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Multi-stakeholder Partnership in Teacher Education and Development

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**Multi-Stakeholder Partnership in Teacher Education and Development:
The Impact of International Teaching on Host Schools and Communities in Kenya
Partenariat multipartite dans la formation et le développement des enseignants: L'impact
de l'enseignement international sur les écoles et les communautés d'accueil au Kenya**

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Abstract

While there is a growing interest in offering international teaching practicums to preservice teachers as an approach to developing teachers' global perspectives on education, understanding of the impact of such practice on the host communities is insufficient or almost absent. Using the Theory of Change framework and data collected from multiple sources, this study examined the impact of preservice teachers' practicum on the school and community development in Kenya. By exploring the context of the host communities, the perceptions of Kenyan educators, and the changes that have occurred in Kenyan schools and communities, this study revealed positive changes in Kenyan schools as the result of hosting preservice teachers. A model of forming multi-stakeholder global partnership in higher education was presented to make the international teaching practicum a reciprocal professional development opportunity for educators in both sending and receiving countries.

Résumé

Alors qu'il existe un intérêt croissant à offrir des stages d'enseignement international aux enseignants-apprenants (en formation initiale), en tant qu'approche visant à développer les perspectives mondiales des enseignants sur l'éducation, la compréhension de l'impact d'une telle pratique sur les communautés hôtes est insuffisante ou presque inexistante. Utilisant pour cadre la Théorie du Changement et les données recueillies de plusieurs sources, cette étude a examiné l'impact du stage pratique pour enseignants en formation initiale sur le développement de l'école et de la communauté au Kenya. En explorant le contexte des communautés hôtes, les perceptions des éducateurs Kényans et les changements survenus dans les écoles et communautés kényanes, cette recherche a révélé des changements positifs dans les écoles kényanes comme étant le résultat d'héberger des enseignants en formation initiale. Un modèle visant à développer un partenariat multipartite mondial dans l'enseignement supérieur a été présenté afin de faire de ce stage pratique d'enseignement international une opportunité réciproque de développement professionnel pour les éducateurs à la fois des pays d'origine et des pays d'accueil.

Keywords: International Teacher Education, Community-Based Service Learning, international development, Kenya, multi-stakeholder global partnership, global citizenship

Mots-clés : formation internationale des enseignants, apprentissage par le service basé sur la communauté, développement international, Kenya, partenariat mondial multipartite, citoyenneté mondiale

Introduction

There has been a growing interest in offering international teaching practicums or internships to preservice teachers as an approach to developing teachers' global perspectives on education, culturally responsive pedagogy, and cross-cultural understanding and capacity. However, there is a lack of understanding of the impact of international teaching and service learning on the host communities

and schools. This paper reports the findings of a study that explored the impact of preservice teachers' international practicum on the school and community development in Kenya. By examining the context of the host communities, the perceptions of Kenyan educators, and the changes that have occurred in Kenyan schools and communities over a period of three to five years, this study sheds light on how teacher education programs, international development agencies, and local communities can work together to make the international teaching practicum a valuable training and professional development opportunity for educators from both sending and receiving countries. Particularly, the findings point out how development efforts in rural Kenyan communities can be maximized through multi-stakeholder strategies in teacher and school development.

Preparing Globally Competent Teachers Through International Teacher Education

Teacher education programs aim at preparing new teachers to be successful and competent professionals in the increasingly diverse educational environment in which students are from diverse ethnic, cultural and linguistic backgrounds. Increasing global interconnectedness and mobility have had a very profound impact on the teaching profession and contexts in many countries. The changing educational landscape in the global context and the increasing interconnectedness and interdependence of the world have placed unprecedented demands on teacher education programs to prepare globally competent teachers who are capable of guiding students in exploring issues of global and local importance in their classrooms and helping students in becoming responsible global citizens (Guo, 2012/2014; Pike, 2008; Reid, Gill & Sears, 2010).

A globally competent teacher is an individual who has knowledge about the world, is aware of critical global issues, and has the ability to master the international dimension of the subject/area of her/his teaching. She/he has the intercultural competency to work with learners from diverse cultural backgrounds, to promote diversity through educational practices, to foster students' multiple and critical perspectives through educational practices and to create opportunities for learners to engage in socially responsible action (Guo, 2014; NAFSA, 2016; UNESCO, 2015; Pike, 2008; Zhao, 2010).

More and more teacher preparation programs worldwide are creating and utilizing international teaching opportunities as a strategy for developing teachers' global competence. Previous studies have shown that international teaching opportunities enable teachers to broaden their global perspectives on education, enhance their critical global consciousness and open-mindedness, deepen their understanding of global inequality and social (in)justice issues, help them achieve personal and political transformation, and develop culturally responsive teaching pedagogy (Maynes, Allison, & Julien-Schultz, 2012; O'Sullivan & Niemczyk, 2015; Sharpe & Dear, 2013; Tiessen, 2008; Willard-Holt, 2001). There is also substantial literature on the rationale and models of enabling preservice teachers to learn in developing countries as part of the teacher preparation program (Hamza, 2010; Kabilan, 2013; Kambutu & Lydiah, 2008; Larsen, & Gough, 2013; Tiessen & Heron, 2012). Along with help from International Development Agencies, teachers' federations and unions, and NGOs, the number of preservice teachers studying or teaching abroad before graduating from the teacher education program has steadily increased in recent years both nationally and globally.

The goals and objectives of an international teaching practicum need to be reciprocally negotiated between the sending and receiving organizations and communities so that the needs of both parties can be reached. Attending to the voice and priorities of the host schools and communities is critical as it increases the efficacy of service learning (Kozak & Larsen, 2016; Pusch & Merrill,

2008). In addition, reciprocity should be considered when advocating for social change over charity, and “ownership over donorship” (Randel, German, Corriero, & Baker, 2005, p. 3). Cross-cultural understanding will most likely emerge when there is significant cultural immersion, long-term service and engagement, equal status, and local accountability (Devereux, 2008; Pusch & Merrill, 2008).

