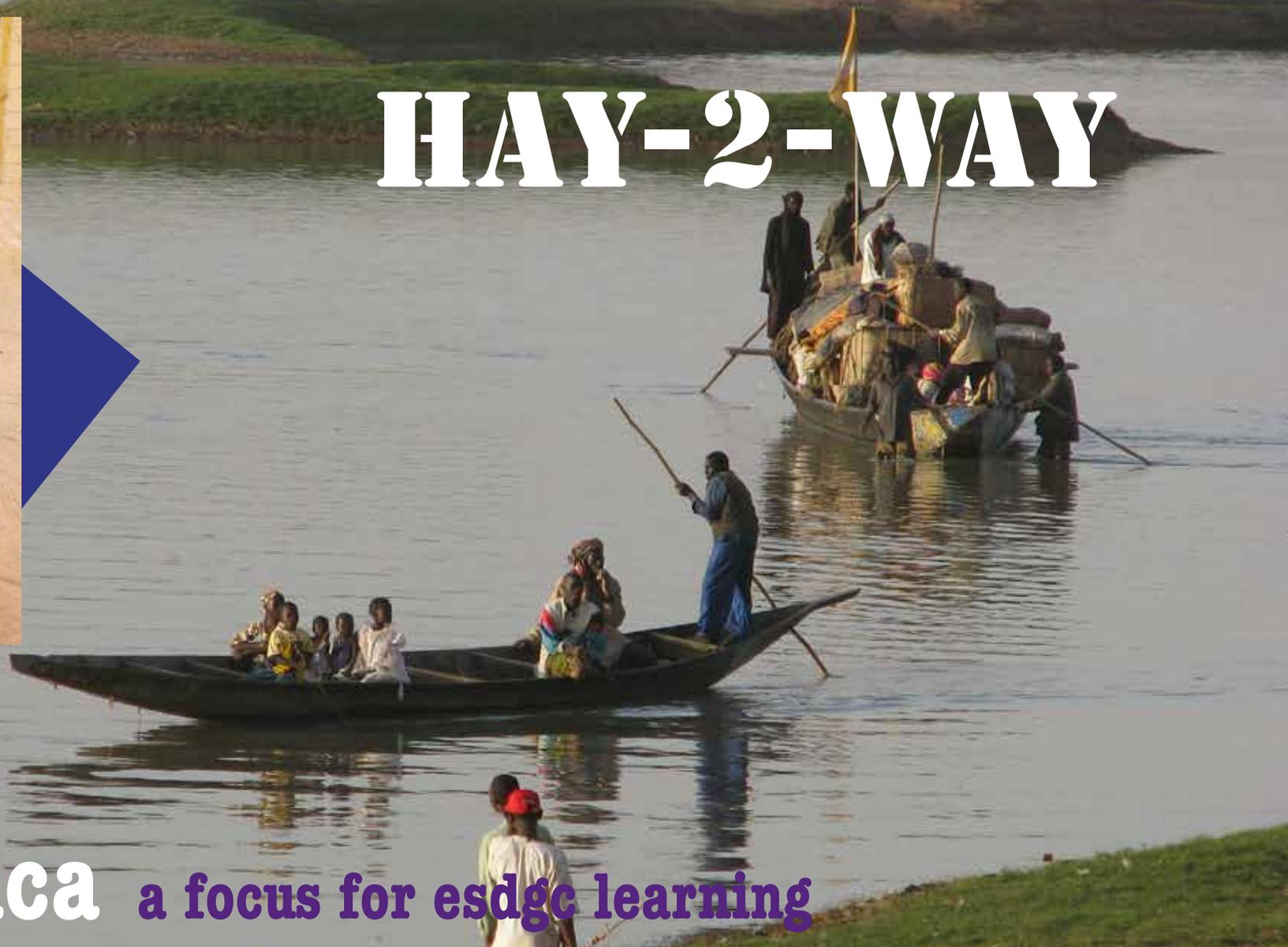


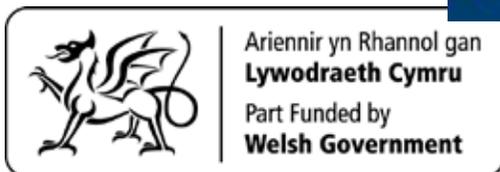
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Africa a focus for esdgc learning



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This was funded by:

- ◇ European Commission
- ◇ Welsh Government via Wales Africa Community Links
- ◇ Hay Town Council

The scope of our work was enhanced through partnership.

In particular with:

- ◇ Hay to Timbuktu
- ◇ Gwernyfed Schools Cluster
- ◇ British Council [Wales] IEP
- ◇ Cyfanfyd esdgc schools network

Photos of Timbuktu are from the TTOW project collection.
Thank you in particular to Sue Newlands, Rosanna Westwood.

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Freely available for non commercial education use

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Liz Kenchugton - Clyro Primary Sch
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Stephanie Parr - Treorchy Comprehensive Sch
Colm Regan - 80:20 Ireland
Allison Rowlands - Heronsbridge Special Sch
Jon Rubery - Bryntirion Comprehensive Sch
Glenn Strachan - South Bank University, London
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John Williams - Head, Gwernyfed High Sch
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Scott Sinclair - Cyfanfyd esdgc-schools network.

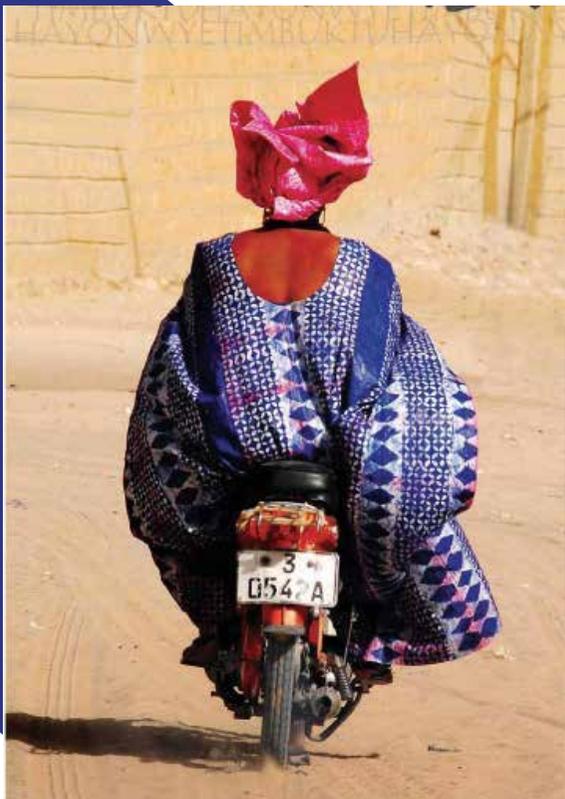


TWO TOWNS
ONE WORLD



Africa - a focus for esdgc learning

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Africa - a focus for esdgc learning

Hay2Way seeks to contribute to improving the quality of ESDGC* learning in schools. It describes the education work that was part of the **Two Towns One World** project. To generate thinking about the potential of Africa Links, the project had two main strands:

- ~ locally in the Hay-on-Wye area with the Gwernyfed cluster of schools;
- ~ nationally in Wales through a series of workshops and conferences.

The scope of the work was enhanced through partnership with other initiatives on the themes - 'Unpacking Africa' and 'Debating Development'. A conference in Llandrindod Wells in November 2013 brought the strands of work together and provided the main narrative of this publication.

Based on this range of experiences *Hay2Way* seeks to make a case for an Africa focus as significant theme in ESDGC learning. It is proposed that there is an opportunity to build on what has been learnt so that it contributes to the standards agenda in schools. This would also make good use of the interest generated by the many links there are between communities in Wales and communities in different countries in Africa.

To make the most of this professionally we need to take a fresh look at Africa, build our own awareness and develop a more learner-centred approach to ESDGC.

* **ESDGC** = education for sustainable development and global citizenship. For more information see page 13.

DEDICATION

Hay2Way is dedicated to **Roger Hammond**
... and the questions he might have been asking.

Roger, who was an inspiration to the project, died in September 2012. He had many qualities ... he was also the founder on the Living Earth Foundation

<http://www.livingearth.org.uk/roger-hammond>

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INTRODUCTION

This section briefly outlines the project including the November conference to set the scene for three main sections:

- ❑ ESDGC Learning;
- ❑ Links and Learning;
- ❑ Debating Development.

It starts by offering a summary of things we have learnt from the project and a brief outline of some key professional development themes.

In each section there are web-links to short videos and other sources to support professional thinking about Africa as a focus for ESDGC learning.

The synthesis, the questions raised and the views expressed are here to stimulate professional debate ... they are not necessarily those of the schools and organisations involved.

Hay2Way draws on a wide range of work in schools, some of which we have featured. Please see acknowledgements on page 2

It is available to download from:

📄 <http://www.hay2timbuktu.org.uk>

Supporting photo-set can also be downloaded ... see page 19

Hay2Way has been designed to read on screen with links ... or to print 2 pages per A4 sheet.

Key:

📄 Links to video clips and website sources

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Where are we at with ESDGC?

ESDGC is still in its formative phase. It is relatively new to the school agenda and therefore what best practice looks like is still up for debate. Such debate has to be seen in the context of other debates about learning. The project took place at a time when ESDGC was not a high priority and often not recognised for its potential contribution to the work on standards.

In this context it is understandable that a trend evolved that legitimised ESDGC by demonstrating that it helps with literacy and numeracy ... which it does. However this approach might take the spotlight off ESDGC's learning potential and the vision of a 'higher order skills school culture'.

Many Africa Links

The many links with places in Africa mean that there is an Africa dimension to be found locally in most parts of Wales. It is as if Africa is part of the 'local learning landscape'. This is a great opportunity. But it needs planning. To use it in an ad-hoc way might lead to some poor quality learning that simply reinforces negative stereotypes.

Asking better questions

The idea of 'asking better questions' became an important theme, and a possible framework for thinking about progression. For example using:



- ❑ questions to explore **the scope** of a scheme of work and the potential for enquiry. [See example using photographs to generate questions page 19.]
- ❑ questions that enable deeper **enquiry** and lines of investigation;
- ❑ questions that help synthesise what has been learnt and questions that enable **debate**. [See page 40 on Why debate?]

Some things we learnt -

The right hand column over the next 2 pages is a summary

1. Africa, or particular places in Africa, have a part in the 'local learning landscape' in many parts of Wales. More could be made of this as a learning stimulus.
2. ESDGC style work is essential to a school seeking to achieve a culture of higher order skills.

