

WORLD AWARE EDUCATION AWARDS



**Recognising excellence in partnership, networking and coordination
for increased and improved global education**

with the Support of the European Commission
through the Joint Management Agreement signed between the EC and the NSC



VISION

The World Aware Education Awards (WAEA) promote a vision: that one day, every young person in every school and youth organisation, in every country of the Council of Europe, will have access to education for global citizenship. The awards are based on the belief that this vision will be achieved more effectively through partnership, networking, coordination, and shared learning, and seeks to recognise and highlight good practices.

CORE AIMS

The World Aware Education Awards seek to recognise and encourage initiatives which

- display excellence or innovation in networking, partnership and coordination for increased and improved global education;
- bring together different actors and institutions (non governmental development organisations, civil society organisations, ministries, local and regional authorities, educational institutions, etc.);
- seek to make global education a sustained part of education systems, formal and non-formal;
- assure active participation of young people.
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PROJECTS ELIGIBLE

Projects should:

- be recently completed, existing or ready to implement;
- have a strong element of networking, partnership and/or coordination;
- include goals related to the increase, improvement or integration of global education;
- focus on the implementation of global education in schools or youth organisations;
- include innovative approaches in their national context, and/or have the potential to influence global education nationally;
- have existing documentation outlining the project.

Projects of all sizes and geographical scope will be considered.

Innovative projects with an experimental approach are particularly welcome.

THEMES

- Global Education themes are required. See below for the understanding of global education used.
- Themes related to increasing critical public awareness of the Millennium Development Goals are encouraged.

GLOBAL EDUCATION

Global education opens people's eyes to visions of a more just and equitable interdependent world, and empowers them to participate in its emergence.

Global education encompasses development education, human rights education, education for sustainability, environmental education, peace education, intercultural education, civic education, and the global dimensions of education for citizenship.

PRIZE

Awards consist of a prize of 2000 €.

Three projects will be selected

Candidates will be informed of the results by the organisers.

APPLICATION FORM

1. NAME OF THE PROJECT

Education for Rural Livelihoods and Food Sovereignty (ERLAFS)

2. BRIEF SUMMARY DESCRIPTION

Since 2007 the ERLAFS schools network of 34 schools (17 in Wales and 17 in Zanzibar) has developed collaborative approaches to curriculum development and shared learning opportunities between primary and secondary schools in Wales and Zanzibar to increase understanding and awareness of the importance of education for rural livelihoods and food sovereignty in poverty reduction. This network is unique in that the schools work as a whole cluster and not in isolation from each other. This enables far more innovative materials to be produced and shared.

In 2010 the project was recognised in the UNESCO guide to good practice in ESD, the only UK project to be highlighted.

The school's network has and continues to:

- contextualise school curricula to be meaningful and representative of local and global realities through comparing rural sustainable livelihood issues in Wales and Zanzibar
- embed ERLAFS into primary foundation and key stage 2 through transition to key stage 3 in Wales through the innovative use of media tools.
- facilitate mutual support for teachers to develop learning materials and tools for shared learning between Pembrokeshire, Rhondda Cynon Taf and Merthyr Tydfil in Wales and North, South and West regions of Zanzibar

3. WHAT IS THE NORTH-SOUTH/ GLOBAL DIMENSION OF YOUR PROJECT?

Please describe

The project supports a mutual understanding and awareness of global issues associated with the Millennium Development Goals with a focus on rural livelihoods and food sovereignty (individual and community right to access food that is both nutritious and sustainably produced)

All materials are cross curricular and will support the development of skills that will enable learners to think critically and laterally, link ideas and concepts and make informed decisions.

The secondary school topics in both localities are as follows, each school works on progressing from work carried out at Key Stage 2

- Sustainable tourism in both localities which will also encourage students to identify ways to resolve conflict brought about by tourism. Case studies will be on both the North and South.
- Human Rights based on the UN Convention on the Rights of the Child:
- Water as a basic human right and the need to be interdependent and understand that action and choices made by people in one part of the world will have implications for people in other parts of the world.
- Diversity through looking at food and farming in both localities valuing biodiversity.