Context of the Study

This study was situated in the Specialization of International Education (SIE) at the University of Prince Edward Island (UPEI). SIE is an international teacher preparation program established in 1998. Preservice teachers in this program come from across Canada and international countries. The SIE program mandate is to develop globally competent teachers by infusing global perspectives into teacher education curricula and program practices in order to raise teachers’ capacity in contributing to culturally diverse educational settings. To fulfill this mandate, the core curriculum of the SIE program is designed to develop teachers’ knowledge and understandings of cultural and linguistic diversity in education, social justice and equity issues in education, global citizenship education, international and comparative educational systems, and the principles and methods of teaching English as an additional language. In addition to completing the compulsory courses in the aforementioned areas, all preservice teachers in this program are required to complete a six-week teaching practicum in an international and/or aboriginal educational setting.

In Canada, the federal government prioritized its international development programs in some African countries including Kenya, with a focus on reducing poverty and assisting these countries in sustaining economic growth through improvement of the quality of education. The most important educational development goals in Kenya are to train quality teachers and to provide child-friendly learning environments in which children, especially girls, would be safe and secure, healthy, and well-nourished (Global Affairs Canada, 2016). Educational accessibility, safety, and equality have become key areas of development in Kenya for both domestic and international governmental and non-governmental agencies including the Ministry of Education, Science and Technology in Kenya, Global Affairs Canada (GAC), and Farmers Helping Farmers (FHF).

Canadian non-profit organizations are significant actors engaged in diverse and innovative development programs from local to global context. Farmers Helping Farmers (FHF)—a small non-governmental organization (NGO) based in Prince Edward Island, Canada—has carried out hundreds of development projects in Kenya since its inception in 1979. Initially funded by the Canadian federal government, the current funding sources of FHF are completely from donations and fundraising activities. FHF’s projects have touched the lives of at least 100,000 people in East Africa, and have brought global perspectives to the island and changed many islanders’ views on the world and global challenges. Alongside its efforts in enhancing Kenyan rural communities’ capacity in sustainable agriculture and farming practices, FHF has been running a Twinning School Program (TSP) between PEI schools and Kenyan schools since 2001. Through field visits, letter exchanges, gardening and feeding programs in Kenyan schools and global education projects, students and educators from twinning schools in both countries have gained a deeper understanding and awareness of the people and culture from/about each other. During the past decade, UPEI has been a partner organization with FHF and has sent students and faculty from Education, Family and Nutrition Sciences, Veterinary Sciences and Nursing to Kenyan schools and communities to participate in service learning opportunities.

During the past decade, FHF’s Twinning School Program has involved 16 schools in Kenya, 17 schools in PEI, and a school in Alberta. Through the TSP program, UPEI Faculty of

Education has sent a total of 52 preservice teachers to Kenya for a six-week teaching practicum since 2004. Each year, two to six visiting Canadian preservice teachers are placed in one or two twinning schools in Kenya. During the teaching practicum, these preservice teachers are engaged in educational and community development activities including classroom teaching, professional development sessions with Kenyan teachers, working in the local orphanage, and conducting personal hygiene workshops with school girls. At the time of this study, some Kenyan schools had hosted Canadian preservice teachers for three or more years. In another research project, the authors of this paper explored UPEI preservice teachers' lived experiences in Kenyan schools and communities, and investigated how their experiences in Kenya had contributed to forming their identity as globally competent educators. Inspired by the positive and transformative experiences reported by the UPEI preservice teachers, we felt motivated and obligated to explore and understand the impact of such practica on the host Kenyan schools and communities. A deeper understanding on this topic will allow us to structure the SIE program and practicum placement in a way that is mutually beneficial and ethical for both sending and receiving organisations and communities.

Educational Development in Kenya

Education remains the most critical component for economic development and social progression in any society, and this is no exception for Kenya. The endorsement of goals of the Education for All (EFA) in 1990 in Dakar widely increased governmental support for free public primary education in Kenya. Since the introduction of the Free Primary Education (FPE) Program in 2003, Kenya has made remarkable strides in increasing access to basic schooling (Ministry of Devolution and Planning, 2016). However, the increased enrolment of pupils has not been met by an increase in qualified teachers. Rather, to meet rapid expansions of student populations, large numbers of unqualified and underqualified teachers have been recruited, particularly in rural Kenyan schools. These teachers often face overcrowded classrooms, lack of professional development resources and opportunities, and poor pay and working conditions. Many rural schools are under-resourced and lack appropriate facilities and infrastructure. These situations seriously undermine the quality of education provided to Kenyan students and indicate tremendous development needs for teachers, schools, and communities (United Nations Development Programme, 2006; UNESCO, 2015; World Bank, 2016).

United Nation's Post-2015 Global Partnership for Development called for global multi-stakeholder partnerships in delivering promising results in developing countries; this include quality education, health, nutrition, education, agriculture, water, energy, information and communication technologies, financial services, cities and open government (United Nations, 2013). Since then UPEI and FHF have formed a multi-stakeholder partnership to develop globally competent teachers while attending to the development needs of Kenyan schools and communities. The Kenyan schools which participated in the Twinning School Program are all located in rural areas where poverty is deep and endemic. They are in desperate need for qualified teachers, quality education for children, and improvement on nutrition, health, agriculture, water, and community development. Through the challenges and joys of teaching in Kenya, the UPEI preservice teachers have broadened the perspectives on education and deepened their understanding on educational issues such as poverty, gender equity, social justice, culturally responsive curriculum and pedagogy and the meaning of development. The question yet to ask was what impact did the Canadian preservice teachers' international practicum have on the hosting Kenyan schools and communities? Answers to this question will not only be critical for the development of meaningful international teaching

opportunities for students, but ethical in the consideration of making such programs beneficial for the hosting schools and communities in Kenya where support for teacher and school development is critically needed.

Research Purpose and Questions

Sponsored by UPEI and FHF, the purpose of this study was to examine the impact of the UPEI preservice teachers' practicum on hosting Kenyan schools and communities. Specifically, this study addressed the following questions:

1. How do Kenyan educators perceive FHF's Twinning School Program?
2. How do Kenyan educators perceive the impact of the UPEI preservice teachers' practica on the schools and communities?
3. What are Kenyan educators' needs for professional development?

