to learn about global issues than by working with their peers in another country.

Connecting Classrooms through Global Learning can help UK-based schools find partner schools in more than 30 countries across Africa, the Middle East and South Asia.

Once you've made a connection, we have a range of support to help you get started and build a strong and sustainable school partnership.

We can also help you connect with other UK schools via a Connecting Classrooms through Global Learning cluster group. This way you can opt to work together to build links with schools in other countries.

## What do you mean by a 'partnership' and what kind of settings can apply?

All partnerships, whether one-to-one or a cluster, must include a mixture of UK-based settings and overseas schools from the list below. We accept grant applications from early years settings, schools and comparable institutions providing full-time general, vocational, technical and special-needs education.

## Which countries are eligible?

Grant funding is only available in the following countries:

- Middle East and North Africa: Egypt, Iraq, Jordan, Lebanon, Morocco, Occupied Palestinian Territories, Tunisia and Yemen
- **South Asia:** Afghanistan, Bangladesh, India, Nepal and Pakistan
- Sub Saharan Africa: Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, South Africa, South Sudan, Sudan, Tanzania, Uganda, Zambia and Zimbabwe
- **United Kingdom.**

## Can partnerships apply for funding more than once?

Schools that have already submitted an application for funding as a one-to-one partnership may apply at a later date for a second grant as a cluster. Schools can only be in receipt of one grant at any given time. Re-applications are considered from cluster leads following a satisfactory final report and provided the new application is predominantly composed of new schools.

## International Themes

The partnership's collaboration can focus on a variety of themes, **one of which must be common to all schools in the partnership.**

Participating countries are prioritising different themes. Choosing at least one shared theme from the list below, is an essential part of your application.

<b>Bangladesh</b>	<ul style="list-style-type: none"><li>• Environmental education particularly relating to water and food security.</li><li>• STEM education practices</li><li>• Social science education (particularly relating to Geography, History, Language and Cultural Education).</li></ul>
<b>Egypt</b>	<ul style="list-style-type: none"><li>• Improving CPD for teachers and school leaders</li><li>• Embedding International collaboration</li><li>• Inclusive practice, focusing on SEN and Disabilities</li><li>• Policy engagement on key reform agenda</li><li>• The International School Award</li><li>• Quality assurance practices in schools</li><li>• Formative assessment.</li></ul>
<b>Ethiopia</b>	<ul style="list-style-type: none"><li>• Creating child-friendly learning environments</li><li>• Contextualising learning for local learners to encourage effective problem solving and critical thinking</li><li>• Developing school leadership capacities</li><li>• Improving the teacher induction scheme</li><li>• Utilising digital technology and ICT in the classroom</li><li>• Global and national citizenship education and the role this plays in development.</li></ul>
<b>Ghana</b>	<ul style="list-style-type: none"><li>• System consultancy - inclusive education policy and curriculum support</li><li>• School leadership and teacher development</li><li>• Environmental issues and climate change education</li><li>• Enhancing numeracy and literacy and the development of these skills throughout the curriculum</li><li>• Entrepreneurship and skills for the global market.</li></ul>

<b>India</b>	<ul style="list-style-type: none"> <li>• Environmental and social issues – food security, water conservation, climate change</li> <li>• Gender and inclusive practices</li> <li>• CPD for teachers and school leaders, empowering Educators</li> <li>• Sustainable Development Goals (SDGs) and global citizenship education</li> <li>• Child Protection and Inclusive practise and well-being</li> </ul>
<b>Iraq</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Environmental issues and climate change education</li> <li>• Enhancing numeracy and literacy and the development of these skills throughout the curriculum</li> <li>• Entrepreneurship and skills for the global market.</li> </ul>
<b>Jordan</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Environmental issues and climate change education</li> <li>• Enhancing numeracy and literacy and the development of these skills throughout the curriculum</li> <li>• Entrepreneurship and skills for the global market.</li> </ul>
<b>Kenya</b>	<ul style="list-style-type: none"> <li>• School leadership and transferable skills</li> <li>• Environmental education relating to food and water security and climate change</li> <li>• Gender and inclusive practices</li> <li>• Entrepreneurship and skills for enterprise</li> <li>• Quality education for example around literacy like teaching phonetics and reading, environment conservation among others.</li> </ul>
<b>Lebanon</b>	<ul style="list-style-type: none"> <li>• Teaching about the sector development goals and developing the use of core skills across the curriculum</li> <li>• Implementing inclusive education strategies and student-centred learning are also key objectives.</li> </ul>

