



connect for change

Globale Bildungspartnerschaften und -projekte
für den Wandel gestalten

Conference

Shaping global educational partnerships and projects for change

28 - 30 October 2019

Internationales Haus Sonnenberg, St. Andreasberg, Germany

Documentation

The conference was organized by Verein Niedersächsischer Bildungsinitiativen (VNB), Verband Entwicklungspolitik Niedersachsen (VEN), Niedersächsisches Kultusministerium, Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung and Verein Initiativen Partnerschaft Eine Welt (IP1)



Verein Niedersächsischer
BILDUNGSINITIATIVEN e.V.



Niedersächsisches
Kultusministerium

NLO
Hildesheim



In cooperation with Learn2Change – Global Network of Educational Activists, Internationales Haus Sonnenberg and RENN Nord – Regionale Netzstellen Nachhaltigkeitsstrategien



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Niedersachsen

Table of Contents

| | |
|---|--------|
| Summary | - 4 - |
| Program Overview | - 5 - |
| Monday 28th October 2019 | - 6 - |
| Welcoming..... | - 6 - |
| Getting to know each other..... | - 7 - |
| First steps into the topic | - 7 - |
| Opening Ceremony | - 8 - |
| Story Telling: Why I do what I do! | - 9 - |
| Digging Deeper and Relating Wider (Video Input) | - 10 - |
| Talking Islands: Translating the keynote into own work and context | - 12 - |
| Fire Place Circles | - 14 - |
| Networking Activity – Who is here and doing what? | - 14 - |
| Tuesday 29th October 2019 | - 15 - |
| Encountering each other and the world through Embodied Exercises: | - 15 - |
| Workshop Session I: Dealing with Colonialism, Power Structures and Challenges in Global Education Partnerships | - 16 - |
| Fishbowl-Discussion: (How) can there be equal partnerships in an unequal world?- | 20 - |
| Workshop Session II: Strategies, Skills, Good Practice for Global Education Partnerships | - 21 - |
| Fire Place Circles | - 25 - |
| Zero Talent Show | - 25 - |
| Wednesday 30th October 2019 | - 26 - |
| Good Morning Check-in | - 26 - |
| Peer-Coaching: Supporting each other with creativity and intelligence | - 26 - |
| Follow-Up Video: Professor Andreotti’s reaction to questions..... | - 28 - |
| World Café: Identifying the Essence of our Learning for Global Education Partnerships.- | 29 - |
| Stepping Out: Feedback & Closing Ceremony..... | - 36 - |
| Annex: Results of the evaluation workshop 31.10-01.11.2019 | - 37 - |

Summary

The conference “Connect for change – shaping global education partnerships and projects for change” took place from the 28th-30th October 2019 at the Internationales Haus Sonnenberg in St. Andreasberg, Germany. Around 120 participants - students, teachers, representatives from civil society organizations and other activists from Europe, Asia, Africa and Latin America involved in international educational partnerships and projects participated.

“What role do global educational partnerships and projects play for change in the sense of the Sustainable Development Goals (SDGs) and how can they be successfully and equally designed?” was one of the main focus question of the conference, but as well further questions were discussed such as:

- How can global educational partnerships and projects contribute to the further development of your own educational work in schools and/or civil society?
- What attitudes and images are communicated in our educational work and how can we avoid stereotypes?
- What role do (post)colonialism, power structures, racism and gender issues play and how can we work constructively on these topics?
- How can participative project planning succeed and how can we take decisions together?
- How can we find a common theme for work on an equal footing?
- How can good cooperation and communication also succeed across continents?
- How can we ensure equal participation of teachers / multipliers and learners?

In order to find answers to these questions many participatory methods were used. Participants worked in small self-organized groups with the method of storytelling and peer coaching. Workshop sessions on specific topics were led by participants of the conference. In the plenary, methods like speed dating, a fishbowl-discussion and a world café ensured the active involvement of all participants.

Before the conference took place most of the international guests took part on different guided tours in lower Saxony and visited global educational partnership projects.

The findings, further questions, results and experiences shared in the Conference and project tours will be used to produce a handbook.



Program Overview

| Monday 28th | Tuesday 29th | Wednesday 30th | |
|--|--|--|--|
| Interweaving our STORIES...sharing our UTOPIAS...identifying our OBSTACLES...sharing our STRATEGIES and SKILLS...deriving our LESSONS LEARNT...to be continued | | | |
| 10.00 Arrival and Check-in | 9.00-9.15 (Plenary) Good Morning Check-In | 9.00-9.15 (Plenary) Good Morning Check-In | |
| 11.00-13.00 (Plenary) <ul style="list-style-type: none"> ➤ Welcome Addresses ➤ Interactive Get-to-Know: <i>Who is here and why?</i> ➤ First Steps into the Topic: Your ideas for Global Educational Partnerships ➤ Orientation of the Program and Venue | 9.15-10.00 (Plenary) Encountering each other and the world through Embodied Exercises 10.15-12.15 WORKSHOPS I <i>(incl. coffee break)</i> <i>Dealing with Colonialism, Power Structures and Challenges in Global Education Partnerships</i> | 9.15-11.30: Peer Coaching supporting each other with our collective creativity and intelligence | Alternative: Self-Organized Networking |
| | | 11.45-12.30 (Plenary) Reaction of Prof. Andreotti to our questions (Video) | |
| 13.00-14.30: Lunch Break | 12.15-14.15: Lunch Break | 12.30-13.45: Lunch Break | |
| 14.30-16.45 (Plenary): <ul style="list-style-type: none"> ➤ Encountering each other through Storytelling: <i>Why I do what I do.</i> | 14.15-15.00 (Plenary) Fishbowl-Discussion: <i>(How) Can there be equal partnerships in an unequal world?!</i> | 13.45-15.00 (Plenary): Worldcafé Destilling the Essence of our Learning for Global Educational Partnerships | |
| Coffee Break <ul style="list-style-type: none"> ➤ Keynote by Prof. Vanessa Andreotti (Video): <i>Digging Deeper and Relating Wider</i> | 15.30-17.30 WORKSHOPS II <i>Strategies, Skills, Good Practice for Global Education Partnerships</i> | Alternative Open Space | 15.00-16.00 (Plenary) Stepping Out: Setting the compass for future <i>collaboration and learning</i> Feedback & Closing Ceremony |
| 17.00-18.00 Fire Place Circles Exchange on keynote, Questions for Vanessa. Reflecting and digesting the day, Feedback | 17.45-18.15 Fire Place Circles Reflecting and digesting the day, Collecting Feedback | End and Departure: 16h | |
| 18.00-19.30: Dinner Break | 18.15-20.00: Dinner Break | | |
| 19.30-21.00 (Plenary) Networking Activities | 20.00 – Open end (Plenary) Zero Talent Show | | |

Monday 28th October 2019

Welcoming

Timo Holthoff, the moderator and facilitator through the conference, warmly welcomed everyone and introduced his Co-Moderators Ruby Hembrom, Nomatlou Johanna Mahlangu and Geoffrey Nsubuga. The conference was opened by Ms. Gaby Willamowius, the State Secretary in the Lower Saxony Ministry of Education, Germany. Ms. Willamowius mentioned in her welcome address the potential of the unique format of the conference. She highlighted the importance of the debate about how partnerships can work in an unequal world and about how international partnerships can contribute to education for change. She also mentioned the idea to develop a handbook afterwards which would be published and make the results of the conference comprehensible and imitable.

Gabriele Janecki and Sarah Laustroer (VNB e.V.) welcomed the participants on behalf of the organization team. Gabriele shortly explained the main reasons for the conference:

- We believe in the transformational power of global educational partnerships.
- We are living in one world and facing the same challenges all over the world.
- We need to reduce prejudices and stereotypes
- Solidarity and humanity matters.

The aim of the conference is an exchange of different experiences, perspectives, success stories and advice between pupils, people engaged in global educational partnerships and global learning experiences.