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A personal ESDGC Learning Journey

The idea of a personal ESDGC learning journey was another theme. See page 15. It may be useful to reflect on your own learning journey.

- ~ *What experiences have informed or motivated your interest in Africa?*
- ~ *How do those experiences in the classroom link to those from elsewhere?*

Enabling learners to be aware of their own learning journey, how they connect learning from different experiences, how they apply skills ... are all ideas that resonate with the education debate about standards.

Transition

From the project experience, primary to secondary transition can provide an opportunity to develop such a learning journey approach. [See example on pages 21 - 26.] Transition tasks often involve dialogue with learners about objectives that stretch over a period of time from Year 5 or 6 to Year 7.

The fact that Transition planning needs to happen at least three years ahead also provides a possible context for teacher dialogue about the Africa dimension in their 'local learning landscape' and how that might be used.

Coordination between the teachers involved helps improve the Transition experience as well as stimulating other plans for teaching.

A paradigm shift?

There is, many would argue, a need for a paradigm shift in the way we tend to see Africa. It needs updating, it needs to recognise the urban and the rural, the small scale and the large-scale and the potential dynamic of the continent and its great wealth. This is the backdrop to engaging with the vital justice issues highlighted by the 'Millennium Development Goals' [See page 41].

Africa Links make a valuable contribution to development aid, but in terms of learning, that work needs to be seen in context. It is not easy but the challenge for us is, that if all the teaching time available to explore Africa focuses on particular aid projects and on poverty, what is being learnt?

3. ESDGC can enhance literacy and numeracy ... but it also has its own significant quality learning role.

4. The idea of a 'personal ESDGC learning journey' could help bring coherence to ESDGC strategy

... and thus respond to the challenges from Estyn HMI about the need to improve ESDGC learning.

5. There are particular opportunities for creative work addressing ESDGC learning alongside other quality learning issues in the context of:

- ~ Primary to Secondary Transition;
- ~ Year 7 linked to skills development approaches.

6. Teachers can make good use of Africa Links as a stimulus to learning. The dialogue between those involved with Links and Schools needs to be improved to use this opportunity.

Do we get to the debates?

The scope is considerable and could draw on input from every curriculum area. It is difficult to understand Africa and our relationship with it without addressing something of the history, or without a sense of music or art ... or the scale of the continent.

However a coherent ESDGC learning strategy is needed to make sure that such work is not a diversion from the debates that are vital. Vital to learning and vital to understanding a justice perspective.

[See pages 46 to 51 outlining some potential debates]

Ticking the box

Finally in the spirit of raising debate there is the 'ticking the box' theme. There is a tendency for Link groups and Africa focused NGOs to see work in schools as 'outreach' and a way of profiling their work, or even fund-raising. This in itself may not be a problem but if it is seen as a way of ticking the ESDGC learning box it needs to be questioned.

7. School practitioners [teaching and management] need 'space' to engage with their own ESDGC learning
... and their awareness of both the issues and the pedagogy.
8. There are people across Wales, including many teachers, who have some firsthand experience of Africa.

There is little on offer to support them to reflect on their own experience or to make more of it, for example, by working creatively with others who have similar experiences.

9. There is potential for substantive work on Africa themes to help develop ESDGC learning.

This is work in progress ... there is much to do to follow it up.

The 'Africa - a focus for esdgc learning' conference was an opportunity to share experiences.

It's about the school

In his introduction John Williams, who is Head at Gwernyfed High School, talked about the need to stand back and ask questions about what kind of school you are seeking to build, how for example it meets the needs of young people in rural Powys ... and how it enables an outward looking disposition. He emphasised the need to see such projects in the context of improving the quality of schools.

John outlined some of the pressures on schools and how the project work helped directly. He also reflected on the need for students to gain from a range of experiences so that they develop an outlook that takes them forward beyond school.

Finally he highlighted the value of the project to communication between his school and the primary schools in the cluster.

Issues in Africa, the role of community links and their aid projects are, without a doubt, important. However it is useful from the outset, to remind ourselves that the emphasis John is suggesting is vital if such projects are going to make a difference and be 'owned' and valued by schools.

This is not because schools have a limited outlook, it is more that they have a distinct role that needs developing to contribute to the long-term national agenda that ESDGC is about.

Africa ... a focus for esdgc learning

Conference Programme 11th November 2013

Gareth Wyn Jones ~ Chair, Cyfanfyd esdgc-schools net
John Williams ~ Head, Gwernyfed High School

What are the key challenges?

Dr Doug Bourn [Director, Development Education Research Centre, Institute of Education, London University] ...
Issues from recent research

Dr Sioned Hughes [Faculty of Education, University of Wales Trinity Saint David] Learning about Botswana and the challenges

Links and Learning ...

Hay-Timbuktu ~ Transition learning & learner confidence:

- ◇ Simon Hanks, Head of Lower School, Gwernyfed High
- ◇ Fiona Howard, Head, Hay-on-Wye Primary.

Uganda ~ Stephanie Parr & Esther Joseph. Treorchy Comprehensive

Lesotho ~ Jon Rubery, Bryntirion School, Bridgend

What should people in Wales know about Africa?

Glenn Strachan [South Bank University]

Jacinta Jolly ~ engaging images & assumptions

Making the most of African experience in Wales ...

- ◇ Helen Bradley [Fair Trade Wales]
- ◇ Jayne Brencher [PONT]
- ◇ Paul Lindoewood [Disability in Wales & Africa]
- ◇ Craig Owen [Wales for Africa]
- ◇ Sandra Skinner [Hay2Timbuktu]
- ◇ Laura Wyn Karadog [Oxfam Cymru]



Timbuktu and Hay-on-Wye

In 2007 Timbuktu sought partnership with a UK community. After a lengthy process Hay-on-Wye was chosen as Timbuktu's twin for many reasons, not least a common interest in books.

Hay2Timbuktu was set up ...

"to gather the people of Timbuktu and Hay-on-Wye to share, exchange and celebrate our unique character, resourcefulness and goodwill to the mutual benefit and enrichment of our two communities"

Looking back it is clear that from the outset the challenge of a two-way process was seen to be important. This education project has taken up that disposition in the context of work in schools.

A sense of the Link

Two short film clips offer a sense of the Link. The first, produced by Serendipitous starts by capturing the atmosphere of the launch event welcoming an official delegation from Timbuktu.

☞ <http://vimeo.com/7180011>

The clip also gives us an insight into Anne Britcho's own learning journey ... setting up the link and seeking to learn from Africa. As she puts it to learn about "things we have forgotten".

She suggests that there is a need for ...

"a new conversation with Africa".

Most of all it is about an outward looking sense of what it is to be human ... about people and what we have in common.

However as Sue Felgate recognizes in the clip ... it is so easy to go into "aid mode" especially given the context of the disparity of our situations. She too suggests that it is important to seek mutual learning. This challenge has been particularly significant in the context of the recent conflict in Mali and its impact in Timbuktu.

The second clip ... a BBC News item [January 2013] captures some of the implications of that conflict for the Link and concern in Hay for people they have got to know, in Timbuktu.

☞ <http://www.bbc.co.uk/news/uk-wales-21269108>

We became increasingly aware that an education project had to engage with different contexts in terms of realities ... about:

- a) schools and learning;
- b) links and the role of aid;
- c) the dynamics of change in Africa.

The two-way learning is between places in Africa and places in Wales. It is also between a community focused on education and the priorities for change in schools, and a community focused on Links and the significance of aid.



The project in local schools

The Two Towns One World project had been in progress some time when Cyfanfyd esdgc-schools net was approached with a view to a partnership. The core challenge then [and now] is how best to bring together the agenda of schools and that of organisations, with an interest in development.

Education for sustainable development and global citizenship [ESDGC] offered a starting point. As Kate Bingley who was TTOW Coordinator at that time wrote ...

"I've made the invitation to the meeting broad and open being sure to include mention of "global citizenship" as that seems to be where teachers want support."

She went on to say ...

"(There seems to be a common perception among teachers that ESD and GC are quite separate entities, which I don't entirely understand - presumably to do with how the ESDGC policy has been interpreted or packaged in curriculum terms - but we can at least be confident that no matter how we develop a plan, it will focus on the global.)"



From the outset the project involved 'a conversation' with school practitioners [management and teaching] about the realities of ESDGC in the context of other pressures for change in schools. Kate's point about ESDGC echoed our experience. The initial consultation led to the proposal that work on transition between primary and secondary school would be a good starting point.

Hay2Way seeks to take the 'conversation' further by building on the project experience.

The conflict in Mali limited opportunities for work to build on Link contacts, particularly in Timbuktu schools, there was however one useful visit by a group of teachers and midwives from Timbuktu.

Following the initial consultation it was proposed that we were developing the project in the context of a unique opportunity in the history of education work about development. This posed some key questions for us.

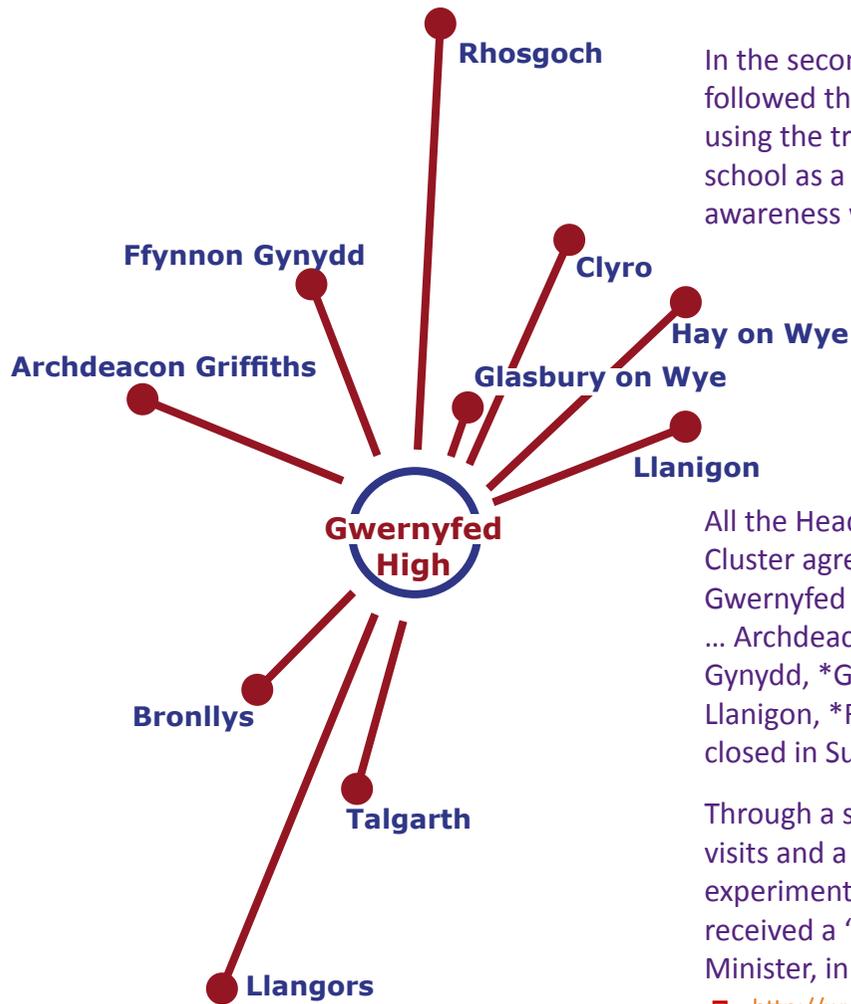
A unique opportunity?

