

INTERNATIONAL SCHOOL AWARD

ISA GUIDANCE MANUAL NEPAL





INTERNATIONAL SCHOOL AWARD

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About British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

Sixty years ago, the British Council was established in Nepal with the first British library, to build friendly knowledge and understanding between the people of Nepal and the UK. Sixty years later, we have touched millions of lives through working with people and institutions from the education, language, skills, arts and youth sectors in Nepal –working to build trust between the people of Nepal and the people of the UK.

About Connecting Classrooms through Global Learning

Connecting Classrooms through Global Learning works with schools around the world to help young people develop the knowledge, skills and attitudes needed to thrive. The programme supports schools internationally to learn about and collaborate on the big issues that shape our world.

How it works

Connecting Classrooms is a flexible journey for schools around the world of learning, knowledge sharing and international collaboration. It entails the following:

1. Partner with schools – collaborate with peers in the UK and other countries on school activities focusing on global themes. Partnerships offer teachers the chance to share experiences and learn from each other.
2. Develop your skills – we encourage teachers to continually improve their knowledge and expertise at embedding global themes in their teaching, by completing our training courses, available online and face-to-face.
3. Classroom activities – complete activities with partner schools based on the Sustainable Development Goals (SDGs). Download one of our

free resources to start embedding the principles and themes of the SDGs in your classroom.

4. Apply for funding – as a cluster of schools or one-to-one school partnership, you can apply for funding to facilitate visits, events and training as part of the Connecting Classrooms journey.
5. Accreditation – whatever stage of your Connecting Classrooms journey you've managed to reach, you will receive the relevant level of the International School Award to recognise and highlight your achievements in embedding international education in your school.

Schools are also invited to make use of the many classroom resources, free online training courses and other opportunities to partner with overseas schools with and through a range of other organisations.

Why take part?

Connecting Classrooms is about more than just understanding global issues; it's about upskilling both teachers and students to create positive change in the world. As part of Connecting Classrooms, you can:

- visit a partner school, collaborate and plan how to embed global themes into your curricula.
- strengthen pre-existing partnerships and expand your network.
- equip students with the skills they need to thrive in an increasingly global world.
- take part in fully-funded training for leaders and teachers, face-to-face or online.
- support the international collaboration of young people in their community and play a part in achieving the Sustainable Development Goals.

The ISA was launched in Nepal in 2012 and so far over 84 schools from across the country have won Full award. The range of schools participating in the British Council International School Award includes both public and private sector schools from main urban cities to rural areas and schools for the less advantaged communities. The British Council International School Award now has a presence in 31 countries worldwide.

INTERNATIONAL SCHOOL AWARD

Introduction

The International School Award (ISA) is a global accreditation scheme recognising good practice in incorporating the international dimension into schools.

The accreditation process has an action planning stage, followed by compilation of evidence and the submission of an evaluation. It takes approximately 12 months to complete. Successful schools are accredited for three years.

The International School Award (ISA) acknowledges school collaboration internationally and provides a framework for recognising schools that:

- champion international work and collaboration with partners to build and develop lasting relationships
- benchmark best practice and share professional development in teaching and learning
- engage young people in both the global economy and global citizenship and develop their skills for life and work
- support whole-school projects that contribute towards school improvement
- enrich education through international work.

Who is it for?

Any school recognized by government of Nepal, including government, semi-government, private and international school or school run by diplomatic agencies who have been offering curriculum as provisioned by the existing laws of Nepal is eligible to apply for ISA. The minimum requirements include basic infrastructure in the school, at least one computer with internet facility and at least one teacher with adequate working knowledge of the English language.

The schools that benefit the most are the ones that are proactively seeking ways of improving classroom transaction and would like to see some transformational change from traditional methods to more innovative methods.

What are the benefits?

The International School Award provides a framework for schools developing international activities. It is a goal to aim for and a valuable public relations tool once achieved. Most participating schools have a few years of



international experience and active partnerships with schools in other countries.

Key benefits are :

Support with the development of a strong foundation for internationalism

The ISA supports schools to develop:

- an international ethos embedded throughout the school
- a majority of pupils within the school impacted by and involved in international work
- collaborative curriculum-based work with at least one partner school
- curriculum-based work across a range of subjects
- year-round international activity
- involvement of the wider community
- evaluation from a variety of sources allowing you to improve your activities and your international programme.

Recognise internationalism throughout the school

The process of working towards the ISA helps pull together all the international links and activities within your school. It can also provide schools new to international work with a useful framework for recording their activities. It will help you to set targets and to analyse the outcomes of your international activity. The ISA aims to embed internationalism across all curriculum subjects and all year groups, thereby enriching the entire curriculum of the school.

Increase global awareness

There is no better way to increase teachers' and students' global awareness than by helping them to

develop collaborative work with their counterparts in other countries. Sharing experiences, backgrounds, cultures, opinions and everything else directly through school linking helps expand teachers' and pupils' horizons and increase intercultural dialogue and understanding

International accreditation

The ISA is an accreditation scheme and not designed to be a competitive process and there is no limit to how many schools can be given the ISA. The ISA rewards schools who have

reached a certain level of international work. ISA-accredited schools are acknowledged as 'champion ambassadors' for the high quality of their international links and activities.

Recognition

When a school is successfully accredited with the ISA it gives a strong sense of achievement to teachers and students. It also provides excellent public relations opportunities and media coverage.



HOW DOES MY SCHOOL ACHIEVE THE INTERNATIONAL SCHOOL AWARD?

In very basic terms the ISA accreditation process consists of a forward-looking action plan submitted at the beginning of your ISA, followed by the submission of portfolio of evidence (dossier) and an impact evaluation form after one full year.

The criteria

- international policy being written, reviewed or adopted
- international co-ordinator identified, appointed or post reviewed
- curriculum-based international activities
- core skills embedded
- activities support one of the SDG's
- majority of activities successful
- range of year groups involved
- range of subjects covered
- year-round activity
- collaborative work with partner schools.

In order for a school to complete this process these are the following steps they will **need to follow**:

1. Identify or appoint an international co-ordinator

We expect there to be a person, or a committee, that takes on responsibility for applying for the ISA, and for ensuring that all the planned work takes place, and that the portfolio is completed and submitted on time.

The international co-ordinator is the teacher or other staff member who is responsible for applying for the International School Award scheme. Depending on the nature of your school, your international co-ordinator role description will vary. A template is available for schools to use, but some may wish to create their own style if preferred. The role should be endorsed and signed by the school management or Head Teacher.

2. Write, review or adopt an international policy

We want international work to be clearly embedded in the ethos of the school. Thus we expect schools applying for the ISA to have already written, or to be working on, a whole-school international policy.

This policy will vary depending on the nature of your school. To give you an idea of what an international policy consists of you can read

the attached sample policies written by schools which have received the International School Award in the past.

In order to demonstrate commitment and the support of the school management, an international policy is required, which should have been signed by the Principal – or whoever appropriate signatories would be. Having a policy ensures a whole school approach. By having the signature of the Principal it builds the network and support for developing links and international activities.

3. Complete an audit of international work done at the school

All schools taking part in the ISA will need to undertake an audit of existing international activity. As a school moves through the process they will update their audit.

4. Submit an Action Plan

This document should be submitted at the beginning of the programme year – the Action Plan document describes the activities the school intends to undertake as part of its application for the Full Award. This plan will need to be approved by British Council ISA team.

It must contain a minimum of **seven** curriculum-based international activities that will take place in the **running** curriculum year. One of these activities should be based around languages. Language learning becomes a valid activity when young people learn about the country, its customs, geography or culture and can compare and contrast it with their own country. It should not solely be about learning the language. Activities in the Action Plan should cover **all** the seven points listed in the guidance to completing the application form.

5. Implement the activities

Schools should ensure activities take place as planned (or record where there have been changes to the original plans), record the activities and keep material relating to this work.

Schools are expected to complete at least seven distinct international activities within one school year in order to achieve an international school award. It is up to schools to decide how they split the activities, but it is advised that each

activity should involve a different year group and a different subject where possible.

Schools should present their international activities in the same order as they appear in their completed activities summary sheet and place the material for each activity in chronological order. Give a short description of each activity, with clear details of who was involved. Then provide some evidence of the work, you can for example, include extracts for the school development plan and from schemes of work, emails, newspaper cuttings, photos, quotes from parents, partner schools, samples of pupils' work, teachers' reports and meeting notes.

6. Keep a record of your international work

Details of what should be included in the portfolio of evidence are described in the next section.

7. Submit an Impact Evaluation Form

This is where the school provides evidence that the activities set out in the Action Plan have been completed. The evidence must illustrate the **impact** that the activities have had on the school, educators, young people and the local or international community, including any relevant learning outcomes.

Testimonials

"Since introducing international dimension there is greater understanding about global issues, culture, diversity, language through group collaborative work with different countries. "ISA should reach out to every government schools in Nepal with the support from the government as the benefits are remarkable."

Beg Bahadur Thapa, Teacher from Dol Bhyangyang School, Dhading

"ISA has helped our school be well recognized in our district and today our children are eager to go to school and learn. They also share with us about their UK partner schools. It's enlightening for us too as parents and through knowledge sharing we are also learning about UK,"

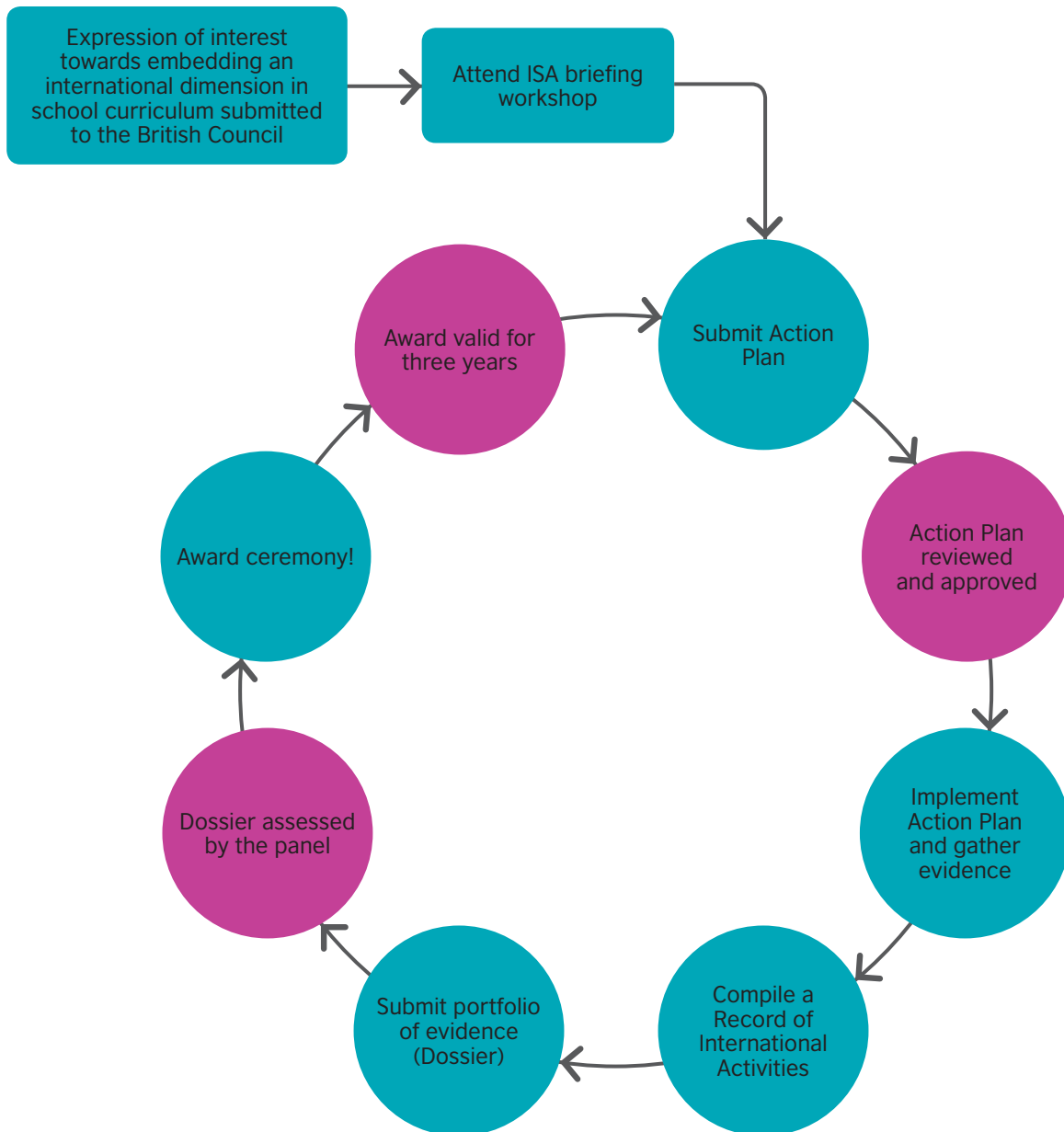
Ram Dhatta Bhattarai, School Management Committee member, Rampur HSS, Doti

"Teachers involvement is now more of a facilitator in this novel teaching learning process after embedding internationalism and Connecting Classrooms today has become an integral part in our school curriculum. There is respect, feeling of belongingness and positive attitude towards learning and sharing responsibilities by 'Thinking Globally, Acting Locally'"

Niroj Maharjan, Principal of Annal Jyoti Boarding School in Kathmandu



OVERVIEW OF THE PROCESS



1. Getting started

Most schools applying for the International School Award may have already started embedding an international dimension in the school curriculum or may already have ongoing international school partnership. Once you feel your school is ready, submit an expression of interest. Your local British Council office will then invite you to attend an **ISA briefing workshop**. This workshop will explain the process of applying for the award.

