

PHD Title: A study of English/ Tanzanian school partnerships

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Background

My initial review of literature has identified governmental policies which were introduced in the UK during the early twenty first century which encouraged English schools to take a lead in the development of global school partnerships.

It has also suggested that some schools in sub-Saharan countries have engaged with global education policies, which has led to the development of a culture within the region where international links can be explored.

Although research is limited, there are several examples of Tanzanian schools during the first decade of the twenty first century, adapting this emerging culture for international development and working with the British Council to establish links with English settings.

Existing literature has also suggested more specific research questions to be explored through my research. Limited studies have been completed in recent years on the development of partnerships between English and Tanzanian schools. Considering shifts British policy in recent years, and the inconsistent findings about the nature of the Tanzanian government's role in supporting global links, it would be interesting to investigate where schools in both countries receive information about potential partners from and how they determine their next steps in this area.

To learn more about the city of Tanga in Tanzania follow this link.



Research Questions

- How do British and Tanzanian teachers and leaders perceive their partners and understand how their wider partnerships could be developed?
- To what extent are British and Tanzanian teachers and leaders aware of discourse on global themes? Where do they gain this knowledge and how does this inform the understanding of their links?
- To what extent are the professional identities of Tanzanian British teachers and leaders associated with their work on the link/ partnership?

Thank you to the children of Donge Primary for completing this painting to show their understanding of Global Partnerships.



To learn about an established English / Tanzanian school partnerships follow this link.



Research Aims

This research will use a **qualitative methodology** to understand the theory and practice of the UK Government's call, in 2007, for every school in Britain to develop international links promoting Global Citizenship, and the ongoing impact of this policy on the development of sustainable partnerships between settings in England and Tanzania.

Data collection will gather English and Tanzanian school leaders, teachers and community members' experiences, perceptions, and suggestions about global partnerships. It will strive to understand how they perceive their partners, how they believe that their links could be developed and the extent to which professional identities are associated with work on partnerships.

This study will identify the influence of key themes on global school partnerships. Literature suggests that these themes may include: **Colonialism** - 'a desire to produce people for a British styled living', Mushi (2009), **Neo-Colonialism** - 'the influence of multi-national companies to enforce their values through global goals' Verger, Novelli & Altinyelken (2021), **Societal expectations** - 'the implicit rules pertaining to gender, religion, age and class which deem what is acceptable in Tanzanian society', Mosha (2004) and **Indigenous knowledge** - 'the unique and shared knowledge of the people and community, which informs their collective world view' Ezeanya-Esiobu (2019)

To read a novel inspired by a partnership between Tanzanian and English schools , follow this link



The significance of this study will be that it will have:

An instrumental impact – An evidence base will be produced to devise effective policies for the enhancement of global partnerships with schools in Tanzania and other sub-Saharan African countries. The findings will also support links with other developing nations, particularly those with similar social, cultural and economic characteristics to Tanzania. Consequently, this research will be disseminated by organisations such as the British Council and EDQUAL (Implementing Education Quality in Low Income Countries)






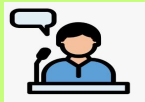
A conceptual impact – My study will improve transparency on the current challenges of sustaining global school partnerships. It has a potential impact on enhancing global partnerships with schools in Tanzania and professional development, conceptually by problematising and developing a more nuanced understanding of partnership and global citizenship education.

A methodological impact – This research will demonstrate the potential for using qualitative methodology to offer insights into how individuals make sense of their global partnerships. By providing insightful interpretation, anchored into participants' accounts, this research will fill a gap in current research. Methodologically, this project can have a meaningful impact by developing qualitative research methods in complex global south contexts.

Methodology

This study will gather evidence from three established global partnerships, which include a selection of primary and secondary schools located in urban, rural and coastal areas of England and Tanzania.

The researcher recognizes the challenges of a former British head teacher collecting data in English and Tanzanian schools. Therefore, this study will have a clear positioning statement and make use of data collection techniques such as third person elicitation, to produce decolonized research and mitigate the issues of distance and dependence networks.

Sampling	Data Collection	Data Analysis
<p>Convenience sampling – use of trusted local school leaders to identify English/ Tanzanian partnerships that match selection criteria and are currently available.</p> <p>Purposive sampling – a range of school roles included within the study including senior leaders, teachers, support staff and community leaders.</p>	<p>Lahdesmaki et al (2020) suggest several strategies to support researchers in the Global South overcoming language barriers, which I will use to support data collection. These include the use of pictorial methods to collect responses and 'third person elicitation', when participants discuss an issue by exploring how this is dealt with by somebody else. Like Archibald's (2008) notion of 'indigenous storytelling', these strategies could encourage non-confident English speakers to explore issues they might otherwise avoid.</p>	<p>A combination of Thematic and Critical Discourse Analysis will be completed on my data.</p> <p>Thematic Analysis seeks to identify themes or recurring patterns found within the data.</p> <p>Critical Discourse Analysis is an interdisciplinary approach to the study of discourse that views language as a form of social practice. The method combines critique of discourse and explanation of how it figures within and contributes to the existing social reality.</p>
 	 	 

More Information

- To download this poster and for more information on this research follow this link



References

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