- Governance and the importance of being an active citizen, challenging discrimination, inequality and injustice.
- Family/ Relationships for example: expressing feeling, working with others, understand what is fair and unfair, issues around bullying

Primary school topics: All primary schools in the cluster focus on transition between Key Stages 2 and 3

- Culture and Identity: The focus is on the importance of the family unit, decision making, what is a family and family trees. Pupils are working on producing podcasts to create radio programmes focussing on culture and identity issues.
- Food: Food and the right to food from a southern perspective. A comparative study of perceptions of healthy food, what makes a healthy diet and food production in Wales and Zanzibar.
Food Miles and Fair Trade. A cross curricular approach integrating the work into maths, science and geography in both localities.
- Human Rights: Transition between KS2 and KS3 focusing on human rights and in particular children's rights. Wants and needs, issues concerning children in Wales and Zanzibar, Time capsule.
- Biodiversity looking at the environment in terms of plant and animals leading to issues around climate change and food sovereignty

4. PARTNER ORGANISATIONS

a) LEAD PARTNER

Name: Sazani Associates Ltd

Contact details Sunderland House, \Pembroke Dock SA72 4LR

Tel: 01646 682110

www.sazaniassociates.org.uk

e mail: cathryn@sazaniassociates.org.uk
Type of Organisation Not for Profit

b) PARTNER 2

Name: Lead Co-ordinating School for whole cluster of 17 schools in Wales
Helen Llewlynn
Sir Thomas Picton Secondary School
Contact details Queensway, Haverfordwest, Pembrokeshire SA 61 2NX
Tel: 01437765394
Type of Organisation: Education

c) OTHER PARTNERS

Sazani Associates Zanzibar
Ministry of Education Zanzibar
National Teachers Resource Centre Zanzibar
Pembrokeshire LEA Wales
Merthyre LEA Wales
Rhondda Cynon Taf LEA Wales

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**5. PLEASE OUTLINE BRIEFLY THE FOLLOWING ELEMENTS
OF THE PROJECT¹:**

a) overall aims

1. To support a mutual understanding and awareness of global issues associated with the Millennium Development Goals with a focus on rural livelihoods and food sovereignty.
2. To increase the capacity and capability of teachers in Wales and Zanzibar to embed these issues into our own learning and delivery through Continuing Professional development.(CPD)
3. To build a sustainable link between partner schools that supports CPD and curriculum development in Wales and Zanzibar

b) specific objectives

1. To contextualise school curricula to be meaningful and representative of local and global realities, through comparing rural sustainable livelihood issues in Wales and Zanzibar

¹ Please feel free to use existing documentation in response to Part 5 of the application form.

2. To embed ERLAFS into primary foundation and key stage 2 through the transition to key stage 3 in Wales through innovative use of media tools and the equivalent in Zanzibar.
3. Facilitate mutual support for teachers to develop learning materials and tools for shared learning between Pembrokeshire, Rhondda Cynon Taf, Merthyr Tydfil in Wales and North, South and West regions of Zanzibar.
4. To encourage learners to develop critical thinking through real examples and to reinforce and further develop curricular links.
5. To raise awareness of culture and identity.

c) Outcomes:

The development of knowledge and understanding so that pupils can begin to challenge common perceptions, attitudes and value and look beyond materialism.

Food sovereignty: by looking at the importance of locally produced food and the effective use of cooperatives and markets in Wales and Zanzibar. E.g. by visiting markets, speaking to food producers, establishing school gardens.

Global awareness of issues linked to food production. E.g Fair Trade, food miles, carbon footprints

To understand the role of communities regarding their food consumption and waste. E.g. through role play, decision making activities, the importance of food for celebrations, composting to reduce waste.

