

## Call for Participation: Papers & Practice

### Symposium

### Theory and Practice: Global Learning in Excursions in the Context of South-North School Partnerships<sup>1</sup>

02.-03. May 2016

in Kassel, [CVJM-Conference House](#)

International school exchanges with partners from countries in the Global South have gained importance over the last few years. But how can school exchanges in the context of South-North school partnerships become places of Global Learning? Which opportunities and difficulties does the particular learning setting of school North-South exchanges offer? The following questions in particular shall be worked on (among others):

...with direct practitioners in school-exchange work:

- ✓ How can educational support be structured in terms of Global Learning?
- ✓ How can school exchanges be designed to be critical of racism and power hierarchies, and to be inclusive?
- ✓ How can (educational) approaches of partners in the Global South be structurally anchored in international school exchange projects?
- ✓ What contribution can international school exchanges make to regular lessons or school development processes?
- ✓ How can South-North school partnerships contribute to pupils' personal development?
- ✓ What are the barriers to entry for participants from the North and the South?

...with scientists in different branches of educational- and political science:

- ✓ What do we know about the knowledge gained on school exchanges – not only that gained by pupils, but also by the accompanying institutions and actors in the South and the North?
- ✓ Which empirical findings or theoretical considerations can sub-disciplines in educational sciences – particularly in intercultural comparative and transcultural education -, school pedagogics or general educational science - contribute to the design of school excursions?
- ✓ What contribution can further scientific perspectives, particularly intersectionality research, post-colonialism research and “critical whiteness”, make to Global Learning in school partnerships and school excursions?

Answers to these questions about theory and practice shall be discussed during the symposium. We would like to invite scientists and practitioners to submit articles to the symposium.

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<sup>1</sup> Hereinafter: “School excursions” or “South-North excursions” always refer to school excursions in the context of South-North school partnerships

# Call for Participation

## General Information

### Conference Languages:

The conference languages are German and English. Whispering interpretation can be offered during the conference by prior arrangement. Articles may be submitted in German or English, or in other languages by prior arrangement. **We particularly encourage people and actors with migration experience, Black People, People of Colour and partners from the Global South to contribute articles.**

→ You can find the **Call for Participation** in the English language [here](#)

When writing your article, please ensure that you submit an abstract to appear in the programme. The event organisers may run an editorial check for this purpose.

### Presentation format:

We allow the following presentation formats:

- Presentation (max. 15 min) Poster presentation (desired format: A0)
- Video statement (max. 5 min)
- Presentation languages: German or English (other languages by prior arrangement)
- We hope to be able to offer other presentation options within the scope of our possibilities - please get in touch in plenty of time.

### Travel costs:

The authors of accepted articles are exempt from paying the conference fee. The event organisers will cover the costs of board and lodging, as well as travel costs, in line with the German Federal Travel Expense Law (BRKG). Within the scope of financial possibilities, we would also like to encourage the participation of partners from the Global South.<sup>2</sup>

Please see the attached instructions on the submission of articles on Theory and Practice and **send your article description (Abstract) to Alexander Repenning, Fachstelle GLiS by 01 February 2016: [glis@comenius.de](mailto:glis@comenius.de).**

Should you have any further questions, please do not hesitate to get in touch with us:

<p><b>Fachstelle GLiS</b> <b>Globales Lernen in der Schule</b></p>  <p>Comenius-Institut, Ev. Arbeitsstätte für Erziehungswissenschaft e.V. Schreiberstr. 12 48149 Münster <a href="http://www.fachstelle-glis.de">www.fachstelle-glis.de</a></p> <p><i>Contact:</i> Sonja Richter Tel.: +49 (0) 251 98101-34 E-mail: <a href="mailto:richter@comenius.de">richter@comenius.de</a></p>	<p><b>ENSA –</b> <b>Entwicklungspolitisches</b> <b>Schulaustauschprogramm</b></p>  <p>ENGAGEMENT GLOBAL gGmbH Service für Entwicklungsinitiativen Lützowufer 6-9 10785 Berlin <a href="http://www.ensa-programm.de">www.ensa-programm.de</a></p> <p><i>Contact:</i> Claudia Schilling Tel.: +49 (0) 3025482364 Mail: <a href="mailto:claudia.schilling@engagement-global.de">claudia.schilling@engagement-global.de</a></p>
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<sup>2</sup> Subject to authorisation of the necessary contributions from the BMZ – Bundesministerium für wirtschaftliche Entwicklung und Zusammenarbeit (Federal Ministry for Economic Cooperation and Development).

