

When you've seen one zebra....

Mick Callaghan, Huddersfield New College

Kama umeona punda milia moja umeziona zote

is a Swahili saying which translates as "when you've seen one zebra you've seen them all." It's one of very few Swahili sayings to have originated in Yorkshire and it reminds us that when we travel to Tanzania, spectacular though its wildlife and scenery may be, our journey is not a tourist safari but a mission to get to know local people. Huddersfield New College – a sixth form college in West Yorkshire – has had a partnership with Moshi Technical School, Kilimanjaro Region, Tanzania, since 1990.

The present link evolved from ecology field work expeditions organised by the biology department in the 1980s, which in turn only ever happened because our founder Jeff Carr's car broke down late one evening in deepest Wales. It's incredible where little twists of fate can lead...

There are two main strands to the partnership – reciprocal three week student exchanges under the auspices of the Commonwealth Youth Exchange Council, and gap year teaching placements for Huddersfield students in Tanzania, the latter with support from the British and Foreign Schools Society.

The student exchange operates on a more or less annual cycle - we have had both outward and hosting legs in eighteen of the last twenty one years. This is rather more frequent than most similar exchanges but fits in with the rapid turnover of young people passing through a sixth form college. The group size is typically ten to twelve students. The specific objectives may vary from year to year, but the general aim of the exchange remains constant – to enable teenagers from Huddersfield

and Tanzania to get to know each other, see how their lives are similar and how they are different, and come to appreciate that, despite the many contrasts in their backgrounds, they have far more in common than there is dividing them.



Moshi Technical School is a government boarding school at the foot of Kilimanjaro. (Tanzania's first generation of secondary schools were mainly boarding schools.) It provides a general secondary education with a technical bias. The visiting students stay in a dormitory known to the Moshi Technical community - because of its paintwork rather than its occupants – as the White House while the accompanying teachers have the use of the

staff house which for the rest of the year is home to our gap year students.

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Linking

There is always a busy programme put on for us by our hosts. Each year we have a theme for the exchange which provides focus and direction to the programme, but whatever the theme there will be visits to local institutions and places of interest, cultural activities, sporting activities, camping expeditions, safari and the like.

None of these is an end in itself. All activities are shared between visitors and hosts as a means to the end of fostering co-operation, friendship and trust. One activity which is included in each exchange visit is an element of community service. We feel it is particularly

important that this activity is shared between the visitors and the host young people so that neither party thinks that we think Tanzania needs unskilled British youth to come along and do its manual work.



Community self-reliance is an important part of Tanzanian culture and it is a valuable experience for the British visitors to join with local people on a project to benefit the community. In turn Tanzanian young people visiting Huddersfield have helped out with environmental improvement projects in our local community.

Probably the most challenging yet rewarding part of the exchange is the home-stay, each student spending a long weekend staying with a family, away from the support of the group.

In recent years we have developed connections with a range of other institutions in Kilimanjaro Region as Moshi Technical School teachers, promoted to headships of other schools, have invited us to visit. Hence the lyrics of "On Ilkley Moor Baht 'At" have bemused at welcoming ceremonies in mountain villages and deep in the bush.

The exchange visits are reciprocal and each year a group of students from Moshi are chosen to visit Huddersfield, the funding for their visit being mainly raised by the Huddersfield group with help from the Commonwealth Youth Exchange Council. The format

is similar to the Tanzania leg, though except for a shared residential week each guest stays with a host family.

The second strand to the Huddersfield-Moshi partnership is a gap year placement programme. Each year one or two New College students spend a year between A levels and university teaching at Moshi Technical School. Teaching is an enormous challenge for a sixth form leaver, and the volunteers are aware that the placement is as much about their own personal development as it is about making an impact on the lives of their pupils. Tanzanian children generally start school later than in the UK so many of their pupils are of similar age to our volunteers. Tanzanian education is far more traditional and didactic than British students are used to and it is not always easy to persuade the pupils of the benefits of more interactive approaches to learning. The experience has probably put as many people off a career in teaching as it has hooked into the profession, but the overall experience of living in Tanzania with Tanzanians has been

overwhelmingly positive for virtually everyone.

Secondary education in Tanzania is delivered through the medium of English and it is possible to teach and get by with only a minimum of Swahili.

However in recent years it seems that each volunteer has set out determined to outdo their predecessors' linguistic achievements and our last three volunteers have all become fluent in Swahili.



The school provides a house for the gap year students to live in on the campus and they are encouraged to involve themselves as much as possible in the life of the campus community. Most of the teachers live on the school campus and there's always someone who's planting or harvesting or organising a wedding, a christening or a funeral. It is a source of immense pride to hear Moshi

Linking

Technical teachers to say of a placement student "They are one of us." With the house comes a dog which seems to transfer its loyalty quite happily to each successive mzungu (ie European).

Our partnership with Moshi Technical is about person-to-person contact rather than material resources. Nonetheless whenever possible we do what we can to provide equipment and materials. In this we are indebted to CART, a Huddersfield charity which sends regular containers of aid and development goods to Africa. Moshi is on their rota

of destinations and whenever a container is heading that way we put in what we can in terms of books, computers and equipment for Moshi Technical and our growing collection of friendship schools.



From the Chair of UKOWLA



It was with great sadness that we heard of the death of Naz Bokhari on March 1st and as Chair, and on behalf of my fellow Trustees, both present and past, I can't emphasise enough the debt and thanks owed to him by this organisation, for his commitment over so many years. He has been missed over recent months when his illness prevented him from attending meetings but he was never far from our thoughts, because he had been such an active member.

I personally met him in his role as a contributor to the annual assessment of grants for the British Council's School Linking Curriculum Development Project, when he applied his valuable cultural perspectives as well as his community linking knowledge and experience to the practice offered by schools, creating some very good discussions for the panel. Over so many years his example to other Trustees has been outstanding and we will miss and remember him for many years to come.

UKOWLA, like all organisations has to build on the past whilst moving forward with the times and I hope you are getting used to receiving your OWL electronically. We are happy to help if you experienced any problems with reading your last copy and hope they have been ironed out if you have already told us about them. Keep in touch if you have further questions.