Teachers will increase their knowledge and understanding of the role of education in addressing global issues through participatory teaching methods

d) duration of the project

Since 2007 – 2012 and ongoing

e) participation of the target group(s)

- in the design of the project

All teachers in the cluster have worked together as a whole cluster and also as family clusters to decide on which global dimension themes to work on.

Sazani Associates has supported the teachers through training and co-ordinated the cluster meetings.

- in the implementation of the project

All schools are involved in the implementation of the project and as more teachers from each school become involved it is opening up curriculum opportunities to develop global awareness to support the global dimension themes, the Common Understanding Framework (Wales) and the MDGs

The development of an Educational radio toolkit to enable teachers to produce radio broadcasts to support and enhance the learning process.

The establishment of the project E portal for the exchange and development of materials and to facilitate community links between the three localities.

Teachers report an increased sense of global citizenship by students participating in the project.

- f) strategies for integrating learning from the project into the educational system (formal and non-formal)

All schools have the project in their school development plans

Dissemination through Conferences and training workshops organised by Sazani Associates

Collaboration with other organisations e.g. UNESCO ASPnet

Training in participatory teaching methodology and critical thinking skills.

Teachers in individual schools carry out staff training.

The schools in Wales are also using the curriculum work developed through the project to support the global citizenship element of the Eco Schools Award (Wales) and Sustainable Schools Award (Pembrokeshire). The curriculum work also supports elements of the Welsh Network of Healthy Schools Scheme e.g. food and environment. In all of the Wales schools more teachers are using the project work to illustrate issues around ESDGC and at the same time highlighting the school link with the partner school.

WEA: through the ERLAFS project, teachers are working with WEA tutors to combine mutual learning opportunities in both the school and out of school setting creating greater links between the schools and community in Wales and the South. Ultimately it will increase Wales based educators awareness of the importance of the global dimension and globally minded approaches in education.

- g) evaluation mechanisms (internal and/or external)
 - materials are evaluated and pupils assessed through continuous self-reflection, peer observations and pupil evaluations

(Reports to DFID Global Schools Partnerships grants team)

h) budget – details of financial sources and summary of income and expenditure

Total income: 2007 -2010

DFID £30,000

LEA: £69,000

EU £40,000

Expenditure

Project staff £30,000

Visits £69,000

Curriculum development training £40,000

6. DESCRIBE HOW NETWORKING, PARTNERSHIP OR CO-ORDINATION WORKS IN THE PROJECT TO ENHANCE EFFECTIVENESS

The whole cluster is co-ordinated by Sazani Associates, visits to Wales/Zanzibar are arranged (flights/accommodation/itinerary etc). Training and network meetings are co-ordinated and supported. The teacher's value this support as it enable them to have space and time to develop materials and improve their expertise in global learning. Sazani works closely with the Ministry if Education in Zanzibar and as an organisation is dedicated to the use of participatory approaches for research, development and learning. A website has been established as a forum for teachers but also to enable teachers to upload lesson plans, and other resources. The media section of the site contains photographs and video clips relevant to the project but also support the global dimension themes. One aspect of the website is for each school cluster to produce a journal containing written articles, podcasts, vox pop, video clips etc. These journals will be used by both North and South schools and will enable students to appreciate what life is like for students in each locality.

7. WHAT IS THE MOST IMPORTANT LEARNING DIMENSION OF THE PROJECT THAT COULD BE USEFUL IN OTHER COUNTRIES?

1. Founded on equitable relationships
2. Increases motivation amongst educators
3. Introduces participatory learning methods requiring few resources
3. Encourages global critical thinking

Signature of the responsible applicant

Date and place
12th october 2010
Zanzibar



Feel free to attach supporting documentation.

Do not hesitate to contact the North-South Centre of the Council of Europe for any further clarification you may require. We will be happy to be of assistance.

Please return this application form before

13 October 2010

by post, email or fax to

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