Theoretical Framework

Because the purpose of this research was to lead positive changes in the Kenyan schools and communities, Theory of Change (ToC) was adopted as the conceptual and operational framework of this study. This theory articulates the underlying beliefs and assumptions of service delivery strategy and provides framework for mapping out the missing components in achieving the desired outcome in a particular context (Vogel, 2012). Specifically, the Theory of Change enables the research team to examine what the research participants need and what strategies will enable them to meet those needs. This theory focuses on a context to consider the connection between a system's mission, strategies and actual outcomes while creating links among who is being served, the strategies or activities that are being implemented, and the desired outcomes (Center for Theory of Change, 2015). It is appropriate for this study because it systematically questions four dimensions—ideas, personal values, context and related strategies—making explicit one's assumptions and position (van Es, Guijt, & Vogel, 2015). The Theory of Change involves five core elements:

- (1) The **actors** (individuals or groups) who are trying to bring about change
- (2) The **context** or situation that influences the actors and what they are trying to change
- (3) The **ideas** or theories that influence the actors when they consider how to act in certain situations
- (4) The **strategic plan** that describes the reasons and provides a framework for taking particular action
- (5) The **reflection and decision-making processes** that help actors to develop a strategy, review success and failure, and make improvements to ideas and strategies

This theory enabled the research team to examine all the core elements, the stakeholders of UPEI's SIE teacher preparation program as well as its partner schools and institutions in Kenya in order to develop a long-term strategic plan for sustainable reciprocal relationships.

Considering the colonial history of Kenya and its education system, it is crucial for the Canadian preservice teachers to be critical of development issues related to international philanthropy and service provision. An anti-colonial framework was adopted in this study as the theoretical lens for data analysis because it interrogates the power and privilege embedded in ideas, cultures, and histories of knowledge production, validation, and use (Dei and Asgharzadeh, 2001).

Anti-colonial discourse and perspective was integrated into the UPEI SIE teacher preparation curriculum which was reinforced through predeparture orientation and weekly reflective questions specifically designed for SIE preservice teachers. The anti-colonial framework helped researchers examine the relationship between power and oppression based on a deepened understanding of the pursuit of agency, resistance, and subjective politics. This framework guided the researchers in identifying the indigenous knowledge and wisdom of Kenyan participants and the context from data collection and interpretation.

Methodology and Methods

The study adopted a concurrent triangulation approach, which allowed the researchers to collect quantitative and qualitative data concurrently and compare the two databases to determine convergence, differences, or combination (Morgan, 2007). This method also allowed the researchers to “offset the weaknesses inherent within one method with the strengths of the other” (Creswell, 2009, p. 213). The authors of this paper are scholars and practitioners in the fields of international education, teacher education, international development and educational policy. The interdisciplinary background and strength of the research team ensured a well-rounded understanding of the international research context and the sensitivity needed to encounter the challenges in data collection, analysis, and interpretation.

Data were collected in Kenya through questionnaires, interviews, focus groups, and document analysis in spring 2014. A concurrent sampling approach was used to invite participants. Research invitations were distributed to all Kenyan schools which hosted UPEI preservice teachers for more than three years. A total of 17 participants from four Kenyan schools responded and participated in this study, including three school principals and 14 teachers. All participants completed a questionnaire containing 14 quantitative and qualitative items. In addition to questions on the demographic information of the participants and schools, the questionnaire also included questions about teachers’ educational background, professional development opportunities, school/classroom facilities, and their description of communities. Individual interviews were conducted with the participating school principals who were responsible for arranging UPEI’s teachers’ placements and had been in regular contact with both the UPEI Faculty of Education and FHF. Four focus groups were conducted with participating teachers on the site of four participating Kenyan schools. Each interview and focus group lasted about 1-1.5 hours and was audio-recorded. The recordings were fully transcribed and cross-checked for accuracy. Researchers’ field notes and preservice teachers’ practicum reflections on the Kenyan school and communities were also used as supplementary materials to understand the context of the study in Kenya. The multiple sources of data allowed the investigators of this study to critically examine the Kenyan educators’ perceptions on the impact of hosting Canadian teachers and to identify the professional development needs and challenges of Kenyan schools and communities from a host perspective.

Data organization and analysis were aided by the use of a qualitative data analysis computer program QSR NVivo 10. This software was used to store, triangulate, compare, code, categorize, analyze and report multiple forms of data generated in this study. Data analysis and interpretation was a simultaneous process. Data collected from both quantitative and qualitative methods were first compared and triangulated, and then integrated in the findings, interpretation, and discussions. The writing of this paper was cross-checked by all contributing authors. To protect the identities of participating schools and participants, pseudonyms were used in this paper.

Findings and Discussions

School and Community Contexts in Kenya

Understanding the context and surrounding community situation of each participating school is important to achieve the purpose and objectives of this study. All four participating Kenyan schools have hosted UPEI's preservice teachers three or more times and were twinned with PEI schools through the FHF during the past decades. Table 1 shows the general information about each participating Kenyan school.

Table 1: Information of Participating Kenyan Schools

School	Type of School	Grade Level	Number of Students	Number of teachers	Location
A	Public Boys Boarding Secondary school	9-12 (Form 1-4)	230	11 (7 paid by government and 4 paid by parents)	Eastern Kenya
B	Public Primary School	N/K-8	97	10 (7 paid by government and 3 paid by parents)	Central Kenya
C	Public Primary School	N/K -8	357	11 (8 paid by government and 3 paid by parents)	Eastern Kenya
D	Public Primary School	N/K -8	520	9 (7 paid by government and 2 paid by parents)	Central Kenya

The four participating schools are located in the rural communities of eastern and central provinces in Kenya. School A is a boys only day and boarding public secondary school, serving 230 teenage boys from Form 1 to Form 4, equivalent to Grade 9-12 in North America. The other three schools are primary public schools, serving younger students from nursery/kindergartner (N/K) to Grade 8. Most schoolteachers in each school are paid by government funding. Since Kenya implemented the Free Primary Education (FPE) program in public schools in 2003, student enrolment has increased greatly in each school. To meet the needs of the increased student numbers, each school participated in this study hired two to three extra teachers who were not paid by the government but by parents of the students.

Participants' Demographic Information

In total, 17 participants were invited to participate in this study, including three school principals and 14 teachers; among them, five were male and twelve were female. There was considerably greater range of experiences among these participants. The time of these teachers and principals in their roles of teaching and administration varies from three to 30 years. Most teachers had a two-year diploma from teaching colleges while three had a B.Ed. degree. All principals had a diploma in school administration. All participants had worked with Canadian preservice teachers during the past years.