I wonder how many of you regularly visit the UKOWLA website <http://www.ukowla.org.uk>? This is another way you can help us to move forward; in coming months we want to redesign the site so that we can feel sure it serves your needs as a member whilst also increasing knowledge and awareness of Linking activities that are happening both on your doorstep, in the UK as well as with your partners overseas. After all, the site is available to our partners who can access the internet so let's hope we can look forward to their contributions as well as yours.

As always, we look forward to hearing from you if we can help in any way.

Best wishes,
Averil Newsam
Chair of Trustees

Know your Trustees

Sharon Leftwich-Lloyd



This is my second term as a trustee of UKOWLA. My first term lasted four years and ended after the birth of my daughter. I am a teacher. I have been teaching at the same school, The Polesworth School

www.thepolesworthschool.com), since 2000. I am a Drama teacher and Internationalism and Development Education Co-ordinator; the latter being a role that I created and developed, initially through our link with Pampawie, Ghana (established 1999). My school is an over-subscribed comprehensive academy with 1400 students aged between 11 and 18 years.

On 20th July 2001, I attended the UKOWLA conference in Leamington Spa. There was a moment within the weekend in which linking became real to me. I listened to the lecture, 'North/ South Linking Partners: Who Benefits' by Dr. Daleep Mukarji. I was inspired and suddenly linking, for me, made sense.

It had seemed an impossible concept – equality in the face of complete inequality. Dr. Mukarji talked about, "bonds of friendship across barriers." He said that you need to believe in the link, that it takes patience, time, energy and effort, that there need to be key leaders on both sides who are committed. He discussed how you need to deal with attitudes and expectations / perceptions and accepted that money is an issue in linking, money brings with it power and it is unequal.

I remember, sitting in the hugely crowded Town Hall, feeling like I needed to run back to my desk, back to my classroom; I felt like I needed to *do* something. How had I not heard about this concept before?

In the summer of 2002 I found myself in Pampawie, Ghana. The heat, the language, the smells – I poured out thousands of words

to my journal every night. The things that stay with me today though, are not the landscape, the weather, not the food but the people. The children, the teachers, teaching in the school; realising, for the first time in my life, that I could make huge changes. Feeling, for the first time in my life, like a member of the global community.

Eleven years on, I manage and develop an ever growing, ever evolving number of curriculum projects (at last count about 40 spanning years 7-13 and most subjects), student and staff exchanges, grant and 'status' applications, a whole school awareness day focussing on culture as well as self-assessment and policies galore. As well as our link with Ghana, Polesworth has numerous European links, a highly active and involved link with Vidyashram, Jaipur, India (established 2005) and with a school in Shenzhen, China (established 2006).

I was the first person in the UK to complete a Masters degree which focussed on school linking (MEd, Exeter University) in 2007; following this I was invited to present my dissertation research to BBC Worldclass and I have remained an active member of this group.

My career has been full of wonderful moments and amazing opportunities, from working with VSO to write and deliver training on the Global Educators Programme; winning TES International School of the Year (2006); twice achieving the Leading Aspect Award (Internationalism, Development Education and global links); securing ten articles about my work in the Times Educational Supplement and many more in other publications; mentoring a student who went on to win VSO Global Student Prize and the Prime Minister's Global Fellowship and others who changed their career paths because of their experiences in linking; securing nearly £22,000 in external funding; even appearing on BBC's 'Ready, Steady, Cook' to raise funds for our link. Yet, the moments that remain most clear to me don't involve certificates, newspapers and money - but people.

The friends that I have made, the stories that I have shared, the teaching both in my own school and overseas have made momentous changes to the way I think, to the way I live my life and to the dreams that I have. It's not

Know your Trustees

just about the linking but about experiencing culture and having opportunities to share the world views of others.

UKOWLA is entirely in line with my own beliefs about collaboration, embracing links in all forms, enabling an effective system which brings people with mutual goals together to share and from that to grow. The challenges that UKOWLA face are the same as those faced by all of us in a time of recession and political change; as a trustee I will strive to do the best for our members and to respond to necessary businesses as soon as possible.

I believe in a world built on personal friendships, mutual respect and kindness. I live by a non-judgemental code, gradually developing relationships and learning about people from people. I strive for love overpowering hatred. I am exceptionally lucky that my work allows me to spread my beliefs, to engage others in conversation and to be inspired by young people every day. Being a trustee of UKOWLA is not just an extension of my professional obligations but also an extension of who I am.

Sharon Leftwich-Lloyd
yellowhammeruk@yahoo.com

Alan Moss



I regard myself as a late starter in the world of linking as I was well into my retirement before I became involved.

Prior to retirement I worked at BT as a senior manager and

spent long hours travelling or dealing with issues that at the time seemed to be very important and like most people found it difficult to do or think about anything but work. My only exposure to the developing world was a 2 week holiday to Kenya which

did make me think more about the inequalities that exist in our world.

I retired before my wife and occupied myself with long overdue DIY, voluntary work in the local secondary school driving the mini bus and as a governor at our church primary school.

When my wife decided to retire from her job as a secondary school head we agreed that we should look to do some voluntary work abroad for a short time, using her skills in education. After much research and a false start with a failed posting in India we ended up in Sri Lanka one year after the Tsunami that had such a devastating impact on the life of the people. It was this wonderful experience that led me to understand that, although aid is necessary, long-term relationships really do make a difference to everyone one involved. Also that linking is very much a two way process.

On returning from Sri Lanka my wife went back into to education but I decided to look for some voluntary work in linking and was put in touch with One World Link Warwick. Thanks to the guidance of people like Jane Knight and all the other dedicated officers I quickly got involved in this link with Bo in Sierra Leone and have not stopped learning about linking since. I am currently the secondary schools co-ordinator for OWL Warwick and enjoy visiting our schools to talk about our link and getting students to think more about "one world".

It was Jane Knight who persuaded me to get involved as a trustee of UKOWLA just over 3 years ago. Along with my involvement with OWL and UKOWLA I am also Chair of Governors at our church primary school so life can be a bit hectic at times but I do my best to juggle the various roles. Through UKOWLA I find it very rewarding to see and hear about all the good work that is being done by small groups of volunteers throughout the UK in continue to develop friendships with communities in the developing world.