2. Planning

The first stage in planning your international work is to draft or update your school's **international policy** or strategy. This is a simple one-page document that sets out what your school aims to achieve through its international work. The next stage is to write an **international co-ordinator role description**. This is a list of the responsibilities of the person within your school who leads and co-ordinates international work.

Now you have to undertake an **audit of existing international** activities carried out at the school. In the early stages it is important to map out practice and have an overview of your school's international activities that already exist. As you move through the ISA, analysing and evaluating the outcomes of the audit will provide your school with objectives that can make up a whole-school plan or feed into the school's international policy.

Now you are ready to complete your **Action Plan**. The Action Plan sets out the international activities you aim to complete during the year, including subjects and year groups covered, specific activities, what you intend to achieve through this activity and how you will evaluate success.

2. Gathering evidence and submission of Impact Evaluation Form

During the course of the year your school will work on the various activities set out in your Action Plan. As each activity is completed you will gather evidence, for example copies of student work, photos of displays and evaluation forms from students, teachers and others describing what has been learned through the activity. These records are filed together into a **'portfolio of evidence'** or **'Dossier'** that is kept in your school and will assist you with completing your Impact Evaluation Form. Your completed Dossier and Impact Evaluation Form is the document that will be reviewed by the adjudicators to decide whether your school is eligible to be accredited with the Award.

3. Assessment

The Impact Evaluation Forms are assessed by a country panel. The panel will include Ministry of Education representatives, British Council staff and suitably experienced educators. A random selection of forms is then submitted to a regional panel, which monitors consistency of assessment across the region. Schools that have met the criteria for the Award and demonstrated the required quality of international work will be notified of their success and invited to attend an award ceremony. The International School Award is valid for three years.

Key dates

The International School Award runs annually and adopts the following outline timetable. There may be small differences due to time and availability of schools and unforeseen circumstances which will be notified in advance by the local British Council ISA team.

May/June

British Council ISA briefing workshops

May/June/July

Deadline for submission of Action Plans

May/June/July

Review of Action Plans, feedback provided by British Council

November

1st Mid-year review

March/April

2nd Mid-year review

31 May/30 June/31 July (the following year based on Action plan approval date)

Deadline for submission of portfolio of evidence/dossier

June/July/August

Assessment of portfolios and school visits

September

Award ceremony

Apart from the above date's professional development training opportunity to one school leader and International coordinator will be provided by the British Council. Workshop dates will be communicated once all action plans are approved.



INTERNATIONAL ACTIVITIES – MANDATORY REQUIREMENTS

1. Curriculum-based activities

International projects must be part of genuine classroom activity that relates to a national or local curriculum and should take place during normal lesson time. Projects and clubs carried out at lunchtime and/or after school are not usually eligible for consideration unless they clearly relate to curriculum-based work.

a in-country public/private partner school. The three activities with international partner can be completed with the same school, or with different schools from around the world.

Every activity should have an international focus, its content must be embedded within the national or local curriculum and it should contribute to improving educational outcomes.

2. Collaborative work with partner schools

At least three activities should be based in collaboration between pupils and teachers from an international partner country and one with

The table below gives further advice on what is acceptable in terms of collaborative work.

Activities such as...	are acceptable provided that...	are not acceptable when there is...
visits and trips (non-reciprocal) See note below	they are part of genuine curriculum work (see 1) and young people have exchanged cultural information via emails and letters with their peers in the partner school before and after the visit.	no evidence of young people exchanging information as part of curriculum work.
fundraising and sponsoring	young people are in regular contact with a school abroad and the content of the information exchange has an impact on the curriculum. Fundraising alone is not a suitable activity.	no evidence of young people exchanging information as part of curriculum work.
exchanges and work experience (reciprocal)	young people have exchanged cultural information via emails and letters with their peers in the partner school before and after the exchange as part of curriculum work.	no evidence of young people exchanging information as part of curriculum work.
school-to-school projects	it illustrates the impact this activity has had on young people and educators in understanding the world as a global citizen, through improved teaching practices or improved outcomes for young people.	no evidence of reflective learning or a change of behaviour, knowledge or outcome in these areas at individual, classroom, school or community level.

A note about visits and trips

In-country visits

A trip or visit will not qualify as an activity on its own, but should be included in addition to curriculum-based projects (for example, a trip to a religious place does not count, but as part of a term-long project on religions of the world, it should certainly be included).

Overseas visits

Picnics, visit to exhibitions, games and other extra-curricular visits, which have no impact on lessons, are not acceptable as curriculum-based international activities.

3. Sustainable Development Goals (SDGs)

Young people and educators build an awareness of global SDGs which countries adopted on 25 Sep 2015, in a bid to end Poverty, protect the planet and ensure prosperity for all.

- Schools to run activities that introduce the SDGs to young people.
- Your activities must encourage young people to show awareness of Sustainable Development Goals.
- The SDGs must be incorporated in each and every activity as a tool to achieve global learning outcomes. A minimum of 07 SDGs must be addressed in your action plan. (more details available in guidance section below)

4. Continuous professional development

As well as building relationships with partner schools, and reflecting critically on these, educators should also outline a school-to-school activity that illustrates changes to their practice as a result of collaborative partnership work or adaptations they have made to their own pedagogy or classroom management.

5. Majority of curricular subjects involved

A **broad range of subjects** should be included in international activities during the year. **For example, learning a foreign language is not an international activity when it focuses solely on learning language skills through volunteers or tutors:** it becomes a valid activity when young people learn about the country, its customs, geography or culture and can compare and contrast it with their own country. This should be clearly demonstrated in the evidence in the portfolio.

6. Majority of pupils involved

The activities must include involvement by **the majority** of young people in the school (at least 75 per cent) across these three activities. Small groups of pupils on visits can only be considered in addition to the activities. Whole school activities should illustrate the school's leadership in embedding global citizenship and awareness at the heart of the school.

7. Year-round activity

International activities must take place **throughout the year**, with some activities running each term. It is not acceptable for all activities to take place during one week or in a concentrated period.

IDEAS FOR INTERNATIONAL ACTIVITIES

Here are some practical examples of the kind of international activities you could organise and record in your portfolio. There are a number of activities that can be done with pupils in different subject areas that will help involve the whole school community in the partnership.

First impressions

- Find out how much pupils know about the country in which your partner school is situated. You can do this by brainstorming everything they know – ask them to draw a picture or write a poem.
- Pupils could spend a week collecting newspaper articles about the country and make a collage (if they cannot find any articles, what does this tell them about that country?). Discuss with pupils how they know what they do about this country.
- Use this material as a base line when you are assessing how much pupils' perceptions have changed during the project.

Introduction

- Ask your pupils to think of how they greet people in their own community and ask them to think of ways of introducing themselves to pupils in their partner school.
- Pupils may wish to send a card (real or virtual), an email and/or photos, write a letter, or send postcards of their local area.
- Ask pupils to think of something about their country that they think people in other countries don't know and/or misunderstand. Ask them to think of a way in which they can explain this to pupils in the partner school.
- Ask pupils to explore what is country famous for, Famous personalities, UNESCO listed heritages, Famous tourism Spots,

Here are some examples of the type of international activities pupils have organised within their schools:

- diversity festivals
- language-awareness projects
- cultural heritage at your school
- studying international meals and nutrition
- designing a cookbook and exchanging recipes
- comparing and contrasting your home towns
- writing an international newsletter
- researching overseas tourism, architecture, trade and industry, communications and art
- studying international poetry/drama/music/flora and fauna

- researching the UN Rights of the Child
- creating international display boards
- studying customs from around the world
- 2012 Olympic Games in the UK and international sports
- folk stories and songs in assemblies
- materials and clothes from around the world.

Examples of cross-curricular activities for students aged 7–11

In the news

- **Subjects: Language(English/ Nepali) Social studies (Civic sense)**

Children from both schools will identify theme related to any kind of social issue. Then they will follow up that issue in local or National newspaper for a certain time frame. Post discussion among the group children can undertake research to make their own reports. Exchanging these reports with a partner school, pupils examine the issues, how they are represented and what they tell them about the place and the people. Pupils collaborate to report on a global issue, such as climate change, Child rights, War and Peace etc.

Global storybook

- **Subjects: Moral studies, English, Social studies.**

In this project, children create a Global Storybook with stories and pictures that identify and explore different cultures and communities. They work collaboratively with a school abroad to produce stories that are jointly authored and which cross both cultures.

Life story of product we shop

- **Subjects: Science , Mathematics, Social studies**

In this project, children discover the origin of items in a typical basket of shopping. They find out how raw materials are refined and processed and will track the 'life story' of various products. They can compare the contents of shopping lists with their partner schools and share the life stories.

Words Fun

- **Subjects: English, Nepali**

Thinking about useful and important words, children make signs and sing songs and rhymes in another language. They learn the sounds and become familiar with the written form of the new

language. They collaborate with an overseas school to create a picture dictionary both classes can use, and collaborate on a song and dance concert.

My hobbies

- **Subjects: Social studies, Creative arts, Language**

Children survey hobbies pursued by classmates and by older generations. They record and present their findings and share information with a partner school. Teachers match pupils with similar interests to research the development of their shared hobbies and produce a poster or web pages.

Bio Diversity

- **Subjects: Science, Social studies**

Children from both school will explore different flora and fauna found out in their community or nations and make a mini project that includes the information about them. The report can be exchanged with the partner school and student will discuss on one another reports through video conferencing or feedback in social media.

Currencies and its value

- **Subjects: Mathematics, Creative arts, social studies**

Children shall collect pictures of different banknote used in their country and they will make a scrap book explaining about the symbols in the currency. Those scrap book will be shared with partner school students. Further they will collaborate and calculate value of both currencies according to the exchange rates.

View from my window

- **Subjects: Creative Arts, Social Studies, Language**

Children photograph and write a description of their view. They exchange written descriptions (not pictures) with the partner school, and create artistic interpretations of their partner's word pictures. They later check their artwork against the partner's photographs and make literary and visual, environmental and social comparisons.

Culture in the Box

- **Subject: Social studies, Creative arts, Moral studies**

Students from both school can collect different symbols that represent the culture of their own countries. Both of them make idols, pictures, art and craft representing own culture and pack it into the box then courier or post it to their partner country. Children can prepare the questions after receiving the box from one another. It can be followed up by online quiz or

video conference explaining the symbols to one another and preparation of report.

Examples of cross-curricular activities for students aged 11–18

Because I am a girl

- **Subjects: Moral studies, Social Studies**

This encourages students to explore and examine the role of girls in society and identify the differences between the experiences and expectations of girls and boys around the world. It accompanies the report *Because I am a Girl: the state of the world's girls 2007* published by Plan. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

My climatic Zone

- **Subject: Science, Social Studies**

This project supports pupils to get information about diverse climatic zones. Children can explore the climatic zones including the weather cycle, habitat of flora and fauna, in the climatic zones of the partner school countries. Post exploration they can prepare the report using secondary data. After the report is prepared students can discuss about their findings to one another through video conferencing and discuss about real scenario.

Water water everywhere not a drop to drink

- **Subjects: Science, EPH, Mathematics, Social**

This project looks at the impact of water shortages in own country and the wider world. Students assess the impact that water shortages will have on them individually and the world as a whole. Students can make a graphical representation of the data reflecting the water shortages and its impact to rural and urban community in own country. They share the data with partner school and communicate with one another eventually creating awareness utilizing both data.

A day in life

- **Subjects: Language, Creative arts, Computer, Social studies**

Students will make a film collecting different video clips of their daily routine. After film will be prepared they can be shared it with the partner school through you tube or vimeo. Students from both end will reflect upon cultural contrast virtually through social media and develop understanding about one another.

Two rivers one world:

- **Subjects: Science, Social studies, Mathematics**

Students from both school can visit the nearby

river in different parts like near the source, before entering into city, middle of the city and after city. They can do the water testing in different part to test the level of water pollution using different mechanism. Students can also measure the depth and calculate the volume of water in different depth and make a graphical representation. Furthermore they can also associate the river with society and culture and prepare a report that can be shared with partner school and collaborate with one another to learn about significance of river through different dimension.

Girl trafficking in Nepal

- **Subject: Social studies, EPH**

This project gives the deeper understanding about the social evils existing in the country. Students can do the deeper research on the issue using the data and case studies available in government and different social organization. Students can prepare mini project that supports in creating awareness among the local public. Furthermore students can also prepare report considering the global issue of human trafficking.

Fairtrade in Pakistan

- **Subjects: Mathematics, Social studies, OBTE**

This lesson begins to explore the idea of Fairtrade and the affect we can have in the

developing world through Fairtrade. Students will develop an understanding of where products originate and social responsibility. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

Child labour in India

- **Subjects: Moral studies, Social studies**

This project introduces the country of India to young people and examines the practice of child labour. It encourages young people to examine their own life and compare their experiences with those of children in India. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.

Make the link, break the chain

- **Subjects: Social studies**

These lessons examine the history of the transatlantic slave trade as well as the forms of slavery that still exist in the world today. It was developed from a project that linked schools in Brazil, Haiti, Senegal, Sierra Leone and the UK. The lesson plan comes with curriculum links and photocopiable activity sheets. There are supplementary photo, video and audio materials.



FIFTY IDEAS FOR INTRODUCTORY ACTIVITIES

The listed ideas are introductory activities for your preparation for the Full Award; you need to develop these ideas to reflect each of the following areas, detailed on page 5:

- global citizenship
- enriching education
- international school ethos.