Table 2: Teacher Participants' Demographic Information

School	Participants	Role	Gender	Years in current role	Training/ Educational Background
A	T1	Teacher	M	3	B.Ed.
	T2	Teacher	F	5	2-year diploma, pursuing B.Ed. degree
	T3	Teacher	M	9	2-year diploma
B	P1	Principal	M	6	2-year diploma, Diploma in Administration
	T4	Teacher	F	14	2-year diploma
	T5	Teacher	F	27	2-year diploma
	T6	Teacher	M	16	2-year diploma
C	P2	Principal		9	B.Ed. Diploma in Administration, Certificate on Management
	T7	Teacher	M	32	2-year diploma
	T8	Teacher	F	19	2-year diploma
	T9	Teacher	F	20	2-year diploma
D	P3	Principal	F	8	B.Ed. Diploma in Administration
	T10	Teacher	F	30	2-year diploma
	T11	Teacher	F	19	2-year diploma
	T12	Teacher	F	9	2-year diploma
	T13	Teacher	F	6	2-year diploma
	T14	Teacher	F	30	2-year diploma

The Hosting Conditions in Kenyan Schools

Through questionnaire and interviews, Kenyan teachers were asked to describe the organizational structure and facilities of their schools. Each participating school had a Board of Governors and/or a Parent-Teacher Association (PTA) through which parents and the community were involved in decision-making about the operations of the school and how the donation money was used. Most teacher participants reported inadequate school facilities for teaching and learning. Most classrooms had electricity, blackboards, furniture, walls, windows and doors; however, some classrooms were in very poor condition with only mud floors and window frames but no electricity. School sanitation facilities were available but in poor conditions. Water supply and lack of fundamental educational resources were big challenges for all schools. In some schools, one textbook was shared among three students. Teachers reported that there had been much improvement in recent years as a result of the development assistance from FHF, which had provided a water tank for each school to harvest water. With the assistance from FHF and UPEI, School B established a school garden where teachers and students grew vegetables such as carrots, tomatoes, watermelons, and cabbages. This school garden allowed the school to run a lunch program to provide meals to students. Teachers in this school reported that this lunch program had resulted in a dramatic rise in the number of students attending the school and a reduction in the levels of truancy.

Most students enrolled in the four participating schools came from very poor farming families who grew coffee beans or food crops to sustain themselves in food. Many families had a cow and possibly other livestock. Other than the dairy products from the family cow, little was produced on the farm because the desert climate does not provide fertile soil for crops and livestock. Meeting children's basic needs was reported as a common challenge for their families due to the poor economic situation. Secondary education is not free in Kenya and many parents were not able to pay their children's school fees at secondary school. This situation was reported as a challenging issue for the school as the affected students had to miss a great deal of school time. Some teachers reported that corporal and alcohol abuse were common in local communities.

Most school principals reported that the lack of funding from government was the biggest problem as parents and communities had to pay for teachers' salary to meet the challenges caused by the dramatic increase in student numbers since the Free Primary Education policy was implemented. Most schools could not maintain functional school infrastructure and facilities, including electricity, sanitary facilities and school gates, etc. In some schools, students had no space to read and study because the classrooms were too crowded. Most schools didn't have a library and books for students to read. The principal from School A reported that the science curriculum outcomes could not be achieved in his school because the school lab was out-of-date and needed upgrade. A UPEI preservice teacher who was placed in School C for six weeks in 2012 shared his description and observation of this school through his reflective teaching journal:

School C is very different than schools at home. They lack the infrastructure and resources that we are lucky to have. The school is around 40 years old and in need of repairs. The floors are dirt, the walls are cracked concrete, and the roof is made of tin. When it rains, it's impossible to teach because it's so loud. There are no or broken windows in classrooms. There is no electricity and the water is stored in tanks. It's quite an eye opener. Many of the students share textbooks, sometimes three or four kids to one book. Many of them don't have pens or pencils and need to wait for another student to finish before they can start. The Grade 1 class was very happy when I brought in pencils for them. They were so proud to have their own. Many of them haven't let it out of their hands yet! The playground is shared with a cow and several goats, but believe me, that doesn't stop the kids from playing soccer and running, they are amazing athletes. I'm pretty happy! I'm the third fastest person in the school (Grades 1-8)! It's a very humbling experience. (Teaching Reflection, March 2012).

Impact of the Twinning School Program

Enriched global education opportunities. Cosponsored by UPEI and FHF, one of the objectives of this study aimed at understanding the impact of the Twinning School Program on the schools and communities in rural Kenya. Students from twinning schools in both countries were organized and encouraged to exchange letters over the course of the twinning program. In their letters, both Kenyan and Canadian students included pictures of their families, friends, and favorite activities to help others learn about their life, family, community, and country. Teacher participants in this study reported that exchanging letters with Canadian students was beneficial for Kenyan students. Through these activities, Kenyan students developed a stronger connection and better understanding of Canadian schools and students. A teacher commented on the benefits of the Twinning School Program:

Our pupils gained more awareness about Canadian culture, life, and geographic locations. They were able to have friends in Canada; they have communicated with them, exchanged pictures and made new friends in the other part of the world (Focus group, March 24, 2014).

Another positive outcome of the Twinning School Program reported by the Kenyan teachers was greater cross-cultural awareness and understanding. A teacher emphasized:

Participating in the twinning program was a liberating experience for our students. They realized that people, regardless of where they live and what is the color of their skin, wanted the same things in life and should have the same rights...They realized that they are no different from other people and also have their rights as Kenyans. We learned that children in Canada and children in Kenya have equal rights (T10, March 24, 2014).

Improved school facilities and resources. Through the Twinning School Program, FHF collected donations from the PEI community and provided financial and technical assistance to the development of the Kenyan schools. The development assistance received and appreciated the most by the twinning Kenyan schools include the vegetable gardens for school lunch program, water storage tanks installed in schools, mosquito nets, electricity in the school buildings, improved floors and windows of the classrooms, improved kitchen/cookhouse/outdoor dining shelter, shelves and books for the library, painted roofs of the buildings, the construction of separate latrines for the boys and girls, and improved latrines for teachers. During the period of the teaching practicum, UPEI preservice teachers strengthened their development efforts through various activities including teaching students proper hand washing and using the mosquito nets, and helping Kenyan teachers categorize the books in the library, etc.