IN MEMORIAM

Naz Bokhari O.B.E.
Vice Chair and
Trustee

A long-standing member of the Trustees and Vice-Chair of UKOWLA, Nawazish (Naz) Bokhari died on March 1st 2011. During his distinguished career he was the first Muslim head teacher of a UK secondary school (Ernest Bevin College in South London), was the founder of the Muslim

Teachers' Association and chaired the Education Committee of the Muslim Council of Great Britain. He was devoted to raising educational standards and was also committed to integration, moderation and making links with other faiths. These qualities informed his work with UKOWLA and were immensely valuable to our expansion and development.

Mike Smith (former Chair and current Vice Chair) said:

"Naz was the ideal colleague. He had a quiet modesty, despite great knowledge, a high capacity for leadership and a very sharp mind. These qualities were invaluable in many aspects of the work of UKOWLA, whether in Trustees' meetings or in representation at the highest levels. His friendship, wisdom, calm approach and the ability to build consensus were of great value to me when I was Chair and will be greatly missed by all of us in future."

Nick Maurice (former Director) writes:

Naz was an exemplary and vital trustee of a charity devoted to bringing together people at community level across the globe through "twinning" partnerships for peace, prosperity and justice. As a Muslim of Pakistani origin working as we were in the field of human relations, and at a time when following the 9/11 attack on the World Trade Centre, we desperately needed people of integrity,

courage and wisdom to steer us, Naz provided all and more than we could have asked for. During his time as a trustee we set up an all-party parliamentary group in Westminster

under the chairmanship of Kevin Barron MP and Naz brought a vital authority to the meetings that we held with senior Ministers. These meetings resulted in Government commitment of £10m towards school partnerships between schools in UK and in Africa, Asia and Caribbean, £7m towards international health links between hospitals and medical schools and £3.5m towards community links.



Naz played a particularly important role with his background in education when we were asked in 2004 by the then Secretary of State for Education, Charles Clarke to assist the DFES in their international strategy "Putting the World into World Class Education". Thanks to the voluntary work of Naz representing UKOWLA and working with consortium partners British Council, VSO and Cambridge Education Foundation, we estimate that some 3,500 primary and secondary schools in UK now have partnerships for mutual learning with counterparts in the developing world.

His wisdom, experience, sensitivity and tenacity were essential to an organization that was encouraging and working with people of different faiths and cultures from UK forming partnerships with communities in Africa, Asia and Caribbean. His skills in diplomacy were vital to the organization which was frequently working with people of contrasting and often entrenched views and of different intellects. His modest and warm style won the hearts of all with whom he came into contact.

Naz's death leaves our country the poorer and I for one feel I have lost a true friend and guide.

First Muslim Headmaster to be awarded an Honorary Fellowship from The College of Teachers

On the 17th May 2011, Naz Bokhari OBE joined an elite group of world-renowned educators to become the first Muslim to be

awarded an Honorary Fellowship from The College of Teachers. This award is conferred upon individuals who have made a significant contribution to education nationally or internationally.

His former pupil, Rt Hon Sadiq Khan MP said *"As a teacher, he broke glass ceilings as both the first Muslim Deputy Head, and then Headteacher, of a British secondary school. Mr Bokhari became the Headteacher of the local comprehensive secondary school, which I attended when I was 13. For me and other boys of my background it is difficult to explain the impact his appointment had on us. To see the most senior job in the school being done by an excellent professional who also happened to be British, Asian, male and Muslim was a real source of inspiration to many of us. Mr Bokhari always viewed himself as a teacher who was also a Muslim, rather than a 'Muslim Teacher.'"*

His local MP, Rt Hon Chris Graylings, commented as follows: *"Naz Bokhari was a real pathfinder in education in this country, who set an example for many many others to achieve in our schools."*

Johannes Mallah – Dear Friend and Global Partner

I met Johannes Mallah in 1981 when I first travelled to Bo on behalf of One World Link to find out if people in Bo would like to get to know people in Leamington and Warwick District. Mussa Conteh took me to the Mallah house and introduced me to Johannes who was then teaching at Bo teacher's college. Before we started our discussions he dug into his freezer and took out handfuls of Star beers and that was where our friendship started. The following year he came to study in Reading and we spent many days together discussing all the possibilities and issues about successful linking. It was such a novelty in those days. Since then so much interaction has taken place with Johannes on an official link level and at family level through the ensuing 30



years that it would take a book to record all the happy memories. When life was hard for either of us we always came together and comforted and supported each other. Johannes had very strong views of how we in the European culture should listen to and act on the advice of people in the South. He would not let any colonialist, patronising or racist comment go unchallenged. He was a born teacher and communicated so clearly about his ideas.

Johannes was one of the kindest, warmest men I knew. He had such a soft heart and helped anyone in need who came to his attention. But he would not take any nonsense.

During the war Johannes was so brave and often confronted rebels and stood up to them and even when they were pointing a gun at him, he continued to try and take care of a baby caught in the ambush. He also provided shelter for more than 50 people at a time for most of the war.

He was also very practical and the way he managed the building of his house, the Bo Kenema Power Service canteen and then the One World Link Centre in Bo, was most impressive.

Johannes had a major influence on the development of global links between UK and Southern community groups and local councils. In the 1980s he travelled around the UK advising groups and councils on how to relate to the South and he helped to make the linking relationships rich and successful. He spoke at the 1983 UKOWLA Marlborough conference and many ensuing UKOWLA events throughout the 1980s.

There are so many admirable aspects of Johannes' character and achievements and of his loving nature that he will leave a big hole in my life and in the lives of so many people in the UK who were lucky enough to meet and know him. It will never be quite the same for me when I visit Sierra Leone because I cannot visit Johannes any more. But at least he is spared from any more pain and May God look after him forever....

Jane Knight, Trustee

The Role of Rotary Clubs in Development Linking

Mark Bean, Amesbury (Mass) Rotary Club
(Mark is a long-standing member of UKOWLA)

Greetings to OWL readers from across the pond.

