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Author	Gary Morrison (garym@ycef.com)
Position & Organisation	Assistant Director, Yew Chung Education Foundation, Hong Kong Head, International Education Services, Yew Chung International Schools
Title of Paper	The Future is Now: Educating for Global Citizenship through Partnerships and Programs
Strand	5 Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud

Abstract:

As globalization continues to transform the world in which we live, children need to feel that they, too, are moving forward, changing and a part of this newly emerging and dynamic world community. To help instill a sense of world citizenship, effective international education must encompass not only formal but informal education beyond the walls of the classroom. By creating networks, building relationships through cooperative projects and programs, and forging links between schools, organizations and professionals, the educational institution contributes to a young person's identity with and being a part of the wider world community.

This presentation focuses on educating and connecting the global child through the institutional development of an international network of contacts, associations and relationships as well as projects and programs that augment and enhance the international experience of students.



Author Position & Organisation	Barry Drake, Head of Secondary, Chinese International School (BDrake@cis.edu.hk) David Brian, Head of Humanities, Chinese International School, Hong Kong
Title of Paper	Service Learning opportunities for global citizenship and international mindedness
Strand	5 Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud

Abstract:

The Chinese International School in Hong Kong has established a very successful service learning scheme which is building partnerships with NGO's and charity organizations in the region to promote sustainable relationships as a way on enhancing inter-cultural awareness and understanding of the responsibilities of global citizenship. Throughout the year, but particularly in CIS's annual Project Week, students are being challenged to participate in a 'schools helping schools' programme. The aim of this paper will be to suggest practical advice on how to link the IBO's principles relating to international mindedness and global citizenship to individual school's mission statements and to sustainable action through partnerships with like-minded organizations. Specific examples will be drawn from two 'lighthouse' projects in Southern China and Northern Thailand. There will be a particular focus on CIS's defining imperative for such projects: working with NGO's to help provide sustainable human and physical infrastructures to enhance the quality of learning available in less developed areas of the world. The presenters will also share with participants thoughts on fundraising and an instrument than can be used to assess the impact of such engagement on the participant's inter-cultural awareness.



Author Position & Organisation	Terry Haywood (jobs@ism-ac.it) Head, International School of Milan
Title of Paper	The Global Issues Network
Proposed Strand	5 Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud

Abstract:

An account of how a group of schools took Jean-Francois Rischard's ideas on tackling global concerns and created a student network to really make a difference. The project empowers students to take charge of real projects and to develop vision and action to promote inter-cultural understanding and undertake their own initiatives. Schools in three continents are now involved in the GIN and the next stage will be create an extended web working out from schools that have participated to date.



Author	Chris Hunter (hunter@ermitage.fr)
Position & Organisation	Head of L'Ermitage-International School of France
Title of Paper	Building international partnerships that enhance intercultural and international understanding
Strand	5 Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud

Abstract:

Based on a number of experiences in international service learning and exchange projects, a proposal is made of effective models for creating partnerships between international and national schools that enhance intercultural and international understanding and help it to resonate throughout a school. The presentation will include a call for the development of a 'pedagogy of international partnership learning' that would include links to curriculum, assessment and certification."



Author Position & Organisation	Simon Shen Lecturer at the Chinese University
Title of Paper	Four-dimensional Partnership Potential Between China & the World on International Citizenship
Proposed Strand	5 Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud

Abstract:

The discussion will focus on the following:

to explore the barriers & prospect of developing partnership relations among the government, businesses, think tanks & NGOs in promoting world citizenship education in local countries, focusing on the current China & Hong Kong situation



Author	Dr Pedzani Perci Monyatsi (MONYATSIP@mopipi.ub.bw)	
Position & Organisation	University of Botswana, Department of Primary Education	
Title of Paper	The Secondary Schools Management Development Project (1993 – 1997) and the Primary Schools Management Development Project (1999 – 2002) in Botswana: the globalization of the management structures in the two levels of the education system.	
Proposed Strand	5	Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud	

Abstract:

Good governance of organizations of all types is believed to breed a conducive environment for the production of good results. Educational institutions have not been spared by the advent of such global political perspectives that have dominated world trends since the end of the Cold War and the demise of colonialism from the early 1960s. The buzz word associated with good governance was the American and British versions of democracy. Democracy is associated with peace and therefore all countries are expected to democratize if they are to sustain their existence while those that needed aid also have to toe the line. Democracy is expected to trickle down to the individual in society, hence schools and other educational institutions are also expected to democratize as they are the ones that mould future citizens. The understanding in some quarters is that the future citizens should transcend national to be global citizens and the education they get should be global. The school structure and organization, the staff and students, parents and the communities must work, live and learn in a living laboratory of democracy. Schools must be democratic in all respects if they are to produce students who are democratically oriented and ready to live and survive as global citizens. This paper critically examines the objectives of two partnerships forged between the Department for International Development and the Government of Botswana in the field of education, with particular emphasis on the management sector of both primary and secondary schools. The paper is based on a combined quantitative and qualitative study on the purposes and impact of the two projects on the management of schools. This paper also posits that the partnerships were part of the globalization process aimed at moulding global citizens who should be democratic. The sustainability of the programs is also looked at especially after the termination of funding from the donors. The two projects were a response to recommendations from the two National Commissions of Education of 1975 and 1993 which recommended the enhancement of school leaders' management capacities according to democratic principles.

Key words: global citizenship; democracy; school management; governance; Botswana.



Author	Cheryl Duckworth (Cheryl.duckworth@gmail.com)	
Position & Organisation	PhD Candidate, Institute for Conflict Analysis and Resolution George Mason University	
Title of Paper	Global Partnerships, Global Citizens	
Strand	5	Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud	

Abstract:

Recently a working model of global educational partnerships, LearnServe Paraguay, has connected students and teachers in the United States and Paraguay. The objective is not merely cultural exchange or enrichment but rather the establishment of a lasting partnership.

LearnServe Paraguay emphasizes development through genuine partnerships, as well as experiential curriculum which instills the values of global citizenship and strengthens leadership skills. Global citizens are informed and culturally sensitive. They identify with and are actively involved in working towards a world community based on equity and justice. These criteria can guide peace educators in designing curriculum such as LSP.

LSP is an effective model of teachers and students addressing critical global issues of injustice and poverty in a manner that is authentic and sustainable. Students and teachers from both partner nations are coordinating with local development experts to strengthen community development projects. These include local entrepreneurship initiatives, citizenship education, technology development, literacy programs and health education.

This presentation will explore, through active dialogue, the theoretical basis for, and concrete practices of, this successful model which is centered on the criteria above. It will also invite participants to debate and conceptualize concrete criteria and specific learning experiences which can best develop global citizenship in learners.



Author	Elaine Whelen (Elaine.whelen@kabiraschool.com)
Position & Organisation	Principal, Kabira International School, Uganda
Title of Paper	One Step More
Strand	5 Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud

Abstract:

Teachers who are actively involved in community partnerships outside school hours influence the breadth and depth of community service experience for students. At Kabira International School teachers are personally involved in community partnerships with orphanages, schools, IDP camps, hospitals and an urban community of displaced people from the war-torn North.

An analysis of the teachers' activities reveals an interesting spectrum of related experiences for their students. For attitudinal change to take place, students need to take one step more, to internalise and contextualise their learning. The presenter will describe various levels of engagement and outline briefly the teaching methods and experiential learning which is more likely to lead to attitudinal changes, thus promoting lifelong global citizenship.



Name	John Hare (john.hare7@btinternet.com)
Position & Organisation	Educational Researcher, MPhil programme, Dept of Education, University of Bath
Title of Paper	The Outputs of Holistic Education in the Middle Years of Education

Abstract:

The IB MYP positions itself as a programme of holistic education and this remains an attractive feature of the programme. The nature of holistic education is not clarified in this programme.

The values and associated behaviours that may be expected of a student having completed the middle years of their holistic education are presented. The personal profile of such a student has been developed.

The expectations of the student are described through a number of key indicators and share common features with the IB Learner Profile. These indicators identify what a student should be able to demonstrate or be actively working towards at the end of their middle years programme. The indicators are developed through four interrelated areas of personal growth,

- Interpersonal awareness
- Intrapersonal awareness
- Disciplinary and interdisciplinary knowledge and understanding
- Cultural and intercultural awareness

It is through these outputs that the nature of holistic education is clarified.



Organisation	University of Cambridge International Examinations
Title of Paper	Developing a Curriculum in Global Thinking

Abstract:

University of Cambridge International Examinations (CIE) works with schools in over 150 countries, and offers a school curriculum for students aged from 5 to 18. CIE is developing a new syllabus, and associated teaching, learning and assessment materials for students in their mid to late secondary years studying global issues. The new syllabus will require the students to consider a number of global issues from philosophical and ethical perspectives. The students will be expected to develop the skills of enquiry, collaboration, reflection, evaluation and problem solving, and to apply these to the global issues being studied. The students will be expected to develop a personal perspective on the issues, through discussion with other students, including those in other countries.