Increased student enrolment. Another significant benefit the Kenyan schools gained from the Twinning School Program was the dramatic increase in student enrolment. With the development aid and human resource assistance from both FHF and UPEI, some schools were able to offer students free lunch, and attracted more students from local communities. As a result of the new feeding program, enrolment at School C increased almost 300% during the past three years. A school principal specifically commented on the important role the school lunch program played in attracting more students:

Children are enjoying school now because they don't have to travel back home for lunch. And they also have warm food now. They used to take cold food to school, but it's not nutritious. In the past, many students stayed at school for the whole day without lunch (P2, April 4, 2014).

Coordinated efforts by multiple development stakeholders. Kenyan schools and communities examined in this study received development assistance carried out by a multi-stakeholder partnership on the Canadian side, which include UPEI, FHF, PEI school boards and schools, and numerous PEI community members who volunteered their time and resources. This holistic development approach was recognized and greatly appreciated by all Kenyan participants in this study. A school principal shared his appreciation in the following words:

I just wanted to say that we have benefited a lot from our interaction with the people from Canada, the international teachers, the twinning program, and Farmers Helping Farmers. Because FHF sent Canadians to our community first, they are the people who started the partnership and started the first library project here. They brought us electricity, books, the twinning schools, and the teachers. They made huge differences in our school and will make differences in the new schools they will partner with, too. They have established structures there and that (structure) will always remain. We will be forever grateful for the people from PEI, no matter from which organization they come (P4, April 3, 2014).

Impact of UPEI Preservice Teachers' Practicum on Kenyan Schools

All participants in this study were given a range of questions related to the benefits and challenges of hosting UPEI preservice teachers in their schools.

Increased global awareness and cross-cultural understanding. A majority of the teacher participants noted that the opportunity of developing global awareness with the presence of Canadian teachers in their schools and communities was the most significant benefit for both teachers and students. Before hosting the UPEI preservice teachers, students in these participating Kenyan schools never had the opportunities to interact with people from outside the country. A teacher from School C commented:

One of the contributions that they (UPEI preservice teachers) really made was giving teachers and the students the opportunity to learn different cultures. They compared and shared what they do back in Canada and their experiences in Kenya. I heard a lot of compliment (about Kenya). For example, they said that we are very social and always greet each other in the morning. They said that people in places where they come from got out of that habit. I think people from different countries can learn a lot of things from each other. (T9, March 27, 2014).

A large number of teachers reported that Kenyan students showed great curiosity and excitement about being taught by Canadian preservice teachers who looked different from them. Some teacher participants mentioned that their students wondered if these Canadian teachers were sick because of their pale skin color. Some students even touched and pinched the Canadian teachers to see if any blood would come out. UPEI preservice teachers reported similar scenarios in their reflective writings, which were consistent with those shared by the Kenyan teachers. Hosting UPEI preservice teachers offered an opportunity for peoples of different ethnicities and cultures to interact professionally and personally with each other. As a school principal noted,

you know as the head teacher, I was really happy when they came because they brought an air of freshness into our school. They also made our pupils know about the other parts of the world and broadened students' international awareness. Their teaching and presence made a difference in our schools (P4, interview, April 3, 2014).

Changed perceptions on cultural barriers and racial inequality. A few Kenyan teachers in this study emphasized that the opportunity of working with Canadian teachers helped them reduce or overcome perceived cultural and racial barriers and concerns of working with Caucasian teachers. One teacher commented that "black people here thought that the whites cannot mix with us. Our children came to realize that they could build the social relationship, intermingle and share their lives with these (white) teachers" (T7, April 4, 2014).

This teacher's perception was confirmed by a school principal who asserted: "Our students realized that the white people are not so much different. The white teachers can teach our children and appreciate them. Our students appreciated them so much" (P4, interview, April 3, 2014).

Due to 400 years of colonial history, racial discrimination and inequality persist in many aspects of Kenyan society such as in law, public policy, employment, education and access to goods and services (The Equal Rights Trust, 2012). Participants' observation and comments demonstrated that racial discrimination and inequality is a sensitive issue, and is of genuine concern to the Kenyan teachers and schools when they work with Caucasians, in this case, the Canadian preservice teachers.

Increased professional development opportunities for Kenyan educators. All the schools hosting Canadian preservice teachers are located in rural Kenya, where poverty is deep and endemic. All teacher participants received only two years of teacher education training, and were in desperate need of continuous professional learning opportunities and resources to deliver quality education and manage the overcrowded classrooms. Kenyan school principals and teachers in this study noted that Canadian preservice teachers offered them valuable professional learning opportunities and taught them many effective classroom management skills and student-centered teaching practices. Most Kenyan teachers observed positive changes that occurred within their students during the Canadian teachers' presence in their schools. Some participants described that their students really enjoyed learning from the Canadian teachers, noting that students rarely missed classes taught by Canadian teachers. One teacher commented that students' learning interest and motivation had greatly increased because of the interactive teaching strategies adopted by the Canadian teachers, as she explained, "the pupils didn't want to be out of school very many times because they are hoping one day they will be able to go to Canada too. So they are trying their best so they can one day go there" (T3, focus group interview, March 27, 2014). During the focus group interview, a geography teacher shared that he had to do a much better lesson/teaching preparation because students wanted to know more about Canada, its geographic location and its economic/cultural activities.

In addition to student-centered management skills, what Kenyan teachers learned most from Canadian preservice teachers was thorough lesson planning, effective use of teaching materials, outstanding professionalism and strong commitment to students. One teacher described that he learned from the Canadian preservice teachers' effective instruction and ways of motivating learning:

When they introduced a lesson they made sure the students understood what they introduced. As they progressed they could keep on motivating them by giving them stickers. When they marked their work, they often used "very good," "good work" and give students stickers as prizes. It was obvious that the students were very eager to show their best effort by doing more and more of the assignments (T12, March 24, 2014)

Many Kenyan teachers were impressed by Canadian preservice teachers' commitment to the students, as one teacher commented:

They went out of their way to spend their own money to buy students presents. I remembered they bought students some balls, a net, and they also introduced games called hockey and baseball. They taught us how to play these two games but unfortunately we didn't have the skills to continue to do... Before they left, they donated quite a number of games to our school and gave each one of us teachers a gift. I still have the gift they gave me (T16, April 3, 2014).