Our small town of Amesbury, Massachusetts (pop. 17,000) has enjoyed a linkage relationship with the farming community of Esabalu (pop. 8500) in Western Kenya for 23 years. Although the primary goal of our partnership is exchanging visitors we have a secondary goal of improving the life in our partner communities. We call ourselves "a friendship-based development partnership". And we try as best as we can to put emphasis on the friendships rather than the development.

We have found over the years that our Amesbury Rotary Club has been one of the most reliable and flexible organizations in support of our partnership efforts in Kenya. Through matching grants with our Rotary District, the Amesbury Rotarians have helped build a road to the village and equip the primary school with benches, desks and equipment for wood-working and sewing instruction. A rather large grant from Rotary International in 1994 provided boreholes, submersible electric pumps and a system of tanks, pipes and kiosks to provide clean drinking water.



For the 100th anniversary of the founding of the first Rotary Club in Chicago in 1905, the Amesbury Rotarians thought we could do something special. We approached the Rotary

Club of Amesbury, U.K. to partner with us in building a health clinic in Esabalu! The project involved Rotarians on three continents and the clinic was completed and dedicated at a ceremony in January 2007.

For the past 4 years the Bailey/Whaley Health Centre has been operating successfully and sustainably. There are facilities for labor and



delivery and for mobile HIV/AIDS surgeries once a week. All HIV positive residents are registered with the health center and are seen monthly at the clinic. A women's group called WORTH uses the clinic as a base for their micro-finance banking operation.

Another exciting development is a new Rotary Club chartered in 2009 in Maseno, Kenya. This is walking distance to our Sister Village! In fact, Headmaster Tom Amakoye of Esabalu is the President Elect of the Maseno Club for 2012-13!

If your linkage would like to work with Rotary please contact Mark Bean at mark.bean@verizon.net

DENTAID What is it?

Sue Draper

Dentaid's mission is to improve the oral health of disadvantaged communities around the world.

The WHO estimates that 5 billion of the world's 6 ½ billion population suffer from dental decay, making dental caries the most common non-communicable disease in the world. Dental decay, particularly among children, has recently been described by a leading expert as having

reached "pandemic" proportions. The vast majority of people living in poorer countries either have to live with the resultant pain of tooth decay or seek relief through DIY or "street" dentistry performed by untrained practitioners without anaesthetic. Both options can be life threatening as severe decay can lead to serious infections, which without antibiotics can result in death, while "street" dentistry is rarely if ever administered with suitable cross-infection control, risking contraction of serious diseases like HIV and Hepatitis. However, while deaths from infections, oral diseases, oral cancer and cultural practices such as Infant Oral Mutilation run to hundreds of thousands, if not millions per year, by far the biggest impact of dental diseases is their detrimental effect upon quality of life. Generally people in developed countries who have good oral hygiene and easy access to dental treatment would never consider how detrimental to good health and wellbeing the absence of these could be.

Dentaid, founded in 1996 with modest beginnings is now one of the leading oral health charities in the world, having supported 210 oral health programmes in 58 countries in every continent. This small charity is run from one 'Portacabin' office and a workshop in Landford, a village midway between Salisbury and Southampton, with a board of Trustees, three full and two part time staff, a handful of volunteers, and expertise from retired dentists. Backing also comes from other charitable and commercial organisations. In recent years the charity has expanded its work from just supplying refurbished dental surgeries for charitable projects, to playing vital roles in oral health promotion. Innovative school prevention programmes have been established, and various training schemes initiated encompassing equipping rural health workers to carry out basic dental care in remote communities to teaching governments on fluoride advocacy and writing national oral health strategies. Our Workshop Engineer has just returned from Uganda and Rwanda where he visited existing projects and trained local technicians in

repair and maintenance of the dental equipment. Most recently two full dental surgeries have been sent to Behala, Kalkata, in India to an Institute for children with disabilities.

Dentaid's oral health strategy is centred upon four strategic priorities which we believe can make the most effective contribution to improving oral health and oral care provision for disadvantaged communities around the world.

Oral health promotion

Encouraging and supporting oral health programmes for schools and needy communities

Physical resources

Providing appropriate resources for regional treatment centres and community outreach programmes



Training

Developing educational and training initiatives for indigenous oral health workers

Advocacy

Campaigning to improve oral health and access to oral care locally, nationally and globally

As Oral Health Promotion to

disadvantaged communities is one of the charity's major strategic priorities. Dentaid has developed a holistic oral health model. This was utilised in its major school oral programme in **Uganda** from 2006 – 2009. The model includes on-site screening and dental treatment, oral health



education and finally daily fluoride tooth

brushing programmes. Two of the Ugandan schools in the programme were Hornby and Kigezi, where 1564 children were seen.

Following the piloting, improvement and refinement of these different innovations and techniques, Dentaïd will soon be in a leading position to advocate resource and train other NGOs, governments and health organisations to implement school oral health programmes in middle and low-income countries, and where appropriate, for disadvantaged communities in high-income countries.



The Ugandan pilot was reviewed in June 2009 and the decision taken to halt its continuation due to lack of sustainability. There were problems in recruiting Ugandan staff to fully take over the management and operation of the programme. The lessons learnt are continuing to be tested and refined and in October 2008, Dentaïd launched a fresh programme initially in 5 primary schools in **Cameroon**, involving about 2000 pupils with ages ranging from five to 12. There was supervised daily tooth brushing, regular oral health education, and basic dental care such as filling teeth and minor extractions in the schools' portable clinics. Oral health education lessons were given to large groups of about 100 pupils.

The public schools in the programme are typical of Cameroon both in urban and rural areas and have dilapidated buildings and very poor facilities. The children are from extremely poor homes and many have a very long journey just to reach school. Kumbo and Bamenda were two of the 19 schools involved in the autumn term 2010 when a total of 7461 children seen

It became clear the programme was running successfully and has now been extended. Dentaïd are now partnering with the Cameroon Baptist Convention Health Board to continue with running the programme, with generous funding from a Grant Making Organisation. The aim is to educate children in oral health care with the end goal of combating poor oral health care in the schools and ultimately in the general population.