Claudia Schanz, Ute Wittenberg, Beatrix Albrecht, Sarah Laustroer, Gabriele Janecki from the organization team

Sarah summarized the results from the [Learn2Change conference](#), which took place two years ago in the same venue and introduced the main question for this conference:

- What role do global educational partnerships and projects play for change in the sense of the Sustainable Development Goals (SDGs)?
- What attitudes and images do we communicate in our educational work and how can we avoid stereotypes?
- What role do (post)colonialism, power structures, racism and gender issues play and how can we work constructively on these topics?
- How can participative project planning succeed and how can we take decisions together?
- How can we find a common theme for work on an equal footing?

- How can good cooperation and communication also succeed across continents?
- How can we ensure equal participation of teachers / multipliers and learners?
- How can global educational partnerships and projects contribute to the further development of your own educational work in schools and/or civil society?

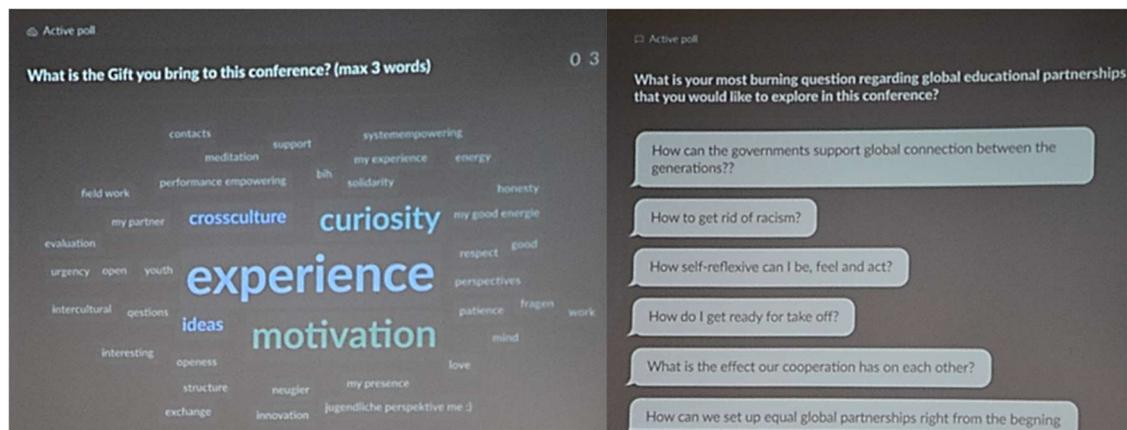
The members of the organization team from Verein Niedersächsischer Bildungsinitiativen VNB e.V., Verband Entwicklungspolitik Niedersachsen (VEN), Niedersächsisches Kultusministerium, Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung and Verein Initiativen Partnerschaft Eine Welt (IP1) introduced themselves.

Before the tasks of getting to know each other began, Timo mentioned that the questions and contributions of the participants would be in the middle of this very participatory conference. He highlighted the great potential of the 120 participants, on average maybe 40 years old, a community who combines a life experience of over 5000 years!

Getting to know each other

With an interactive teamwork and the help of the internet platform [SLIDO](#) participants had to answer the following questions:

1. Why are you here?
2. What kind of gift you bring with?
3. What is your most burning question regarding global educational partnerships that you would like to explore in this conference?



Screenshots from the Slido questionnaire

First steps into the topic

In order to get into the topic and activate the previous experiences and knowledge of the participants and to collect their best ideas at this point, the participants were asked to build teams of three and exchange ideas of global educational partnerships. They worked in three steps to the following questions:

1. How can we best mess up and destroy our partnerships or waste the learning potential it might provide?
2. What key principles are essential for partnerships to have a great potential for learning and change for all parties involved?
3. What is your catchphrase or symbol (drawing) the captures the beauty and the deepest purpose of global educational partnerships for you?



Participants getting to know each other

The symbols, drawings and catchphrases were later collected on the wall so that everyone could have a look. The final questions were shared again on SLIDO.

Opening Ceremony

The morning of the first day was closed with an opening ceremony of the moderator. He opened the conference with the following words:

“Do you know what probably is the most ancient place of people to meet and be together?

Well, before we invented conference rooms, people have gathered around the fire for millenia: cooking and sharing their food, telling stories, negotiating their togetherness, re-filling their energy after a hard day, keeping each other safe and warm. Maybe it is because of this ancient memory in our bodies that sitting around a fire, staring into its flames and feeling its heat burn on our faces feels so heart-warming and mesmerizing - even to those of us who abandoned it in their daily routines. I can see this sparkle in the eyes of my small daughter when she looks into a fire with me.

So to evoke this ancient sense of being together, I would like to light a symbolic fire in our middle, inviting you to stir it together over the next days, so that it keeps us warm amidst these chilly mountain lands and so that it also incites the fires in our bellies”

Saying this, Timo incended a candle as a symbol of the fire that lightens the conference was incended.

Story Telling: Why I do what I do!

In the beginning of the afternoon session on Monday, 28th of October 2019, Ruby Hem-brom invited the participants to draw and share their story under the question: Why do I do what I do? In groups of 6 people the task was to present a personal story of each person based on important experiences in their lives and sort of explain why we are who we are today.



Participants listening to a personal story

The story telling followed three steps:

1. PREPARING 10 minutes (in silence):
 - Think about the story of your life: *what makes you, what shaped your beliefs and passions? What experiences, key events and learnings in your life have formed the way you want to change the world (through education)?*
 - Please, visualize your story by drawing a river metaphor: *Imagine your life story as a river flowing from birth to today...how does it look like? (turns, rapids, waterfalls, rocks etc.)*
2. SHARING. Each of you shares his/her story in (not more than) 5 minutes, using your drawing as much as you want to illustrate (of course, you only share what you feel good about sharing).
LISTENING. The others listen deeply with open hearts to host the space for you to tell your story.
THANKING. After the storyteller finished, please thank him/her for the story, take a breath and move to the next storyteller (no interruptions, no discussion, no interpretations, no follow-up questions, judgements or feedback)
3. DEBRIEFING: do a final round of exchange to wrap up the session (5Min): *How did you experience the storytelling and in what mood do you leave this space: e.g., what animated you, what resonated with you, what energized you, what moved you, how do our stories interweave?*

(methodological guide developed by Timo Holthoff)

This was for some people a very touching and intimate session, participants got to know each other deeper.

Digging Deeper and Relating Wider (Video Input)

An Invitation by Vanessa Andreotti

Link to the video: https://youtu.be/kZXWti_kxH4

Prof Dr Vanessa Andreotti, Department of Educational Studies at the University of British Columbia, provided the content framework with the video input "Digging deeper and Relating Wider. Dreams, Challenges and Questions towards Learning for Change in International Partnerships".



Screenshot of the video-keynote from Vanessa Andreotti

The outline of the video is:

- A. Work and personal background
- B. A story about North-South partnerships between Brazil and the UK
- C. HEADS UP checklist of problematic patterns in North-South engagements
- D. Global Citizenship Education otherwise: 4 denials (decolonialfutures.net/gce)
- E. An invitation to shift our desires and motivations for working more meaningfully with partners for global change

In the video, Vanessa Andreotti explains firstly the relation of her work that is to bring very diverse people together to have difficult conversations without relationships falling apart. She works with a collective of people (researchers, artists, students and activists) named "gesturing towards decolonial futures". They see global citizenship education/global education as the kind of education that help us to dig deeper and to relate wider. Related to this work, it is needed to address some historical and systemic issues that may be preventing the relationships from being established in a good way.

Andreotti refers to the interconnection of all global problems we are facing (namely, unsustainability, violence, gender inequality, climate change, mental health crisis, economic instability, etc.) and that they are also connected to a harmful habit of being based in the separation.

The main topic in the video is advice and insight on what we need in relationships and about the mistakes that have been made and continue to be made in this area of partnerships.