The ideas range from simple tried-and-trusted activities requiring limited preparation, to truly collaborative ones designed to maximise pupil involvement and interest. It should be remembered that in some of the best projects, it is the pupils themselves who decide upon and lead the activities.

Notice the board

A centrally placed noticeboard in the school hall advertises the progress and development of the project to staff, students and visitors. It shows photos of key players and activities.

Research

What would we like to know about other countries in our partnership? Pupils ask questions, study the answers, and answer questions.

An armchair travel experience

Prepare an imaginary one-day armchair travel to towns or cities of participating schools.

My spare time

What do you do in your spare time? Who does what in my class, at my school? Statistics, comparisons.

Class music top ten

Classes present their favourite music and stars to partner classes.

My town

Past, present and future. Buildings, history, churches, castles, famous sights... or just ordinary houses. Ideas for improvement? How might it look in twenty years time.

Fiesta!

Holidays and festivals in participating countries and special food and customs associated with each. Pupils choose one to celebrate annually.

From our window

At midday, during the four seasons, each school makes pictures/takes photos of what can be seen from their windows. These are exchanged with

others and a project photo album compiled.

Jigsaw puzzles

Exchange of jigsaw puzzles showing characteristic national phenomenon such as maps and famous buildings.

Humour festival

What is considered funny in my country and in yours? What comedians from my country are shown on TV in yours? Classes exhibit examples of national sense of humour, jokes, drawings, cartoons. Translated into English, French, German etc... where possible!

Jobs at my school

Interview different people in school. Teachers, principal, secretaries, caretakers, nurses. Photos, descriptions of their jobs. Pupils film a day in the life of the caretaker or head teacher to exchange. Pupils decide who has the hardest job and why.

Make a national game

Pupils make a board game about geographical, cultural and/or historical facts relating to their own country or to participating countries. Play each others' games and evaluate.

My interpreter

Older students serve as interpreters for younger students and translate letters, project materials, tapes, etc. They also serve as secretaries writing for younger students.

A day in the life of... Siddarth, aged 12 and $\frac{3}{4}$

Students produce and present a presentation or film of a typical day in the life of one or more students. These are far more interesting when pupils show their school as they really experience it, rather than as their teachers would like it to be! Exchange with partners via email, CD-rom, website...

Monsters we know

Classes exchange drawings and descriptions of monsters. Recipient classes draw monsters according to the descriptions and compare to original monster. Correspondence between classes or individuals may follow.

Stories old and new

Pupils agree on a local, traditional story or legend and make a story board to illustrate it. These pictures are then sent to participating schools for pupils to discuss and write the story they think lies

behind them. The 'new' stories are then exchanged, and the originals sent for comparison. Both versions are then compiled into a project book of 'Legends, Old and New'.

International news magazine

Partner schools decide on newsworthy items and pictures and make puzzles, etc. These are emailed to the co-ordinating school where a trained team of pupil editors take responsibility for producing a termly project newsletter which can be posted on the project/school websites. Paper copies could also be made and sold to the wider school community. Alternatively this could be done with recordings as radio or TV broadcast, or as a podcast.

Travelling buddies

Classes use toy animals or puppets to send to the partner class or school. Photos can be taken of the 'buddy' taking part in different activities, e.g. having school lunch with pupils, and then sent back to the original school. Variations on this include making the 'buddy' a passport, or sending a suitcase ready to be filled with items selected by pupils from partner schools as the buddy continues his/her journey. This is a particularly good way of involving very young children in the project.

Feedback

Research recipes for traditional, national dishes using books, magazines, internet and asking friends, relations and the school cook. Pupils agree on the most appropriate ones, make illustrated instructions or film themselves cooking and exchange with partner schools. Pupils try out the recipes and send feedback to the originating country. This can be followed up with an international food evening to which the wider community is invited.

Our tune, your words

Pupils agree on a typical example of a song from their country. They choose appropriate instruments and record themselves planning the music only and send to partner countries. Pupils make up new words to go with the tunes, whether in their own language or a foreign language they are learning. These are then in turn recorded and exchanged along with the originals.

A dream town

A series of workshops (media, art and technology) to coincide with project meetings attended by pupils. Joint creation of DVD promoting the town with music and effects, collages made from photos of landmark buildings from each partner country.

World book day

Classes agree on reading a selection of books,

short stories and fairy tales from partner countries in their own language if desired. Exchange of reviews. Pupils could then celebrate World Book Day by dressing up as characters from their favourites or making puppets and putting on shows. These could then be filmed and exchanged.

Great Dane and other notables

Each school selects a local person who has made a valuable contribution to their country/the wider world. Pupils research this person's life and put together a profile which they exchange with partners. Pupils learn about influential people and use chat/ video conferencing/text messaging to find out more if need be. Pupil representatives from all project countries could then take part in an online 'balloon debate' to choose the person most worthy of fame.

Paint a mural

Pupils work together in each school to produce a simple design for a school mural, which can be replicated in playgrounds or school halls. Pupils exchange and compare these, and select their favourites to be created in their school. Whenever project participants visit each others' schools, they help to paint a part of it.

Games we play

Pupils film themselves playing playground games. These are sent by post or email to partner schools together with instructions and any necessary additional resources. Pupils play each other's games and again film themselves doing so. They also evaluate the games by means of questionnaires and/or online chats. If/when pupils involved in the project visit each other, they can play some of the games that were previously played by their parents and grandparents, analysing the importance, or otherwise, of playground games and possibly reintroduce some of them. Older pupils could show the younger ones how to play these.

Exchange of cards and greetings

Classes send electronic or paper greetings cards to celebrate days of international and/or national importance.

The alphabet song

Classes teach each other the 'national alphabet song'. Songs are written out, recorded on tape and exchanged and wherever possible, learned.

Film review

Classes exchange reviews of films that they have seen and compile list of project favourites.

My schoolbag

What is in my schoolbag? How much does it weigh? Photo, description or drawing.

My family who's who

Students introduce themselves and their families. Family tree.

My home

Description of pupil's houses, flats or rooms. Indoors and outdoors.

Festival approaching near

Exchange songs, traditions, stamps, related to festivals of own countries. They can exchange greeting cards related to different festivals and share it with one another.

Stamp collection

Classes exchange used stamps showing famous persons, wildlife or places from their country. What does it show, who was/is he or she? Pupils research and explain findings to international partners.

Every picture tells a story

Exchange photos. Ask partner class to write the story that they think goes with the photo. Reveal the true story.

Our calendar

Classes prepare pictures of national holidays and festivals, or other events they consider important. These are exchanged and compiled into a project calendar complete with the days and months written in the relevant languages.

What comes to your mind

What comes to your mind when you hear words like racism, friendship, summer, etc? Students exchange creative writing, poems, stories, essays, based on one of these themes.

Be my guest!

Students prepare tourist information material for students their own age visiting their local area. Slides, videos, maps, brochures, descriptions, guided walks or tours.

Fairytales

Pupils from different countries agree upon and illustrate the same fairytale, translated into the languages of the participating schools.

International song festival

Classes either write or choose a song to record to represent their country. Audio recordings or DVDs are exchanged and classes can vote to find the most popular song using the usual points system. Classes not allowed to vote for their own song!

This week's weather

Comparing observations of a week's weather in the partner countries. Temperature, rain, humidity, wind, visibility. Mail report to partner class, with

photos/ film of the different activities engaged in by pupils according to the weather conditions.

What makes a good childhood?

Pupils in different countries identify the ten most important things in the life of a child or young person. Divide these into needs and wants, then exchange with partner schools. Compare and attempt to come up with a list of the true essentials for a good childhood and make an illustrated booklet, with each country contributing several pages.

Air miles and miles

Collect and exchange examples of labels and photos of goods from the partner countries, and locate and stick these on a large map. What can we buy from YOUR country in MY country? How many miles have these goods travelled and how were they transported? How might this affect the environment? Could they have been produced in my country? Pupils produce cartoon strips to illustrate the project's journey.

Language challenge

Classes work out a mini language course for the language(s) spoken at their school. They create games, exercises, dictionaries and recordings, and exchange these with partner schools. Pupil and teachers in participating countries choose which language to learn and attempt to learn the basics within a given time limit. Hold a video conference to assess progress. Discuss which language is easiest to learn and why. Do pupils think some languages more important to learn than others? Why?

Treasure chests

Buy enough sturdy boxes to send to your partner countries. Pupils agree on a selection of six assorted items to put into the 'chest' to represent their country and send it off to partner schools. When the 'chest' arrives, it should be opened in class and the contents discussed. What do the pupils think they are for? Discuss and send through to originating schools who in turn send the true explanation for the contents.

Fax challenge

Over a year, every half-term, on an agreed date and time, each school in turn creates and sends out a fax challenge to all partners. This could be a maths problem, a riddle or anything relevant to the project. The winning school is the one that faxes back the correct answer quickest to the originating school. A tally can be kept and prizes awarded at the end of the year.

Human rights

Students in each partner school devise and circulate an International Declaration of Human

Rights. Groups comment and respond and then agree on ten points to be included in a joint declaration. A simpler version could be done for school use.

Are you what you eat?

Pupils record what they eat and drink in and out of school over a period of one week to compare with their partners. Analyse and compare the amount of fat, protein, etc consumed. Who has the healthiest diet? How could pupils' diets be improved? Create a project poster.

Create a flag

Following research by pupils, each school chooses a symbol that best represents their country. These are then exchanged by email/fax with the other countries. Pupils then design their partnership flag or T-shirt containing all the symbols and compare with those produced by their partners. Schools can then either produce their own flags or T-shirts or vote on their favourite, which can then be adopted to produce the project one.

International day

Pupils dress in the national costumes of their partner countries, each class to represent a different one. They make their own passports and go on an international 'journey' round their school, participating in suitable activities and tasting relevant foods. Parents and governors could also be invited to join in the day's activities.

Mini beasts safari

All partner schools take part in a joint investigation of mini beasts in their school yards by creating humane traps. Pupils count and identify mini beasts caught and analyse what conditions contribute to the success or otherwise of the traps, e.g. climatic. Pupils produce Powerpoint presentations to share their findings. The importance of the mini beasts to their immediate environment is discussed and steps taken to encourage them where appropriate.



Guidance, templates and examples



ISA PROJECT SUMMARY

The seven compulsory projects undertaken for ISA are:

1) 3 Collaborative projects with international partners

A collaborative project is carried out collaboratively with a global partner school on a project related to their curriculum. The main purpose of this project is to enhance creativity, pupil motivation, and team work through amicably understanding one another's perspective.

A collaborative project is to be done with a partner school anywhere around the world. The students of the two schools involved decide on a project related to their curriculum, come to an agreement on what areas to cover and finally conduct their specific researches and exchange their works with each other.

2) 20% Local Curriculum project

As part of ISA, it is mandatory to conduct at least 40 sessions covering on a local topic to better understand the local culture and context where schools and communities are surrounded. Local curriculum development process enables schools to be responsive to their students' and communities' educational needs and interests

Think Global and Act Local! It is always important to know one self to know others. Taking at least 40 classes and covering a topic related to our Local Identity and comparing it with other different localities is the main purpose of this project. A topic related to our local identity, culture and festival needs to be chosen and various activities need to be done solely or with a partner school together so that it can also be included in the 20 % evaluation bases of the participating schools.

3) In- School Project

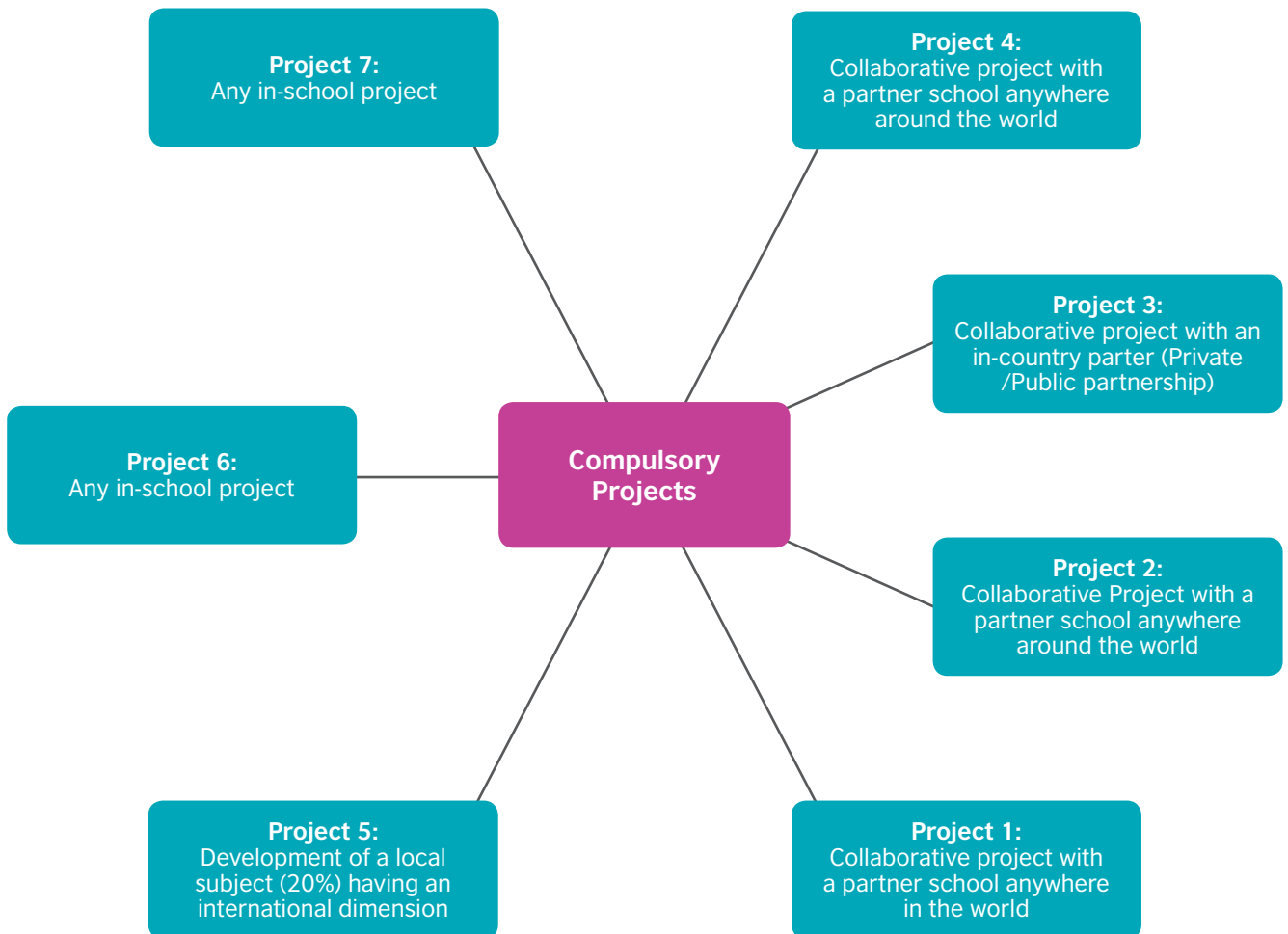
In – School Project is a project undertaken by the participating schools where they need to embed international dimension in their local curriculum.