Currently Sponsorship is needed for an initiative to address dental and medical needs of orphans in orphanages around Cambodia

Most Cambodian children have limited access to dental treatment and orphans are no exception. The average 5 year old in Phnom Penh has 10 decayed teeth. Dental diseases not only cause pain and infection, but also have a major impact on their quality of life, school attendance, academic achievements and leads to feelings of shame and embarrassment. All this caused by a disease that is completely preventable by the provision of an oral health care programme. Sponsorship of £500 will help to provide both oral and medical care for the orphanage for one year.

(Sue Draper is a volunteer in Dentaïd's office)
www.dentaïd.org

Linking with Lubumbashi in D.R.C Congo

Kilda Giraudon

I work in St Luke's Science and Sports College (Exeter, Devon, UK) as a French and Spanish teacher. I have been working here for six years now and am also responsible for International links within the school.

We have many well established links with several schools abroad including France, Spain, Nigeria and the Congo. More precisely, we are linked with a charity called Congo Children Trust (UK based set up in 2007) which operates in the Democratic Republic of the Congo. Their main aim is to support children living in the streets in the DRC. Our link first started when I was introduced to Ian Harvey from Manchester one day by a

colleague to talk about African art. This energetic young man was about to embark on an adventure to carry out a massive task to help out street children with the help of the Anglican Church. Ian Harvey moved there in April 2009 and has been working hard since to set up "Centre Kimbilio" (a day centre for street children).



Ian Harvey in Lubumbashi

As a school, we first decided to support this charity by doing a stationery collection before Christmas 2009. Every tutor group made a real effort to bring what they could and this gesture really made a big difference for people of the same age in this country. It also made our students appreciate what they have here and has certainly changed their way of thinking. Here is the message that was sent to us by Ian Harvey (Manager of the Kimbilio Centre) after receiving the goods:



Children from Centre Kimbilio

"A big thank you to you all at St Luke's Science and Sports College for all the gifts you put together for the children at Centre Kimbilio. They were really amazed to receive such great gifts that they can put to good use at school as well as in the arts lessons at the Centre. They kept peering around the office door and asking when we were going to hand them out to them! We have kept some of the stationery in reserve so that they will have ready access in the coming months as and when needed...six months ago these children were still living on the streets, and going to school was only a dream. Now they are so

keen to go to school and even requested to go to evening school to help with reading and writing skills. The items you have sent will really help them to achieve their new dreams. We are really grateful for your support and interest, do keep in touch with us!"

Last September, we came up with a new idea to help them after receiving some news from our Congolese partners. They had recently started a football club but did not have a kit yet. We thus decided to raise some money in order to buy them football strips and print their logo and our school logo on it.

In October, two of our Houses (Galileo and Darwin) worked in a joint effort to sell cakes and pancakes during break time. Students and staff organised tables in the atrium for the event where they laid all the goodies made in food technology during that week. All different colours, sizes, shapes, and flavours were on offer, it was like a scene from Charlie and the Chocolate Factory.

As the bell went, staff and helpers were submerged by a mass of hungry students who had brought their money with them, and seemed to have also brought with them the desire for sugar. At the end, it was clear that some wished they had brought more money,



as they wanted to try every single cake. The pancakes with a choice of chocolate or jam did not last very long - to

the disappointment of some staff. After twenty minutes of constant serving, smiling and eating, we were left with no goodies. All had disappeared and all had been replaced by silver and copper coins and after clearing the tables, and counting all the money, it all came to a grand sum of £150.

The football shirts were then ordered just before Christmas, presented in assemblies to the students and then sent to Ian Harvey and the children in the Congo. After a few weeks in transit, the shirts arrived safely with Ian: "Yesterday we presented the strips to the boys! They loved them!!! The Bishop who was there put one on too and the kids really loved that as he is not normally that relaxed with

Linking

them, so it was a good ice breaker!!! It was also the day of placing the first brick in the new foundations for the first house for the children. This brick came from a church in the UK near London, as they were demolishing their church wall. It dates back to possibly the 17th century. We also started planting an avenue of palm trees. It all went very well. The builders are now working on the toilet/shower block."



Working 'hand in hand' across the world

Ian Harvey sent us more photos since to track the development of the building work. One building has recently been finished and an opening ceremony took place to celebrate the event.

Along with the photos he sent, a painting arrived in a cardboard tube made by the children themselves as a present to thank our school for all our help and to confirm our partnership. This painting has now been framed and sits proudly on our library wall for everyone to see. An art project has also been started between students from both countries after the Art department in St Luke's managed to win a £400 grant. The money will be used to buy art equipment like canvasses and painting materials for the children in the DRC. Ian Harvey will also be coming himself to our school next September to do a presentation on



the Kimbilio Centre and meet our staff and students.

Painting made by the children at Kimbilio

Our next step after meeting with the school student council is to have a non-uniform day where students will wear something blue, their house colour. This is happening Thursday 7th of April. The money raised this time will be going towards buying wood and building tables, chairs and beds for children in the Kimbilio Centre.



If you would like to find out more about our work in St Luke's and about the charity, please visit the two following websites.

<http://www.st-lukes.devon.sch.uk/>
<http://www.congochildrenstrust.org/>

Peninsula Secondary School opens three laboratories

Students, teachers and parents in Peninsula Secondary School in Waterloo, Sierra Leone, are buzzing with excitement! Three years of discussion, planning, hard fund raising and dedicated work by Waterloo's local builders has led to the completion of three laboratories all housed in the school's first two storey building.

The disaster of Sierra Leone's ten year war, after many years of neglect during the preceding dictatorship, left both primary and

secondary schools in Waterloo virtually destroyed.

Amazingly and heroically, the teachers, parents and elders of Waterloo set out to restart the schools in spite of lack of buildings, furniture and books. In 2005, therefore, the Waterloo Schools Charity was set up in the UK to work closely with Waterlonians in rebuilding and developing these schools. The charity is now a member of UKOWLA.

The Primary School has seen its classrooms renovated and six new rooms added; a nursery school with its own building was opened in 2008; and toilets and a rain water collection system were installed to accommodate the needs of nearly one thousand children.