Vanessa Andreotti speaks in her video about “four denials”, that are:

1. Denial of violence (complicity in historical and systemic harm): the fact that our comforts, enjoyments and securities come from expropriation, exploitation and dis-possession somewhere else
2. Denial of unsustainability (limits of the planet): the fact that the planet cannot sustain exponential growth, consumption, biodiversity loss and pollution or the promise that everyone can consume at the same level of high income countries
3. Denial of entanglement (how all life is interdependent): the fact that we are part of a wider planet-metabolism of human and non-human beings and the responsibilities that this entails
4. Denial of the depth of the problem (desire for simplistic solutions): the fact that our global problems are complex and “wicked” and that quick fixes and band aid solutions will not be effective in the long run (we need another way of existing together, not doing or thinking differently)

It is important to map mistakes in order to learn from them and to prevent them from happening again. However, to address mistakes is complicated because the unequal partnerships between the global north and the global south are embedded in the ways that institutions operate, in the ways that the media speaks to us, the ways even schools teach e.g. poverty, development progress and wealth. To address and overcome these issues, Vanessa explained the HEADS UP-checklist. HEADS UP is an educational tool to help people engage critically with local and global initiatives created to address problems of injustice. It is based on the principles that, if we want to work towards ideals of justice, we need to understand better the social and historical forces that connect us to each other.

HEADS UP checklist by Vanessa Andreotti

| | Whose idea of development / education / the way forward? |
|---|---|
| Hegemonic practices (reinforcing and justifying the status quo) | Whose assumptions and imaginaries inform the ideal of development and education promoted in this initiative? |
| Ethnocentric projections (presenting one view as universal and superior) | What is being projected as ideal, normal, good, moral, natural or desirable? Where do these assumptions come from? |
| Ahistorical thinking (forgetting the role of historical legacies and complicities in shaping current problems) | How is history, and its on-going effects on social/political/economic relations, addressed (or not) in the formulation of problems and solutions in this initiative? |
| Depoliticized orientations (disregarding the impacts of power inequalities and delegitimizing dissent) | What analysis of power relations has been performed? Are power imbalances recognized, and if so, how are they either critiqued or rationalized? How are they addressed? |
| Self-serving motivations (invested in self-congratulatory heroism) | How are marginalized peoples represented? How are those who intervene represented? How is the relationship between these two groups represented? |
| Un-complicated solutions (offering ‘feel-good’ quick fixes that do not address root causes of problems) | Has the urge to ‘make a difference’ weighted more in decisions than critical systemic thinking about origins of problems and implications of ‘solutions’? |
| Paternalistic investments (seeking a ‘thank you’ from those who have been ‘helped’) | How are those at the receiving end of efforts to ‘make a difference’ expected to respond to the ‘help’ they receive? |

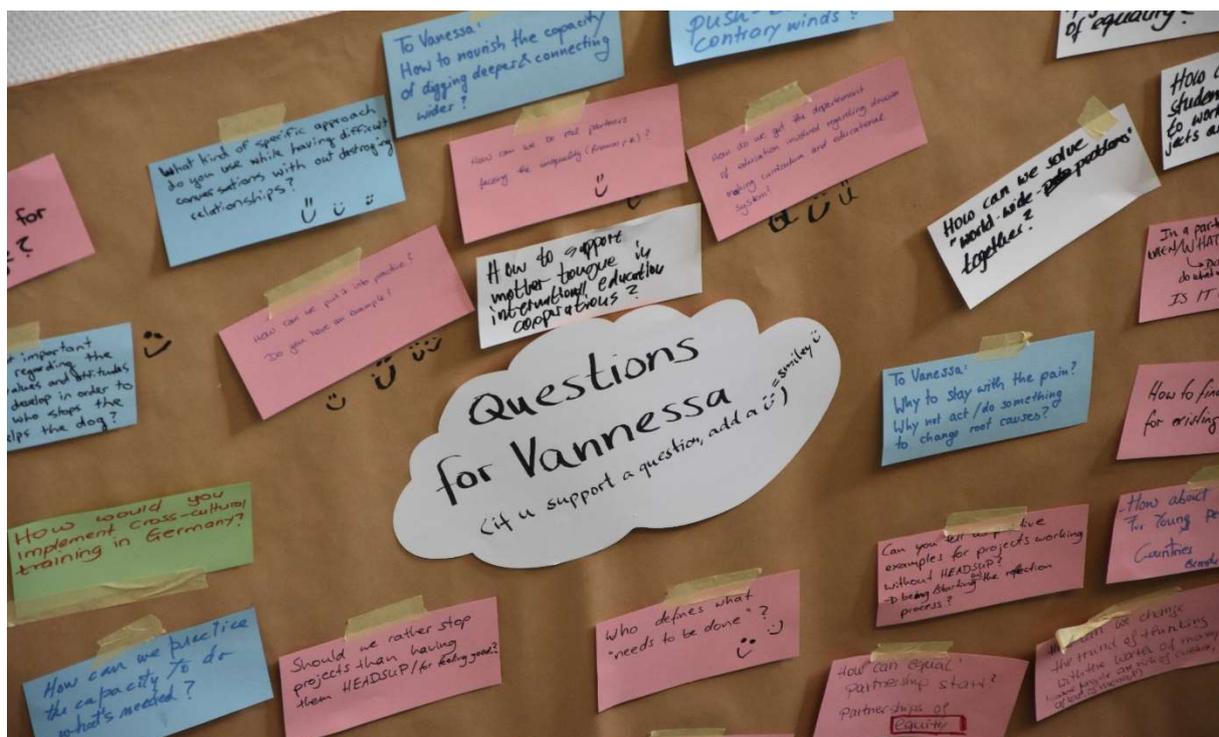
More information on Heads up e.g. <http://globalwh.at/heads-up-checklist-by-vanessa-de-oliveira-andreotti/>

Finally, in order to interrupt patterns that are harmful, Vanessa Andreotti motivates the participant for **digging deeper and relating wider**. The following table contrasts the desires encouraged by society that are easy to activate as motivational tools for engagement (feel good, look good, do good, move forward) with the dispositions necessary to interrupt systemic harmful patterns of engagement - which are much more difficult to activate but can create more meaningful engagement in partnerships.

| Instead of wanting to... | We would need to want to... |
|--------------------------|--|
| ...feel good | ...face and sit with the pain and the mess of the historical and systemic violence that makes it possible for us to even be together. We need to find a way to be open and well even if there is pain. |
| ...look good | ...decenter ourselves and center the work that we need to do together and do the work that is needed even if it does not make you look smart, righteous or heroic for others |
| ...do good | ... interrogate what good means (who decides, in whose name, for whose benefit, how come, what implications?) and commit to work through the difficulties, tensions, discomforts, and frustrations of trying to unlearn and interrupt systemic and historical harm |
| ...move forward | ...dig deeper and relate wider: learn to sense and stay at the edge, learn from failure and from mistakes, map the ditches; emphasize the integrity of relationships, rather than the pace or the destination |

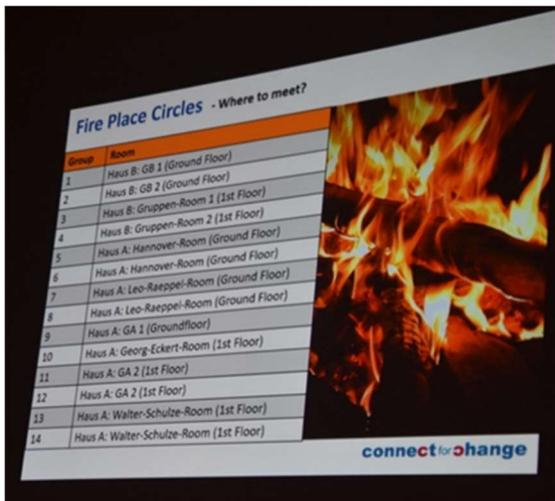
Talking Islands: Translating the keynote into own work and context

In smaller groups – so called Talking Islands - which were formed by numbers on name-tags, everyone received at registration, the keynote from Vanessa Andreotti was discussed. This took place in different rooms at the venue. The participants exchanged on the impulse, translated it into their own working context, and collected follow-up questions for Vanessa Andreotti, which she later answered.