Another notable professional learning outcome shared by the Kenyan teachers was the creative ways of establishing strong pedagogical relationships with students through sports and outdoor activities. Several Kenyan teachers in this study talked about how one preservice teacher invited students to run with him every day and how much fun and excitement the students had when they participated in the sport with the teacher outside the classrooms. One teacher participant emphasized that since then he had been using sports and physical education to motivate students, which resulted in stronger student-teacher relationships. Many Kenyan teachers also commented that the Canadian preservice teachers were active in participating in discussions in the staff lounge and in interacting with parents and community members. Their engagement with parents and communities in many ways helped the school gain more support from parents and communities.

Most Kenyan teachers participating in this study commented that hosting Canadian preservice teachers in their schools and classrooms had a very positive influence on them and their students. In addition to developing new skills in lesson planning and preparation, instruction, classroom management, and establishing caring pedagogical relationships, most teacher participants greatly appreciated the fact that having teachers in class from another country motivated the students to know more about the world, particularly Canada. Hosting UPEI preservice teachers provided them with an authentic opportunity to learn Canadian geography, economic conditions and educational system. For Kenyan students and teachers, Canada became more than just a place on the map. It is a place where they felt connected and care for, a place that they were curious about, and a country that empowered them.

Impact of UPEI Preservice Teachers' Practicum on Kenyan Communities

Increased parental engagement in education. In discussing the benefits of hosting UPEI preservice teachers, Kenyan teachers and principals emphasized that having Canadians in their schools increased the connection between the schools and the greater community. Some participants noted that hosting Canadian teachers improved the communication within the schools and communities. Canadian teachers attended parent-teacher meetings and communicated directly with parents on the students' progress. Their direct contact eased Kenyan parents' concern and fear of having white teachers in their schools. During the parent-teacher meetings, Canadian preservice teachers also communicated with the parents about the importance of education, and they introduced the Canadian education system and standards to them. This type of communication was perceived by the participants of this study as one of the significant benefits to both Kenyan schools and communities.

When asked about the impact of having Canadian preservice teachers in local communities, and all participants were able to share the positive influences they observed in one way or another. One school principal commented that

the community gained a lot. The experiences taught by the Canadians made the parents think their children have a future. Parents believe that if their children have a better education, they will be able to change their situations and get away from poverty, maybe even to go to Canada to study someday. When they come back, they'll be able to help the community and give back to the community (P4, April 3, 2014).

For Kenyan schools and communities, hosting UPEI preservice teachers was not only an opportunity to encounter different ways of teaching and learning, but also an empowering experience for students and parents to dream, hope and see the possibilities for their future.

Reduced financial burden of the parents. The Free Primary Education (FPE) Program has greatly increased access to basic schooling in Kenya since 2003. However, the rapid expansion of student populations in schools was not met by increased teachers and government funding. To lower the teacher-student ratio in the classrooms, many Kenyan schools had to collect funds from parents to hire more teachers. One principal talked about the financial benefits of hosting Canadian teachers in the following way:

Because the government does not have enough funds to pay more teachers, the school has to collect money from parents and the community to hire part-time teachers to deal with overcrowded classrooms. We did not have to hire part-time teachers while having Canadian teachers in our school because they were very competent in teaching independently. Parents were relieved from the burden of paying the extra money (P3, March 24, 2014).

Along with a new feeding program supported by FHF, UPEI preservice teachers brought greater awareness among parents and local communities of the hosting Kenyan schools . All participating Kenyan schools have sustained student growth and enrolment since hosting UPEI preservice teachers. Some teachers reported that more and more local families wanted to send their children to the schools where Canadian preservice teachers were hosted because of the positive experiences they had heard from other students and families. A school principal added his insights on other benefits received by the community:

We have also benefited with improved facilities and resources, such as water. When we have water in the school, the students do not need to go out for water. They got enough drinking water at school and could also keep their classrooms clean. I think that is a great benefit to both school and community (P2, April 4, 2015).

Positive perceptions towards Canadians and Canadian education. Participants of this study clearly indicated that the support the schools received from the UPEI preservice teachers and Farmers Helping Farmers had a positive impact on how the community members perceive Canadian people and education. A teacher shared her opinion on what had contributed to Kenyan's positive perception about Canadians:

Sometime the Canadian preservice teachers walked to Muchui (women's group) Centre and participated in activities there. They were not only connected with teachers but also the community. They were seen as coming to improve the welfare of the community and were much more accepted by community members (T 9, focus group, March 24, 2014).

Challenges of Hosting UPEI Preservice Teachers

Challenges or negative aspects of hosting Canadian preservice teachers were not reported by most teacher participants. However, one teacher commented that Canadian preservice teachers' English imposed some difficulties at the beginning of their practicum. In formal settings, both English and Kiswahili are commonly used. Due to the colonial history in Kenya, English is not only an important subject in the curriculum but is the language of textbooks, exams, and instruction (Nyarigoti, 2013). In the early years of education, particularly in rural areas, student-teacher communications were often conducted in indigenous languages spoken by the community. Because teaching and communication between Canadian teachers and Kenyan students/teachers were conducted in English, there had been confusion and difficulties at the beginning of the teaching practicum. Some teachers noted the fact that Canadian teachers spoke only English turned out to be a significant benefit as it improved students' English skills and exposed them to Canadian English. A teacher from School D noted:

They (Canadians) didn't realize the students were not getting the concepts until they administered a math exam. Students performed very poorly in this exam. Then they had to change the teaching strategies and made sure students grasped the concepts. The difficulty came from the Canadian teachers' accent. We took this challenge as an English learning opportunity and asked students to look at their teachers' mouths to observe how the words were pronounced (T8, focus group interview, April 4, 2014).

Kenya teachers' comments on English as the instructional language showed that English still has the highest status in Kenya as it is associated with the elite and employment. However, there are practical advantages of using students' mother tongue in these schools as it helps the

communication between teachers and students as well as their parents. Teachers' comments on English and language challenges during the international teaching practicum called for increase integration of Kenyan students' language, culture and experiences with international teaching.