Nursery School in session

In the Peninsula Secondary School the greatest need was for text books and school furniture which the Charity has been able to provide through generous donations from schools and well-wishers in Worcestershire. All the 1,800 students in the school have been supplied with at least four textbooks each and there is now a fully stocked library with a funded librarian in charge.

In March this year representatives from the Ministry of Education, local MPs, village leaders and elders joined parents, staff and children in celebrating the opening of the Henri Williams Memorial Building.



The Henri Williams Memorial Building which houses the three laboratories

Henri, who sadly died last year, was an "old boy" of the school who led the way in the restoration of his alma mater. He will be remembered as the students make full use of the three laboratories in the building:- the Home Economics (Family Health) Laboratory fitted out with traditional, hand held and modern facilities in catering, tailoring and family crafts; the Science Laboratory fully equipped for the WASCE science curriculum; and the Computer Laboratory. This latter has been made possible by the Global Partnership



In the Home Economics Laboratory

between Peninsula Secondary School and Great Barr Secondary and Science School in Birmingham.

The Great Barr School has installed 40 computers with all necessary equipment and three groups of Six Formers have enjoyed visiting Sierra Leone. Both schools benefit greatly from these exchanges. The Waterloo Schools Charity will continue working with the people of Waterloo concentrating on professional development for

the staff and providing facilities for a Technical and Vocational Training Department in the Secondary School.



Great Barr teacher, Neil Morland, introducing a student to the computer

WATERLOO SCHOOLS CHARITY–SIERRA
LEONE
UK reg.1110488

www.waterloo-schools.org

Laurie Read
9 Nogains
Pershore WR10 1HY

01386 553891

Kanaama Interactive Community Support

On the afternoon of Saturday 20th November 2010, 36 people came together to participate in a rather unusual workshop entitled **"Spread the World"**, organised by Kanaama Interactive Community Support (KICS). KICS is a London-based development charity which makes the most of a family link between the UK and south-western Uganda in order to engage volunteers in community activities and dialogue on global issues.

"Spread the World", made possible by small grant from DfID's Global Community Links Action programme was much more than just a workshop. From the word go, our goal was ambitious: we aimed to increase understanding of global interdependence and global development issues, and to promote

actions (such as volunteering, campaigning, and fundraising) that individuals can take to reduce global poverty. The day kicked off with testimonies from Uganda, moved on to a debate on microcredit, involved extensive group discussions about reaching the MDGs, culminated in a rich and reflective plenary session, and finally closed with wonderful Ugandan food and music.

So, what made our workshop so unusual, I hear you ask? Well, three factors immediately spring to mind. First of all was the way the student-led organising team pulled together, aspiring to a common vision of making the event special. Despite meeting each other for the first time only weeks beforehand, their skills and ideas complemented each other remarkably well, and everyone was impressed at the smooth running of the afternoon. One participant commented, *"I would like to thank the enthusiastic, friendly and very cheerful organisers. I could feel their passion for their work across all their ages and experiences, and it was quite contagious!"*

Secondly, particularly unusual was the sheer diversity of people who attended. We welcomed a baby, some children, teenagers, students, young professionals, middle-aged and retired participants! Inevitably, it was a challenge to make the workshop inclusive to everyone present, but somehow we managed to pull it off, as one participant explained: *"Once we began brainstorming, the process became extremely educational - not just for KICS but also for myself. There was a very positive, inquisitive energy in the room and I feel I benefitted from the criticality of the other participants a great deal."*

Thirdly, and perhaps most crucial to the success of the workshop, was the excellent environment. The Hub in Islington, with its log-burning stoves, comfortable furniture and homely facilities, was the perfect venue to get people's creative juices flowing. A delightful feast of Ugandan food certainly added to the



energy and the valuable networking conversations at the end of the day. As well as a handout, participants left with their bellies, their brains and their hearts bursting!



Evidently there is no doubt that the event was unique, enjoyable, and most of all, educational, as suggested by the following feedback from participants: *"The event was really informative and inspiring...It really illustrated how much could be accomplished with relatively little...Today has really opened my eyes, so thank you for that."* One student appreciated getting beyond textbooks to grapple with practical problems and plan specific actions. Several follow-on actions were planned in some detail, two of which are underway.

The KICS team themselves also learnt a lot – most notably the value of viewing all of our work in the context of the bigger picture, and that microcredit works best as part of an integrated approach. The best moment came at the end of the workshop, when our lead facilitator patiently teased out some very pertinent and moving final words of wisdom from the participants, such as the fact that our own inner relationship to questions of poverty and inequality affects our ability to move others. Finally, let me conclude with two of my favourite quotes, which I believe perfectly sum up firstly the true essence of linking, and secondly the fundamentality of taking personal responsibility for global development:

"Don't walk behind me, I may not lead. Don't walk in front of me, I may not follow. Just walk beside me and be my friend."

Albert Camus (attributed)

"Optimism and pessimism are beside the point. The key is not to predict what will happen, but to help shape the future."

Jeffrey D Sachs

With thanks to the Hub for being such excellent hosts, to the organising team for their enthusiasm and dedication, and finally to DfID for giving us the opportunity to deliver such an event. To find out more about Kanaama Interactive Community Support, please visit www.kiafrica.org.

Sarah Witts, KICS trustee.

FEEDBACK

Meadowhead, Sheffield, UK and Welithara Muslim College, Sri Lanka Partnership (since 2006)

From J. Allen, Language College Manager

Teacher comments about their involvement in our partnership global project work and reciprocal exchanges so far:

Over 3 teacher reciprocal exchange visits we have taught lessons to students in both schools in RE, English, History, Maths, PSHE and even a German language taster for Sri Lankan students! Both schools now have the International Schools Award thanks to our joint project work on the global dimension and our partnership is going from strength to strength! We are looking forward to our third successful reciprocal teacher visit in July 2011 thanks to the Year 3 DFID Global schools partnership grant, when both teachers in Maths/LDD will take part in an exchange visit with 4 students from each school. Each school has undertaken a rigorous student selection process to select 2 girls and 2 boys who will form our Global Ambassador team and continue to champion the link and organise events in both schools following their visit.

Miss J Allen, Language College Manager.