Questions to Vanessa, collected during Talking Islands

Fire Place Circles



| Group | Room |
|-------|---|
| 1 | Haus B: GB 1 (Ground Floor) |
| 2 | Haus B: GB 2 (Ground Floor) |
| 3 | Haus B: Gruppen-Room 1 (1st Floor) |
| 4 | Haus B: Gruppen-Room 2 (1st Floor) |
| 5 | Haus A: Hannover-Room (Ground Floor) |
| 6 | Haus A: Hannover-Room (Ground Floor) |
| 7 | Haus A: Leo-Raeppel-Room (Ground Floor) |
| 8 | Haus A: Leo-Raeppel-Room (Ground Floor) |
| 9 | Haus A: GA 1 (Groundfloor) |
| 10 | Haus A: Georg-Eckert-Room (1st Floor) |
| 11 | Haus A: GA 2 (1st Floor) |
| 12 | Haus A: GA 2 (1st Floor) |
| 13 | Haus A: Walter-Schulze-Room (1st Floor) |
| 14 | Haus A: Walter-Schulze-Room (1st Floor) |

The Talking Islands Groups continued afterward to work in "Fire Place Circles". The Fire Place Circles served to reflect the first day from the conference.

The tasks were to exchange on following questions: How was the day for you? What have you enjoyed? What have you learned? What have you missed? What did you not like?

Furthermore, the participants were asked to give feed back to the organizers on cards.

Networking Activity – Who is here and doing what?

In the evening of the first day of the conference, the participants had the possibility to get to know themselves a bit more, learn more about each other, get into contact, find people with similar interest by moving in the room, playing games, speed talking etc.

The day ended with a "Human Orchestra" with sounds, rhythms and melodies made by the participants with their mouths or bodies.



Speed talking to get to know each other

Tuesday 29th October 2019

Encountering each other and the world through Embodied Exercises:

After a short warm up and a morning check-in in the plenary, the schedule went further on with encountering each other and the world through embodied exercises.

Timo Holthoff explained that Vanessa Andreotti's input from the day before inspired these exercises: she said that all global crises are interconnected. In addition, that the root cause of this multicrisis is not a lack of knowledge but a harmful habit that is based on the idea of separation: me from you, us from nature, black from white, male from female, right from wrong etc. Vanessa Andreotti said that education should interrupt this, by helping us to relate wider and to feel part of a wider entangled living metabolism. Sensing this might need more than our heads. It needs our hearts and bodies.

Timo invited the participants to practice that with a couple of physical exercises, which also build trust to have difficult conversations across divides, without relationships falling apart. Timo invited the participants to try it out, but also be mindful of their own boundaries and to feel free to leave an exercise at any time when it does not feel good for them.

On the first exercise, participants were asked to imagine they are trees and move their body parts slowly. Later, with closed eyes, they tried to find and connect with the "branches" (arms) of other "trees" (participants).

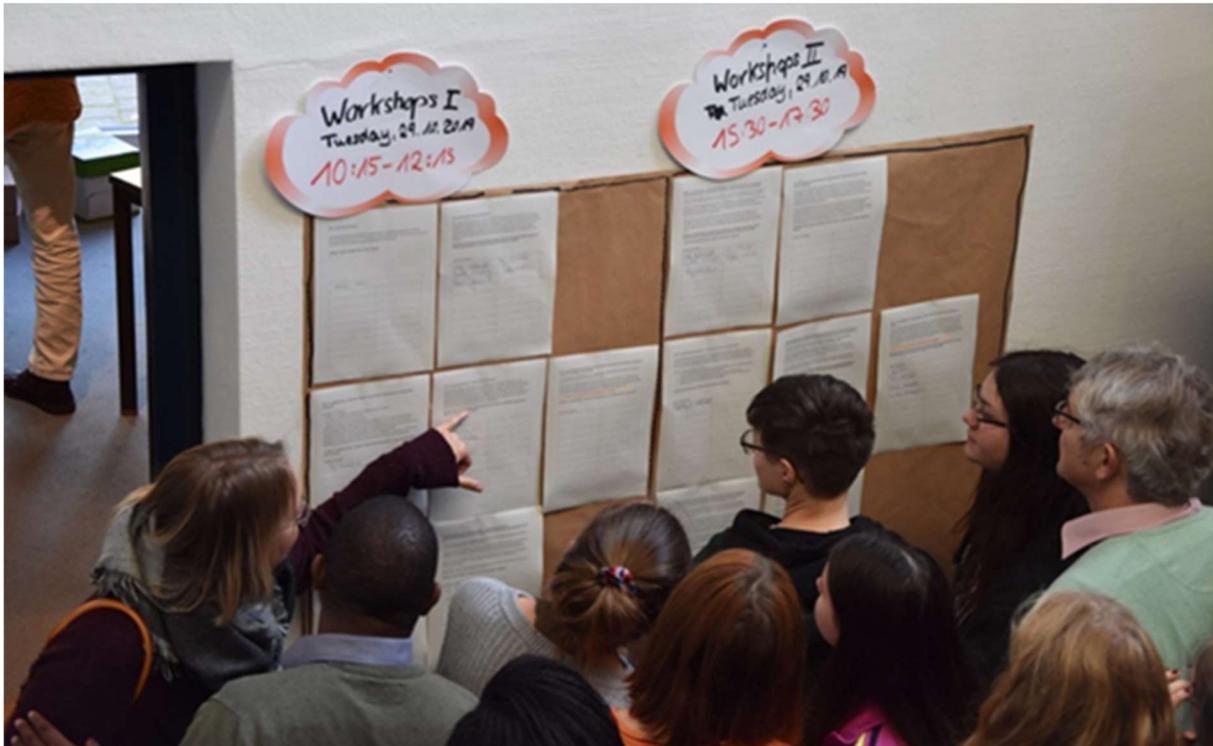
The next exercises were very intense tasks. First, each one was asked to find a partner and look deep into his / her eyes for a very long time without talking nor any other distractions. Then, the pairs were invited to hug each other to show how grateful you are for being here together and stay frozen in the hug for a while. Then, one of the partners had to leave the hug, while the other one keeps the shape of the hug. This was repeated several times.

The end of the morning exercise was a task in which participants walked around and were told to stop and find partners with whom they stood back-to-back and told each other their biggest fear.

Workshop Session I: Dealing with Colonialism, Power Structures and Challenges in Global Education Partnerships

The first Workshop session took place in the morning and was focusing on "Colonialism, Power Structures and Challenges in Global Education Partnerships".

Participants could choose one workshop for the morning and a second one for the afternoon session. In the foyer, there was a list of workshops with a short description. The workshops were prepared and lead by participants of the conference. There was as well the opportunity for an alternative Open Space.



Participants choosing their workshop

In the morning, the following workshops took place:

1. WS I-1: Decolonizing Education

The workshop discussed the importance of decolonization for sustainable development. It started by discussing colonization and its role to Education for Sustainable Development. The workshop ended with a short movie giving an input of Ugandan young people discussing about the topic.

Facilitator: Geoffrey Nsubuga Simba, Somero Uganda

2. WS I-2: Language policy, power and dialogue in international co-operations from a postcolonial perspective

Language is the base for

- *creating our knowledge to understand and shape our being in the world,*
- *expressing meanings, positions and desires,*
- *negotiating objectives, aims and acting together.*

A postcolonial perspective leads us to the following core questions for our international co-operations: How do language settings, e.g. English as lingua franca, influence these processes within education cooperation of people with different mother tongues and different (English) language skills? What does this mean for the distribution of power and possibilities of dialogue within partnerships?

The workshop started with an interactive exercise to open a discussion of these topics. Afterward, the participants reflected their cooperation practice in order to identify first steps for an innovative language policy.