Some key questions for the project.

- ❑ *Is there interest in Africa generated by school links and community links in other parts of Wales?*
- ❑ *ESDGC is established as policy ... How is it seen on the school agenda?*
- ❑ *There are school practitioners with lead responsibility for ESDGC ... how do they see the possibilities for work on Africa?*
- ❑ *Estyn have profiled the potential of ESDGC's contribution to 'core learning' and to the development of learner skills. They have also highlighted the need to improve the quality of learning relating to the global citizenship aspects of ESDGC. ... How are schools responding to this?*
- ❑ *ESDGC should contribute to meeting the needs of learners in the context of current school improvement priorities. How are school management teams seeing this?*

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In the second phase the main creative work, that followed this up, focused on the potential of using the transition from primary to secondary school as a framework for improved development awareness within the context of ESDGC.

All the Heads from schools in the Gwernyfed Cluster agreed to participate. The cluster includes Gwernyfed High School and 10 primary schools ... Archdeacon Griffiths, Bronllys, Clyro, *Ffynnon Gynydd, *Glasbury-on-Wye, Hay-on-Wye, Llangors, Llanigon, *Rhosgoch, Talgarth. [* Three schools closed in Summer 2012]

Through a series of meetings, some further school visits and a writing day materials were drafted and experimental transition days planned. The project received a 'UN Gold Star Award' from the First Minister, in July 2012.

http://www.walesafrica.org/UN_Gold_Star_Award.html

This work was further developed in a third phase alongside work that we initially saw as dissemination. The approach was more one of learning from the experience of others.

It included a conference *ESDGC Debating Development* in January 2013, and *Unpacking Africa* workshops in Cardiff and Llandudno in March. This built up to the conference in November 2013.

The first phase involved consultation, with teachers and head-teachers from local schools, those involved in different link initiatives between Hay-on Wye and Timbuktu and the TTOW Management Group.

Core to this work was the need to engage school practitioners in work relating to the TTOW project aims in ways that also addressed education priorities.

A sense of direction ...

At the start of the project it was not clear how best to engage school priorities with those of TTOW. The transition task idea proved to be a fruitful focus. The teachers and head-teachers that got involved gave that process a clear sense of direction ... and are planning to develop it beyond the scope of the project.

For the project to maximize its outcome there was a need to engage new partnerships to explore how work generated by a focus on one part of Africa [Mali] could be useful to those with a focus on other parts of Africa ... and how these together point to an agenda for learning about Africa.

First Minister, Carwyn Jones welcomed Archbishop Tutu to Wales ...

“Wales for Africa is not a one way street where people from Wales simply travel to Africa, but a special initiative that allows those of us in Wales to gain a deeper knowledge of the problems facing the continent and bring lessons and knowledge back home to the benefit of all of us”

This quote and the questions it raises became a useful focus for the 'Unpacking Africa' workshops.

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ESDGC LEARNING

This section explores ESDGC learning by reviewing 3 core themes that emerged from the project ... the notion of a personal learning journey, ... the need to ask better questions ... and work on Transition. We set the scene with a quote about core principles from Anne Keane [Chief HMI, Estyn] who spoke at the ESDGC Forum conference in June 2013 ...

“ I think that there is a sense in which ESDGC has strayed from its original unique mission and rationale in the way it is presented in schools and in post-16. It’s essential principles do have to do with human rights and social justice. These principles have ideological roots linked to a vision for a more just and fair world where more people can benefit from more collaborative ways of organising society; more people can have a voice that is heard; there is a more equitable distribution of limited resources; and future generations can thrive because, for instance, essential resources have been husbanded and there has been an investment in renewable sources of energy.

I think that it is these principles that can give ESDGC its coherence in the curriculum and they do underlie all the different activities that currently appear under the ESDGC banner. For a lot of the time though I believe that at present they remain implicit rather than explicit in the activities that pupils undertake.

For true global citizenship to develop and for more children to apply these principles, learners need to understand and debate them so they can see their relevance and apply them in all sorts of different contexts throughout their lives.

Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau
Department for Children, Education, Lifelong Learning and Skills



Education for Sustainable Development
and Global Citizenship
A Common Understanding for Schools



If you are not familiar with ESDGC see the Welsh Government document known as **‘A common understanding’**.

📄 <http://wales.gov.uk/docs/dcells/publications/081204commonunderstschoolsen.pdf>

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The ESDGC challenge ...

From the introduction to the
'Debating Development' conference'
January 2013.

ESDGC is established as Welsh Government policy. The Estyn inspection framework further endorses this by recognising the value of ESDGC as part of core 'learning experience'.

ESDGC is one of the essential matters that schools need to address.

Significant progress has been made in many schools. There is a need to improve ways of sharing this, but there is also a need for new stimulus to enable both Heads and teachers to see the full value of ESDGC to school improvement. More could be made of ESDGC's potential.

There is a need to restate the learning value of ESDGC. I welcome the emphasis the conference is giving to such learning. I will highlight three aspects:

Firstly ... Your own learning.
The WG website points out ...

"Since sustainable development and global citizenship are both relatively new concepts and potentially complex and intellectually challenging, we need a sustainability literate, globally aware population. This is the challenge for education at every level."

There is a need for opportunities, like this conference, for teachers from all sectors to work on their own learning and improve confidence to engage with the issues.

As teachers ... the challenge is that you need to engage confidently with the issues, without being able to be confident about future realities. That has implications for your teaching approach and the way you build learner confidence to engage with global realities.

Secondly ...

Strengthening global citizenship within ESDGC. Estyn has identified a particular need for work to improve the quality of global aspects of ESDGC.

Greeting Archbishop Tutu, during his recent visit to Wales, the First Minister said ...

"Wales for Africa is not a one way street ... it is a special initiative that allows those of us in Wales to gain a deeper knowledge of the problems facing the continent and bring lessons and knowledge back home to the benefit of all of us."

This is a challenge for us today. I propose that the conference needs to consider the nature of that deeper knowledge and the implications for planning ESDGC learning in schools.

ESDGC needs to strengthen its contribution to the learning agenda offering a depth of knowledge, engaging dissonance on issues and the development of critical thinking.

Thirdly ... [linked to this].

The conference seems to be seeking to promote higher level skills.

The Minister for Education and Skills has established a clear focus based on three interrelated priorities: improved literacy, improved numeracy and reducing the impact of poverty on educational attainment.

I note an earlier esdgc-schools network event that responded to PISA and explored the synergy between standards and aspirations for ESDGC. It explored ideas about learner motivation and building a culture for higher order skills. These are useful challenges for you to consider today.

ESDGC, now that it is on the school agenda, offers an opportunity for fresh thinking about what can be achieved.

I hope the creative work you plan today will lead to further teacher to teacher learning that will help build the rigour that ESDGC now needs.

Chris Llewelyn, Director of Lifelong Learning,
Welsh Local Government Association.

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A personal esdgc learning journey

A handshake, sharing food, making a pot, listening to a song ... who knows what will spark an interest and motivate both engagement and learning ... maybe years later.

Thinking in terms of a learning journey could help rationalize links between the curriculum and quite disparate ESDGC experiences ... such as having visitors to the school from overseas, involvement in the eco-committee, organizing the recycling, raising money for a cause.

This project focused on learners and the role ESDGC has in building confidence to ask questions, to communicate, to engage with the issues and to connect ...

- ❑ to connect the local [in Hay and in Timbuktu] to the global;
- ❑ to connect learning from different subjects and experiences;
- ❑ to connect skills to their use in the context of real situations.



Making learners the core driver raises some basic questions about the value of ESDGC to students and how we improve that. Indeed many question how useful it is to use the term ESDGC with students, if we are to enable them to have a sense of their own “ESDGC learning.” *What do we call it? What are the features of progress we seek? More importantly how do we enable learners to gauge their progress for themselves?*

The proposition is that enabling students to be aware of their own “personal ESDGC learning journey” could contribute to coherence in ESDGC strategy. Work on transition and the journey that involves, offers a good starting point.

Many schools map the curriculum at key stage 3 to identify how subject areas address ESDGC thus ‘proving coverage’. This can be the ground work that leads to a more connected curriculum but often it is not taken much further than the mapping. The idea of an ESDGC learning journey could help with this too.

It is in the minds of young people that connected learning becomes a skill
... could ESDGC be used more effectively as a stimulus to this?

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Making Pots see page 25



Andrew Wilcox [photo] , a sixth form student from Bryntirion School in Bridgend, spoke at the conference about his visit to Tanzania. He reflected on what the experience had meant to him ... capturing something of the profound learning that can be gained from such journeys.

The project locally made good use of two short films that feature four students from Gwernyfed High School travelling to Timbuktu.

These films engage the students' thoughts before the journey, as they travel, in Timbuktu and when they return to Wales. Extracts could probably be used as a stimulus in many schools, however imagine their impact on Year 5 visiting their secondary school for the first time for a 'transition day' at Gwernyfed. [See page 24]

☞ <http://vimeo.com/4842754> and <https://vimeo.com/5006585>

More entertainment than CPD ... two recent films stand out as a stimulus to thinking about learning journeys.

Africa United is about 3 Rwandan children seeking their dream to take part in the opening ceremony of the Football World Cup in Johannesburg. Their 3,000 mile journey and the "dream team" of displaced kids they collect on the way offers us a real encounter with Africa.

☞ Trailer: <https://www.youtube.com/watch?v=89HhvMJY7XM>

The organization HopeHIV have used the film as a focus for a web resource about the challenges facing AIDS orphans, with a style that is also inspiring. They suggest it could be used for a suspended timetable day. It offers activities and provides clips from the film to support this.

