

Título da tese: School Linking: Southern Perspectives on The South/North Educational Linking Process: from Ghana, Uganda And Tanzania

Autor/a: Alison Elizabeth Leonard

Natureza do estudo: PhD thesis

Instituição: UCL Institute of Education

Ano: 2014

Disponível em: <http://eprints.ioe.ac.uk/21648/>

Abstract

This study investigates the South/North Educational Linking Process (SNELP) and sets out to discover how the Southern end is affected. It focuses on relationships described as links, partnerships, sister schools or something deeper and sustainable. It argues that the terminology used is important, enabling relationships to be positioned on a “Linking/Partnership Continuum”. My research question is addressed using a qualitative methodology, based on a mixed methods case study approach. The empirical research is framed conceptually with ideas from Postcolonialism, Cultural Education and Development Education. The analysis is supported by Critical Pedagogical Discourse and draws particularly on work by Andreotti and Quist-Adade. The relationships investigated are set within a rapidly evolving literature, as well as UK policy decisions affecting Development Education.

A Ghanaian pilot study is used as a starting point. Key themes are then explored through in depth studies of the S/NELP in eight schools in Uganda and Tanzania. The analysis draws particularly from two secondary schools and one children’s centre.

The study has found that in the context of school linking, teachers, students and schools’ local communities are affected in several ways. Teachers’ pedagogy develops through collaboration with UK counterparts, but reciprocal visits are rare. Science, Mathematics, Information and Communications Technology (ICT), English and Special Educational Needs and Disabilities (SEND), sometimes referred to as Special Educational Needs and Inclusion (SENI) benefit. Students note less tangible outcomes, such as friendships with their UK peers. The S/NELP promotes engagement in development and Development Education/global learning. Capacity building identified includes physical infrastructure, library resources and facilities promoting income generation.

Local communities are affected, contributing to progress towards the UN MDGs, replaced since 2015 by their Sustainable Development Goals (SDGs).

The focus of this study is Southern voices. The most important aspects emerging are those of power relations, funding arrangements and avoiding dependency. Southern schools must be able to set their own school linking agenda, without feeling obliged to fit Northern hegemony.

Keywords: *Development education; Global Learning; Global Citizen; Geography; School Link*

[Índice](#)