Facilitator: Dr. Markus Auditor, Trainer for Global Citizenship Education, Transcultural Education, Global Learning; Germany

3. WS I-3: Online connected and everything easy? Tips and tools for digital communication and the importance of privacy and ethics in the internet in international educational partnerships

Global educational partnerships and projects aim to support learners of all ages in transforming themselves into responsible global citizens who understand the world and act morally, ethically and empathetically on this basis. Besides personal exchange, digital formats and tools are increasingly being used in international educational settings. These are often helpful, but also entail many challenges. In addition to the poor digital infrastructure, especially ethical and data protection issues play a role.

In this workshop, the participant should

- *get an incentive to manage international educational projects, in which the use of the internet and digital tools for cooperation are central;*
- *get to know organizations, information services and tools that strengthen one's own awareness of ethic and data protection in digital media;*
- *get to know digital information services and tools for international cooperation as well as success stories and good practice for cooperation in international educational partnerships;*
- *be enabled to better assess the practical suitability of digital tools for work.*

Facilitator: David Salim, MyGatekeeper, Germany

4. WS I-4: Partnership without Gatekeepers!

In this workshop, a multinational team of Peer-Leader-International shared some critical aspects of the past of their international cooperation. They explained why this situation is / was blocking better dynamics in international cooperation to implement SDGs. Taking these experiences as examples, the participants tried to think together "out of the box" to include more people, more youngsters in projects for SDGs. The guiding question was: We need to be faster, better; we need to be more people! How can we overcome the problems and find clever ways to take an alternative door if gatekeepers are blocking the "main entrance"?

Facilitators: Harald Kleem, Peer Leader International Germany; Johanna Mahlangu, Golden Youth Club, South Africa

5. WS I-5: Past and still present - tracing (German) colonialism in international educational partnerships

Why and how should we deal with colonialism, history and the search for historical traces in international educational partnerships? Using the example of a project of the Helene-Lange-Schule Hannover in Germany and the Msitu wa Tembo Sec. School, Langasani in Tanzania about the colonial period with the topic "Past and yet Present "Tracing (German) Colonialism" and an exchange program between German and Tanzanian students that took place in this context, the workshop showed how these topics can be tackled in cooperation. The questions and experiences of the workshop participants flowed into the discussion after the presentation.

Facilitators: Rosemarie Dreimann, Helene-Lange-Schule Hannover, Germany and William Joseph Ombay, Msitu wa Tembo Sec. School, Langasani, Tanzania

6. WS I-6: The Cost of Hope: Sustainable Justice - A Global South perspective. Or: Why works education towards the SDGs better in the Global North than in the Global South?

The non-binding Sustainable Development Goals were set to acknowledge and address inequality of and by participating countries, states and agencies. In these statements of aspirations, the economics of it was lost on most of us. How can economically struggling countries like in the Global South afford SDGs? This also determines how education towards enhancing and achieving SDGs works better in the Global North than in the Global South.

SDGs are about Sustainable Justice and when capital and equity hold a large sway in addressing the imbalance of disparity, there is a grave problem. Therein lies one of the concerns of the unsustainability of SDGs.

This workshop was about exploring and discovering the gaps and bridges of Sustainable Justice (in the Global South), which is the cornerstone of the SDGs.

Facilitator: Ruby Hembrom, Publisher and Executive Director of Adivaani, India

7. WS I-7: Youth Workshop: Participation of young people in international partnerships – exchange of experiences, challenges and possibilities

In this workshop, young people had the opportunity to exchange their experiences in working in international educational partnerships with their peers.

In particular, this included questions of participation and real opportunities to contribute to the development and implementation of partnership projects. But also, topics such as communication with project participants in the partner countries, global power differences, colonialism, stereotypes and prejudices and other important topics for the participants were dealt with.

The workshop was open exclusively for young people and young adults.

Facilitators: Jekapu Dishani, YSD Malawi; Annika Rummer and Miriam Winzer, YSD Germany

Impressions from Workshop Session I



Fishbowl-Discussion: (How) can there be equal partnerships in an unequal world?

The Fishbowl-Discussion marked the half time of the conference. Up to this point, the participants learned already that global educational partnerships often carry the historical backpack of colonialism and are deeply embedded in unequal global systems - that manifest in so many ways. They also learned that so many partnerships try to deal with that very consciously to allow for real encounters, cooperation and learning across divides.

At this point of the conference, the participants were invited to identify the challenges and traps but also the strategies and good practices to deal with these challenges. What does it take to build a partnership as an equal learning and action space for all partners involved?

The format to do this was a fishbowl discussion where everybody could participate. The fishbowl has an inner circle with a couple of chairs. All other chairs are arranged in circles around the inner circle. Only the ones in the inner circle go into dialogue with each other. However, whenever someone feels like contributing, he or she can take an empty seat or – if there is not empty seat – tap somebody's back so that he or she swaps with you.



Moderator Geoffrey Nsubuga and participants of the Fish-Bowl-Discussion

Geoffrey Nsubuga was the host and moderator, who structured the discussion around the question "(How) Can there be equal partnerships in an unequal world?" To kick off the dialogue the organizers already invited some people to the middle for short minute kick-off statements with specific questions:

- Jessica Schwarz, IP1 / University Hildesheim, Germany: What is your take on the state of school partnerships – considering their potential vs. their reality?
- Hamza Ghedamsi, Model African Union, Tunisia: How would an African-European partnership in the year 2030 look like from their perspective?
- April La, Hongkong: Do you think that global partnerships need to be more political in addressing global inequalities? What does it mean for you?
- Sören Barge, VEN, Germany: For how you see it right now, can you name three things we, in Germany, need to let go off and three things we need to learn to be ready to engage in more equal educational partnerships?

After the initial statements, other participants integrated themselves into the discussion. The show was short but very insightful and deep.

Workshop Session II: Strategies, Skills, Good Practice for Global Education Partnerships

In the afternoon session, the workshops dealt with strategies, skills and good practice for global education partnerships. In this slot was as well the opportunity for an open space.

The following workshops were available:

1. WS II-1: Feliz Birth Tag – my zero-waste birthday in the world of tomorrow. An elementary school exchange project including digital formats with schools in Germany, India and Mexico

How can we treat topics of global learning within an international exchange with small children in primary school? What opportunities do digital media offer for a virtual global learning exchange?

On the one hand, the workshop presented the basic ideas and results of the project "Feliz Birth Tag" with primary school children in Germany, Mexico and South Africa. The workshop focused on the development of common topics, the cooperation with partner schools and concrete educational work in the different schools in all countries.

On the other hand, it showed the diversity of digital formats to foster and possible tools to create "products" for meaningful virtual exchanges and communication among learners. Some digital formats that were presented in this workshop were photo collages, video conferences, video messages (e.g.: mystery video quiz), websites / blogs, interactive presentations and virtual tours.

Facilitators: Sabine Cordes, Principal of the elementary school Wingster Wald, Germany and Giovanni Fonseca, trainer for education for sustainable development and digitization, ESD Expert net, Mexico and Germany

2. WS II-2: Global Citizenship Education - One World, One Future...One Education?

Fostering Global Citizenship Education (GCED), although rarely the primary intention in international partnerships is usually a natural by-product of our work. Therefore, it is important to openly discuss and identify what we are and are not doing to support practical implementation of GCED in our partnerships and networks. This workshop was participative and dynamic, allowing an exchange of ideas and best practices amongst the participants.

By the end of this workshop the participants

- had a working definition and understanding of basic implementation possibilities of GCED.*
- were able to identify traits and qualities of a 'global citizen'*
- understood what and how international partnerships are contributing to GCED.*
- were aware of the role that privilege and power play regarding our understanding of global citizenship and the access people have to our networks.*

Facilitator: Nicolai Krichevsky, Robert Bosch Gesamtschule Hildesheim, Germany

3. WS II-3: How does international cooperation between schools and other educational institutions in Europe and Africa can work and contribute to Global Learning processes on both sides?

20 years ago, when the AIDS crisis in Southern Africa was at its worst, a group of young township activists south of Cape Town founded together with international activists the NGO HOKISA (Homes for Kids in South Africa, www.hokisa.co.za). One of them from Europe was the teacher, historian and writer, Lutz van Dijk from Amsterdam, Netherlands.