"I spent a lovely day sightseeing in London with our Sri Lankan link teacher and a British Council worker from Colombo: Madame Tussauds, a boat on the Thames, the Tower of London, but to be honest, nothing to match

holding baby turtles or river-bathing with elephants! When it comes to the cultural exchange, British teachers seem have so much more to gain (though the flag was flying at Buckingham Palace, so at least they knew the Queen was in residence!)”

Mr D Timms, Head of PSHE/Citizenship.

The students of our school have become very broad minded and they look at things in a very positive way, which is the most important thing we could do by having a global school partnership. Through all these activities our students became aware of the global themes, how they can contribute to make our world a better place, and that they must respect other cultures.

Mrs N Waidyaratne, Head of English.

All of our 350 Year 7 students have participated in the 'Life/Beliefs' photo project which is now embedded in the RE syllabus. 'Delivering the global curriculum for the 21st century' has become the new slogan to identify the work of Meadowhead RE department. I have learnt much, shared much and have the happiest memories of the whole experience, and the best thing is that it is an ongoing partnership so these benefits will continue.

Mrs J Henry, Head of RE.

We learned more useful teaching methods and gained resources as a result of our lesson observations and participation. We also appreciated the opportunity to observe different pastoral methods of care, and the day to day running of such a large school. Assemblies were very interesting and it was a pleasure to participate in these for each year group. We have now plans to further develop our links to help teacher training in Sri Lanka, following the most recent UK school Senior Management visit where we met to discuss training needs with our local education minister.

Mr M Sailani, Headteacher.

(More FEEDBACK in the next edition from students of Huddersfield New College)

Letter from Elikem Youth Centre, near Accra, Ghana

(Linked with Fairfield Preparatory School, Loughborough)

From Winfred Gelli

“Many apologies for a long delay to contact you. I am really sorry as my commitment to UKOWLA is very important for the development of ELIKEM'S partnership links.

Since September 2010 I have been very busy organizing workshops with farmers and submitting documents for our Fairtrade certification.

We received an auditor from Fairtrade who came to conduct the initial audit. There are few standards that we have to comply with and present paper documents by the end of July 2011. Elikem is determined to go Fairtrade in order to support our work and the community.

Currently we are working with 2500 producer members from 26 communities.

The organization was audited for 4 Fairtrade products for a start. These include Sugarcane, Cocoa, Pineapple and Pepper.

After the Easter holidays we will continue with the workshop and submit the final documents and to hope if we will be certified Fairtrade.

Children at the Elikem Youth Centre are doing well and our partnership with Fairfield Preparatory School in Loughborough is still in progress. We exchange letters and information.

The teachers we have at the centre to teach the children are all volunteers but need a little finance to do their best. This is some problems we are facing at the moment. We are now thinking to employ two qualified teachers for Maths, Science English and Social Studies.

With support of other few volunteers we can keep the centre running. We also lack few facilities like 2 small dormitories for boys and

girls, new toilet and 2 sleeping rooms for teachers and visitors.

At present we have 31 girls and 22 boys between the ages of 6 and 14.

I hope everything is well at UKOWLA

Send my greetings to Sarah and others.

Wishing you all the best for UKOWLA

Kind regards

Winfred Gelli"

Global Justice (Carbon Partners) project – update

Emily Clark

"Carbon Partners" is an innovative DFID-funded project to pilot a model for global school partnerships that is based on justice rather than charity. There has been significant interest in this model and as a result the pilot has been expanded to encompass several more schools in South Yorkshire, including infant, junior and secondary schools.

An exciting development in this project has been the recent involvement of a cluster of schools in Rotherham and Pakistan. The schools were already linked via a British Council Connecting Classrooms project and were interested in exploring the theme of energy so this project has provided a framework for them to develop their partnerships in a meaningful way. During a visit to the schools in Kotli, Northern Pakistan, during February half-term, teachers from the Rotherham schools had the opportunity not only to see some of the schools first hand but also to discuss with colleagues how the project themes could be brought out through learning. The Pakistani teachers had already collected all the data needed to work out their school carbon footprints and, using a calculator tool developed for us by consultant Danny Chivers, they could gain fairly accurate measurements of their carbon footprints. It was very interesting to see the huge differences in the carbon emissions between the different

Pakistani schools, but this is nothing compared to the difference with the UK schools! The Pakistani school carbon footprint calculator is available to download from the project website at www.carbonpartners.org.uk

The partnerships continue to strengthen and develop and the Rotherham schools are supporting each other with initiatives to reduce their carbon emissions. The inclusion of Infant and Junior schools in the Carbon Partners pilot has been fantastic as it demonstrates how the project model can be adapted to different levels. We are helping the schools to put together case studies on the project website so that other schools can learn from their experiences.

Looking ahead to the third year of the project, we are organising some focus groups with staff and students in the original pilot schools over the next few weeks to assess the impact that the project is having on attitudes and behaviours. These interviews will also help to identify any barriers to the model being more fully implemented in school and inform a CPD session taking place in June 2011.

If you are interested in finding out more about the Carbon Partners model please visit the website: www.carbonpartners.org.uk or email: clive@decsy.org.uk

The Global Justice Programme is located at Development Education Centre South Yorkshire, Scotia Works, Leadmill Road, Sheffield S1 4SE

Major changes at BUILD

John Whitaker has taken over as Chairman from Sir Nigel Thompson and Nick Maurice will be retiring from the position of Director, though still intends to work with BUILD. Nick was formerly Director of UKOWLA and was largely responsible for setting up BUILD as an organisation to take on strategic aspects of linking. Pepi O'Neill, the long-standing Administrator for BUILD and formerly UKOWLA will also be leaving.

We wish them both well.

BUILD is currently looking for a new Director.

Global School Partnerships programme 2011



As part of the Global School Partnerships programme, the following opportunities are available for school staff and governors involved in global citizenship:-

Partner Finding Conferences

A 2 day residential Caribbean Partner Finding Conference took place on May 7th & 8th at Harborne Hall, Birmingham. This will be followed by a one day conference on June 10th at the Glasgow Pond Hotel to facilitate UK and Rwanda school partnerships. The conferences provide an ideal opportunity to find a global school partner in a supportive and informative setting. Experienced personnel from the UK and partner countries will be present to advise and inform. The conferences are subsidised by the Global School Partnerships programme and the Rwanda conference is free for schools to attend.