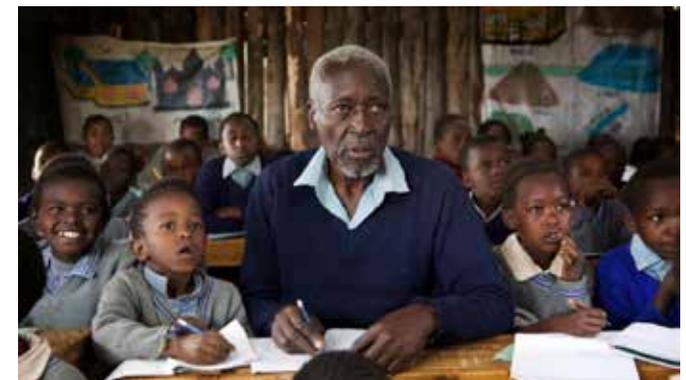
☞ <http://hopehiv.org/get-involved/schools/africaunited>

The First Grader is another very human and humorous film, nevertheless it captures some very harsh realities about the British and the Mau Mau in Kenya.

When the Kenyan government introduces free education for all Kimani Maruge, an 84 year old village elder and Mau Mau veteran, sees the opportunity to have the education he has been denied, even if it means sitting with 6 year olds.

This is an uplifting story of *"one man's struggle to overcome the demons of his past through the power of education"*.

☞ http://www.bbc.co.uk/bbcfilms/film/the_first_grader



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Asking better questions

Questions and the skill to ask questions are at the core of ESDGC learning. The whole idea of ESDGC is a consequence of speculative questions about the future.

As a follow-up to the project, at least two of the primary schools involved are talking about using a question such as: **Are all people in Africa poor?** ... as the context for a variety of work.

One of the schools is talking about adapting the Botswana model developed by Sioned Hughes for their own scheme focusing on Mali. [See page 18]

This question matrix based on Anderson's taxonomy was devised by Bassaleg school as an aid to learners improving the quality of their questions.

How much freedom do I have?

What shapes our behaviour and changes our attitudes?

Such 'big questions' can provide a framework, for example in Year 7, to explore ideas bringing together a variety of curriculum areas.

Some schools are beginning to introduce such approaches as a way of improving the transition experience. This offers an opportunity for ESDGC to be used as the context for a range of learning ... and the development of literacy and numeracy.

The teachers and midwives visiting from Timbuktu [Sept 2013] discussed their visits to schools. They were impressed by what they had seen about teaching Maths and the way children with disabilities were well integrated.

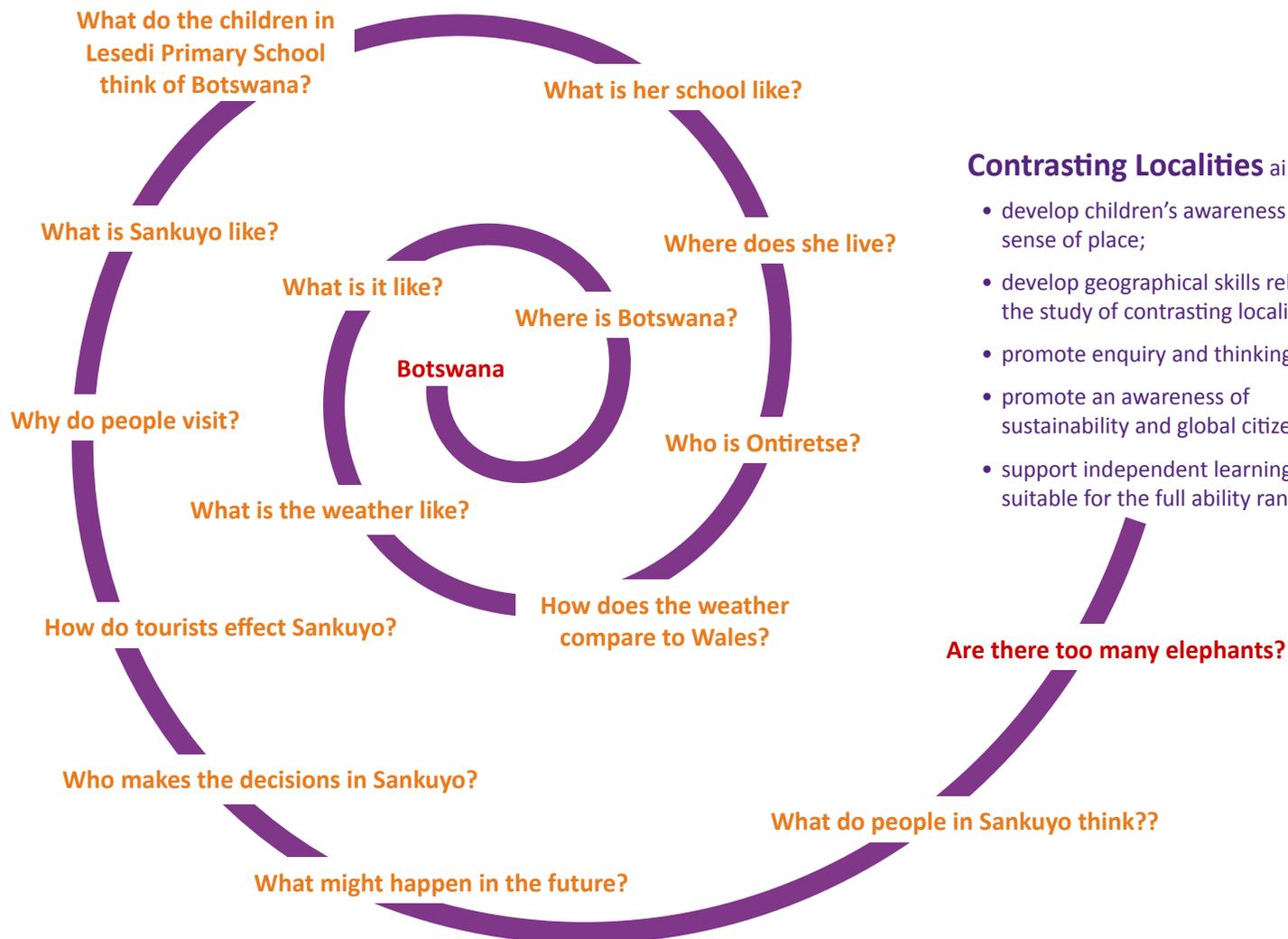
They also reflected on the questions that students had asked them in the different schools. This led to debate about what we should expect in terms of progression from Year 6 to Year 9.

	Is	Did	Can	Would	Will	Might
What						
Where						
When						
Which						
Who						
Why						
How						

Are there too many elephants in Botswana?

As part of her input to the conference Sioned Hughes introduced the thinking behind her work on contrasting localities written to support work at key stage 2. This featured a series of questions that built up to a debate about whether there are too many elephants in Botswana.

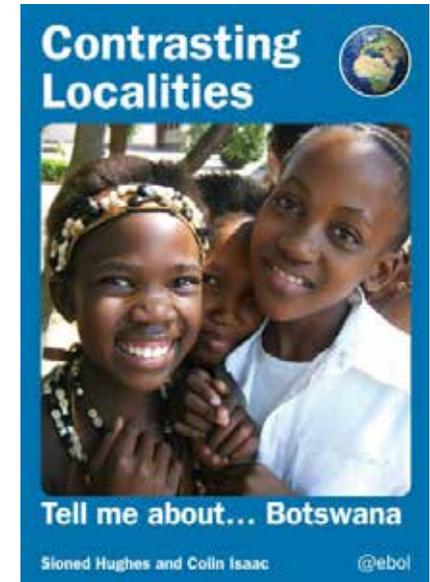
The question does not have one answer. The learners, having done earlier preparation and some enquiry about Botswana, are able to see that different view points are valid. They are encouraged to have a view on what they think should happen.



Contrasting Localities aims to:

- develop children’s awareness and sense of place;
- develop geographical skills relevant to the study of contrasting localities;
- promote enquiry and thinking skills;
- promote an awareness of sustainability and global citizenship;
- support independent learning and be suitable for the full ability range.

Dr Sioned Hughes ... Faculty of Education,
University of Wales Trinity Saint David



Contrasting Localities:

Tell me about . . . Botswana

<http://www.atebol.com/ProductCart/pc/viewPrd.asp?idproduct=124&idcategory=0>

Africa - a focus for esdge learning

HAY-2-WAY

Photographs ... questions ... enquiry

Building the skill to use visual images is important to ESDGC. Interpreting and being able to question images is an essential part of understanding what is going on in other parts of the world.

Developing this skill with photographs can then progress to the more complex matter of the media. In both cases exploration of what images are selected, why they are selected and who selected them, adds insight into their significance.

A useful introductory activity is for students to choose a set of pictures to represent their own area. Perhaps some groups could work on putting it in a positive light and others in a negative light.

The basic questions... what, when, where, who, how, and why remain important but more searching and speculative questions grow in significance.

They go deeper and also take on matters such as how people in the photographs might be thinking about the situation.

It is useful to note that we are seeking to build skills in groups as well as individually ... and working towards an increased group confidence to engage with the issues.

As part of Transition Activity it would be useful to revisit the same photo-set used in Year 6 when the students are in Year 7.

Getting started

It is useful to introduce a photo-set with some simple games to develop observation skills ... for example

Describing ~

In pairs ... Each has a photograph to describe to his/her partner without them seeing it. When they see the photo ~ how is it different from what they expected?

As a class ... Lay all the photos out on a table [or the floor]. Ask everyone to look at them for one minute. All but one person closes their eyes. That person turns over one photo. Which photograph has been turned? [Encourage description rather than use of the numbers] The student who guesses correctly turns over a photo of their choice

Captions ~ do they change what we see?

This activity encourages an instinctive response to a photograph, and an opportunity to explore some of the issues involved in interpreting images ... for example:

- ◇ to examine their own assumptions;
- ◇ to share their points of view with others;
- ◇ to recognise that one person's perception may differ from someone else's.

Ask pairs to choose a photo from the selection and then write a short list of captions to go with it. They could do this as someone coming back to Hay wanting to share their experiences, or as if it is for a newspaper.

- ◇ Which caption do they think works best, and why?

This activity is useful for exploring stereotypes.



A set of photographs with support notes can be downloaded.

☞ <http://www.hay2timbuktu.org.uk/index.php/two-towns-one-world/hay2way-education-project/hay2way-photo-set>

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Questioning ... take a closer look

An activity to encourage learners to examine one photograph in depth ... and to discover how difficult it is to make assumptions about it.

- ◇ One photo for each group mounted on sheet of blank paper.
- ◇ Groups write as many questions about their photograph as they can think of.