*From day one, it was important that a real partnership was created, no European funding ever should create a hierarchy of power. This has been maintained over two decades now. Generations of children and youth who found a home at HOKISA are young adults now, leading their independent life. One of them even became a writer himself (Mbu Maloni: *Nobody will ever kill me*, English / German 2014). Storytelling and a new understanding of African history from an African perspective became part of their educational approach. Some of Lutz van Dijk's books for young readers became part of South African and German school teaching (like his „African History of Africa“, 200; „Afrika-Geschichte eines bunten Kontinents“, 2015).*

Lutz explained the theory as well as the practical (educational) success of HOKISA's work in South Africa and Germany. He presented not only some of these stories and books but also a short film documentary, which is used in schools in South Africa and in Germany. After that, experiences from workshop participants were exchanged.

Facilitator: Dr Lutz van Dijk (Co-Founder of HOKISA, Cape Town, South Africa)

4. WS II-4: Opening-up of the partnership and the institution to the local environment through student participation

The Whole School Approach, the opening-up of a school to the local environment, student participation - all these are catchwords that need to be filled with life. How can it be possible to get a municipality interested in a school twinning with partners from other parts of the world? What role do pupils play in this process? Which topics are best suited for an expansion of the cultural encounter? What are possible pitfalls and which surprises might await you? How is all this financed and what "golden rules" should there be?

During this workshop, the participants discussed these questions and exchanged their experiences with two "junior ambassadors" and one teacher. Based on the experiences in the "Osteroder Modell" (cooperation between a school, community and foundation), the participants were invited to discuss local networking as an important step after the establishment of a school partnership. The workshop encouraged the participants to a whole school approach and open up the educational partnership in the sense of Agenda 2030 to the local community.

Facilitators: Marie Finiefs, Elias Kratsch, Tobias Rusteberg, Tilman-Riemenschneider-Gymnasium Osterode

5. WS II-5: The importance of jointly developing project themes with partners from the global South and North and all pupils in order to achieve the greatest possible acceptance of the project

The project "Partnership creates energy – partnership creates power" has been organizing international exchange meetings with different thematic priorities since 2003. Recently, the South African partner schools Sancto High School and Willow Academy in Port Elizabeth, together with the Helene-Lange-Schule in Oldenburg, have carried out two thematic educational projects. Due to many years of experience and close relationship, it is possible to plan and implement these projects in the long term and together. From the experience of the organizers, the workshop explained essential structures that enable successful planning and implementation on an equal footing. An exchange with the participants about their own experiences took place.

Facilitators: Facilitators: Novelletta Blignaut, Sancto High School, South Africa; Wesley Blignaut, Willow Academy, South Africa; Remo Jauernik, Helene-Lange-Schule Oldenburg, Germany and pupils from Helene-Lange-Schule Oldenburg

6. WS II-6: Using creative media to deal with difficult or hard topics

Poverty, inequality, post-colonialism... sensitive topics the youth (and also adults) wishes for exchanges. In the workshop, the participants had a look at methods and structures for an exchange program with such topics. Questions were: What do you gain through the use of creative media, what do you lose? What do you need to work creatively with media? We want to talk about your and our experiences.

Examples from our work:

- *Talk about post-colonialism through storytelling.*
- *Show the different privileges of the participants through photography.*
- *Take young people aware of difficult topics by playing a role in a film or theatre*
- *Give the participants a voice through music.*

It is important that the young people participate in the shaping the exchange program.

Facilitators: Eckhard Kreye, Germany and Christine Kerubo Nyamwaro, Kenya, Partner Across Borders. This workshop involves former participants and leaders from Kenya and Germany.

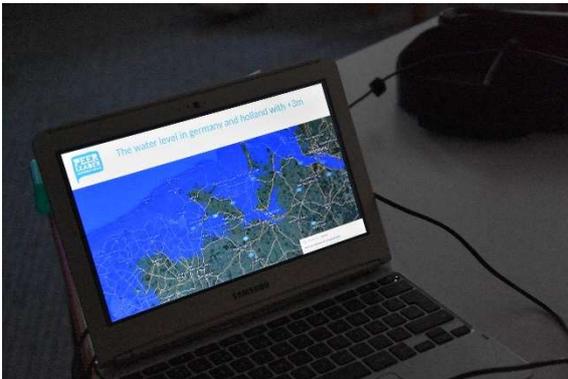
7. WS II-7: Youth Workshop – Climate Change as a topic in global educational partnerships and projects

Climate Change is faster than expected and people – after ignoring warming for 30 years – are now facing huge problems: Climate change and poor understanding of reasons and structures which produces the disaster, a lack of ideas to stop: kind of political illiteracy. In the workshop, the participants exchanged the different situations in their countries and developed ideas to motivate commitment and change. And: What could be our role as young people in international partnerships and networks? Some experiences of Peer-Leader-International were shown in order to develop good ideas and motivate for future common work.

The workshop was open exclusively for young people and young adults.

Facilitators: Angelo Coutinho, Peer Leader International Brazil, Nikola Radivojac, Peer Leader International Bosnien, Ines Rüländer, Peer Leader International Germany

Impressions Workshop Session II



Fire Place Circles

Same as the evening before the participants came together, reflected, digested the day, and collected feedback.

Zero Talent Show

Creativity, Fun and Celebrations

Johanna Noma Mahlangu with the help from other participants organized the so-called “Zero Talent Show” which took place in the evening of 29 October 2019. Everyone was invited to present something on stage or share their knowledge with the other participants. Many participants took part and there was poetry, dancing, singing, playing games, language teaching and a lot more, including a lot of laughter as Noma did a great job being the master of ceremony.

A beautiful, funny and educative evening!



Wednesday 30th October 2019

Good Morning Check-in

The morning started with an energizer to mobilize all the participants for the working sessions of the last conference day.



Participants active during the conference

Peer-Coaching: Supporting each other with creativity and intelligence

How can global north and south partnerships build and keep a robust, respectful, sustainable way to share their knowledge and experiences to bring out the best in each other while also building the quality of their relationship? In this part of the program participants worked together in groups of 5 to reflect on current practices; expand, refine and build new skills, share ideas and teach or/and give each other advice.

Inspired by [Presencing Insitute/Theory U from Otto Scharmer](#), the method used in this part of the conference was Peer-Coaching. In the small groups, every person had the possibility to present one case/challenge for which she or he makes use of the collective wisdom and support of the focus group. The other participants listened and took notes. After the presented case, through peer-to-peer coaching the others gave advice and those who have experienced similar challenges suggest solutions that worked for them. In this way participants learned from each other.

Peer Coaching Exercise

1. Select time keeper (please, be strict with timing so that all get a chance)
2. Each of you think of the case you want to share to receive coaching (5Min)
3. Coaching Rounds (20Min per person):

A. Intention statement by case giver (4Min)

Present your case by clarifying these questions:

1. *Current situation*: What key challenge or question are you up against?
2. *Stakeholders*: How might others involved / targeted view this situation?
3. *Intention*: What future are you trying to create?
4. *Learning threshold*: What do you need to let-go of – and what do you need to learn?
5. *Help*: Where do you need input or help?

Coaches listen deeply and may only ask clarifying questions (don't give advice)

B. Silence (3 Min):

Coaches connect with the case and see what resonates: What images/ metaphors (open mind), feelings (open heart) and gestures (open will) come up for you that capture the essence of what you heard?

C. Mirroring by Coaches (6Min): Each coach shares the images/metaphors, feelings and gestures that came up. Case giver can take notes.

D. Reflecting Back by Case Giver (2Min): Having listened to all coaches, the case giver reflects back on what s*he heard.

E. Generative Dialogue (4 Min.)

All reflect on remarks by the case giver and move into a generative dialogue on how these observations can offer new perspectives on the case giver's situation.

Go with the flow of the dialogue. Build on each other's ideas. Stay in service of the case giver without pressure to fix or resolve his*her challenge immediately.