An In-School Project is a project chosen by the participating school solely in order to bring in an international dimension to the curriculum followed by their school. It is basically a structured interaction among pupils with specific discussion topics, activities and a final 'product' that shares the learning and helps build a better environment in the school and outside.

4) Public Private Partnership project

Public Private Partnership Project comprises involvement of a wider community by working closely with an alternative private or public school. This project enables students to share ideas and express themselves and acquire the feeling of compassion, respect, belongingness and togetherness.

Project undertaken in collaboration with a public school within the country if it is a private school participating and vice versa is called a Public Private Partnership project. It is about pupils of those two schools working together to develop and share ideas and findings and to use each other as a resource by providing a new perspective on issues.



LOCAL SECTION (LOCAL PART OF THE CURRICULUM)

One of the most significant features of this curriculum is that it focuses on local contents at school. A school in coordination with the resource person needs to develop and deliver such content areas, which relate to neighborhood, community and region that affect their daily life and impart real life experience. Despite the CDC's attempt in including local contents in national level curriculum, they may not be adequate and relevant in local context. Thus, to make it more contextual, schools can elaborate contents and scope of the curriculum prepared by the centre and they can also include other new elements in their curriculum. The schools should design a curriculum of 20 percent weightage or for about 5 or 6 weeks period out of the total weightage given to the social studies. While choosing the contents, the following areas as well as other areas can also be incorporated into the curriculum. Some of the possible content areas as follows:

1. Cultural area: Festivals, outfits, customs, arts and skills, songs and music, fairs, celebrations etc.
2. Historical area: Historical objects of the locality, personalities, ancient monuments, object with archeological importance etc.
3. Geographical area: Geographical feature, climate, weather etc.
4. Natural areas: Forests, rivers, streams, pond/ lake, hills, mountains, the Himalayas, vegetations and herbs, animals etc.
5. Religious area: Shrines, religious activities etc.
6. Economic area: Agriculture, trade, industry, animal husbandry, small scale and large scale industry, employment areas, economic activities etc.
7. Ethnic/Lingual area: Languages /dialects spoken by the people of different castes, indigenous and ethnic groups, etc.
8. Tourism area: Tourist spots, tourism programmes and activities, etc.
9. Professional area: Special local occupations (knife industry, dhaka industry etc.)
10. Health area: Garbage management, drinking water, community health, first aid etc.
11. Environmental area: Plantation, natural disaster, forest conservation etc.
12. Educational area: Literature, literacy, awareness etc.

Apart from the areas mentioned above, there can be other new contents as well. In this regard, the schools are all in all in collecting, selecting and determining the contents at local level and such contents can be chosen from grade one to five considering the scope of the curriculum. To be more specific, they can determine local contents on the basis of theme such one theme for one grade. However, it is necessary to include them in the evaluation process. Both summative and formative evaluation should be used to assess students in areas of these contents.

ISA ACTION PLAN – TEMPLATE FOR FULL AWARD 2019–20



INTERNATIONAL SCHOOL AWARD

ISA Action Plan

Project : 1
(Title mentioning the International dimension and brief description of the project):

Type : Collaborative project with international partner/Public private/20% Local curriculum/in-school (chose as appropriate)

SDG focus:

Minimum three Learning Outcomes- at the end of the activity the students will be able to (Write in terms of Knowledge and Skills):

Brief and clear description of Activity that will help in attaining the projected learning outcomes (at least one activity for each learning outcome)

Month and duration of activity

Classes / no. of pupils involved

Countries covered

Subjects covered with curriculum link

Teachers responsible

Evaluation methods to measure the learning outcome among the pupils

Evidences to be provided in the portfolio

International School Award (ISA): Impact Evaluation

Forms are available on our website:

**[https://www.britishcouncil.org.np/programmes/education/connecting-classrooms/
international-school-award](https://www.britishcouncil.org.np/programmes/education/connecting-classrooms/international-school-award)**



ISA PORTFOLIO ORGANISATION

Organising ISA portfolio

Properly organising ISA portfolio is vital to winning ISA. The ISA portfolio consists of some key documents and evidences which demonstrate that the school has successfully completed all the activities as per the ISA guidelines. Having an organised portfolio makes the assessor's job easier. The portfolio must be submitted in British Council prescribed portfolio pack.

Table of Contents

The portfolio should start with Table of contents so that the assessor's gets an idea on how the portfolio is organised.

Introduction/Background of School

It is very beneficial to provide a detailed introduction/background of your school in your portfolio. Include details like; school profile, schools vision, mission, number of students, number of teachers etc. Please also include few pictures of your school building and its surroundings, so that the assessor gets a picture of your school in his/her mind.

International Coordinator Job Description

International Coordinator's job description should be the next document. Please do include CVs of the international coordinator(s). you may have more than one people for the coordination job.

International Policy

The international policy of the school must be signed by the head teacher, international coordinator and any member of the school governing body.

Letter from local authority

School should include a letter of acknowledgement from the local education authority in their letter head. (it used to be DEO in the past but now you can get it from local municipal office)

Evidence of course completions

Schools should include copy of certificates obtained from core skills/school leader's trainings and any online course completions done on schools online.

Action Plan

Up-to-date action plan should be submitted in the portfolio.

Impact Evaluation

The impact evaluation document is probably the most important document in your portfolio. The evaluation section in Impact Evaluation form should not have generic statements. The school must be able to clearly demonstrate the learnings and impact of ISA in their students, teachers and school as a whole. Please complete all sections of the impact evaluation form.

Activity Evidence

Each activity should be organised in the following manner;

- Activity Detail Sheet
- Evidences of activity
 - a. Evidences from your school (pictures, presentation, artwork, letters from students, videos, CDs, invitation card, circulars, newsletters, newspaper clippings)
 - b. Evidences from the partner school (pictures, presentation, artwork, letters from students, videos, CDs, invitation card, circulars, newsletters, newspaper clippings)
 - c. Evidences of sharing partner activity with your students
 - d. Evidence of partner school while showcasing your activity to their students
 - e. Evidence of collaboration (assessment of collaborative activities, students reflections, a sample of 05 Student evaluation through Questionnaire, Quiz, Fill in the blanks, column matching, labelling etc.)
 - f. Feedback from partner school on your activity
 - g. Wider sharing within your school (evidence from morning assembly, exhibition, library etc.) 80% students must witness the activity
 - h. Email correspondence (email, project space, whatsapp chat, facebook chat, facebook comments, skype video, physical visit to partner school)
- Evaluation Forms (Parent, Teacher, Student and Visitor)

Please repeat the above-mentioned process for each and every activity that you're reporting in ISA. You can condense the documents to fit into one page instead of individual pages for each activity evidence)

Supplementary activities

You can include activities that were not part of your original plans – unexpected opportunities

may arise during the course of the year. If you have space in your file and you would like the

panel to look at these, please include a separate document after the original Action Plan entitled

‘Supplementary Activities’. Do not amend your approved Action Plan.

Future plans

Include a brief outline of your future plans. This will count towards the assessment as the adjudication panel are interested in how the international dimension aims to be further developed and celebrated across your school. Examples include:

changes to the curriculum (e.g. introducing the International Primary Curriculum; an area of PE to be taught in French) or schemes of work (e.g. ICT lessons to include use of forums to communicate with students overseas)

- changes in teaching practice or wider practice in the school
- new school links/projects
- an extension of current project activities
- how learning is disseminated more widely by teachers and pupils
- additional benefits gained, e.g. improved behaviour, engagement, relations with the local community
- how language skills or interest in learning a language has been affected by activities undertaken
- understanding global issues and the relevance to pupils in the new global economy.

Evidences of CD/DVD/USB

You may want to provide evidences on CD/DVD/USB as well, however, please organise the contents on CD/DVD/USB in folders. One folder for each activity and please put all evidence should be inside it. Please include only one CD/DVD/USB for all the activities. DONOT submit individual CDs/DVDs or USBs for individual project.

Please ensure that the CD/DVD/USB are not corrupted.

General tips for compiling portfolios

- Start collecting evidence from the very beginning
- Make sure that all the teachers leading on the activities and projects are aware of the need to present evidence and are aware of their responsibility
- Make sure every piece of evidence put into the portfolio has a purpose. Putting in an extra sheet or two will not help your case but might detract from it
- Cross check to ensure that all mandatory documents are put into the portfolio to avoid re-submission and delays in final assessment
- After all the work is done get a fresh pair of eyes to look through the work
- Don't ever put in tampered evidence – this could debar your school from the award
- Put a clear caption for all the pictures submitted in the portfolio
- **Please ensure that there is only one portfolio for the entire work and not multiple dossiers.**

Remember that no matter how well the activity was conducted in the school the only way the assessment panel will be able to know about it is through the Portfolio so do take care to ensure that it is neat and tidy and represents the scope of work honestly and completely

IMPACT EVALUATION FORM

All schools taking part in International School Award must submit the Impact Evaluation. The purpose of the Impact Evaluation form is to give schools a chance to assess their own performance on ISA process. The school should talk about the overall impact of ISA in their school and wider community, especially on the students, their behaviour, attitude (deeper learning) and how the ISA has supported the learning outcomes.

The schools are encouraged to talk about the key success factors, strengths as well as the challenges they faced and how did they overcome it.

School Information	
Name of School	
School address	
Name of Head Teacher	
Name of International Coordinator	

1. International Strategy and Communication	
<p>Date when the school's international policy was last reviewed.</p> <p><i>(please explain how often the International Policy was reviewed and submit an evidence of that)</i></p>	
<p>Date when the school's progress on ISA was reported to Senior Management (School Leadership team, SMC)</p> <p><i>(please ensure that progress on ISA is reported to senior management after every two months)</i></p>	
<p>ISA and School's vision</p> <p><i>(please explain how the ISA work has supported your school's vision/mission)</i></p>	
<p>Are new members of staff introduced to planned international learning activities? Yes/ No.</p> <p><i>(Give the date of a meeting with new staff where the school's international learning activities were explained.)</i></p>	
<p>Are all members of staff kept informed about ongoing and planned international learning activities? Yes/ No</p> <p><i>(Give the date of a full staff meeting where the school's international learning activities were explained and how activities were shared within the school.)</i></p>	
<p>Are parents kept informed about ongoing and planned international learning activities? Yes/ No.</p> <p><i>(Give the date when a newsletter/ similar publication, or meeting reporting the school's international learning activities happened.)</i></p>	
<p>Is the local community informed about or involved in international learning activities in the school? Yes/ No.</p> <p><i>(Give the date when a newsletter, newspaper article or similar publication or meeting reporting the school's international learning activities happened.)</i></p>	

2. International Partner Schools

Name of international partner school (1)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

Name of international partner school (2)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

Name of international partner school (3)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

3. National Partner Schools

Name of national partner school (1)	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

Name of national partner school (2), if more than one	
Contact name	
Role	
School address	
Email address	
Phone number	
<p>Summarise the types of interactions you have had with this partner</p> <p><i>(E.g. Email, post, video conferencing, reciprocal visit by staff and / or young people.)</i></p>	

4. Evaluation
<p>Impact on Students <i>(Please summarise the impact of international learning activities on pupils' learning/engagement leading to them becoming global citizens.)</i></p>
<p>Impact on Teachers <i>(Please summarise the impact of international learning activities on teachers and the school/school systems as a whole with specific reference to the development of the global dimension and international ethos)</i></p>
<p>Impact on Wider Community <i>(Please summarise the impact of international learning activities on the wider community in your home country or overseas)</i></p>

5. Future Plans

Please outline how you will sustain the international ethos in your school throughout the three years of your International School Award accreditation and beyond.

6. Other Programmes

Please provide details of other programmes (funded and non-funded), projects, accreditation schemes your school is involved in. Please explain if and how, these relate to your International School Award activities.

7. Ambassador Role

To what extent has the school supported or mentored other schools to encourage their involvement in the international dimension or the ISA?