When they have finished ask them to display their posters around the room. Allow time for everyone to look at the display then discuss as a class group:

- ◇ Were they surprised at the number of questions they could ask?

The activity enables a close look at the detail and speculation about the context.

It is important to encourage a range of questions, this includes those that have no 'right answer'.



Clusters ... reviewing the set ... building an agenda

This activity is a way of using photographs to enable a group to share their ideas about an issue or theme. It also offers a process for groups to identify an 'agenda' for further discussion.

- ◇ Mount clusters of 2, 3 or 4 photographs on large sheets of poster paper.
- ◇ Put posters up on the wall or on tables in different parts of the room. Have felt pens to hand.

The idea of the activity is to help the group identify issues that could be discussed in future sessions. It would be good to work in pairs. Each pair should go round the room to review the photographs in each of the clusters. Create an atmosphere that encourages pairs to debate their ideas.

They should then write questions on the poster to suggest things they would like to find out about.

As class group sample the range of suggestions

- are there common themes?
- what ideas / issues do the group wish to investigate further?

Seeing photographs together encourages us to make connections between them. In a sense it creates a new image. It may be useful to select clusters to feature particular themes. However random clusters also work.

Transition - Primary to Secondary

The next few pages offer an example of using an Africa Link as a focus for Transition work and about the scope for further work

Project Values

This project should promote the core values of:

- ~ Learning Both Ways – Wales Mali, Mali Wales
- ~ Pupils should develop a respect of different cultures
- ~ Celebrate Diversity – Pupils celebrate differences between life in Wales and Mali.
- ~ Celebrate Commonalities – Pupils should be given the opportunity to celebrate the many things they have in common with pupils in Mali.
- ~ Open To New Ideas – Everyone connected to the project should be open to new ideas and pupils should be encouraged to choose the direction of their own enquiry.

Project Aspirations

This project aspires to encourage:

- ~ Collaboration of pupils across schools and key stages 2 & 3.
- ~ Collaboration of staff across the cluster through a PLC.
- ~ Collaboration between pupils from Wales and Mali

Teaching & Learning

This project should provide numerous opportunities to:

- ~ Develop Literacy and Numeracy links. Mapping opportunities to the LNF framework to be highlighted
- ~ Enrich ICT skills of pupils through use of Prezi, video and online search tools.
- ~ Utilise the Thinking Skills and Teacher's Toolkit to develop pupils' experience.

At the conference Simon Hanks [Head of lower school] at Gwernyfed described the cluster's Transition work.

He set the scene with a brief description of Gwernyfed [with 500 students, in a rural area of some 150 square miles located between the Brecon Beacons and Hay-on-Wye ... with 8 feeder primaries].

Simon reflected on the core objectives of the initiative ... to increase pupil confidence in transition, develop collaboration across the schools and key stages, and to work on understanding ESDGC and its implications.

The school planning paper outlined here and on the next page summarises the values and aspirations of the initiative, and the need for a long-term perspective. The timetable stretches well beyond the limits of "the project".

Simon described transition days at the high school including the one on page 24. He highlighted particular opportunities for example, to introduce basic French, to promote art and music, to develop literacy skills and to collaborate through ICT. The idea of using the web-based presentation tool 'Prezi' to enable learners from different schools to work together has much potential ... but also some teething problems. He mentioned several areas like this that he hoped would develop in the next cycle.

He describe some of the work that this has taken place in Year 7 PSE and the idea of involving groups in research relating to Timbuktu with a view to those students returning to their primary schools to make presentations. This will further enhance the transition experience. However he also made it clear that there is a lot of work still to do for example to make most of the potential in Year 7.

The other weakness he pointed out was that the plans to further develop links with a school in Timbuktu had not been possible due to the chaos caused by the conflict. This he hoped would be a focus for development of the initiative in future years.



Project Timetable

July 2013 Year 5 (2014 intake) Day at Gwernyfed

Pupils to be introduced to:

- ◊ Aims and objectives of the project
- ◊ Hay-Timbuktu twinning (including pupil and staff visits)
- ◊ 4 focus areas of project (art, music, French, geography)
- ◊ Prezi software for collaboration and presentation
- ◊ Events to be filmed by Yr10 media studies students

September 2013 PSHE lessons for Yr7 (2013 intake)

- ◊ Pupils to study an aspect of Timbuktu
- ◊ Summarise learning and forward to Yr6 (2014 intake)

PLC for Primary and High School Staff

- ◊ SW to coordinate
- ◊ Promote project through cluster
- ◊ Share investigation and presentation strategies

Visit by Timbuktu Teachers and Midwives

- ◊ Visits to primary schools and high school
- ◊ Pupils across cluster to nominate questions
- ◊ Pupils to video an interview with Malian visitors
- ◊ Video(s) to be shared with cluster

October 2013 Yr6 (2014 intake)

- ◊ Pupils to research Timbuktu
- ◊ Update Prezis

November 2013 ESDGC Teacher Conference, Llandrindod

- ◊ Scott Sinclair to coordinate
- ◊ Presentation of ESDGC/Timbuktu Project to date

February 2014 BW to visit primaries

- ◊ Begin rehearsing for Hay Festival

March 2014 SH to visit primaries

- ◊ Pupils to present current investigation findings

May 2014 Hay Festival performance

- ◊ Yr6 (2014 intake), Yr7 (2013 intake)
- ◊ Schools to perform an Malian song
- ◊ Showcase of pupil work from project

July 2014 Year 5 (2015 intake) Day at Gwernyfed

- ◊ Repeat Year 5 (2014 intake) day

Year 6 (2014 intake) Transition Days at Gwernyfed

- ◊ Pupils to present their findings
- ◊ Collaborate on whole group resource

Sept 2014 onwards ... continue this cycle for two years.



Primary perspectives

Fiona Howard [Head at Hay Primary] spoke at the conference from a primary school perspective. This included the stimulus of a Town Trail with connections to Timbuktu, the visitors from Timbuktu, and designing a cover for the 'Song for Timbuktu' CD.

Year 5 and 6 enhanced their literacy work by writing and illustrating legends from Wales ... and then, inspired from a carving on Timbuktu door, legends from Timbuktu.

Fiona explains in this clip ... Telling Tales

 <http://www.hay2timbuktutv.com/musicvideo.php?vid=efeb0aca3>



At Clyro Primary Liz Kenchugton described their use of thinking skills tools. They have a bank of them, this helps build confidence in using them.

Learners get used to suggesting the one that will most be useful to the task ... the 'clock', the 'snake', the 'football pitch'. That one is good for exploring similarities and differences. Things from both places go in the middle ... things distinctive to Timbuktu to one end, things to Clyro at the other. It leads to lively group discussion. The 'butterfly' works for cause and effect and leads to some really good writing.

Dorothy Davies [Head at Clyro] ...

"We have worked at achieving good 'thinking skills' by the end of key stage 2, our concern is that it drops off in Year 7... and that they lose some confidence. We hope the transition project will help reduce this."



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What do we hope learners will gain from the transition task?

There was consensus about the opportunity to ...

1. develop communication skills ... eg:

- ~ "The opportunity to use key skills of communication and ICT through the project. "New Skills" eg: Prezi."
- ~ "Improve team-working skills and communication."
- ~ "Enhanced ability to communicate information to others."
- ~ "It will make them reflect on who they are."

2. explore the nature of 'the link' & ideas about Africa:

- ~ "Understanding of how we are 'connected' to Mali/Timbuktu."
- ~ "To 'broaden' their understanding of how people around the world live"
- ~ "An understanding of the similarities between themselves and other people."
- ~ "To question stereotypes or preconceived ideas of other cultures and countries."
- ~ "A sense of Africa ... and an interest in finding out more."
- ~ "Confidence in discussing development issues."

3. improve the transition experience ...

Finally there were some cards about the learner experience of moving from primary to secondary school ... eg:

- ~ "Understanding transition links ... ks 2 to ks3."
- ~ "A chance to strengthen primary/high school links to ease transition."

As part of the planning we used a card game to share views. The group all wrote 3 cards, each featuring one priority addressing the question ...

What do we hope learners will gain from the transition task?

We then used those cards so we ended up choosing one card that we agreed with, but did not write ourselves. We then discussed those choices ... as outlined on the left.

There was then a useful discussion about the central role of confidence ...

Team enquiry work

Communication skills

Timbuktu Mali Africa

Confidence

Confidence ...

We hope learners will gain ...

- confidence in the skills;
- confidence to communicate;
- confidence to work as small teams on an enquiry;
- confidence to work together to share that.



A very full day

It is quite a building the big school. I thought we might get lost. We started in a hall, bit like a cinema. We watched a film about some students from this school going to Timbuktu. Imagine that could be me.

Made a friend in my group. Alun is from another school. We went to French first. Found it eventually. Bit frightened but really enjoyed it. They speak French in Mali. Bonjour we managed a few words.

Then to Art. What an exciting room. We made some Mali masks and talked about the colours they use. After lunch we went into a room full of computers. We could all have a go at the same time. Found Timbuktu on the map. We had lots of questions to answer. Africa is a big place.

The last workshop was the best. Music. I was not at all sure when I saw the drums. It was amazing what the teacher managed to get us to do. Listen to this.

Press to hear what we did ...



At the end of the day we had the chance to ask two people who had been to Timbuktu some questions. I've got lots more questions.

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Reflecting on scope and follow up to transition

As a result of the project we can propose that **Links can bring motivation to learning as part of Transition work**. The challenge is ... if learners have the motivation to learn more, how do schools respond? Key to this is the opportunity for teachers to be aware of the scope.

The transition experience was enhanced by the local interest in, and experience of, Timbuktu stimulated by the wide range of Hay2Timbuktu activities.

☞ <http://www.hay2timbuktu.org.uk>

Pots, Football and French ...

Take for example the experience of learning about women making pots in Timbuktu. An appreciation of the skills involved and how they walk around the clay as the pot develops, and the experience of 'having a go' opens up a good example of two-way learning. There is an opportunity to explore the similarities and differences as Simon and students at Clyro explain ...