Expanding Communities Partnerships Seminars

The purpose of these seminars, funded by the Global School Partnerships¹ programme, is to enable schools to learn from and build on the expertise of the many longstanding International Community Links that are making a big difference to the lives of partner communities worldwide. The seminar aims to bring together local teachers with members of local Community Link groups so they can work together, learning about the schools in the partner countries in the hope that a Global School Partnership can be developed. UKOWLA members can play a big part in these seminars, meeting teachers from local schools, as well as members of other Community Links from their own region; as a result we are creating new, sustainable partnerships both locally and globally. At the same time, schools are supported, nationally, by the Global School Partnerships programme.

¹ Global School Partnerships is funded by UKaid from the Department for International Development (DFID) and run by the British Council, Cambridge Education Foundation, UK One World Linking Association and Voluntary Service Overseas.

Places are subsidised, and so are free to school staff, governors and community link members. Twelve seminars are being held across the UK in 2011, and are proving very popular with schools and community link groups. Recently these have taken place in Wells (May 24th) and Northampton (May 26th). More are planned for Stevenage (July 4th), Newcastle, (September 21st) Medway, Belfast and Glasgow.

Please contact Sarah Hamlet at sarah@ukowla.org.uk for further information about any of the above events.



Global School Partnerships is funded by UKaid from the Department for International Development

Taking Care

There are many practical considerations that need to be taken into account when organising exchanges and visits, such as health and safety, child protection, travel arrangements and visas. Visa difficulties and insurance have been discussed in the OWL before, but many of our members have long and practical experience in ensuring 'exchangees' have a pleasant, safe and valuable experience. This could be of value to others, so you are invited to provide examples and ideas that you are prepared to share. We look forward to hearing from you.

The following introduces an example of a risk assessment that is currently in use.

"Work back from the Enquiry" -an example of a linking risk assessment

John Errington

Risk assessments are a necessary part of all educational activities these days, certainly in a school, but most definitely when students are taken out of the classroom. My old boss used to quote "work back from the enquiry" as a general guide to writing a risk assessment! You're in the dock, there are the Judge and

the Jury, something terrible has happened, and you are culpable! Work back from that point and ensure that whatever the reasons were that put you in these circumstances simply don't occur. Think very carefully through all potential situations, no matter how unlikely, and put in place a remedial measure to counteract those threats. Taking kids across the road to the swimming pool involves writing a risk assessment from first principles, as does taking a group of students to Zanzibar! The risk assessment that appears below has evolved over many years of partnership between Aston School, Rotherham, and Makunduchi School, Zanzibar; and it has been modified again for Zanzigap, a not for profit gap year company which has evolved from that educational partnership. We believe it could be modified yet again to suit a visit to almost any sub-Saharan location. After all, the old boss used to also say, "Getting started is the hardest part of any job..."



2010-1

This risk assessment has evolved over many years of partnership and sending gap year volunteers to Zanzibar. It is by no means a definitive list of potential (if sometimes unlikely) hazards, but, we feel it covers the main points to look out for when visiting Zanzibar.

It is divided into 5 main sections:

1. Health Issues
2. The journey
3. The School House
4. Activities
5. Zanzibar Town

Within each section (presented as a table) the principal risks, based upon experience, have been identified and for each there a control measure is presented.

Some of the potential risks may seem less than serious, such as 'falling coconuts'. However, local people have been seriously injured and even killed by this, so it really does, together with other, at first sight

unlikely eventualities, need to be taken into consideration!

If you are interested in seeing a full copy of the Risk Assessment (too long to be printed here) please contact

John Errington at Zanzigap (Zanzigap Ltd 18, Melrose Road, Sheffield S3 9DN) or zanzigap@hotmail.co.uk

Exploring Gender Equality and Linking:

Saturday 4th June in Manchester

Saturday 25th June in Cardiff

Book your place

What work is already being done to ensure equal rights for women worldwide?

What role can links play in promoting gender equality from community level to the global level?

How can we engage with the recently launched UN Women's agency?

These are some of the questions we will be answering in a day of learning, interactive discussion and activities focused on Gender Equality.

Gender equality is a far reaching issue which is connected with a wide range of global issues, so it is relevant whether you work on HIV and AIDS or Environmental Sustainability. Come and join us to:

- Share your experiences and hear about what other links are doing to support gender equality
- Learn more about gender issues and the UN Women's agency

Notice Board

- Take part in discussions about the role links can play in ensuring equal rights for women
- Find out what more your link can do to take action for gender equality

To register...

Places are limited so please register now by logging in to your Link Profile at <http://communitylinks.britishcouncil.org/forms/main.aspx> and clicking on the workshops tab to register. If you do not have a Link Profile yet, please take 10 minutes to set one up by clicking 'register your link'

Present your work...

There will be an opportunity for 2-3 links to present their gender-focused work to the group. If you would be interested in giving a 10 minute presentation and answering questions please email us at global.learning@vso.org.uk and we will contact you.

Please note that we offer one place per organisation, therefore please nominate one member to attend the workshop and follow the links below to register your place. However do let us know if you would like a colleague to be put on the waiting list so that we can contact you if places become available in the week before the workshop.

If you have any questions please do not hesitate to email us at global.learning@vso.org.uk

We look forward to meeting you at a workshop.

**Global Community Links
Global Learning and Workshops**
Email: global.learning@vso.org.uk

Webpage:
www.dfid.gov.uk/communitylinks/workshops

Thanks The Editor wishes to acknowledge the work done by Mike Carrick (a former long term Trustee) in commissioning many of the articles that appear in this edition of OWL.

British Tanzanian Society
We have received a copy of the BTS Newsletter which contains much of interest for people with links in Tanzania.
Contact:
www.btsociety.org
www.tanzdevtrust.org

Copy and pictures are always welcome. Please submit to the Ilminster office.

Deadline for the next edition is July 31st

Where pictures of young people are submitted, please ensure that permission for publication has been obtained.



Contact:
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Frog Lane
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Somerset TA19 0AP

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