

Developing International Partnerships in Work-Based Learning

Agreements for building projects

Finding a partner

MirandaNet, British Gateway, social networks and other partners (link)

Texting as well as email

Video conferencing

Fosters a sense of trust with space for grassroots informal learning

Professional specialisms in discussion group

Fashion

Language

Adult numeracy

Continuing professional development

ICT

problems

Firewall

But mobile devices came to the rescue!

Important points from Keynotes

Much comes top down from the politicians and does not work

New node

Important issue is personal trust between the people on the ground - networks need to be long term

should be a parity view

but do need also the cultural view and how to fit into it

the importance of culture in shaping different understandings of the concepts on which partnerships are based

Power relationships

Modes of student assessment are a major problem all over the world
multimodality

Narratives from different cultures are quite different:

UK narratives pessimism and low self esteem

cosmic wholeness in South Africa, Eastern Cape the living and the dead

Young adult learning

Motivations: why would we build partnerships?

Children need to understand how the global community works-Global
Citizenship

follow up work leading to exchange schemes etc. are important in this respect.

within the school system and adult education systems in the UK, there are many

pluralistic societies and linking with their countries of origin will increase

understanding and sensitivity to different issues - learning to live together as part of
lifelong learning

all 27 countries in Europe too have different perspectives

Impact on students who would not travel 20 mins into London before the
project

World Peace more likely

Curriculum

Multi-modal forms of Assessment may be more effective instead of
traditional top down testing

Is there enough commitment from Government?

How does this increase when commitment to learning language is decreasing?

- Car building and racing

- Japanese and English do plays together

- Playing music

- Science lessons

- English lessons

- English Children teaching the Taiwanese children about Dickens with highlights on pages in two languages

 - cultural understanding and values important when building curriculum

 - New node

Sense of audience moulds what the pupils want to show. They have to think about what other people want to see

Betting horses good for numeracy but culturally not on curriculum

focus on music, sound, images and other multicultural signs to avoid the language issues

Organizational effort-informal education & Identity are key to people when pursuing HE

What kinds of research work?

- work based research

- ethnography

- active membership research

- Students as co-researchers

Peace Room on World eCitizens ([link](#))

- Enhance social cohesion

 - New node

- People who use satellite do not engage with their local society

Funding

- Schools can fund this themselves if they have commitment? PTAs etc

 - Ravensbourne school has a shop of students' artefacts

- Commonwealth funding for a residency in London? Is this a UK-centric view?

- companies liasing

Communication

- Timing problems with face to face contact. South Africa good, China more difficult

- Problems between groups in society not just across nations

- Dislocations of understanding within society

- Collaborative-Constant use of the word WE

- Issues with continuity with school holidays when working across different contexts

How do evaluations take place?

- Practitioner reflections

- Evaluative non-public reports by Foreign & Commonwealth Office

- Who are the reports for?