F. Closing remarks by case giver (1Min.): How do I now see my situation and way forward?

G. Thanks & acknowledgment: An expression of genuine appreciation to each other.

Continue with the next case giver, following the same procedure.

(work sheet developed from Timo Holthoff, inspired by Presencing Institute / Theory U from Otto Scharmer)

Follow-Up Video: Professor Andreotti's reaction to questions

Link to the video: <https://www.youtube.com/watch?v=glfiEry-Xyk>

In order to share resonance with her keynote and discussing open questions, the moderator collected questions of the participants and sent it to Vanessa Andreotti during the conference. She prepared a follow-up video in which she shared information about her framework and answered some of the questions about partnerships with reference to the partnership she is working in.



Screenshot from the follow up video from Vanessa Andreotti

The network she is working in was founded in Brazil and is called "Teia das 5 cura" which can be translated in English as "in earth care". It centers the earth as a living metabolism rather than different kinds of people. The network was founded to remind people that this metabolism is sick and if we as people do not act very quickly the pathway may lead us to extinction or collapsing. In this context, she mentioned again different crisis that the world is facing, making an example of South America (i.e. climate change, economic crisis and instabilities, mental health issues, crisis of housing, biodiversity pollution, etc.)

The main idea of Vanessa's network is to be able to find another way for humans be one with the planet in relation to the planet itself, in relation to the earth in order to be able to find another way of coexisting in the ecosystem.

The main problem though, is that as humans, our individual tendencies toward the environment only matter as far as we spread those environmentally beneficial ideas into our cultural values as a society. Whether or not we view ourselves as separate from, or as part of nature, is somewhat irrelevant in the sphere of environmental preservation. The earth is not an extension of ourselves, and people cannot be separated from it; we are an extension of the earth itself. That also means, that we do not know the depth or the site of the problems that we have created when we thought of ourselves as separated from the earth and it turned into a resource.

Way forward: healing
Because the Earth-metabolism
we are part of is sick and we are putting our
own survival at risk

FIVE things to be healed
thinking
sentience/feelings
relationships
exchanges/economy
cycles of life and death

PARTNERSHIPS

Different narratives co-existing; making visible
the partner's perspective specially if it is
different from the most powerful partner

Funding transparency; equitable
opportunities; community trust;
remembering that we are receiving more
than "giving"

Screenshots from the follow-up video from Vanessa Andreotti

The earth-metabolism is sick and we as people put our own survival at risk, we need healing. Vanessa mentions and explains the five types of healing: the thinking, the sentience/feelings, the relationships, the exchanges, economy, and the cycles of life and death.

Going back to the question of a sustainable partnership, Dr Andreotti advises that the North partners should be careful not to act like colonialists.

In partnerships, it should be remembered that we are humans and that means we are complex. We have good and bad days.

In addition, before a partnership is initiated, we should do our homework and understand the other partner. This means we should understand the effects of colonialism, racism, sexism and how we are complicit in historic and systematic ongoing harm.

World Café: Identifying the Essence of our Learning for Global Education Partnerships

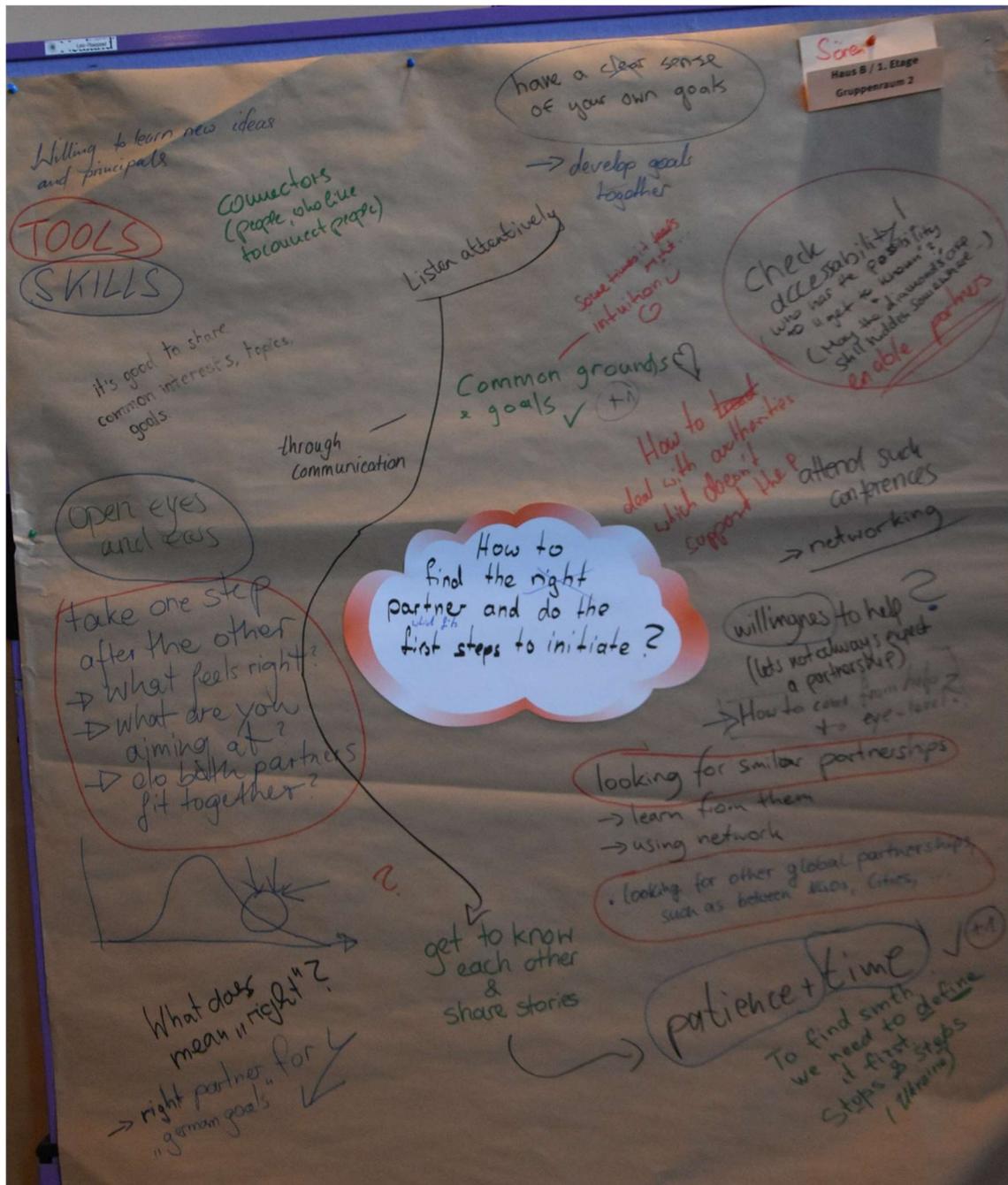
For the world-café, different stations with posters with different questions were prepared.

The questions were the following:

- How to find a partner and do the first steps to initiate partnership?
- What educational methods and formats allow mutual learning in global citizenship?
- How to deal with unequal access to resources? How to distribute and administer fees?
- How to ensure that everybody involved can actively participate?
- How to organize decision-making? How to plan and improve projects?
- Something else?

The first round of the World Café was a silent written discussion. The participants were asked to go around, write down their thoughts toward the questions and to comment on other participants' thoughts and adding new points.

In the second round, the participants chose one of the questions to dig a bit deeper into and continue working on or talk about in smaller groups. The results were added to the posters.



GAME-BASED LEARNING (SOCIAL GAMES)

Peer coaching

be open

Webinars

involve partners/experts

reflecting evaluation

'new-face' effect

dialogical education (approach)

having youth platforms

+ to do a collaborative work + on topics! Student organized... Student lead

Systems thinking plays Earth Education

(authentic) Project-based learning

doing activities together in a very concrete way like planting trees together as one example

youth teach youth

Participatory

through art & music

Storytelling

innovative & creative thinking

peer learning

- everyone has a unique experience + knowledge

roleplay

start with the same knowledge about the history of the countries

Methods without ends allow learning without just earning

Ukraine peer. Partner

What educational methods and formats allow for mutual learning in global partnerships?

