

## GCVII POSTER SESSION

All delegates shared in a Poster Session to provide information on their schools and educational systems.



Above: Rod Fraser, Principal of Ivanhoe Grammar School in Ivanhoe, Australia, and Director of GCF, Inc., points to information about his gap year students.

Below: Anez Katre from the Doon School in India stands ready to answer questions.



## Why Global Connections?

**“IF YOU HAVE TO ASK, YOU AIN’T NEVER GONNA KNOW”**



Malcolm McKenzie

It is tempting to be flippant and answer the question by saying: If you have to ask, you ain’t never gonna know? Didn’t Louis Armstrong say something like that to the person who asked about the meaning of jazz? But this does not take us very far so I shall try to be a little more expansive.

Many book and film titles take their names from their principal characters. So Hamlet famously depicts the troubled state of Denmark, the world of Hamlet the Dane, as well as giving us one of the great characters of literature. In similar vein, “Global Connections” suggests a world that is now connected in ways that were unimaginable only a decade or two ago as well as being a player in that world. There are, therefore, two questions in my title: Why is the world becoming more and more connected, both wired and in other ways? And why is there a need for Global Connections, our loose and growing association of over 200 national schools worldwide? Perhaps there is a third, as well: What is the link between the connectedness of our globe and Global Connections?

That our world is closer and smaller than before is a cliché of our times. There are, for most people, positive and negative aspects to this. Analysts of globalisation are often quick to point to both. Our world is becoming more connected because technology is relentless in its march, because humans are insatiable in their desire for growth and because our globe is finite. The positives that attend this include the capacity to control our human destiny as never before and to reach out in constructive and compassionate ways to

those who used until recently to live just too far away. But this capacity to take charge is not being used nearly sufficiently to harness the galloping environmental and social devastation of globalisation nor to bridge an increasing divide between those who have much and those who have little, those who live in peaceful societies and those whose lives are wracked by conflict.

Enter Global Connections, new player on this world stage. We build bridges where they have not existed before. Our annual seminar of school leaders from around the world does this in a special way. As a consortium of national schools all determined to take advantage of the positive aspects of globalisation, we strive to make ourselves more global in outlook and in what we offer our students. Our graduates enter their careers with understandings and experiences that are born of international exposure through sharing and exchanges. We know that, as students, they will only develop a sense of real interdependence through sustained community service whilst at school. We show them ways in which more affluent schools can assist partners in less advantaged contexts and how these better-endowed places can learn a lesson or two about life through such connections. We are cousins to other progressive schools and associations that recognise that education worth its salt lasts for life and equips people to make a difference in their communities.

Shakespeare’s theatre, which contained the world, was aptly named The Globe. Our connected world, curiously, is almost as small as that globe and both are orbs that overflow with positive and negative possibilities. Comedy, the all’s well that ends well, and tragedy, those ghastly multiple deaths that occur all the time, every day, abound. Global Connections seeks to educate students and teachers to create comedy, a world that will improve and have more happy endings. But we do this with serious intent. We are not naïve, we occupy an unusual niche and we are gaining ground.

Visit our website:  
[www.globalconnection.org](http://www.globalconnection.org)

# Spotlight on Interchange: A Global Connection in Action

## HEADS OF SCHOOLS CONNECT TO CREATE A MODEL TEACHER EXCHANGE PROGRAM

A creative partnership between Trinity School, an historical independent school in New York City, and Tiger Kloof Educational Institution, a community-based educational center in Vryburg, South Africa, is the result of a continued connection the respective heads of the schools started at a GC Seminar.

The concept of this partnership was explored initially between the two Heads of school at Global Connections IV held at Deerfield Academy in 2000. The idea was further developed and agreed to in principle at Global Connections V in Kenya.

Earlier, the President of Global Connections Foundation had sought the interest of the Director of the Edward E. Ford Foundation in Washington, D.C., a foundation supportive of U.S. independent school initiatives in teaching and learning. This initiative and that of the two Heads of School subsequently resulted in a three year creative partnership between Trinity and Tiger Kloof and a challenge grant by the E.E. Ford Foundation which was matched successfully by the U.S. partner institution.

Now in its second year, the Partnership is serving as a model for a number of other schools which are interested in developing relationships to

further diversity, cultural awareness, and appreciation for other models of education.