☞ <http://www.hay2timbuktuv.com/musicvideophp?vid=4ee8b27aa>

At Clyro Primary with Simon Hulbert

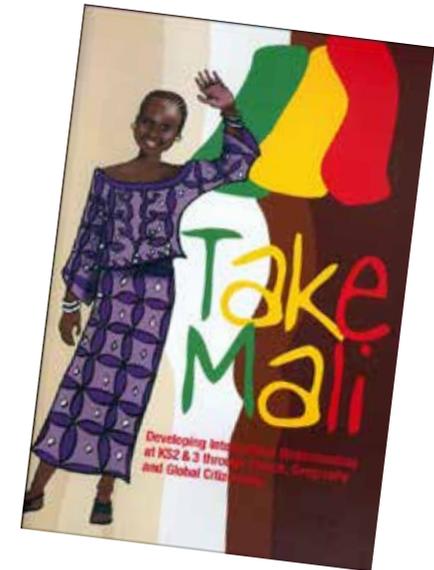


Africa Cup semi final Mali 1 Nigeria 4 February 2013

One starting point could be things in common such as the rivers Wye and Niger and their historic significance, or the common line of latitude and time zone. Language and identity, art and music and even football all offer possibilities.

The project took the opportunity to do some introductory French for years 5 and 6.

The 'Take Mali' pack that was useful in many ways, was a particularly good stimulus for French.



Take Mali

The discovery that this pack had recently been produced had a significant impact on the project and our priorities. Each of the schools had their own copies. We would recommend it to others.

☞ <http://www.takemali.org.uk>

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Reflecting on the historical context ...



The ancient **Kingdom of Mali** is part of the British Museum 'The Wealth of Africa':

"One of the most extensive, and richest, of the great West African kingdoms, the kingdom of Mali's gold sustained much of Europe's economy. It is also a study of an Islamic society, and the rise and fall of an empire."

☞ http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/wealth_of_africa.aspx

Mali's colonial experience was as part of French West Africa ... along with Mauritania, Senegal, Guinea, Ivory Coast, Burkina Faso, Benin and Niger.

There is much evidence of the French connection in day-to-day life, not least the language and the CFA Franc currency. The gendarmerie carry guns in contrast, for example, with the police in Ghana, with its echoes of Britain. There is scope to explore the different colonial approaches.

The British Museum offers a useful resource about colonial histories including a presentation that starts by encouraging learners to analyse the imagery on this colonial era banknote.

As well as Mali the resource features stimulus about the colonial experience in Nigeria, South Africa, Congo Free State and Kenya.

☞ http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/wealth_of_africa/colonial_rule_and_independence.aspx

Timbuktu is a UNESCO world heritage site ... This video outlines why in less than 3 minutes ...

☞ <http://whc.unesco.org/en/list/119/video>

'**The lost libraries of Timbuktu**' offers a fuller story about the Timbuktu manuscripts ...

☞ https://www.youtube.com/watch?v=Heh_91IhenA

The insurgent uprising in northern Mali in early 2012 caused much concern and some teaching dilemmas, as has already been mentioned.

Independence for northern Mali and the creation of Azawad was their ambition.

Several factors, not least the downfall of Qaddafi in Libya and the growing international 'Islamist' movement, contributed to the severity of this uprising. The arms liberated from Libya and soldiers returning with the skills to use them were also significant. This led to debates about whether the events in Timbuktu were connected to us in the UK ... our involvement in Libya ... the arms we [and others] had sold to Libya?

Agreement in Europe at the Berlin Conference in 1884 drew the lines on Africa's map that determine the shape of countries today.

This had implications for the Tuareg nomadic lifestyle that became more significant post-independence when the borders became real. The idea of a separate Azawad is not a new one ... in 1963-4 there was brutal conflict.

French intervention in 2013 was [and is] significant. It also raised debate for us about the current interests of European powers in Africa. The South African cartoonist Zapiro makes the link back to football ... but is he also asking a bigger question about power?

One article we found very useful at the time ...

Mali: five key facts about the conflict

☞ <http://www.theguardian.com/world/2013/jan/22/mali-war-five-facts>



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LINKS AND LEARNING

This section starts with the research and then reviews aspects of Linking, before reflecting on some professional implications. The research poses many questions and reminds us that the value of the stimulus from Links should not be assumed.

There is a need for clarity of purpose ... and then for plans to make the most of the learning opportunity. The potential pitfalls are real and most likely to happen when they are not given due consideration ... or even more so when they are dismissed.



Several of those sharing their experiences at the conference expressed some reservations and frustration with the Links experience. We have not made a feature of this but have taken them seriously through the proposals made.

While it is not the purpose of this project it is interesting to note that different ideas might evolve if you start with ESDGC and the needs of learners and then ask the question: what investment in link experiences would be most useful? For example a lot could be gained from an urban - rural two way learning link experience.

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School Links ... research

At the conference Doug Bourn made use of recent research to highlight a number of ideas and questions useful to thinking about Links and the 'Hay2Way agenda.'

He set it in the context of exploring the history of practice. He pointed out that School Linking was initially distinct from mainstream development education. The agendas came together more from 1997 onwards when it became part of Government support in the UK.

He reflected on the key role of the British Council, UKOWLA and more recently the BBC World Classroom as well as some NGOs. He also reflected on 'Connecting Classrooms' as a global initiative bringing together schools from many parts of the world. However, he observed that there is still a strong influence from individual and community historical connections.

He outlined how practice had evolved over time. For example the process of 'making friends' has gone from Pen Pals to On-Line Dialogue and video conferencing. Teacher visits have evolved to curriculum projects. But he also pointed out the dangers of what some have called "educational tourism".

The trend that started with personal contacts and wanting to help schools in Africa has moved towards the recognition of mutual learning ... and two-way learning.

From the research, Doug focused on 3 themes pertinent to the conference debates:

1. The concepts of linking and partnership are 'loaded' terms. You cannot avoid the influence of 'power' and who holds the purse strings. He asked ... "In whose interests and to what agenda is the partnership being developed?"
2. In the Global North, there is a need to question the assumption that linking is [or can be] the key element of building understanding of development.
3. In the Global South, linking is clearly related to developmental goals and needs. The agenda is therefore different.

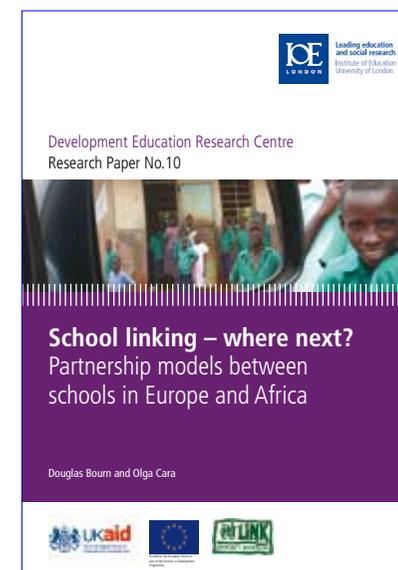
He reflected on this further quoting from work by Alison Leonard

☞ Research Paper No.8 The 'Aston-Makunduchi partnership': South- North Case Study
<http://www.ioe.ac.uk/Aston-Makunduchi.pdf>

Challenging Stereotypes

"Maybe when our friends come to Makunduchi maybe they have their stories, maybe something that maybe people are sleeping on the trees ... something like that. But when they come here they found that it is quite different; people are very amicable, living happily at the time, saying Karibou" [Welcome in Kiswahili]

Dr Doug Bourne is the Director, Development Education Research Centre [DERC], Institute of Education. London.



- ☞ DERC info and access to publications
<http://www.ioe.ac.uk/research/150.html>
- ☞ See in particular a recent report of a school linking initiative.
<http://www.ioe.ac.uk/SchoolLinking.pdf>

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Equitable dialogue

In that same report Doug argues that

“if development education is to stimulate ideas, new thinking and creativity to reduce global inequalities, there is a need to value dissenting voices.”

The project linking coordinator wrote that:
“We talk. We can criticise each other because our relationship has reached that level”

Equitable dialogue, it would seem, is key to the conversations that Hay-2-Way is seeking to generate. The professional development ‘space’ that we propose needs to have time to build personal trust ... enough trust for decent to be valued.

“A healthy link, such as the Aston-Makunduchi partnership, shows that airing dissent is crucial to the link’s sustainability. A short- term link between schools is unlikely to have developed to such an extent that a safe environment exists, in which such dissent can be readily accommodated. What was found in this research was a willingness to work through problems, such as communication difficulties, unsuccessful projects, changes in school personnel and ‘resolve conflicts’.”

As Doug put it ... ***“There should be critical dialogue and debate and space for a range of voices, views and perspectives. It needs to recognise that education must move from uncritical to critical understanding, from personal to global being, from inaction to action and from static to development in its broadest sense.”***

He finished by posing some questions for us

Key questions ...

- To what extent does the link go beyond ‘fundraising, fasting and having fun’ (Bryan, 2012)?
- To what extent does the partnership encourage critical self- reflection- learning through other eyes ... challenging stereotypes ... moving from a ‘charity’ mentality to one of ‘social justice’?
- To what extent is there a respect for difference as well as similarity, for valuing a range of perspectives?
- To what extent does the link encourage learning that addresses global perspectives and the value of mutual learning?



Wales ... and Africa

The Welsh government has supported the building of a network of organisations and communities to link with places in Africa. This, and many other initiatives including the school links facilitated by the British Council, mean that Africa Links are to be found throughout Wales.

The First Minister talks about aspirations for this and the value of Wales being an outward looking nation in this clip ...

📺 <https://www.youtube.com/watch?v=yaNQRajrNmY>

The Hay-on-Wye links are part of this, as are PONT and 'Disability Wales and Africa' featured in the next few pages.

Wales for Africa:

- ◇ encourages placements and twinning which contribute to MDG delivery
- ◇ builds the capacity of small Welsh International Development Non-governmental Organisations and aid the co-ordination of the sector.
- ◇ promotes international sustainable development volunteering
- ◇ facilitates the work of diaspora communities in Wales in maximising their impact on MDG delivery in their home country
- ◇ promotes best practice in Fair trade and ethical procurement across the public and private sectors in Wales.



Wales for Africa see ...

📺 <http://www.walesafrica.org>

Map & list of Wales for Africa links

📺 http://www.walesafrica.org/Welsh_Organisations.html

Teachers at project events were involved in links to places in the highlighted countries

Algeria
Angola
Benin
Botswana
Burkina Faso
Burundi
Cameroon
Cape Verde
Central African Rep
Chad
Comoros
Dem Rep Congo
Republic Congo
Côte d'Ivoire
Djibouti
Egypt
Equatorial Guinea
Eritrea
Ethiopia
Gabon
Gambia
Ghana
Guinea
Guinea-Bissau
Kenya
Lesotho
Liberia

Libya
Madagascar
Malawi
Mali
Mauritania
Morocco
Mozambique
Namibia
Niger
Nigeria
Rwanda
Senegal
Sierra Leone
Somalia
South Africa
Sudan
South Sudan
Swaziland
Tanzania
Togo
Tunisia
Uganda
Western Sahara
Zambia
Zimbabwe

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The Treorchy project & PONT

Esther Joseph and Stephanie Parr spoke at the conference about their own 'learning journey' to Bukonde Secondary School in Mbale, Uganda and the work in Treorchy Comprehensive School that has resulted.