Connect via Whatsapp before an exchange

digital tools (offline & online) e.g. video messages including toolkit to work together (e.g. example BES Platform / St. Paulus School)

find a WhatsApp buddy for daily and exchange daily

P - problem A - actor R - resource D - dynamic I - interaction

shared representation of the system at hand

look for similarities

creative media & drama poetry

Singing

cooking

learning in a different context (e.g. art in the classroom)

play together (sports...)

learning by doing

doing (e.g. work, sports, etc.)

context - dependent approach

ZERO TOLERANCE

any approach may pose legal issues to a large extent

Haus B / 1. Etage
Gruppenraum 1

lets also learn to say "its enough"

! accept as a part of partnership... sharing and fight for changing it

growing together with step by step

Trust the authenticity of the others

to value contributions/efforts from every single person/partner no matter how small they might be

setting the ground level on all interested parts

- transport resources
- accommodation

share resources (knowledge, material...)
e.g. OPEN ACCESS files

live it as a fair process of all stakeholders

How to deal with unequal access to resources?
How to distribute and administer finances?

Reflect on equity and equality

financiers are NOT the only resource MIND THIS!

talk openly about challenges of funding and administration on all side & find creative solutions to work together for all come challenges

Sometimes we have to look beyond the lack of resources! otherwise many things will not happen

push resources rather than pulling them

identify needs of all partners also in order to express communicate their needs for a better & fairer funding mechanisms

find alternatives for resources (example: host families)

handlings of resources

maximum transparency of resources, funding, existing rule to administer funds etc.

Set agreements on the allocation of resources
transparent fin management

Try to openly match the resource needs + availabilities together (all kind, material & immaterial)

decide together why it not work rather than control the scope

Identify what everyone (partner) brings on table respect it

How to deal?
Just lead it together (to get there) Ukraine

Find common agreements

Don't forget: All human are equal!

DON'T FORGET TO CHECK WHO FUNDS!!! (CORPORATES ETC.)

Setting a platform that is free and fair.

good project management

Search synergies rather than compromise or winning the vote

Share a common goal

evaluation never ending learning process

time for team building

Good communication needs time
↓
decisions in common
↓
project must be replotted 😊

agree on the goals first, on ways to reach them
show and share your passion and vision
take time + perhaps with external moderation (if also) able to raise the ground

Find out the needs of players/factors projects & discuss to work out... in mutual understanding
Equal/understood roles & responsibilities in carrying out

How to organize decision making?
How to plan and implement projects together?

Involve all stakeholders!
Leadership
ORGANIZE COMMUNITY FORUMS (community participatory)

Strong coordination? Decentralize?

Discuss, what is interesting for all

ideas and active persons

Live Swarm ship

"Formal" restrictions shouldn't have an impact on the way we're thinking

If smth is aching, we need decision making
How to implement? → + element to get there together
Ukraine

- 1 Stakeholder & actors analysis
- 2 Study of power relationships and imbalances
- 3 Flexible participatory methods
- 4 Negotiation in equal grounds

Sabine Avergh
Haus 8 / Erdgeschoss
Gruppenraum G8 2

good communication

- feelings (What do we feel? How do we make others feel?)
 - take ~~resp~~ responsibility
- openness and honesty
- respect
- balance between talking and listening
- be brave and confident to ask
 - don't avoid difficult situations
- Social media to stay connected between physical meetings
- (↔) find a way to involve everyone
- other ways of communication (e.g. non-verbal communication, music, art)
- balance between serious talks and having fun
 - connection
- if we act we have more communication
 - reflection

OTTO
OFFICE

- There are different KNOWLEDGE SYSTEMS that we need to acknowledge and we need BRIDGES/translations to communicate between systems and be able to work with both (or more).

Let's not forget that we, as individuals also deserve and need time and efforts to become better, so we can always give the best of ourselves to others.

→ NEXT STEP (proposal)

Education, a system (?) does it work (?)
How does education fit in global/local levels and other systems?
SHOULD WE CHANGE IT? WHY? HOW? TOWARDS WHAT?

→ NEW NEEDS IN
We need FUNS to support partnership building, and flexible regulations to explore other levels of work.

NETWORKING & POLITICAL DESIGN

Something else?

Developing Concepts from AFRICA like "Ubuntu" for Global Education in Europe.

Acquiring & Developing the skills to enact reality sustainable part w/ selection steps

everyone involved in partnership needs recognition for involvement

Can there be a form of this conference? Can we see how projects are going and to stay in touch re how without contacting anybody?

good idea!
+ Beschub

Stepping Out: Feedback & Closing Ceremony

At the end of the conference, the participant were invited to reflect silently for some minutes about the following questions:

- What were the best moments in the conference for you and why?
- What do you feel grateful for?
- What new questions did open up for you?
- What is the most alive thing that you take out of this conference?
- What is your next step from here?

After that, a few people were randomly chosen to share very short story (1 minute) of something that moved them in the conference. Beside the workshops and the intellectual inputs, the peer-coaching method, the story telling, the body exercises were named as very interesting and helpful methods and special moments. In addition, the task of looking into each other's eyes for a very long time was called an "eye-opener" – which was practiced during the whole conference, people were open and shared their thoughts and ideas from the inner self.

The conference ended with a collective blowing out of the candle that was enlightened at the opening ceremony.

Business Cards, Hugs and Goodbyes were shared.



Final evaluation of the conference

Annex: Results of the evaluation workshop 31.10-01.11.2019

After the conference, parts of the international guests and the preparation team stayed for two more days at the venue in order to evaluate the conference, to start with the development of conditions for success and with a manual for international educational partnerships. First, the participants identified the following areas as important:

- People
- Community
- Empowerment
- Connection
- (Learning) settings
- Topics
- Common values / Memorandum of understanding
- Continuity
- Action

Afterwards they collected concrete recommendations for international educational partnerships, that we came up with during the workshop and that came into their minds or that we know from our experiences.

Here are the results:

- Talk about values at the beginning (e.g. humanity)
- It is necessary to have a common goal
- Learning from others (existing partnerships)
- Reflection is important (e.g. do we have the same aims?)
- Transparency
- Define themes, structure and ways of communication
- Identify challenges, risks and unintended side effects: showing of what is going wrong for a better understanding:
 - Storytelling – stories of success and failure
- Communication
 - Open communication about change
 - Communication of effective understanding
- Common development of necessary skills
- To overcome challenges of e.g. visa
- Talk about resources
 - Raise, allocate and management of resources
 - Identify resources of each partner and respect them
 - Accountability

- Delegation (Share of responsibilities)
- Agreements / written agreements on each project, also within a longer partnership
- Continuity is very important; the biggest threat for continuity are human resources:
 - If there is a break of money, you can come next year, finish projects later
 - If there is a break in communication, the partnership dies
 - Write a success plan. That gives the possibility of continuity if someone steps out.
- Sustainability
 - Topics are important for sustainable partnerships
 - To have sustainable partnerships it is important that they are based on needs.
 - Sustainable does not mean eternal
 - Accept the end if a partnership ends and be ready to change perspective → something must die so that something new can be born
- The ownership of the partnership shall be inclusive
 - Respect to cultural diversity
 - Participation of learners in as much steps as possible (also in decision making) → raising of sense of ownership and empowerment / skills training
 - The selection of students who participate in partnerships should be transparent and organized in a way that everyone who wants has the opportunity to participate (How to make sure that we do not only include academic students?)
 - Including community / parents / leaders (the ideas must come from the community)
 - Include all stakeholders
 - The whole institution takes ownership
- Mentorship
- Awareness and public relation
- Monitoring and evaluation
- Check if registration of partnership makes sense (was discussed controversially) [government knows and can help e.g. with visa problems vs. freedom of civil society]

These results will be used as a basis for the development of a manual and a list of conditions for success of international educational partnerships and projects.