8. Declaration

A copy of this form needs to go to the head teacher. He or she must confirm that they have approved it.

I, (name of Head teacher), confirm that the international dimension is embedded in the curriculum and life of the school.

I have reviewed the evidence that indicates that the school meets the criteria associated with the Full ISA, as explained by the British Council Nepal, and undertake to make it readily available to an ISA visitor if requested.

I confirm the accuracy of all the above information and the school's readiness to receive an ISA visitor at a mutually convenient time.

Signed

Date

Data Protection Notice

The International School Award scheme is administered by the British Council. The British Council will use the information you have provided to assess your school for the International School Award (ISA). We will disclose this information to the ISA panel and to our network of Local Education Authority/Board contacts. You have the right to ask for a copy of the information we hold about you. E-mail dataprotection@britishcouncil.org or send your request in writing to the Data Protection Officer, British Council, 10 Spring Gardens, London SW1A 2BN.

Many thanks for your support for the enriching and innovative international dimensions of teaching and learning; we are keen to have your feedback on the accreditation process with the International School Award and support other schools with their own international journey and promote this important work. Please email the ISA team at the British Council connecting.classrooms@britishcouncil.org with your comments.

Guidance notes

Section 4 - Evaluation

Please summarise the impact of international learning activities on pupils' learning/ engagement leading to them becoming global citizens.

In this section you should provide information about the benefits and **impact** of the international activities and the effect they have had on learning/ achievement/ engagement for pupils.

As global citizen, pupils will have developed skills for life through their interaction with international partners. They should be able to evidence in-depth understanding of different ways of life economically, culturally and historically.

Information can be collected from a variety of sources including pupils, teachers, parents and visitor. There are sample evaluation forms online at schoolsonline.britishcouncil.org/isa. Why not use them to record discussions with pupils and teachers who have been closely involved with individual international activities? Responses from parents can also be very useful together with information from visitors to the school if they have been involved in activities or outcomes.

Please summarise the impact of international learning activities on teachers and the school/ school systems as a whole with specific reference to the development of the global dimension and international ethos.

In this section you should provide information about the benefits and impact of the international activities for the school on teaching or support staff, their professional development and on wider practice.

Teachers will be able to benchmark practice with partner schools, identifying professional development, and observing how the impact of collaborative projects can evidence increased engagement and achievement for pupils, using language skills as part of this experience.

Information can be collected from a variety of sources including pupils, teachers, parents and visitor. There are sample evaluation forms online at schoolsonline.britishcouncil.org/isa. Why not use them to record discussions with pupils and teachers who have been closely involved with individual international activities? Responses from parents can also be very useful together with information from visitors to the school if they have been involved in activities or outcomes.

Please summarise the impact of international learning activities on the wider community in your home country or overseas.

In this section you should provide information about the impact of the activities on the local community in terms of parents, visitors to your school, other schools/teachers, community groups/ organisations, at home or overseas.

Information can be collected from a variety of sources including pupils, teachers, parents and visitor. There are sample evaluation forms online at schoolsonline.britishcouncil.org/isa. Why not use them to record discussions with pupils and teachers who have been closely involved with individual international activities? Responses from parents can also be very useful together with information from visitors to the school if they have been involved in activities or outcomes.

Section 5 - Future plans

Full ISA accreditation lasts for three years, after which time you can apply for reaccreditation. We envisage that throughout these three years you would continue to sustain and develop your international work with partners and continue to measure the outcomes and impact of these activities over time on pupils, professional development, the school, or the wider community.

Examples include:

- any changes to the curriculum (e.g. introducing the International Primary Curriculum; an area of PE to be taught in French) or schemes of work (e.g. ICT lessons to include use of forums to communicate with students overseas)
- changes in teaching practice or wider practice in the school
- new school links/projects
- extension of current project activities
- how learning is disseminated more widely by teachers and pupils
- additional benefits gained, e.g. improved behaviour, engagement, relations with the local community
- how language skills or interest in learning a language has been affected by activities undertaken
- understanding global issues and the relevance to pupils in the new global economy.

Section 7 – Ambassador role

To what extent has the school supported or mentored other schools to encourage their involvement in the international dimension or the ISA?

This should include ways you have shared your knowledge and international experience with other schools, potentially in your local area. This might include supporting a new school to sign up for any level of the ISA, mentoring a new school undertaking the Foundation or Intermediate level of the ISA, becoming an ISA champion, giving advice on how to manage a school partnership, or what activities could enhance curriculum learning, engagement of pupils, or understanding the wider world.

International School Award (ISA):
International Policy



INTERNATIONAL POLICY EXAMPLES

International policy – example 1 from Sharda Secondary School, Manang

Introduction

Through our international mindedness at GFA (Golden Future Academy), we are able to offer to our children a range of experiences that will enhance their learning and raise awareness of their national and international identity. This international dimension should be reflected in the attitude and value of our school community and the curriculum of the school.

International goal

- To enable learning to explore links between their own lives and people; places and issues throughout the world.
- To help them understand their role in creating a fair and sustainable world for the future.
- To recognize part of children's life in world today.
- "To further link with our partner schools with a focus of enriching the curriculum and communication.
- To prepare them for a global citizen.

Our work for the achievement of international goal

- Develop collaborated curricular works with an international dimension that will help create global citizens with a balanced outlook.
- "Plan programs and lesson on a regular basis to promote and strengthen understanding of significant and sustainable issues at the local, regional and global levels and enhance awareness of different customs and culture related to the same.
- Plan to embed internationalism in the curriculum and provide learners the opportunity to fully understand the extent and sustainability of a global dimension to a curriculum.
- 'Infusing in the ethos of the school, opportunities to engage in global issues and become active global citizens with maximum involvement of parents and community.
- Motivate learners to develop as individuals and as members of the world at large, taking responsibility for themselves and the environment.
- 'To work towards acquiring the International School Award (ISA 2018/19).

INTERNATIONAL POLICY EXAMPLES

International policy – example 2 from Sharda Secondary School, Manang

Introduction

The School Management and staff recognise that:

- Global issues are an important part of the lives of our students living in a world where economies are increasingly interdependent and global communication is a daily reality. Our students have access to the internet and increased opportunity to travel, to watch news stories from around the world as they develop, and for example, to follow international sporting events as they happen.
- The global dimension should be reflected in the attitudes and values of our students, the ethos of the school, the programmes of study and key skills.
- As a school we have a commitment to both gender and racial equality.

Aims

To enable our students to know more about global issues and to:

- Celebrate the rich and diverse heritage represented in our school, and local and national communities.
- Understand complex international interdependencies in the global economy.
- Respect and value different cultures and beliefs.
- Enjoy regular contact with students and adults living in different countries.

Objectives

- To work towards achieving and maintaining the International School Award.
- To conduct annual audits of both our formal and informal curricula which, in turn, inform action plans to develop each of the seven key concepts of the global dimension through all appropriate areas of the curriculum so there is a clearly mapped global dimension in the learning experiences for all our students. These seven key concepts are recognised as:
 1. diversity
 2. conflict resolution
 3. human rights
 4. interdependence
 5. social justice

6. sustainable development
7. values and perceptions

- To develop and fully exploit a variety of global learning partnerships. This will include activities such as:
 - email and internet projects including video conferencing
 - interacting with visitors from other countries (students and adults)
 - student/staff visits to places of cultural interest in the UK and abroad
 - student exchanges and foreign work experience placements.
- To actively encourage the study of foreign languages for all our students by offering a range of appropriate language options.
- To organise regular celebrations of our rich and diverse heritage.

International policy – example 2 from AK Secondary School, Kathmandu

Rationale

Through the inclusion of an international focus in Landywood Primary School, we are able to offer to our children, a range of experiences that will enhance their learning and raise awareness of their national and international identity.

Purposes

- To provide an informed awareness of countries, cultures and languages other than our own.
- To encourage greater involvement in environmental issues.
- To develop curiosity about other cultures.
- To enable children, staff and school leaders to experience daily life in other countries.
- To promote the use of ICT in meaningful contexts for the development of communication skills.
- To provide an added opportunity for the promotion of equal opportunities, racial equality and citizenship.

Guidelines

By having an international dimension as part of our ethos, we can provide children and staff with a wider variety of experiences both within, and in addition to the National Curriculum:

- Develop links with schools in other countries.
- Welcome our school teachers and pupils from other countries.
- Raise awareness of environment issues other than those in our locality through joint projects.
- Encourage interest and motivation through the provision of first-hand experiences of life in another country.
- Promote communication through writing letters and emails to friends abroad.
- Provide staff with opportunities to compare different teaching and learning styles.
- Raise awareness and appreciation of other environments and what is happening in the world.
- Develop cross-curricular activities with an international theme for all children.

Evaluation

This policy will be continually evaluated as part of the annual review process of our Comenius Project. It will also be reviewed under our Governors' Policy Review cycle.

A statement of evaluation will also appear in our annual School Development Plan.

International policy – example 3 from National Secondary School

Introduction

The governors and staff recognise that:

- Global issues are an important part of the lives of our students living in a world where economies are increasingly interdependent and global communication is a daily reality. Our students have access to the internet and increased opportunity to travel, to watch news stories from around the world as they develop, and for example, to follow international sporting events as they happen.
- The global dimension should be reflected in the attitudes and values of our students, the ethos of the school, the programmes of study and key skills.
- As a school we have a commitment to both gender and racial equality.

Global dimension policy

The School Management Committee and the staff at National Secondary School recognise the increasingly interdependent and interrelated world our students live in, and the challenges this creates in our shared future.

Aims

- To embed the global dimension within the school internal and external curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, languages and religion.
- To prepare students for life in a diverse global society and work in a competitive global economy.
- To work with global partners to achieve their educational goals and ours.

Objectives

- To continue to integrate the global dimension into the whole school curriculum by raising staff awareness of valid curriculum links.
- To develop a strong awareness of similarities and differences in lifestyles and culture in a range of other countries.
- To involve staff (including extended school), students and wider community in the development of contacts with our global partners.
- To further develop relationships with partner schools with a focus on enriching the whole school curriculum and communication via ICT.
- To research possible involvement in European Union and other international programmes, that further develop or meet the policy aims.
- To promote international vocational links within the aims of this policy.
- To extend the benefits of the global dimension to our network of feeder primary schools.

Key priorities over three years

- Increase the awareness of the global dimension to staff, students and the wider community across the whole school.
- Identify and embed the global dimension in new areas of the curriculum.
- Develop current and new global relationships.

INTERNATIONAL CO-ORDINATOR

– SAMPLE JOB DESCRIPTIONS

Ysgol Emmanuel Rhyll

International Co-ordinator: job description

1. To have overall responsibility for applying for the International School Award.
2. To be responsible for conducting an annual audit outlining the school's action plan for developing an international dimension.
3. To contribute towards a school policy statement on the international dimension.
4. To develop an International dimension throughout the school by helping colleagues develop cross-curricular projects within each year group.
5. To help the school celebrate the rich and diverse cultural heritage and ethnic diversity within the school through the assemblies, international days/weeks, etc.
6. To plan for the international dimension by liaising with all staff.
7. To regularly evaluate the impact of international activities.
8. To develop and maintain resources to promote the international dimension.
9. To develop, monitor and support global school links and exchanges.
10. To liaise with, and support, visitors from other countries.

Shree Advait Secondary School

International Co-ordinator: job description

Key tasks:

- To promote the importance of global issues and international links.
- To oversee the development of specific international projects.
- To raise the profile of global issues through assemblies, displays and specific events.
- To liaise with heads of subjects to ensure that a global dimension and an awareness of different cultures are emphasised appropriately within the curriculum.
- To meet regularly with the Link Governor in order to keep the Governing Body informed of the school's global links and associated developments.
- To ensure that planned activities and projects relating to international activities are included in the School Action Plan and evaluated appropriately.
- To audit the current curriculum and identify further opportunities to develop the Global

Dimension.

- To provide, and support existing, links and exchanges.

National Secondary School, Kathmandu

International Co-ordinator: job description

The international co-ordinator will have the following additional responsibilities in addition to their substantive post:

1. To have overall responsibility for successfully applying for the International School Award.
2. To be responsible for conducting an annual audit of the school's entitlement and voluntary curriculum and writing and monitoring an international action plan as part of the school development plan based upon this audit.

To be accountable to the School Management for developing international/global teaching and learning across the curriculum developing the global dimension in the programmes of study in an increasing number of curricular areas.

3. To facilitate good internal and external communication about all international activities using and developing the school website, an international notice board, regular news letters and press releases to local media.
4. To regularly evaluate the impact of international activities/the global dimension on teaching and learning throughout the School producing an annual written report.
5. To develop and maintain links with schools and groups in other countries. These links to include internet/letter writing/video conferencing/student and staff exchanges etc. using schemes accessed through the personal contacts, the British Council.
6. To help the school celebrate the rich and diverse cultural heritage and ethnic diversity within the school through the, assemblies, international days/weeks, multicultural evenings etc.
7. To help colleagues develop the use of international themes for cross-phase transition and cross-curricular projects.
8. To plan and organise training sessions or the

staff of the school and partner schools on the use of international themes enhancing the global dimension and evaluating these.

It is the expectation of the School Management that this post will help our students recognise their contribution and responsibilities as citizens of the global community whilst critically examining their own values and attitudes and appreciating the similarities between peoples everywhere, and valuing diversity.