Their experiences demonstrate the potential at key stage 3. They highlighted the value of the work being part of a School Improvement Plan and whole school INSET on ESDGC. They also talked about the process of mapping ESDGC across the curriculum KS3-KS5 and the potential for further work, but also the need to involve different departments in the project.

There was clearly vitality in the personal contact between teachers in the two schools. Those students that had been able to visit clearly had a learning experience of a lifetime. The Art work identity hands [see next page] opens up many possibilities for similar approaches.



Suggestions for work integrating a Ugandan dimension

Art and Design:

- ◇ Project based activities as part of the 'My Land' Year.
- ◇ Work focused on 'Identity and Belonging' ... Identity Hands ... Batik Painting ... Recycled Bead Necklaces

Geography:

- ◇ Climate ... comparison of climate in Uganda and Wales.
- ◇ Sustainability: how cultures maintain a sustainable environment.

Science

- ◇ Elements, Mixtures and Compounds - Hygiene and Sanitation.
- ◇ Energy Resources - Carbon Footprint.

Eco Day (Global Citizenship)

Amongst the activities organised for this event, a lesson was prepared based on 'Getting to know Uganda'.

Nurture Group

A tasting day was organised for pupils to experience Ugandan food.

Pupils did a presentation about their 'Experience of Uganda' during family assembly at the end of the year.



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"I think the model we are developing in our school is appropriate. We have a tight focus on one school community in Mbale Uganda and we are now embedding aspects of this into our curriculum across a number of subject areas with the aim that pupils at the end of KS3 have a true picture of the lives of teenagers (like themselves) and of a different culture.

Espeth Lewis, Assistant Head, Treorchy



A helping hand from a teacher visiting Treorchy from Bukonde.

PONT ...

The work in Treorchy is part of the PONT [Partnership Oversees Networking Trust] a community to community link between Rhondda Cynon Taf and Mbale in Uganda.

Jayne Brencher from PONT spoke at the conference about the work of the link and interest in taking the education work further. She emphasised the idea that PONT was about building a model of development based on direct personal relationships between the communities.

A quick review of the website demonstrates the variety of the work involved.

<http://pont-mbale.org.uk/main>

There are some 70 friendship links between schools in RCT and Mbale. The aim is to

"extend and challenge both the pupil and staff perceptions of the world around them ... and to develop the curriculum in both schools through project based activities."



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Disability Wales & Africa

Paul Lindoewood from 'Disability in Wales and Africa' spoke in the conference about the work of DWA, his recent visit to Kenya and his aspirations for work in partnership with schools.



Paul who worked for nine years in Maua, Kenya ... talks about ways in which he sometimes feels more disabled in Wales than he does in Africa.

The point he made strongly is that there is a clear opportunity for mutual learning about disability through Links. People in Africa and people in Wales both have much to learn about a more positive engagement with disability.

DWA's core role is to support Link activities to incorporate the needs and lives of disabled people, their families, and support agencies.

Some Links are 'disability specific' but most are associated with themes such as Health or Education. For up-to-date info see

<http://www.dwanetwork.org>

During the discussion that followed, concern was expressed that the post-2015 MDGs should more directly engage issues of disability.

Laura Karadog [Oxfam] also talked about the opportunity that next year's Global Campaign for Education could offer, as it builds on the 'send a friend to school idea'

Send All My Friends to School ... with its emphasis on inclusion has now been launched. See...

<http://www.sendmyfriend.org>

Paul wrote an article on the DWA website about his experience of going to Hay-on-Wye where he met **Amadou and Mariam** ...

"So how did the "blind couple from Mali" emerge from one of the poorest countries in the world to become one of the biggest acts on the international music scene? What obstacles have they faced, as they have climbed the greasy pole from the poverty and need of Mali, to the relative affluence of the music industry? Finally, what does their experience have to teach 'Disability in Wales and Africa' as well as the wider 'Wales Africa' sector? I went behind the main stage, at the Greenbelt Festival, to try and find some answers."

Read on at

<http://www.dwanetwork.org/news-events>

You can hear them sing at ...

<https://www.hayfestival.com/p-5591-amadou-mariam.aspx>



Africa - a focus for esdgc learning

HAY-2-WAY

Unpacking Africa

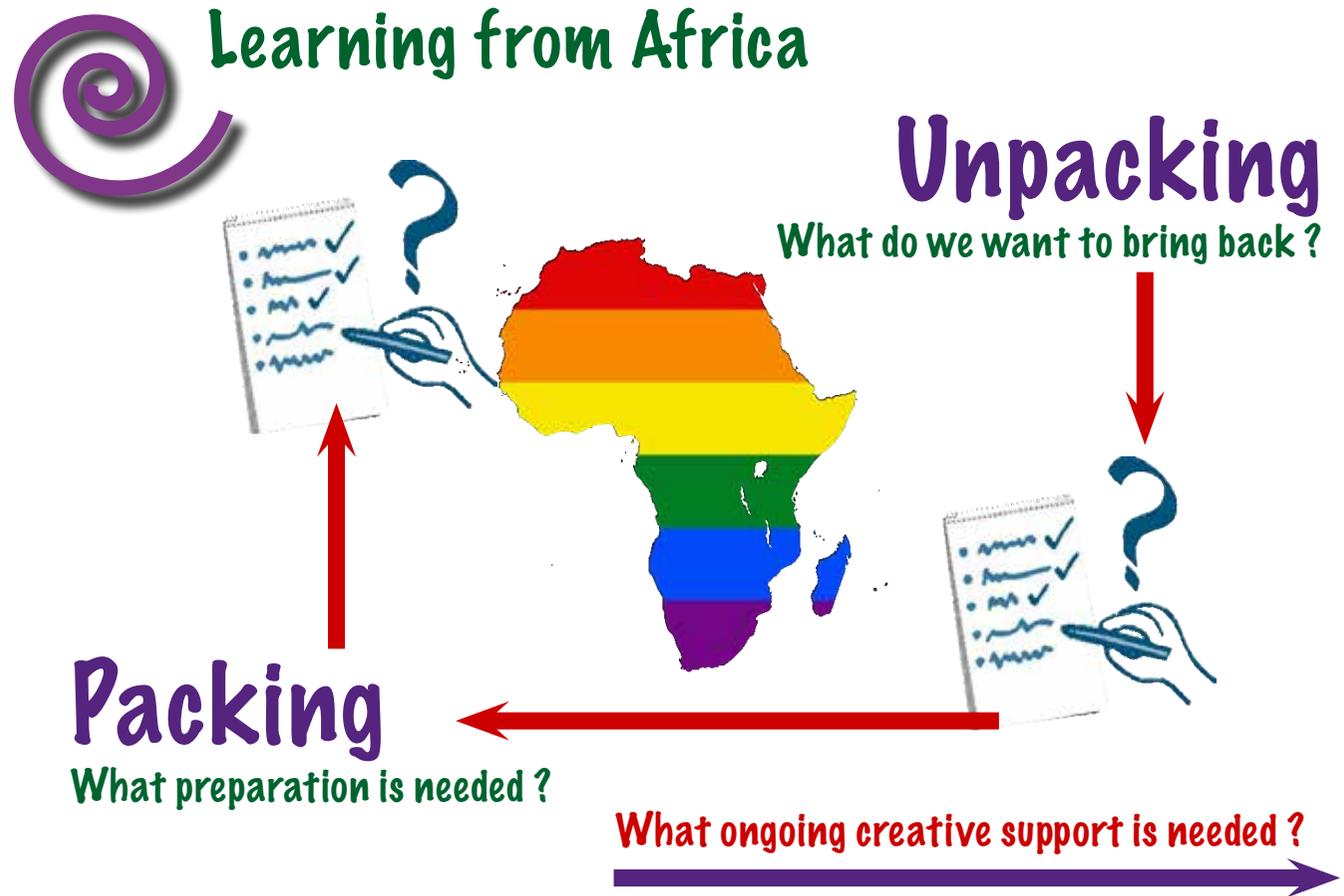
This was the title for a series of teacher workshops but the idea ... 'Unpacking Africa' ... took on its own impetus. There was a suggestion that this could provide the basis for an approach in school, enabling learners to do their own 'unpacking'.

Others suggested that there is a need for work that almost literally helps people to 'unpack' and make more of their personal experiences of Africa. This in turn raised debate about what needs to be 'packed', in preparation for making the most of a visit in terms of usefulness to supporting ESDGC learning back in Wales.

This is clearly something that needs further work. If we can become clearer about what it is we want to 'unpack', in terms of what stimulus for learning do we want to bring back from Africa, we can then ask better questions about what we need to do to prepare for a visit.

There are questions about our own openness to learning. *How do we avoid simply going to collect the ideas, information and images that we pre-determine?*

Are we able to reflect on the moments when we gain an insight ... and the 'how' of that learning process? *Does this give us 'pointers' for how we can enable others to learn?*





At the conference Helen Bradley from FairTrade Wales shared some work they have been doing to reflect on the learning experiences of FairTrade staff involved in information gathering visits ... and whether some of that could help with extending work in schools using the motivation generated by the FairTrade initiative.

<http://fairtradewales.com/fair-trade-nation/schools>

Finally on the theme Unpacking ... ***What happens when an NGO admits failure.*** In this video David Damberger offers some very frank 'unpacking' of his work with 'Engineers without Borders' ... and gives us a lot to think about .

http://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure.html

A considerable amount of information can be gathered, for example about child mortality and the work of this clinic in Timbuktu. This is valuable learning to the Link and to the individuals visiting. But it is also useful to consider

... what would be most engaging for young people back home?

On the same theme ... it is important that we take photographs of everyday obvious things, inside houses or buildings, offices, people watching TV ... things that we have in common?

What style of photographs do we seek? It would be useful for groups to use photographs before they go, as a stimulus to their own discussions. Then to review what photo-styles generate the most discussion ... *what styles might encourage learners to ask questions, or even to wonder what people in the photo are thinking?*

This could also lead to a useful discussion about the need to negotiate taking photographs that involve close-up interaction.



Professional implications

ESDGC is responding to issues in the real world. They are complex, they are changing, and if we're honest they are confusing.