The aims of the Partnership, developed by both schools, include:

- to enable teachers to undertake literal and figurative journeys of significance into new worlds
  - to produce thoughtful and emotional changes in attitudes in which complacency has no part
  - to broaden and enrich the outlook of individuals and to stimulate imaginations and fire enthusiasm
  - to move individuals out of comfort zones, to encourage risk-taking
  - to promote the concept of *Ubuntu*: people become people through interaction with other people
  - to provide an opportunity to embrace new cultures
  - to broaden, enrich and affirm a culture of learning and teaching
  - to provide an opportunity to work in equal partnership with other teachers on a mutually beneficial project
- The initial exchanges of administrators and teachers have taken place and will continue throughout 2004.

In writing of her experience at Trinity School, Lydia Webber, the Head of the English Department at Tiger Kloof said:

“Trinity’s position across an ocean, part of the most powerful nation in the world, in one of the busiest and most exciting cities in the world and with the tremendous privilege it enjoys contrasts dramatically with Tiger Kloof. Because of these, and many other huge differences we have a lot we can learn from each other.

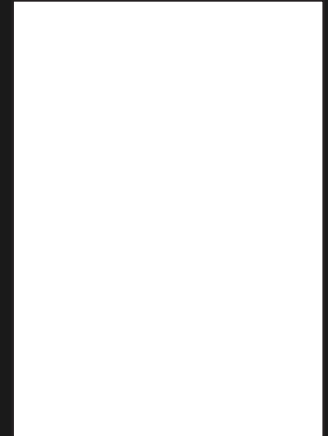
Conversely, there are many similarities too: as teachers we are dealing with children who, although they live on different continents and have different social situations, have similar hopes and aspirations, fears and concerns, anxieties and pressures, interests and loves. Both schools strive to be values driven and aspire to whole child development.

I believe that our similarities will prove to be common ground from which we can safely explore each others’ differences.”

And in a letter to the Edward E. Ford Foundation, the Head of Trinity wrote that: We have begun to imagine a third phase in which students might accompany teachers during their reciprocal visits....We are excited about the impact this partnership will have on teaching and learning at Trinity and at Tiger Kloof.



*Global Connections VII delegates on the steps of the Chateau Maisons-Laffitte, France with host, Chris Hunter of L'Ermitage in the middle, surrounded by GCF, Inc. members of the Board of Directors.*



The Directors of The Global Connections Foundation, Inc. are pleased to announce the creation of a grants program to encourage and facilitate professional travel by selected members of academic staff or administration to visit other Global Connections schools. The grant has been established at a sum of \$10,000(US). Visits are to be short-term and not to exceed two weeks.

Grants may be up to \$800(US). Schools will be limited to one grant per academic year.

Grants will be awarded on the basis of a brief, typed proposal, not to exceed 500 words in length in which the applicant will specify the objectives of the visit as well as the proposed outcomes. If the applicant is other than the Principal of the school, a letter from the Principal endorsing the proposal must accompany the request for funding. All requests will be reviewed by a panel of three Directors.

Once a grant has been approved and the recipient has returned to his or her school, a brief follow on report (of up to 500 words) is requested.

The report should also be submitted to the Principal of the school. However, if it is the Principal who has received the grant, he or she should present a copy to

the Chairperson of the Board of Trustees/Governors and to the school's academic staff as well.

The grants are to promote activity among and between Global Connections schools and to facilitate the exchange of knowledge and information between them. It is hoped that where possible, schools will enhance the grant provided by the Foundation either by seeking sponsors who may be interested in furthering collaborative programs or by contributing modest sums where possible to compliment the grant itself. Only schools which have participated in one or more Global Connections Seminars are eligible. It is also hoped that the receiving schools can arrange to provide some hospitality in the form of room and/or board for the visiting teacher or administrator.

Most of all, it is requested that those who apply have the full backing of the school they represent and are also able to convey fully curricula and extracurricular information they have received during their visitation on returning to their home campus. Such information should have a positive effect on the long-term potential for global perspectives within the school as well as possible collaborative programs with the network of Global Connections schools.

A few reminders about the Teacher Exchange Registry on the Website:

In order to register, each school must contact the Global Connections Foundation office to receive a user name and password. Then the school may log-in and provide data on the School Information Form, such as address, telephone, and fax numbers, e-mail and contact person(s), etc., as well as specific information on its programs of study.

Finally, each school must clearly describe the kind(s) of exchange(s) it wishes, the terms, conditions, and duration of the program and something about intended outcomes.