This paper will focus on the proposed development and consultation findings to date. Feedback on the content, skills and mode of assessment will be welcomed from conference delegates.



Author	Helen James (helen.james@ibo.org)
Position & Organisation	Subject Area Manager, Group 3, IBO
Subject of Paper (no formal title given)	The world religions pilot course for the International Baccalaureate Diploma Programme

Abstract:

The focus of the paper/presentation will be on the pilot course in world religions which is being developed as a new group 3 subject for the Diploma Programme. It will show how a rigorous study of world religions is increasingly relevant for the development of a full and balanced international education. It will explore how the mission of the IBO to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” is reflected in the syllabus aims.

The presentation will go on to outline how the world religions syllabus seeks to encourage global awareness and the promotion of international understanding through:

- the requirement to study a diverse range of religions
- the exploration of religious issues in the contemporary world in a variety of cultural and geographical contexts
- the encouragement of an empathetic approach to the study of religion (looking at how religion affects people’s lives and exploring issues related to contemporary religious practice).



Author Position & Organisation	Terrie Lee (arts179@yahoo.com) Taihu International School Wuxi, China
Title of Paper	Curriculum mapping for a collaborative global village

Abstract:

I am interested in presenting my working document on Designing Curriculum for Global Citizenship. It is going to be a subject-based curricula following the PYP guidelines and reflecting my teaching experience at various types of international schools in both Asia and Europe and on national level at an independent school in Washington DC. In addition, the needs of nurturing students as global citizenship would be addressed.

Currently I teach at a small international school in Wuxi, China. My class is a good representation of the world as my students come from Germany, Korea, France, Taiwan, Malaysia, USA, Canada, Australia, Burundi and Sweden. My topic studies (central unit) have been planned to cover diverse areas and efforts have been made to nurture the significant events of the host country (Ancient China studies etc) and to also develop the wide-ranging interests of each student.

I would be happy to share my curriculum mapping on the above-mentioned topic.



Name	John Hare (john.hare7@btinternet.com)
Position & Organisation	Educational Researcher, MPhil programme, Dept of Education, University of Bath
Title of Paper	An Evaluation of the Holistic Credentials of the IB MYP

Abstract:

The IB MYP places considerable emphasis on holistic learning and holistic education. An appreciation of holistic education within the context of the middle years of education is not articulated fully so that educators lack a common interpretation of this unique feature of the IB MYP.

The characteristics of an holistic education are presented, including the:

- Development of the whole person at all cognitive levels,
- Self development through relationships with others that lead to mutual respect for beliefs and values
- Gaining life experience through internal growth, understanding and learning
- Critical self-evaluation of cultural, moral and political positions

The credentials of the IB MYP as a holistic programme are examined against these and confirm that some aspects of these characteristics are represented in the IB MYP but are not articulated sufficiently. The evaluation demonstrates that the student moves beyond an appreciation of the interrelationships between the subject disciplines (as described within the IB MYP literature) towards a broader realisation of relationships at all levels within the middle years of their education. The evaluation confirms that the areas of interaction support the delivery of the characteristics of holistic education.



Author Position & Organisation	Rick Harwood (RIH@aiglon.ch) Deputy Principal [Academic], Aiglon College, Switzerland & Chair of the ECIS Water Project
Title of Paper	Water - a suitable focus for international collaboration
Strand	5 Partnerships and programmes that make a difference in promoting global citizenship
Strand Convenor	Nancy Willard-Magaud

Abstract:

The Earth is the 'blue planet' and water one of its major resources, yet in a variety of ways water is the centre of environmental and human resource issues in today's world. Such problems are ideally tackled by international collaboration and, in the longer term, by a concerted education programme that promotes sound understanding of the issues involved and crosses barriers of cultural and national interest.

While much can and needs to be done at inter-governmental level - at the level, for instance, of the UN Millennium Development Goals - there are also levels at which international schools can link up to increase awareness of these issues and in practical ways make a contribution to the alleviation of certain aspects of the problems in local areas. The on-going work of the ECIS Water Project will be described in this context; and the issues surrounding 'water' suggested as a practical focus for devising some cross-cultural, context-driven curriculum materials that promote international awareness in a practical way.