## **1. Call for Practice: Instructions for Practical Articles**

Your article should examine the symposium topic from a practical perspective. Your answer to the question about Global Learning in the context of international school exchange should be based upon (your own) practical experiences. For this, not only the successes related to your work (conditions for success) should be taken into consideration, but also challenges and difficulties in conceptual planning and practical implementation of school exchanges. The article should illustrate the particularities of educational concepts and/or the respective institutional framework conditions in this context.

The submitted article should contain information on conceptual and institutional conditions of the practical experience. It should clearly state the central conditions for success and challenges in one or more of the following subject areas:

### **Possible article topics:**

- ✓ Methodical and didactic embedding of experiences in lessons and in the school as a whole (Whole School Approach)
- ✓ Design of preparation and follow-up work for school exchanges: Educational frameworks in the Global South and Global North and their relationship to one another
- ✓ Dealing with racism and whiteness in international learning partnerships
- ✓ Qualifications paths for skilled personnel and teaching staff for leading international school exchanges
- ✓ Structurally embedding the perspectives, views and needs of partners in the Global South into the exchanges
- ✓ "Culture of Dominance" in international school exchanges: Pitfalls and how they can be avoided, what does it mean to deconstruct "Culture of Dominance" (in South-North-Partnerships)
- ✓ Inclusive and participative design of school exchanges: Experience with a diverse group of participants (pupils with and without disabilities, from different social and educational backgrounds, with a migrant background, students which do not conform the dominant norms etc.)
- ✓ Institutional and organisational framework conditions as hurdles or conditions for success in school exchanges

These topics should be understood as examples and in no way represent an exhaustive list. We welcome articles on wider subject areas that provide answers to the questions posed in the introductory text.

### **Formal Requirements:**

- Participant's Name, Institution and Contact Details, and details of any other relevant party where applicable.
- Article Title
- Length of abstract: c. 100-200 Words
- Please indicate your preferred presentation format: Presentation, Poster or Video statement.

## **2. Call for Papers: Instructions for Theoretical Articles**

A theoretical article should examine the symposium topic from a *theoretical-scientific* perspective. Which empirical findings or theoretical considerations answer the question of how school excursions can be designed in the context of South-North school partnerships in terms of Global Learning?

The abstract should pose a question, describe the methodological approach or theoretical consideration and refer to the (expected) empirical research results. The impact that the considerations presented (could) have on the practical side should be made clear in theory-based articles. The following areas could be the subject of an article:

### **Possible article topics:**

- ✓ Empirical findings on the learning effect of school exchanges in the context of South-North school partnerships
- ✓ Research findings or theoretical considerations regarding ensuring attitudes that are critical of racism, particularly in the context of collaborative projects between the Global South and the Global North
- ✓ Scientific findings on the design of programmes with multiple stakeholders
- ✓ Scientifically-tested instruments for the (self) evaluation of school excursions
- ✓ Relevant research project results on lesson and school development in the context of Global Learning and Education for sustainable development

These topics should be understood as examples and in no way represent an exhaustive list. We welcome articles on wider subject areas that provide answers to the questions posed in the introductory text.

### **Formal Requirements:**

- Participant's Name, Institution and Contact Details, and details of any other relevant party where applicable.
- Article Title
- Length of abstract: c. 250-300 words
- Please indicate your preferred presentation format: Presentation, Poster or Video statement.

### **Cooperating**

Lehrstuhl für Allgemeine Erziehungswissenschaft, Otto-Friedrich-Universität Bamberg  
Brot für die Welt - Evangelischer Entwicklungsdienst  
EPIZ Reutlingen  
Humboldtschule Bad Homburg  
Raymonde Driesen, freie Trainerin

### **Partners:**