Everest Nepal High School, Kathmandu International Co-ordinator: job description

The following is the job description of the ISA Coordinator for ISA 2019/20:

1. To organize and conduct orientation regarding International School Award (ISA) in the School.
2. To organize meetings with subject teachers of different levels for preparing Action Plan required for implementing ISA programme in the School.
3. To prepare action plan in prescribed format and submit it to the British council.
4. To be accountable to the School Management Committee (SMC) for developing global teaching and learning across curriculum with international dimension.
5. To facilitate collaborative teaching-learning activities in the classroom.
6. To facilitate effective communication between in-country and international partner schools through school website, notice board, newsletters, press releases, etc regarding all ISA activities.
7. To evaluate the impact of ISA activities on teaching and learning in a regular basis until preparing an annual written report.
8. To coordinate with subject teachers for involving the school in international learning opportunities for the deep learning of the students.
9. To facilitate staff members of the school for using national/global websites to establish the connection with partner schools in Nepal and abroad, to do online / face to face trainings and seminars and evaluate the impact.
10. To facilitate visits to the schools from delegations of students and teachers, conferences, seminars, etc.
11. To develop and maintain links like internet, video conference, letter writing, student and teachers exchanges, etc with school and groups in foreign countries.
12. To assist the school for celebrating diverse cultural heritages and ethnic diversities within the school through different programmes on different occasions. These programmes may be tutor programmes, fairs, conferences, seminars, celebration of international days/weeks, etc.
13. To assist subject teachers to develop the use of international themes for cross-grades and cross curricular ISA projects.
14. To plan and organize training sessions for the school staffs and partner schools when the need arises during the ISA journey for the use of global themes with international dimension.

International School Award (ISA): Evaluation Form

Forms are available on our website:

[https://www.britishcouncil.org.np/programmes/education/connecting-classrooms/
international-school-award](https://www.britishcouncil.org.np/programmes/education/connecting-classrooms/international-school-award)



ISA PARENT / GUARDIAN ACTIVITY EVALUATION FORM

No of activity		Title of activity	
Your name			
Your child's name			
Class			

Please comment on the impact this activity has had on your child and in your local community.

If you have been directly involved in this activity what impact did it have on you?

Any other comments? You may like to mention how this activity can be improved in future

ISA PUPIL EVALUATION FORM

No of activity		Title of activity	
Your name			
Your age			
Class			

What have you enjoyed most about this activity? What did you like best?

What new ideas or information have you learned from this activity?

What have you enjoyed least or encountered difficulty with?

What would you like to change if you did this activity again?

ISA TEACHER EVALUATION FORM

No of activity		Title of activity	
Your name			

What impact has this activity had on the pupils involved (at your school or in your local community)?

Comment on the impact this activity has had on you and any other staff involved (at your school or other schools).

Comment on the impact this activity has had on the school generally.

Please make any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)

ISA VISITOR EVALUATION FORM

No of activity		Title of activity	
Your name			

Please comment on the impact this activity has had on the pupils involved.

Please comment on the impact this activity has had on you.

Please comment on the impact this activity has had on the school generally.

If you have any suggestions for how to improve this activity, please comment here.

Help and advice

If you need any help or advice with the International School Award please contact our schools team at connecting.classrooms@britishcouncil.org.np

Useful links

Find out more about Connecting Classrooms

<https://connecting-classrooms.britishcouncil.org/>

Find out about free courses to develop your skills

<https://connecting-classrooms.britishcouncil.org/develop-skills>

Find a partner school

<https://connecting-classrooms.britishcouncil.org/partner-with-schools>

Submitting your application

Please send your application to your local British Council office. Applications for the International School Award usually close at the end of March each year but please check with your British Council office for confirmed deadlines.

Submitting your Action plan

Action plan for the International School Award needs to be submitted to connecting.classrooms@britishcouncil.org.np

Following documents need to be submitted:

- Action plan in the prescribed format containing at least seven compulsory projects
- ISA coordinator job description stamped and signed by the Head Teacher
- International Policy stamped and signed by the School Management Committee Chair or the Head Teacher
- 20% Local curriculum in the prescribed format

CASE STUDIES

Example of a good international activity which illustrates changes to the educators' practice as a result of collaborative partnership work or adaptations they have made to their own pedagogy or classroom management.



Students of Shree Rastriya Chandra Ganga Madhyamik School of Surkhet district were only limited to text books and theoretical teaching methodologies until a year ago. Now a year after, assistant principal of the school Mr. Dhaniram Sharma says, he has seen a transformation in his entire school family, which includes both students and teachers. Students of the school, who were unaware of the educational and cultural world outside the school walls today have become more of global citizens, says Sharma and adds, "Ever since we implemented International School Award (ISA) programme in our school, we have grown all for good."

Sharma explains, "Our teaching method was just based on text books and our information was limited around our own spaces. For example, we were teaching students about importance of Nepali festivals before we introduced ISA. With implementation of ISA, we made our students communicate with our partner schools from Sri Lanka and India and made them share information about each other's culture and festivals. This

helped our students widen their knowledge about celebration of festivals beyond borders, lifestyle of other people from other culture and faiths. Our students were very happy to share cultural values across borders. When students are more informed than before, it becomes imperative for teachers to update their knowledge and skills too. Thus the ISA has benefited both our students and teachers in the learning process."

Shree Rastriya Chandra Ganga School who also received ISA Award organized by British Council Nepal for 2018 is extremely happy to be acknowledged and is committed to enhancing teaching techniques in years to come.

Assistant principal Sharma further elaborates that his students are now more eager to learn than what is available in text books. They are keen on growing their knowledge around digital education and more vocal in presenting their skills and knowledge.

He says, "Our students and teachers both have understood that we live in a global village and knowledge multiplies by sharing across diversity around us".

ISA has encouraged students to form student council, clubs where they could address their own problems and try to find out solutions by themselves first. It has further enhanced their confidence level to speak in masses, to address social issues, to share ideas, to participate in community development programme and to question more to find practical reasoning.

Sharma concludes, "I request other schools to be a part of the ISA programme as well because this programme empowers students. It encourages them to learn in an exciting and practical manner. When learning is fun, students grow faster and can build a better society in near future.

Another example of ISA

INTERNATIONAL SCHOOL AWARD - IMPROVED WAYS OF LEARNING AND TEACHING

Ever since implementation of ISA programme, students of Shree Ambika Secondary School of Pokhara in Kaski district have become more efficient in project-based interactive teaching learning process.



One of the ISA coordinators, Ram Chandra Parajuli, also a science teacher of Shree Ambika Secondary School of Pokhara, Kaski district says ISA has encouraged students to engage more in practical knowledge than relying just on theories. ISA has six core skills to implement in the classroom – teaching method, digital literacy and citizenship, information and technology, creativity and imagination, communication and collaboration, critical thinking and problem solving. Through these techniques, Parajuli adds, he has seen students proactive in their practical assignments and this has also enabled teachers to learn more about teaching styles in classroom.

Highlighting about the impact of ISA, Parajuli shares, “With implementation of ISA, we performed better in teaching learning process, which impressed the guardians and students directly. As a result, the number of students increased in our school. Last year, we had 250 students and this year we got 375.”

The teacher added, “Our teachers did not know many IT methods for teaching. We did not know how to use internet and latest technologies for better teaching learning process. Recently, our students had to do a research on silk-farming. We took our students to the farm itself to understand the whole process better than through texts. And any information they missed to gather in the farm, the teachers and students found all of them through looking up on online. This is something the ISA encouraged us to do.”

According to Parajuli, the entire faculty and students have learnt a lot of collaboration, partnership and team work through the ISA programme. The students and faculty have now been sharing ideas through frequent communication with 15 ISA schools including India, Pakistan, Sri Lanka, Bangladesh and the UK. Some of the teacher also get training from the UK on practical teaching techniques and core skills.

EXAMPLE OF AN ACTION PLAN AND 20% LOCAL CURRICULUM



INTERNATIONAL SCHOOL AWARD

ISA Action Plan

Project 1 (Title mentioning the International dimension and brief description of the project):	Zero waste Waste management have become a global issue in the current scenario due to rising population and urbanization. In the present context of solid waste management there is no “Away” in throwing away the waste because waste will remain in different forms creating air and water pollution. Therefore smart waste management needs to be comprehended immensely by the future generation. The concept of “Zero waste” coined by Paul parmer in 1974, has become one major trend in 21st century one of the key issue that is focused in sustainable development goals. This project broaden the view of waste management among the students.
Type	Collaborative project with an international partner
SDG focus	Goal no. 12 Responsible consumption and production
Minimum three Learning Outcomes- at the end of the activity the students will be able to (Write in terms of Knowledge and Skills)	At the end of this project Students will be able to:- <ol style="list-style-type: none"> 1. Reflect upon global movement in waste management. 2. Explain the way of waste management produced at home, Community and School.(Class 9,HPE) 3. Identify and classify different type of waste through waste audit 4. Prepare the new items with waste materials or reuse the waste materials like papers, plastics, glasses for making handicrafts. (class 8, OBTE)

Brief and clear description of Activity that will help in attaining the projected learning outcomes (at least one activity for each learning outcome)	<ul style="list-style-type: none"> • Selection of partner school for the collaboration and introduction among the students of both schools regarding the project will be done. • Collaborative group formation among the students of both the school. • Virtual discussion about the waste management system in both countries reflecting upon global waste management practices • Make a Venn diagram that displays the comparison between two countries including globally accepted process. • Conduct the waste audit in their school and house of involved pupil using machinery technology in both schools. • Classify and categorize different kind of waste such as bio-degradable, non biodegradable, hazardous and reusable to allocate different area for different kind of waste. • Both school learn from one another and make diverse range of craft reflecting the cross cultural identities of one another. • Make use of biodegradable waste and make compost manure and grow organic vegetables and herbs in the garden. • Conduct the discussion sessions with the community based organization working on solid waste management in both countries and share the reflection with one another. • Make a flag or banner using the slogans created by involved students in both schools and hang it on the walls • Exhibition and display of student work to the parents and community member in both school • Prepare the reflection report from both country and share it with one another. • Skype discussion among the students on the basis of report.
Month and duration of activity	Nov.1st to Dec. 2nd week
Classes / no. of pupils involved	Class 8 and 9, 60 students
Countries covered	Nepal,
Subjects covered with curriculum link	Science class 9 (Unit 6) HPE class 9 (Unit 7), OBTE class 8 (Unit 12)
Teachers responsible	Science teacher, OBTE teacher, project coordinator.
Evaluation methods to measure the learning outcome among the pupils	<ul style="list-style-type: none"> • CAS of process • Teachers report • BC Evaluation form • Visitors Feedback • Feedback of students of both schools.
Evidences to be provided in the portfolio	<ul style="list-style-type: none"> • Photographs of art and craft • video of process • Copy of students assignments • Feedback form by teachers students and parents



INTERNATIONAL SCHOOL AWARD

ISA Action Plan

Project 2 (Title mentioning the International dimension and brief description of the project):	Why are we silent...? (Girls trafficking...!) Social problems and evils are real barrier of social development. It directly and indirectly affects family, society and the country's socio-economic status. So we should try to minimize such problems as far as we can. This project is designed from the curriculum topic of Social Evils and Solution of Social Studies of Grade 10 and 9, scope No-4. It aims to aware students with various social evils and make students' participation actively to find their solutions.
Type	Collaborative project with an international partner
SDG focus	Gender Equality (SDG goal 5) Peace and justice strong institutions (SDG goal 16)
Minimum three Learning Outcomes- at the end of the activity the students will be able to (Write in terms of Knowledge and Skills):	<ul style="list-style-type: none"> Identify and reflect social problems or evils of Nepalese society in general and specifically to girls trafficking of both school societies. Cl: 9, Social Studies, Curriculum Unit 4 (Cl: 10, Social Studies, Curriculum Unit 4) Explore causes, consequences and remedies of social problems and evils including girls trafficking (Cl: 10, Social Studies, Curriculum Unit 4) prepare different slogans and play card using quotes and proverbs to generate awareness in the issue. (cl. 9 English 3.4.1) Write an Essay about the issue and present in the school function or competition (Cl. 9 English 3.4.2)
Brief and clear description of Activity that will help in attaining the projected learning outcomes (at least one activity for each learning outcome)	<ol style="list-style-type: none"> Identify the partner schools to conduct the project and discuss about the significance and implementation of the project. Orientation to the students by Guest Expert and teach and learn the condition of partner school. Field visit to local organizations working in the field, MAITI NEPAL, Area Nepal Police Office and seek for the solutions. Visit to the public people with questionnaire Jigsaw Group (causes, consequences and remedies) presentation on chart paper and remedies with a complete report in Jigsaw group. Speech competition on girls trafficking, its causes, consequences Send questionnaire, Worksheets, presentation reports to partner school and collect their works Compare, contrast, and analyse each other's works and discover and list out new things if any. (International Dimensions) Send and collect feedback from partner school and learn experience to each other in written form. Conduct awareness by performing street rally with placard followed by a drama. Skype question-answer, discussion and drawings/chart presentation

Month and duration of activity	November 2019 to Feb, 2020
Classes / no. of pupils involved	Class 9 & 10 / 120 students
Countries covered	Afghanistan, India
Subjects covered with curriculum link	Social Studies (Unit 4), English (3.4.1&2)
Teachers responsible	Social studies, English,
Evaluation methods to measure the learning outcome among the pupils	<ul style="list-style-type: none"> • Orientation Slides • Questionnaire to partner school and to research locations • Data collection record sheets • Jigsaw report with list of causes, consequences • Top 3 selected Students' speech from both schools will be sent each other and final learning (one report) will be made in both schools to discovered new learning. (International Dimensions) • BC Feedback/ Evaluation form • Skype quiz or question for discussions • Drama scripts
Evidences to be provided in the portfolio	Photographs with caption, Videos, screen shots of schools online blog, email exchange.