<b>Malawi</b>	<ul style="list-style-type: none"> <li>• Inclusive education, particularly focusing on gender and inclusive practices</li> <li>• School leadership and teacher development</li> <li>• Entrepreneurship and developing core skills for the global economy</li> <li>• Food security and other environmental challenges</li> <li>• Quality education focused on promoting digital literacy.</li> </ul>
<b>Morocco</b>	<ul style="list-style-type: none"> <li>• Developing the use of entrepreneurial skills and marketable skills within the school environment</li> <li>• Promoting the role of the school within its local, national and global environment</li> <li>• Development education and education as a tool for development</li> <li>• The sector development goals and how achieving them will help development</li> </ul>
<b>Mozambique</b>	<ul style="list-style-type: none"> <li>• Expansion of education opportunities</li> <li>• Education quality improvement</li> <li>• Inclusive education</li> <li>• Child protection and wellbeing</li> <li>• Environment and climate change education</li> <li>• Entrepreneurship and skills for the global economy</li> <li>• English/foreign language education.</li> </ul>
<b>Nepal</b>	<ul style="list-style-type: none"> <li>• Developing effective school leaders to create an enabling environment for global learning. Within this, main thematic areas include:</li> <li>• Community engagement</li> <li>• Sustainable development and global citizenship education</li> <li>• Reducing inequalities within and among countries</li> </ul>
<b>Nigeria</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Environmental issues</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• Quality education for example around literacy like teaching phonetics and reading, environment conservation among others.</li> </ul>

<b>Pakistan</b>	<ul style="list-style-type: none"> <li>• STEM educational practices, particularly in science</li> <li>• Environment and sustainability education, particularly focusing on the Sustainable Development Goals</li> <li>• Social science education, particularly to do with history, culture and language education</li> <li>• Partnerships are encouraged at primary, middle and secondary level.</li> </ul>
<b>Palestinian Territories</b>	<ul style="list-style-type: none"> <li>• Inclusive pedagogy, differentiation and SEN</li> <li>• Psychosocial support</li> <li>• Integrating ICT and technology within the classroom</li> <li>• Formative and summative assessment approaches</li> <li>• Core skills and how to develop these across the curriculum</li> </ul>
<b>Rwanda</b>	<ul style="list-style-type: none"> <li>• School leadership and teacher development</li> <li>• Environmental issues, particularly food and water security</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• Quality education for example around literacy like teaching phonetics and reading</li> <li>• Accreditation procedure</li> <li>• System consultancy - inclusive education policy and curriculum support</li> </ul>
<b>Sierra Leone</b>	<ul style="list-style-type: none"> <li>• School leadership and teacher development</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• Providing quality education in schools.</li> </ul>
<b>South Africa</b>	<ul style="list-style-type: none"> <li>• Inclusive education, particularly relating to gender and SEN and reducing inequalities in education</li> <li>• Capacity building for teachers (professional development)</li> <li>• School leadership</li> <li>• Child protection</li> <li>• Quality education relating to literacy</li> <li>• Tackling poverty and inequality</li> <li>• Environmental education, particularly relating to climate change sustainable development education</li> </ul>

	<ul style="list-style-type: none"> <li>• Entrepreneurship and skills for a global economy.</li> </ul>
<b>Sudan</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Entrepreneurship and skills for a global economy</li> <li>• Quality education</li> <li>• Environmental education.</li> </ul>
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>• Inclusive education, particularly relating to gender and curriculum support</li> <li>• Professional development for teachers and school leadership</li> <li>• Accreditation</li> <li>• Student leadership and voice</li> <li>• English language proficiency</li> <li>• Environmental education, particularly relating to food and water security and climate change</li> <li>• Equality education</li> <li>• Social enterprise and youth unemployment.</li> </ul>
<b>Tunisia</b>	<ul style="list-style-type: none"> <li>• Encouraging equality, diversity and inclusion in schools</li> <li>• Development of school life beyond studying</li> <li>• Enhancement of CPD for influencers, leaders and teachers</li> <li>• Encouraging quality education and the use of learners' core skills</li> <li>• Use of ICT and technology in the classroom</li> <li>• Environmental education and responsibility</li> </ul>
<b>Uganda</b>	<ul style="list-style-type: none"> <li>• School leadership and teacher development</li> <li>• Environmental issues, particularly food and water security</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• Quality education e.g. around literacy like teaching phonetics and reading, numeracy.</li> <li>• Accreditation procedure</li> <li>• System consultancy - Inclusive Education policy (particularly relating to gender) and curriculum support.</li> </ul>

<b>Zambia</b>	<ul style="list-style-type: none"><li>• Instructional leadership</li><li>• Partnership and collaboration</li><li>• Child protection</li><li>• Entrepreneurship and skills for the global economy</li><li>• Teacher preparedness and competences</li><li>• Learner performance support, particularly focusing on gender and inclusion</li><li>• Improvement of teaching and learning materials and using learning outcomes to target learning effectively</li><li>• Food security</li><li>• Water</li></ul>
<b>Zimbabwe</b>	<ul style="list-style-type: none"><li>• System consultancy</li><li>• International collaboration</li><li>• Professional development for teachers and head teachers</li><li>• Peace and justice</li><li>• Environmental and social issues including food security, water conservation, climate change</li><li>• Gender and inclusion in education</li><li>• Entrepreneurship and skills for the global economy</li></ul>