
CCGL PRACTITIONER RESEARCH PROJECT 2021



Dolen
LESOTHO CYMRU

- **4 SCHOOLS IN WALES & LESOTHO**
- The research project centred upon the experiences and impact of global partnerships on pupils in both countries.
- Action research took place in a blended format during 2021.
- The key research questions were:

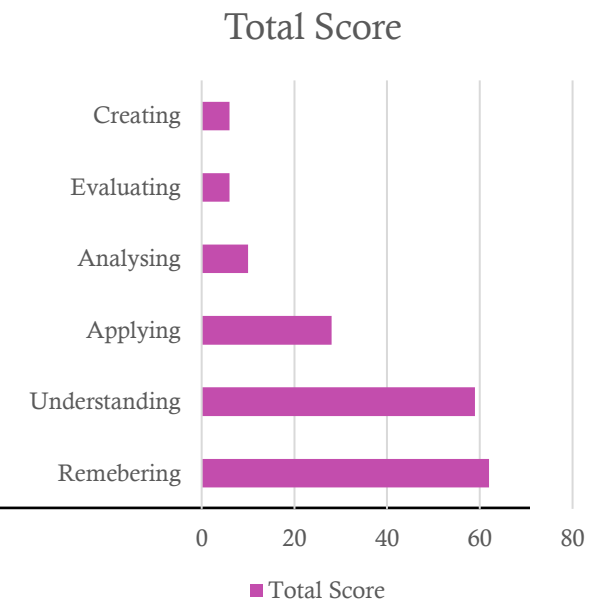
1: How have pupils engaged in the partnership?

2: How do pupils experience it?

3: What is the impact on learning?

SUMMARY OF FINDINGS

- **ENGAGEMENT** – Pupils have previously engaged with the partnership through face to face visits, project based learning, class based activities and learner led actions. During the study they used online platforms for live and asynchronous sharing and collaboration. All pupils stated that the **partnership and country link** was an important part of their **whole school identity**. Effective global learning was evident throughout the study with a local – national – global connection of **learner centred experiences** through the COVID-19 pandemic, it's impact and how these experiences compare.
- **EXPERIENCE** – All pupils involved felt the **friendship** between schools was an essential part of the partnership. The High School pupils took this to another level during this research study as they continued to **share learning** via WhatsApp. The experiences of COVID-19 lockdown and it's impact on each other and their communities framed this part of the study and revealed good **prior knowledge & cultural understanding, a conscious awareness of stereotypes, interconnectedness and empathy for others**.
- **IMPACT** – All pupils displayed evidence of strong **knowledge, understanding and application** as matched to the revised Blooms Taxonomy of cognitive processes. The older pupils showed a deeper ability to **analyse, evaluate and create** new content based on their foundational skills. All scored highly in their **development of new knowledge, understanding, developing attitudes and values of sustainability, social justice and global responsibility**, as matched to the British Council impact statements. In relation to the British Council core skills pupils felt the main impact was on their **communication and collaboration skills**, with 80% feeling their **critical thinking and problem solving** had improved because of the partnership.



[Find the full report here Sharon Flint Report 7 FINAL.pdf \(ucl.ac.uk\)](#)

MAIN CONCLUSION & RECOMMENDATIONS:

- Effective global learning needs to take place before and beyond the activities of an international partnership
- Partnerships that are embedded in the school ethos are more sustainable & successful
- We are all responsible for ensuring all voices are heard in a partnership so mutual learning takes place
- More complex global issues should be tackled as part of the learning journey from Primary through to Secondary phase.

Move forward	Move forward as part of the <u>anti-racist Global Citizenship agenda</u> & embed good practice in the new curriculum
Provide	Provide opportunities for collaborative & critical partnership CPD - for partners to collaborate, reflect, share and act on their un/learning.
Offer	Offer better support for new partnerships to start as equitably as possible & plan for critical global citizenship
Support	Support school partnership mutual learning sites/spaces/resources
Develop	Develop a strong country wide supporter base from Primary through to Secondary pupils and encourage community/parental engagement

This resource aims to support schools to incorporate teaching and learning opportunities within their new curriculum design in relation to ethical and informed Global Citizenship and SDG awareness. The resource aims to give you starting points and practical ideas to explore. It is purposefully designed to be adapted by teachers for the specific needs of your learners.

Teacher Guide & Supporting PowerPoint

SDG 13 Newid Hinsawdd a'i Effaith ar Lesotho PowerPoint



PPTX

SDG 13 Newid Hinsawdd a'i Effaith ar Lesotho

SDG 13 Newid Hinsawdd Canllaw Athrawon

links



Lesotho Facts for Kids | Lesotho Travel | Geopgraphy | People | Food



Resources

SDG 13 Climate Action: The Environment



DOCX

SDG 13 The Environment

SDG 13 Keeping Warm



Indoor air pollution



NEW DOLEN SDG RESOURCES

- [SDG 13 The Impact of Climate Change in Lesotho. \(padlet.com\)](https://padlet.com)
- [SDG 4 Education For All - The World We Want. \(padlet.com\)](https://padlet.com)
- [SDG 6 Clean water and sanitation \(padlet.com\)](https://padlet.com)
- [School Linking Wales and Lesotho \(padlet.com\)](https://padlet.com)