Another reported challenge of hosting UPEI preservice teachers was the time of each practicum. Every year UPEI sends preservice teachers to Kenya from early March to late April, which is the rainy season in Kenya. Canadian teachers experience difficulties walking from residence to schools and conducting teaching sessions in the mudded classrooms. Practicum starting in February would make teaching and living in rural communities more practical and effective.

While literature on international service learning in post-colonial contexts reminds us that given the economic stakes involved, host community members are sometimes reluctant to speak critically about the effect of hosting international students (Larsen, 2016; Schroeder, Wood, Galiardi & Koehn, 2009), participants in this study expressed unanimously favorable comments on their experiences of working with Canadian preservice teachers. Their positive responses were considered honest and genuine as they were informed that PEI's involvement with their schools and communities had come to an end, and they would not receive any further financial/development assistance from UPEI and FHF. We believe that the factors outlined below contributed to the participants' positive feedback on hosting Canadian preservice teachers.

First, these schools/communities are in deep poverty and receive very little resources, training, or funding directly from local and national (Kenyan) governments. They genuinely appreciated the external financial assistance and resources received and the relationships they established with PEI community and schools.

Second, participants and Kenyan community members have interacted with Canadians through different capacities and areas: education, agriculture and farming, family sciences, nursing and community development over a period of –three to five years. The coordinated development efforts administered by UPEI and FHF have allowed local communities and schools in both countries to establish a lasting and trusting relationship through mutual engagement, which was a critical factor in the positive impact of international service learning on host communities (Stoecker et al, 2009).

Third, Canadian preservice teachers were constantly reminded that the international practicum was arranged not only to expand their global awareness, intercultural competency and culturally responsive educational practices, but also to meet the needs of Kenyan schools and communities through teaching, community services, relationships and the exchange of new ideas and perspectives.

Kenyan Teachers' Suggestions for Change

Guided by the Theory of Change framework, we asked participants what changes they would like to see in order to align UPEI and FHF's mission, strategies and activities with the needs and desired outcomes of the hosting schools and communities.

Most teacher participants involved in this study had only two years of formal teacher education, and they reported that their need for continuing professional development (CPD) was urgent. The participating Kenyan schools offered very limited training and professional development opportunities to their teachers due to the lack of educational resources and government funding. In order to take full advantage of the opportunities presented by hosting Canadian teachers, they suggested that UPEI faculty and preservice teachers could offer school-based professional

development to expand the positive changes in schools. As teacher candidates had at least six years of formal university education with one to three years teaching experience in Canadian and/or international schools, UPEI preservice teachers in the SIE program are in an appropriate position to exchange their professional knowledge and skills with their colleagues in hosting schools in Kenya and other countries. Kenyan teacher participants in this study clearly expressed their desire of learning the knowledge and skills they observed from UPEI preservice teachers, these skills include student-centered lesson planning, instructional strategies, effective classroom management skills and ways of establishing strong pedagogic relationships.

Kenyan teachers and principals in this study also identified the professional development need in integrating information and computer technology (ICT) into educational practices. Although the government of Kenya, through policy and curriculum, mandated ICT integration into school education, most rural schoolteachers had not received any training on applying ICT into teaching and learning. As a result, all Kenyan teachers in this study reported the need of professional development on ICT literacy and basic skills. In addition, subject-specific training for resource teachers including physical education, developing effective teaching materials for mathematics and science education, English, and social studies was recommended as necessary professional development topics/areas by school principals.

Discussing his concern about corporal punishment in schools, one principal expressed his desire to learn effective strategies in developing a child-friendly school and learning environment. Some other teachers expressed similar interest in learning friendly yet effective ways of dealing with students' disciplinary issues in schools. Professional development related to guidance and counseling, in particular for helping girls through their puberty stage, was also mentioned as a professional learning need. Similarly, teaching students about peer pressure and peer influence and helping them develop their self-esteem and self-awareness through schooling were also some important topics Kenyan teachers were interested in learning.

According to Nyarigoti, (2013), CPD for teachers in Kenya is often achieved through courses, workshops and seminars organized locally or regionally. Teacher participants in this study unanimously agreed that professional development workshops were the preferred training method and requested that UPEI preservice teachers to provide some school-based workshops on the above discussed topics during their teaching practicum. As rural schoolteachers who had rarely received professional development opportunities and resources, participants in this study considered the opportunity of learning from visiting Canadian teachers one of the greatest benefits they could gain from hosting international educators.

One critical lingering side effect of the colonial history on Kenyan education is that Kenyan cultural and wisdom traditions are devalued/undervalued while the colonial language and practices are elevated in the educational philosophy and practices (Dei, 2012). Freire (1970) reminds us that an educational program that does not respect indigenous knowledge, wisdoms, and the cultural/historical context of the people cannot have positive outcomes. Scholars on anti-colonialism stress the importance of questioning and challenging the power and privilege embedded in ideas, cultures, knowledge production and validation in the process of working with those who have been marginalized and subordinated due to colonial history (Dei & Asgharzadeh, 2001; Dei, 2012). To avoid rendering Kenyan professional development workshops neo-colonial practices, Kenyan cultural context, educational traditions, and teachers' practical wisdoms must be recognized, examined, and integrated during the process of curriculum development and workshop delivery.

Recommendations

Globalization—the flow of capital, information, and people across political and national boundaries—has greatly enriched, challenged, and complicated contemporary society and educational practices (Guo, 2012/2014). As international teacher education often engages international service learning in both local and global communities, it is critical to recognize the complexity of such arrangements and learning environments while developing all partners' strengths, resources, assets and capacities in its process. Two principles should be followed in community service learning in the face of globalization: reciprocity and meeting community needs. These two principles should be acted upon with profound appreciation of global interdependence and global citizenship (Guo, 2013/2014; Keith, 2005).

Through examining the impact of UPEI preservice teachers' practicum on Kenyan schools and communities, this study sheds new light on the practices of collaborative and innovative teacher education through global engagement and development. Based on the findings of this study, we make the following recommendations for international teacher preparation.