For schools which do not yet have an Internet capability but would like to participate in the Teachers' Exchange Registry, please contact the Global Connections Foundation office.

Remember, the content of each proposed exchange is up to each school. Ownership requires responsibility. The Foundation will ask for periodic assessments from the participating schools.

We are deeply grateful to the Esther A. and Joseph Klingenstein Fund for their support of this opportunity for our growing network of schools worldwide.

# Letters from Global Connections Participants

## Letter from Albania:

*"Even though we come from different parts of the world, from different cultures and share different opinions, all together we realized that we had a big thing in common: We are just citizens of the world with the duty of being teachers and a big mission: Education of a young generation. And all these circled by such a special atmosphere, in one of the world's most beautiful cities."*

Brikena Baxhaku, Vice-Director of School  
Harry T. Fultz Technical School

## Letter from Kenya:

*"It is amazing how Global Connections unites people who have never dreamt of being together. The topics chosen are always relevant to global issues. The participants in Global Connections will always have an edge over their colleagues. Personally the issues addressed have helped me tremendously in improving my school."*

Paul Agali Otula, Principal  
Maseno School

## Letter from France:

*"I was very much impressed by the caliber, the values, and the ambitions of all the participants. Everyone connected with the seminar came away with renewed inspiration and determination to make the world a better place, in the ways we educators can. I think the Declaration is a remarkable document, and reflects very well the presentations and discussions held during our time together."*

Nancy Magaud, Conseil en Education  
Paris, France

## Letter from South Africa:

*"Apart from all the obvious benefits of the conference, I really appreciated the time we had to network informally with each other. There seemed to be less freneticism than I experienced in Nairobi and more opportunity to chat. Secondly, the immersion into many aspects of French culture was a memorable aspect. The "wine, women and song," the art, the history - it gave me a greater understanding of the French which I appreciated and which is I think a valuable aspect of Global Connections moving from continent to continent."*

Elwyn van den Aardweg, Headmaster  
Kearsney College

# Post-Seminar Happenings

## HOW THE CONNECTIONS CONTINUE TO GROW

Often the connections made at a GC Seminar find ways to persist once the sessions are over. Here are some examples of how some institutions connect.

### GCV

Pine Point School continues to benefit from visits from a Starehe graduate, now a sophomore at Middlebury College, who consults on student leadership and meets with leadership groups, helping to implement a baraza-type forum at the school.



Bill Olejniczak (US), Kennedy Hongo (Kenya), and Lister Hannah (Thailand) pose on the plaza in front of the Louvre.

### GCVI

Frankston High School, Australia, has sent Aviation Technology Textbooks to

Maseno School, Kenya to use in the development of an aviation course.

A Deerfield Academy (USA) student spent 6 months as a GAP student at Mara a Pula in Botswana

### GCVII

The Director of the Secondary School #8 in the Ukraine wrote articles for two local newspapers about her experiences at GCVII in France. Each article included photographs of seminar participants and the beautiful setting at the 17th century Chateau Maisons-Laffitte. She described the theme, "Crossing Frontiers: Culture, Language, and Bilingualism" and explained how she would use the information in her school.

## By the Numbers: Fund-raising Updates from the Foundation

The Global Connections Foundation has been the recipient of a number of gifts and grants, the most recent of which has been from the International Humanities Foundation which has contributed \$15,000 in program support over the past three years. This brings to nine the number of contributions received from foundations and corporations.

In addition, the Foundation has received donations from ninety individual supporters, one which participated in a matching gift program.

In the past three years the Foundation has given grants to 53 delegates from 18 countries to attend the annual Seminar.

For GCVII, grants of \$18,250 went to 18 delegates from 11 countries; for GCVI, 13 delegates from 10 countries were granted \$16,474 in assistance and for GCV, 25 delegates from 11 countries received \$16,120.

We are grateful to all of our contributors for their continued interest and support. Please help recommend others who can assist us to carry on this good work.

## News & Notes Noticed

The Foundation received the following correspondence about the last issue of *News & Notes*:

"I was really impressed with all your activity and with the diversity of people you got involved. ...I was particularly struck by the range of heads whom you quoted in your letters section...Cape Town, South Africa...L'Ermitage, France...Romania...Australia...Hong Kong. To someone who has not been among you, those testimonials from four continents - not including North America - are impressive testimony to the reach and relevance of what you are doing."

Hedrick L. Smith, author of *The Russians* and former *New York Times* Bureau Chief and reporter who won a Pulitzer Prize in 1974.