

How can I Reconceptualise International Educational Partnerships as a Form of ‘Living Citizenship’?

Abstract

This PhD research project is about developing pedagogy for citizenship education through the establishment of an international partnership. Whilst there is a clear national curriculum framework in England for the delivery of citizenship education as originally established by the QCA¹, it became apparent to the researcher that the pedagogical framework for the delivery of global citizenship education is only partially formed. The project looks at how over a ten year period the partnership activities between Salisbury High School and Nqabakazulu School in the black township of Kwamashu in Durban, South Africa have influenced the education of the participants. Through a series of reciprocal visits, some funded by the British Council, and through curriculum activities, fundraising activities and personal contacts the partnership has developed to become a powerful influence on the lives of the participants. As it has developed certain underpinning values have emerged. These values have been articulated as social justice, equal opportunities and the African notion of Ubuntu, or humanity. The partnership between the schools has enabled the teaching of these values in a meaningful context. The research methodology is a participatory action research approach with the use of video, pictures and commentary to show the educational influence on the lives of the people in these communities. This has enabled the author to reflect on how the activities of the partnership have influenced the

¹ QCA has since been replaced and superseded by the QCDA, which has now been discontinued by the Government.

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education of himself and his fellow participants. As a result of this study there will be three original contributions to knowledge:

1. The development of a transferable method for systematically analysing the large amount of qualitative data.
2. A range of transferable pedagogical protocols for citizenship education that can be derived from school international partnerships together with recommendations for government policy on how best to extend educational partnerships and implement international CPD between UK and South African schools.
3. An examination of the notion of 'Living Citizenship' and exemplification of it in practice through engagement in the activities of an international educational partnership.