First, as public education in Canada is experiencing many challenges associated with increasingly diverse schools and communities, the need to prepare Canadian teachers to meet these challenges through international education has brought intentional and unintentional outcomes to other educational contexts, such as what we have seen in Kenya. Canadian teachers who teach in international settings often encounter difficult yet real learning moments; however, they develop understanding of globalization not only from the perspective of the North/developed regions, but also from the perspective of the South/underdeveloped/developing regions. Findings of this study helped us identify and confirm some promising teacher preparation practices that the SIE program at UPEI had adopted. The integration of global citizenship education and anti-colonial perspectives into UPEI's SIE program has created space and opportunities for preservice teachers to expand their awareness and professional capacity in tackling the issues related to teacher identity, globalization, poverty, racial discrimination, educational inequality, gender, prejudice, and global citizenship during the international practicum. We recommend that all preservice teachers receive training on educating for global citizenship and be introduced to anti-colonial perspectives when conducting international teaching in post-colonial contexts. For Canadian preservice teachers who teach in an international context, understanding racial identity is not only crucial to the social dynamics in racially plural societies like Canada, but also central to any discussion of discrimination and inequality in other educational contexts. In the Kenyan context, it is important for visiting Canadian teachers to understand the country's colonial history, the root causes of discrimination and inequality, and positive actions and strategies they can adopt to promote social and educational equality before departing for the international teaching journey.

Second, preservice teachers' understanding of the cultural context and educational traditions and challenges of the hosting community and country should become a compulsory requirement before participating in the international teaching practicum. In addition, enhancing preservice teachers' awareness and understanding on the interconnection between local and global as well as the power asymmetries between peoples through coursework can create opportunities and space for improving the efficacy of international service learning. Teachers also need the knowledge and skills in cross-cultural communication and conflict resolution to lead and engage in positive changes in the host schools/communities; this will help develop their professional perspectives and capacities as globally competent teachers. It is unlikely that Canadian teachers would bring quick answers to the

development challenges faced by hosting Kenyan schools. Problems such as the rapid expansion of the student population, large numbers of underqualified teachers, overcrowded classrooms, lack of professional development resources and opportunities, and under-resourced facilities and infrastructure cannot be resolved in short term. However, these situated issues provide collective space for wisdom sharing, creative problem solving, and for developing a sense of responsibility for global equity, peace, and justice.

Third, international educators emphasize that it is critical and ethical to recognize the interdependent and mutually responsible relationship between the sending and receiving institutions or schools for international teaching practica (Dear & Howard, 2016; Kozak & Larsen, 2016; O'Sullivan, 2015; Tiessen & Heron, 2012). The ultimate objectives of international service learning are to bring changes to the individuals and communities involved in the process. The Theory of Change framework outlines five core elements in making change successful and sustainable: actors, context, ideas, strategic planning, reflection and decision-making (Valtors, 2015). In this study, both Kenyan educators and Canadian preservice teachers are the actors of change. Kenyan teachers have made specific suggestions on the most important themes and topics of professional development including lesson planning strategies, student-centered instructional strategies, effective classroom management skills, and ICT in education. As the UPEI Faculty of Education has accumulated tremendous training experiences and resources in these areas, we recommend that UPEI preservice teachers examine the contextual differences and similarities in Canada and Kenya under the guidance of teacher educators, and develop a series of professional development based on these topics which they can offer through program coursework or predeparture orientation. We also recommend inviting Kenyan teachers of hosting schools and NGO FHF staff to provide contents and suggestions appropriate for the Kenyan context and pertained the needs of Kenyan teachers and students. To make the professional development workshops culturally relevant to the Kenyan context and situation, the resources should be first piloted in the host schools and then revised based on the inputs from all stakeholders. We recommend that the UPEI Faculty of Education, FHF, and the Kenyan hosting schools collaboratively develop a strategic plan for implementing a cascade training model in Kenyan schools. Canadian preservice teachers need to be trained as workshop facilitators before their international practicum. During the practicum, they will work with their cooperating Kenyan teachers to facilitate weekly professional development workshops for all teachers in the hosting school. It is important to note that this recommended PD opportunity or resource is not the Canadian solution to solve Kenyan "problems," rather, it serves as a process or space which would allow both Canadian and Kenyan educators to reflect on their practices, critically examine the socio-historical conditions of their dominant educational philosophy and pedagogy, and be empowered to serve as actors of change through cross-cultural conversations and collaboration.

Fourth, the positive feedback from the Kenyan host schools and communities clearly confirms that the collaboration between UPEI and FHF is a successful example of forming global multi-stakeholder partnerships in delivering promising teacher training and community development results. Through this global partnership, all stakeholders—UPEI Faculty of Education, FHF, PEI schools and community and Kenyan hosting schools and communities—have enhanced the capacity of teacher, school development, strategic planning, research collaboration, knowledge sharing, community engagement and educational development. Several factors contributed to the success of this multi-stakeholder partnership; these include mutually defined goals and objectives, genuine approaches for sharing of power and resources, the effective communication between the

university and the development agency and trusting relationships established among the stakeholders over a long period of time. In order to maximize the use of resources, efficacy and outcomes, we recommend that a multi-stakeholder partnership model attending to the aforementioned successful characteristics be used or explored when offering international service learning opportunities for preservice teachers. Research about the efficacy and impact of the global partnership on all stakeholders is also recommended for future studies.

Conclusion

International teacher education and international service learning in both local and global communities have the potential to offer complex yet rich professional learning opportunities for all stakeholders including participants, sending and host institutions, and local communities. The key principle in making the international teacher education a reciprocal, relevant and successful process is to integrate and promote critical global citizenship in teacher education as well as to strategically coordinate all partners' strengths, resources, assets and capacities in its process. The voices and perspectives of the host schools and communities in Kenya confirm that international service teaching and learning should provide authentic opportunities to engage both sending and receiving institutions and communities. A multi-stakeholder global partnership is a desirable and valuable education and development strategy to enhance the professional capacity of all stakeholders including higher education institutions, international development agencies and local communities. Aboriginal elder, activist and artist Lilla Watson once suggested, "if you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together" (International Women's Network, 2016). Through this paper, we extend our greatest appreciation to all stakeholders who have engaged in a collective process of making international teacher education liberating, critical, collaborative, reciprocal, meaningful and relevant to students and educators in both local and global communities.

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