

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

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.

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

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

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

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

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

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