INTERNATIONAL SCHOOL AWARD

ISA Action Plan

Project 3 (Title mentioning the International dimension and brief description of the project)	Are we aware of our locally available resources and skills? This project is related to curriculum unit -7 entitled, 'Our Economic Activities' of grade 6,7 and 8 of Social Studies and Vocational Orientation: crafts of OBTE of Grade 6, 7 and 8. These units aim to make our students learn to use locally available resources and skills to generate income for living.
Type	Public-Private Partnership project with an international dimension
Sustainable Development goal focus	Goal No.8. Decent work and economic growth Goal No. 9. industry, innovation and infrastructures
Minimum three Learning Outcomes- at the end of the activity the students will be able to (Write in terms of Knowledge and Skills):	<ol style="list-style-type: none"> 1. Explore traditional occupations, local professions and possibilities of self-employment based on Agriculture and non-agricultural field. CI:6 OBTE curriculum L.O. No: 2,3,4 P:137 2. Explain and list out locally available natural resources and skills to utilize them by making daily useful materials. -CI:7 Social, learning outcomes No. 24, p:64 3. Produce at least one useful material from locally available resources and skills by each student and conduct fair to sell and keep accounting records. CI:9, Account.... 4. Explore some goods locally made at home at least in some neighbouring countries.

Brief and clear description of Activity that will help in attaining the projected learning outcomes (at least one activity for each learning outcome)	<ol style="list-style-type: none"> 1. Orientation to the students about traditional occupations, local professions and possibilities of employment. 2. Market survey with questionnaire to ask about locally available Natural resources, skills and local professions and employment. (questionnaire and data collection). 3. Teach our findings to partner school and learn about them. 4. Vocational training or workshop by locally available skilled person and production of at least one household item by each students and Exhibition in the peace zone school premises for sale to the parents and visitors. 5. Production of at least one useful household activity using locally available resources and skills like Duna, Tapari from Sal leaves, Gundri-Sukul, Pira from hay etc. Like, Duna, Tapari from Sal leaves, Gundri-Sukul, Pira from hay etc. 6. Workshop on Internet survey in the classroom to get the information about locally available resources in other countries (China, India, Srilanka, etc.). (sts' writing- Group wise research) 7. Send our production to partner school and ask them to make at least one hand made material of daily use with clear instruction and receive their production and learn their production to make it here for mutual learning. (International Dimension). 8. Comparison of the data by both of the schools and produce journal entry and calculate their sale of products on exhibition or analyse profit and loss.
Month and duration of activity	October 2nd week to November 1st week.
Classes / no. of pupils involved	Class 9 &10 120 students
Countries covered	Nepal, Indai
Subjects covered with curriculum link	Social, OBTE, Maths, Accounts, EHP
Teachers responsible	Sudarshan Subedi, Gaurab Sharma
Evaluation methods to measure the learning outcome among the pupils	<ul style="list-style-type: none"> • Orientation Slides • Questionnaire for survey to both schools • Data collection record • Partner school's examples • BC Visitor's feedback form • Trainer's report and feedback • Students' sales report of both schools • Essay writing and quiz competition • Comparison chart • Students' report of both schools • Financial Report of journal entry and profit and loss
Evidences to be provided in the portfolio	Photographs, worksheets, Students assessment, BC evaluation form, students reflection, teacher report,



INTERNATIONAL SCHOOL AWARD

ISA Action Plan

Project 5 (Title mentioning the International dimension and brief description of the project):	We breathe with 'Char Koshe Jhhadi' This project is based on 20% local curriculum for Grade 3 to 5 related to social subject subject. This project simply aims to spread awareness to the students, to the local people and to the local government for safeguarding the forest. In fact 'Char Koshe Jhhadi' is the life of people in this area and the wealth of Nepal but nobody seems to worry of its destruction, extinction of birds and animals, dryness of wetland nearby along with its destruction. It is in fact a serious problem and we want to run at least a kind of awareness program coordinating with local government and local people
Type	20% local curriculum project with an international dimension
Sustainable Development goal focus	Goal No.13. Climate Action Goal NO.15. Life and land
Minimum three Learning Outcomes- at the end of the activity the students will be able to (Write in terms of Knowledge and Skills):	<ol style="list-style-type: none"> 1. Identify and enlist the endemic or local plants, animals and birds found in Charchose Jhadi. 2. Tell about the strategies that the local community forest committees adopt for the preservation of Char chose jhadi. 3. Develop strategic plan to conserve Char Kose Jhhadi in reference to other countries examples (at least two Countries) (International Dimensions).
Brief and clear description of Activity that will help in attaining the projected learning outcomes (at least one activity for each learning outcome)	<ol style="list-style-type: none"> 1. Meetings with local seniors, District Forest Officer and with the Mayor" to make curriculum 2. Orientation to the students on its history, beauty and importance 3. Field visit and interview to the local seniors 4. Questionnaire and interview to DFO, Mayor, Ward Chairs, head of local community forest committees. 5. A public discussion program Including Local Government representatives, DFO and seniors or experts will be conducted at school. 6. Develop the strategic plan for the preservation of Char Kose Jhhadi in reference to other countries examples (at least two Countries) (International Dimensions) and make a report to submit to the local government, District Forestry Office etc. 7. Writing paragraphs or essay on the importance of Char Kose Jhhadi. Sending a newspaper article to local newspaper. 8. Write report of reflection on their learning.
Month and duration of activity	November, 2019 to March, 2020

Classes / no. of pupils involved	4-5 students 82
Countries covered	Nepal and neighbouring countries
Subjects covered with curriculum link	Social, Creative arts
Teachers responsible	Sudarshan Subedi, Amit Sijapati
Evaluation methods to measure the learning outcome among the pupils	<ul style="list-style-type: none"> • Interviewee's feedback • Mayor and visitor's feedback • Discussion report • Visitors' Feedback • Classroom assessments • grading on project • Feedback on presentsation
Evidences to be provided in the portfolio	Photographs, videos, Students assessment, BC evaluation form, students reflection, teacher report, Newspaper article, report presented to the stakeholders.



INTERNATIONAL SCHOOL AWARD

ISA Action Plan

Project 6 (Title mentioning the International dimension and brief description of the project):	Playing and learning with shapes This project is related to Unit -1, entitled 'Geometry' of pre-primary to Grade -2. This will make students learn about different shapes like square, rectangular, triangle, Circle etc. with fun.
Type:	In-school project with an international dimension
Sustainable development goal focus	4. Quality education 17. Partnership to achieve goals
Minimum three Learning Outcomes- at the end of the activity the students will be able to (Write in terms of Knowledge and Skills):	<ul style="list-style-type: none"> Recognize basically four shapes: square, rectangular, triangle and Circle playing with real objects with fun cl:1,2,3 Maths, scope 1,Geometry P:35/36 Draw these shapes on their math notebook and charts and colour them to clarify shapes. cl:1,2,3 Maths, scope 1,Geometry P:35/36 Compare Nepalese flag with at least 5 other countries of the world and write their shape and your learning reflection. (International Dimension) Tell at least 10 items of different shapes, their pronunciation and spelling. (Cross Curricular) Cl: 1,2,3 English: Speaking 10, 11 Reading: 12 to 15 P: 171

Brief and clear description of Activity that will help in attaining the projected learning outcomes (at least one activity for each learning outcome)	<ol style="list-style-type: none"> 1. Collection by the teacher and demonstration of at least 20 real objects like books, tables, playing ring, volleyball, plates, white board, playing blocks, bricks, bangles, etc. to give the sense of various shapes. 2. Ask to bring at least three home appliances according to their (Jigsaw) shape group, such as square group, circle group with the help of parents and demonstrate them in the classroom. Parents are given request letters and calls to help their children according to their group name 3. Collection of different shaped flags, at least 5 countries (International Dimension) 4. Color the flags of different countries with different shapes and color 5. Groups of students to make the shapes with paper and dough to present in front of their friends. 6. Collect the pictures of some home items and compare and classify the different shapes in groups. (all) 7. Scrape books pasting at least 10 different pictures with captions signifying shapes (Add on by partner school) <ul style="list-style-type: none"> • Pin board with rubber shape • Birds and animals shape and coloring
Month and duration of activity	1st and 2nd week of September.
Classes / no. of pupils involved	Pre primary 100 students.
Countries covered	UK, Taiwan, India, China, Nepal
Subjects covered with curriculum link	Maths, art and craft
Teachers responsible	Gaurab Sharma.
Evaluation methods to measure the learning outcome among the pupils	<ul style="list-style-type: none"> • collection list by each students, • test worksheet and answer scores • Jigsaw collection list and report • parents' feedback • Students name and their collected flags name list. • Students' paper and dough works for shapes of different objects. • scrap books with pictures of shapes with caption • Photos and Videos
Evidences to be provided in the portfolio	Photographs, BC evaluation forms, student's assessments work sheets, students report, teachers' report.



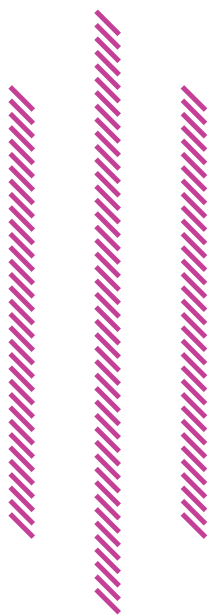
INTERNATIONAL SCHOOL AWARD

ISA Action Plan

Project 7 (Title mentioning the International dimension and brief description of the project):	My Mother Tells a Tale A story is a report of connected events or imaginary. It is a tale that is made up for entertainment. This project curriculum is linked with Nepali subject of Grade 1 to 3 to develop four skills of language i.e. Listening, speaking, reading and writing.
Type:	In-school project with an international dimension
Sustainable Development goal Focus	Quality Education (SDG Goal 4) Partnership to achieve the goals (SDG goal 17)
Minimum three Learning Outcomes- at the end of the activity the students will be able to (Write in terms of Knowledge and Skills):	<ul style="list-style-type: none"> • Collect mother's tale from their family in mother's handwriting. • Tell/ recite the mother's tale loudly in the classroom after mother. (cl: 1 Speaking No.10, P:11 Reading No:15, P:12, Cl:2 speaking No: 10, P:18, Reading No.14, P:19) • Comprehend Guest story teller and draft his/her story in written form in students' handwriting. • Learn to tell and write the summary of their mother's tale/story by the students. (cl: 1 writing No.22, P:13 Cl:2 writing No: 20, P:21) • Tell stories in front of the mass in story telling competition and display on the placards the moral values of all stories they learnt.
Brief and clear description of Activity that will help in attaining the projected learning outcomes (at least one activity for each learning outcome)	<ol style="list-style-type: none"> 1. Orientation and Collection of mother's or family stories. (Especially in mother's handwriting which student recites or tells) 2. Invitation to mother, or parent to tell the story at school. (Sample student can be asked to tell the story in front of mother to check if he/she knows) 3. Recitation of the stories by the student individually in the classroom. 4. Listening Comprehension of guest story; interaction with Guest and drafting his/her story in point wise written form. 5. Teaching stories by teacher and Learning vocals, correct pronunciation, vocabularies (difficult word meaning) by the students. 6. Teacher also teaches the style of storytelling (Gesture and facial expression). 7. Teach and help how to write summary of mother's tale. 8. Story Telling Competition (Story telling program with photos placard and videos) 9. Teach moral of all stories they learnt to each other. Classroom activities for writing moral of all stories. 10. Teachers and students together explores folk stories of other countries and share in the classroom.

Month and duration of activity	September, 2019 to November, 2019
Classes / no. of pupils involved	class 1 and 2
Countries covered	Nepal, India, America, Canada, Australia
Subjects covered with curriculum link	English
Teachers responsible	Ashim Kharel, Sharda Joshi
Evaluation methods to measure the learning outcome among the pupils	<ul style="list-style-type: none"> • Students reflection • Feedback on recitation
Evidences to be provided in the portfolio	Photographs, visitors feedback, feedback questionnaire, BC evaluation forms, Teachers feedback, student assessments

20% Local Curriculum On “Food Items of Local Sherpa Community”



Submitted by:
Golden Peak High School
Sarswatinagar, Kathmandu

Submitted to:
British Council
Lainchaur, Kathmandu

Introduction

This curriculum is about identification, preparation and use of food items common in local Sherpa community of Kapan, Kathmandu. The significance of this local curriculum is to promote food items of Sherpa community and to contribute in tourism industry since Baudhanath, listed in World cultural heritage, is in this area. Sherpa community has its own language, lifestyle, costume, food habit and norms and values. The majority of the people in this area are from Sherpa Community. It is also observed that Sherpa community has great contribution in tourism industry. The food items of this community are unique and hence play vital role for promoting tourism industry. Also, the purpose of implementing this local curriculum in our school is to introduce healthy food items of the Sherpa community in national and international levels. The present curriculum is 20% local curriculum closely linked to Social Studies subject of Grade 4 and 5 each.

Objectives/Competencies

After completing this curriculum, the students of grade 4 and 5 will be able to:

- identify common food items of the local level
- identify and name the common food items of Sherpa community
- identify materials required for preparing food items of Sherpa community
- be familiar with the methods of preparing such food items
- acquire the skill of preparing such food items
- promote these food items for marketing and tourism industry

Contents

1. Identification of food items of local Sherpa community
2. Preparation and promotion of the food items of Sherpa community

Scope and sequence/Horizontal and vertical organization

The content has been selected and organized horizontally and vertically according to the age, level and knowledge of the students.

