

Global Learners as Educators in Wales

[Sazani Associates](#) coordinated a professional development programme for teachers and adult educators in Wales, designed to develop a 'globally minded approach' to education.

What did Sazani Associates want to achieve?

Sazani Associates promotes sustainable development and global social justice through innovative approaches to global learning. One of their initiatives is Global Learners as Educators in Wales (GLEW). The project aims to provide school teachers and adult educators with an opportunity to develop critical literacy in terms of global awareness. This includes developing the ability and capability to engage effectively with global topics and issues in their teaching.

How did they set about doing this?

Cathryn Al Kanaan, Sazani Associate, stresses that GLEW grew organically from earlier projects and partnerships. A previous project led to the production of a series of resources for secondary schools, in which a range of issues in Personal, Social Education (PSE) and Geography were addressed in relation to one location, Zanzibar. Teachers felt that this focus gave them and their pupils a much greater understanding of the issues.

[Education for Rural Livelihoods and Food Sovereignty](#) (ERLAFS), a school-links and curriculum development project, developed from this. Sazani linked 17 schools across Wales with 20 schools in Zanzibar, working on contextualised curricula for both countries. As well as the global learning opportunities, the teachers from the Welsh schools found the networking opportunities with teachers in different education authorities in Wales particularly useful and supportive.

Building on this, GLEW was set up to provide opportunities for Continuing Professional Development (CPD) supported by a network linking primary and secondary school teachers and adult educators. GLEW benefited from coinciding with new policy initiatives in both formal education and Adult and Community Learning (ACL) which gave an enhanced focus to Education for Sustainable Development and Global Citizenship (ESDGC) and to skills development.

Sazani developed a continuing professional development training programme to combine critical thinking and literacy with use of creative media tools and peer exchange. This involved working with the [Workers' Educational Association](#) (WEA) to run a series of training events on global social justice and sustainable development for tutors in the ACL and FE sectors; working with [UNESCO's Associated Schools Project Network](#) and the [Development Education Research Centre](#) to develop and run training for primary and secondary school teachers; and working with the [University of Glamorgan](#) to run training in producing and using digital media educational tools. Peer education and support was important with participants sharing schemes of work and exchanging ideas on creative use of



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materials. Termly networking meetings provided opportunities for the school teachers and adult educators to learn from each other and these have been effective in enabling cross-fertilisation of techniques and approaches. Funding to provide creative space for teachers and tutors to have time out to attend training and develop materials has been essential to the success of the project.

A conference coordinated by the WEA and Sazani Associates featured talks on the importance of ecologically responsible development and sustainable livelihood strategies and gave delegates the opportunity to take part in workshops and demonstrations of the teaching toolkits developed through the project, including instruction on pod casting and radio production. It provided an opportunity for Welsh partners to feedback to their international counterparts, while promoting the principles of global citizenship and shared responsibility.

How well did they achieve their aims?

In May 2010 the project entered its third year and its success has been demonstrated by the increasing number of people involved. The three schools participating at the beginning has grown to 17 schools and over 100 teachers and the initial cohort of eight adult education tutors has grown to over 50.

In the year two impact assessment teachers and tutors said they greatly value the cluster networking meetings in terms of developing confidence to plan sessions that incorporate ESDGC, and opportunities to develop a shared agenda with colleagues from other parts of Wales. Teachers had been very confused by the term ESDGC and have found the project's use of Global Learning, Global Social Justice and Sustainable Livelihoods easier to relate to.

Lessons have been produced by teachers in Foundation and Key Stage 2, 3 and 4 levels and by a range of ACL tutors from WEA, FE colleges and Adult Education Departments building on shared experiences through the GLEW network sessions.

What do they plan to do next?

A training tool for use in an ACL setting has been developed and trialled and there are plans to use it to run management and leaders' training.

The adult education tutors have been inspired by the teachers' enthusiasm for the direct links between the schools in Wales and Zanzibar and the partnership is currently working to establish a similar link for adult and community education.

Many of the teachers have asked if the training can be professionally recognised through certification. Sazani and WEA have been in negotiation with the General Teaching Council of Wales, and Swansea University who are piloting Chartered Teacher status, to gain accreditation, and to include global learning modules in their MA in Post Compulsory Education. Funding applications to DFID have so far been unsuccessful, so the partners are looking for other ways to seize on this opportunity to embed ESDGC into the professional development framework for Wales.