Elaboration of contents: Area and Sequence Table

Area/Sequence	Grade: 4	Grade: 5
1. Identification of food items of local Sherpa community	<ul style="list-style-type: none"> • Introduction to food items • Identification of local food items 	<ul style="list-style-type: none"> • Introduction to food items • Identification of local food items
2. Preparation of the food items and their promotion	<ul style="list-style-type: none"> • Introduction to Sherpa community and its common food items • Identification of common food items of the Sherpa community • Recipe of the food items of the Sherpa community • Preparation of the food items (any two) 	<ul style="list-style-type: none"> • Introduction to Sherpa community and its common food items • Identification of common food items of the Sherpa community • Recipe of the food items of the Sherpa community • Preparation of the food items (any four)

Method of delivery/Process of teaching

Teaching periods	Activities		Teacher involved
	Grade: 4	Grade: 5	
3	Introducing local food items, and discussing their need and importance	Identifying and explaining the benefits of local food items	Social Study Teacher
4	Providing general introduction to Sherpa community and explaining their specialities	Introducing lifestyle of Sherpa community and its special food items	Social Study and OBTE teachers
5	Introducing food items of the Sherpa community with their recipe	Observation of and preparation practice for the food items of the local Sherpa community	Local cook-guide, Social Study teacher and community members
7	Preparation practice for the food items of the local Sherpa community	Preparation practice for the food items of the local Sherpa community	Local cook-guide, Social Studies teacher, community members and OBTE teacher
8	Field visit, observation and Report writing	Field visit, observation and Report writing	Local cook-guide, Social Studies teacher, community members and OBTE teacher and other teachers
3	Practice for marketing of the common food items of the Sherpa community	Practice for marketing of the common food items of the Sherpa community	Local cook-guide, Social Studies teacher, OBTE teacher, other teachers and community members
Total periods	30	30	

Instructional materials, resources and materials

- Vessels and cooking utensils
- Ingredients as per recipe of different items
- Resource person: Cook-guide related to the food items of the Sherpa community

International Dimension

- Identification of local food items
- Introduction to the common food items of the Sherpa community with their need and importance in national and international level
- Promotion of the food items of the Sherpa community
- Contribution to the internal and external tourism through the promotion of the food items of the Sherpa community
- Contribution to the establishment of food item related business in the future after deep study and practice of the food items of the Sherpa community
- Comparing and contrasting the food items of the local community of the other country

Evaluation method, tools, techniques

1. Observation
2. Demonstration practice activities
3. Objective test for theoretical knowledge
4. Practical/Project based evaluation

20% Local Curriculum Project on “MAMLA JATRA” The Local Festival of Boudha



Submitted by:
Advait M High School
Kathmandu, Nepal

Submitted to:
British Council
Lainchaur, Kathmandu

Introduction

Nepal is a small South Asian country, which lies in the southern lap of mountain ranges, but on the basis of topography, climate, ethnic group, culture, religion etc., it is very big and diverse country, therefore our present Constitution of Nepal 2072 BS (2016 AD) also defines Nepal as multi-ethnic, multi-religious, multi-cultural country. These varieties are the identity of Nepal and Nepalese people.

Every ethnic, religious group has their own culture, customs, traditional rites and rituals and festivals. Among them, some culture and customs are well known to the society as well as outside the country. But some culture and festivals are only limited within certain locality.

Here we are going to introduce “MAMLA JATRA” festival which is a unique and very important festival. This festival is celebrated by the local Tamangs and Newars of Boudha in Ajimathan (Temple of Ajima/Mamla) of Boudhanath Stupa. Boudhanath Stupa is located about 7 km. away from the heart of Kathmandu city. This place is the centre of Buddhist pilgrims and listed in UNESCO World Heritage Site but most of the people are unaware of the MAMLA JATRA festival

Mamla Jatra

Mamla Jatra falls on every Magh Sukla Purnima of the Nepali calendar (full moon day of January month). It is a historical Jatra (festival). This festival is very important for the local because it is well known for an accomplishment known as “Mompukusiddhi”. It means comprised with Ajima. On the day of the special occasion, devotees begin to gather right from early morning at “Ajimathan”. The local Lama (priest) then worships and prays for peace and harmony. At the same day in the evening, idol of Ajima is supposed to be kept in chariot for public visit ‘Darshan’ from Boudhanath to Peepal Bot and Tusel Chowk. Buddhist devotees and all other people light butter lamps, incense etc which are the special attraction of public visit of Ajimathan.

At the end, priest of temple offers meal to all the devotees. This is very much identical and true to the Buddhist culture, as their personal identification.

Ajimathan

This temple is located on the northern sides of Boudhanath Stupa. It is also well known as the Shakyamunis, Mompukusiddhi, etc. This is believed that ‘Haratimata’ of Swayambhunath is the sister of ‘Ajima’ of Boudhanath.

In the 5th century ‘Guru Padmasambhav’ used his accomplishment in term of his “Tantrik power” for the protection and preservation of Buddhist culture. According to this popular belief, people used to have ‘Chariot Jatra’ known as Mamla Jatra.

It is pondered that by offering the prayer and worship people can get their wish fulfilled such as birth of child, success in business etc. That’s why it is getting popular day by day.

There are many legendary stories, one of them is presented below

The Boudhanath Stupa was built by a mother Jyajima, who looked after her chickens. They were an extremely poor family. It was her dream to build a Chorten (Stupa). So she asked the King of Nepal for permission to get the land. Normally, the king wouldn’t have given such permission, but looking at her determination that she wanted to build it for the well being of whole living creature. He agreed without knowing the actual consequence. She had asked only for the area which can be covered by an animal skin. The king said “Yes”. This just “slipped out of his mouth”.

This is why the Tibetan called it “Jarung Kashor Chorten”. “Jarung” means “it can be done”, “Kashor” means “slipped out of the mouth” and “Chorten” means “Stupa”. This is the exact name known by all the devotees.

The mother Jyajima passed away after the completion of the base of the Stupa (Dome like structure). She got married with four husbands and gave birth to four sons from each of her husband. Tajibu, Phagjibu, Khyijibu and Jyajibu were the name of her 1st, 2nd, 3rd and 4th sons respectively. They completed the rest of the Stupa. After they had finished it, they all stood up in front of it and prayed, all the Buddha and

Bodhisatvas blessed them that their wishes be fulfilled.

Objectives

This curriculum will help our students:

1. General objective:

To build the positive sense of identity about local festivals.

2. Specific objectives:

- To find out the historical, religious, and cultural importance of “Mamla Jatra” through primary sources such as, field trip to observe the activities of Jatra, taking interview with Lamas and secondary sources such as, read the related books and search in internet about Jatra.
- Observation of activities and the practices in the “Mamla Jatra”.
- Prepare a report in the form of scrap book and role play.
- Explore the same type of cultural festivals celebrated in the world and compare them with “Mamla Jatra”.

Process of teaching

Teaching learning methods will be based on the principle of “Learning by Doing” because practical based is rather better than inputting theories of the local festival. However, student will be given the orientation class about the historical, religious and cultural significance of the local festival i.e. Mamla Jatra. After the orientation class, teachers will play the role of facilitator and just give the framework of activities.

S.N	Teaching Periods	Activities	Involved Teachers
1	2	Orientation from Guest Lecturer: <ul style="list-style-type: none"> History of Boudhanath Stupa. Epics and Myths related to Mamla Jatra. Initiation of Mamla Jatra. Significance of Mamla Jatra 	Mr. Khadga Jit Lama <i>Chair Person of Tamang Welfare Trust Boudha,</i> Mr. Tashi Kumar Lama. Mr. Jyoti Lama
2	2	Orientation about making questionnaire: <ul style="list-style-type: none"> How to make a research questions? Concept of open ended close ended and semi structured questionnaire. 	Mr. Mukunda Poudel, <i>Lecturer of Research Methods in Sociology, Trichandra Collage.</i>
3	5	Making the Questionnaires: <ul style="list-style-type: none"> Preparation of questions for individual. Discussion among the group about the questions. Choose the best questions from the group. Working on suggestions and feedback. Prepare the final questionnaire and print it. 	Mr. T.D. Rai Ms. Ganga Rai Mr. Pushkar Khanal Ms. Ambika Niroula Ms. Tsewang Lama Mr. Bimal Adhikari. Mr. Mingyur Sherpa.
4	5	Visit to observe the MAMLA JATRA: <ul style="list-style-type: none"> Observation of the activities in Jatra. Choose the respondent to ask questions. Fill the questionnaires form. Analysis of the questionnaires. Result discussion of the survey. 	Mr. T.D. Rai Mr. Netra Malla Ms. Nikita Rana Ms. Rozi Shrestha Ms. Binita Thapa Ms. Sangita Upreti
5	10	Reflection of Jatra: <ul style="list-style-type: none"> Discuss and share the understanding of the students. Dramatize the epic script writing. Preparation of role play from selective students. Making Mural reflecting MAMLA JATRA. Show the role play in school. 	Mr. T.D. Rai Mr. Netra Malla Ms. Ganga Rai Ms. Nikita Rana Ms. Rozi Shrestha Ms. Binita Thapa Ms. Sangita Upreti

6	8	Final Assessment: <ul style="list-style-type: none"> • Making the scrap book about incidents in Jatra. • Paragraph writing competition on Mamla Jatra. • Objective questions about their knowledge regarding Jatra. • Reward for the best performer. • Conclusion of the project. 	Mr. T.D. Rai Ms. Ganga Rai
Total	32		

Resource and materials to be used

The following resources and materials to be used during the project:

- ICT equipments such as Computer, Internet, Camera and other electronic devices.
- Writing board.
- Marker, duster.
- Diary.
- Paper, Pen, Pencil, Color and geometrical instruments etc.

Learning outcomes

Our assumption regarding, students learning is not limited to be aware about festival but value the whole culture respecting the tradition of own community as well as other community. Other possible learning outcome can be mentioned as follows:

- Able to think critically about the local festivals in the community.
- Explore and observe the activities and write reflection.
- Identify the historical, religious and cultural significance of MAMLA JATRA.
- Prepare the questionnaires for survey related to Jatra.
- Analyze the primary data using the simple research tools and techniques.

Evaluation/assessment

We are planning to use the continuous evaluation mechanism during the whole activities. Except for that our Social Studies Teacher will conduct the formative assessment with objective and subjective questions to Grade 5 students to measure the learning outcome.

Other evaluation/assessment methods are as follows:

- a. Scrap book checking.
- b. Role play.
- c. Activities photograph
- d. Question answers

The Sustainable Development Goals

(<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>) are;



You may want to visit the following links on ideas for school activities under SDGs;

- How to teach the UN's development goals, and why
<https://www.britishcouncil.org/voices-magazine/why-teach-uns-development-goals-and-how>
- Collaborative Project Templates
https://schoolsonline.britishcouncil.org/about-schools-online/about-programmes/connecting-classrooms/collaborative-template?_ga=1.167925800.881342303.1484105599
- Classroom Resources for Teachers
<https://connecting-classrooms.britishcouncil.org/classroom-resources>

GLOSSARY

Action	Applying the knowledge, skills and values gained through activities to make a positive difference to a local issue with contemporary global relevance.
Action Plan	A plan of activities which will produce the outcomes required for the Accreditation and Reaccreditation level. The Action Plan is part of the application form.
Collaboration	Joint and reciprocal work between pupils and teachers in schools in the UK and other countries. Learning is together; research is two-sided, conclusions are arrived at together.
Critical reflection	Analysis in the context of a wider perspective(s) i.e. evaluating teaching methods in light of research about approaches in other countries, or evaluating national approaches to problems after considering the approaches to the same problem from elsewhere.
Curriculum activity	An activity linked to normal school activity (either for learners or teachers), opposed to extra-curricular activities, such as chess clubs or sports teams.
Disseminate	To share learning, training, conclusions with peers, teachers or people outside the school community.
Educators	All staff involved in teaching e.g. support staff, teachers, head teachers etc.
Education community	Links to other schools and organisations involved in education e.g. schools, nurseries, universities, education authorities or consultants. The community could be local, national or international.
Education practice	'How' teaching is done.
Enriching education	The process of continuous improvement in education, happening as a result of reflective learning from international exchange.
Impact	The end result/ultimate benefit from doing an international activity.
International co-ordinator	The international co-ordinator has a varied role in organising, applying, training and implementing.
International policy	A document which sets out the principles or protocols which will achieve the outcomes listed for the level of the Award at which you are applying. It is usually signed off by the school's governing board.
International work <ul style="list-style-type: none"> • preparing • developing • embedding • expanding 	<p>International work describes activities with an international focus, which are done to achieve the outcomes</p> <p>Preparing for international work involves exploring the possibilities and thinking about how international work could be initiated.</p> <p>Developing international work involves doing the international work, and adding it to certain subject.</p> <p>Embedding international work involves having a consistent approach across the school.</p> <p>Expanding international work involves sharing learning and expertise with others, at learner, teacher and school level.</p>

Outcome	The results of doing an activity. What did you learn/gain/develop?
Partner schools	Schools in other countries with which an educational link is established. Links should have shared aims: the schools should share the same vision of working together.
Reflective learning	Not just the absorption of facts but the critical analysis of data. Forming opinions and learning from a variety of cultural perspectives.
Resources	A source or supply provided by the school for the international coordinator/international work. This could be time, money, training etc.
Wider community	Groups linked to the school e.g. religious groups, community groups, businesses etc.
Young people	People under the age of 18, including school pupils and members of the wider community. They participate in activities which are led or facilitated by educators.