This was brought home to us when the news came of the 'uprising' in Timbuktu. Many concerns bubbled up all at once. *What's going on? How are the people we know? What about the people they are working with? Are the manuscripts safe?*

What can we teach about the conflict? Is there a danger of painting the picture in terms of 'goodies' and 'baddies'? What are the implications of the image of "Islamists" for the discussions we have been having about improved community cohesion?

We can engage confidently, and we can seek to enable learners to engage confidently, without being confident about the realities.

Easy to say but it does have implications for our style and assumptions about the teacher role.

This quote about ESDGC [from the Welsh government website] was used by Sioned Hughes at the Africa conference, and by Chris Llewelyn [see page 14].

It implies the need for teachers to gain confidence through their own learning about the issues. However there are few opportunities for this.

Clearly there is a danger that we can default to assumptions that might be out of date, stereotyped or over influenced by the media or organisations that focus on particular issues.

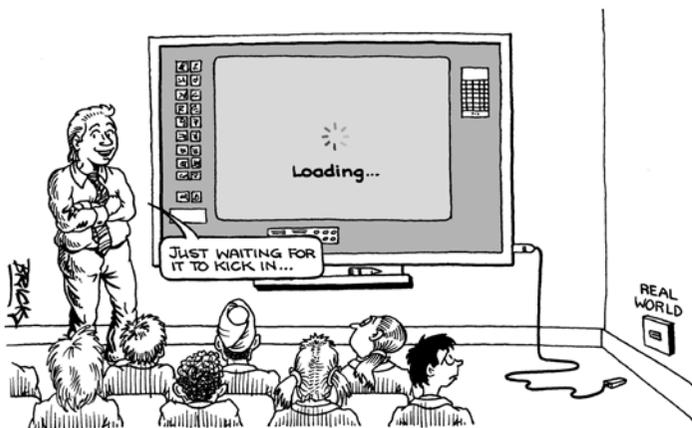
The 'literacy' that this quote advocates, also has implications for the development of responsible pedagogy.

Teachers need space to work through their own awareness and assumptions because they underpin our professional role. See some suggestions on page 37. We also need to clarify questions such as those also on page 37.

The need to increase teacher confidence is real, but is often discussed at policy level [whether in the system or by NGOs] as our failing, rather than recognizing that innovative policy needs new innovative approaches from all involved.

“
Since sustainable development and global citizenship are both relatively new concepts and potentially complex and intellectually challenging, we need a sustainability literate, globally aware population.

This is the challenge for education at every level.”



Our own dispositions underpin our professional role.

Here are 4 resources to help explore that.

Exploring possible pitfalls.

It can be helpful to planning group to turn the focus around for a bit and discuss problems and difficulties ... what are the pitfalls we are trying to avoid? Page 38 is a useful stimulus. It explores some common pitfalls and reflects the questions raised by Doug Bourn. [page 29].

- ~ How do you rank these pitfalls?
- ~ Which are the most important to avoid?
- ~ What would you add to the list?

It is very easy for our own disposition to be either pessimistic or optimistic about the future, to influence what students learn. Neither an optimistic nor a pessimistic outlook is adequate in terms of learner needs.

“There is never a single story.” Exploring different perspectives is essential to all ESDGC learning. The more we learn about Africa the more we find to challenge our assumptions.

‘The Danger of a Single Story’

In this TED video Chimamanda Adichie, a young Nigerian author, engages us with humour in her own story.

☞ http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

“I am an African man”

This is a bit of light relief but it makes its point about Hollywood stereotypes of African men ... and gets a good discussion going in class.

☞ http://www.youtube.com/watch?v=qSEImEmEjb4&feature=player_embedded



How to write about Africa

Binyavanga Wainaina, a Kenyan writer, makes the point with a humorous piece ... that gets you thinking.

“Never have a picture of a well-adjusted African on the cover of your book, or in it, unless that African has won the Nobel Prize. An AK-47, prominent ribs, naked breasts: use these. If you must include an African, make sure you get one in Masai or Zulu or Dogon dress”

☞ <http://textandcommunity.gmu.edu/2009/resources/how-write.pdf>

What are the implications for learners growing up in the context of:

- ◇ a globalised economy?
- ◇ the dynamic of technological change?
- ◇ changes in global environment systems eg climate?
- ◇ the global movement of people?
- ◇ the growing significance of international politics?
- ◇ the changing role of Wales in the world?

What are the implications for day to day practice in the context of:

- ◇ thinking about and planning for literacy and numeracy;
- ◇ opportunities for a more connected curriculum ... Maths, Science, Geography etc;
- ◇ application of skills to real situations;
- ◇ development of communication skills;
- ◇ encouraging questioning and improving enquiry skills;
- ◇ empowering ... and building confidence;
- ◇ enabling a disposition to active citizenship.

Focus on Africa ~ exploring possible pitfalls ...

'Doing good' ~ that avoids thinking

A desire to participate and address African issues can often lead quickly to 'fund-raising' style activities that are about immediate responses. There is a place for this response, but if it is over-used and the main experience of Africa for young people, there is a danger of leading to 'us and them' attitudes and a possible sense of superiority. It also promotes a simplified analysis focused on our contribution as the key factor in change.

Challenge >> *to move towards activities that are reflective and promote critical thinking*

Manipulative activity leading to 'right answers'

A desire to want supposed 'right answers' or responses ['we should recycle more', 'buy fairtrade goods', 'fundraise for a school in Africa'] can lead to prescriptive approaches that are overly contrived. Young people are often quick to learn the 'right answer rules' and these exercises can have less to do with thinking than about keeping the teacher happy.

Challenge >> *to identify issues and stimulus material that provokes debate, challenges assumptions and raises questions.*

It's all doom and gloom

Droughts, floods, wars, hunger, corruption, climate change ... it can be a long and depressing list. There is a real danger that learning about Africa can be equated to learning about disasters and problems. That Africa is a "basket case". How do we avoid over-burdening young people and fostering a sense of helplessness?

Challenge >> *to include the positives, explore the commonality between us and places in Africa, and plan a futures approach that builds awareness of processes of change and how individuals and societies can contribute.*

Global issues ... they are about somewhere else

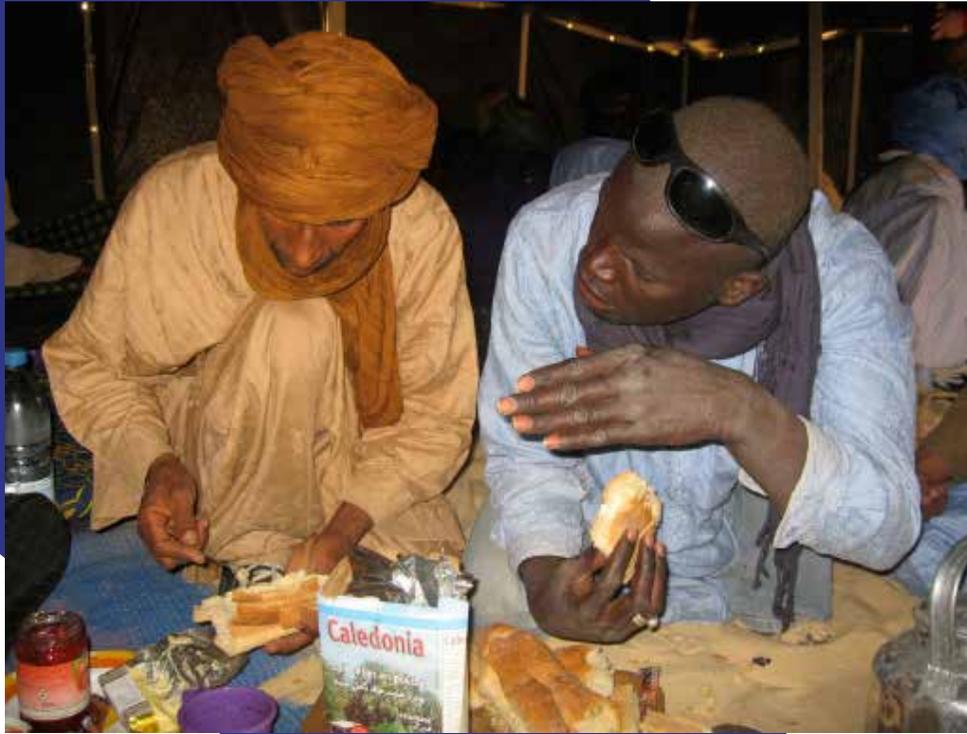
The general perception that "the global" is about elsewhere [in Africa for example] runs fairly deep and does little to help understand the nature of the human experience, and our part in it. The nature of our 21st century, inter-connected and global society requires that we challenge this separate 'here and there', 'us and them' outlook and begin to look afresh at how we explore the global dimensions of our own lives as well as those in other places.

Challenge >> *to enable all learning to be approached in a global context ... to enable connections to be identified and explored.*

Failing to acknowledge our own perceptions and bias?

For example, in dealing with images of a place we might respond with more positive language to images of trees and green spaces and more negatively to those of crowded streets or a built environment. Our own experiences and views are important but when it comes to issues about development can our own bias [whatever it is] get in the way? Understanding that others might respond differently, [that the images can be viewed from a variety of perspectives] and that there may be reasons why we have responded in this particular way is also important.

Challenge >> *to use open-ended activities to enable perceptions and assumptions to be shared and discussed at the outset, and that are open about the confusion we too experience when thinking about such complex matters.*



“It is hard to think of an international development issue that is not debatable”

DEBATING DEVELOPMENT

Debating development became one of the central themes of the project, linked closely to the need to ask better questions. It brings together concerns about development issues, with thinking about learners and their educational needs. [There is much to debate about these ideas too!]

It may seem easier to present prescribed views and leave debate for later. However at the January conference, teachers involved in the Welsh Baccaalaureate expressed frustration about the difficulty of using the debating approaches, essential to their work, because that style of learning had not been introduced to students earlier.

The disposition to debate grows with experience, as does the skill to do it well. The ability to engage with different perspectives and with ‘uncertainty’ is a life skill that needs to be nurtured over time.

Dorothy Davies, the Head at Clyro Primary clearly had a vision of this. However she expressed concern that once in Year 7 there might be a tendency to see a dip in such skills. This observation complements some of the questions Estyn have been raising about approaches to support skills development and curriculum planning.

This section makes a case for debate in the context of ‘ESDGC learning’. It considers the opportunity offered by debate about the post 2015 development goals, and explores some key ideas about issues in Africa.

Africa - a focus for esdgc learning

HAY-2-WAY

Why debate ?

If we are to improve understanding of development the proposition is that the issues need debating because they are complex, controversial and contested.

Learners are motivated by the human importance of the issues but do schools make the most of this motivation in terms of learning?

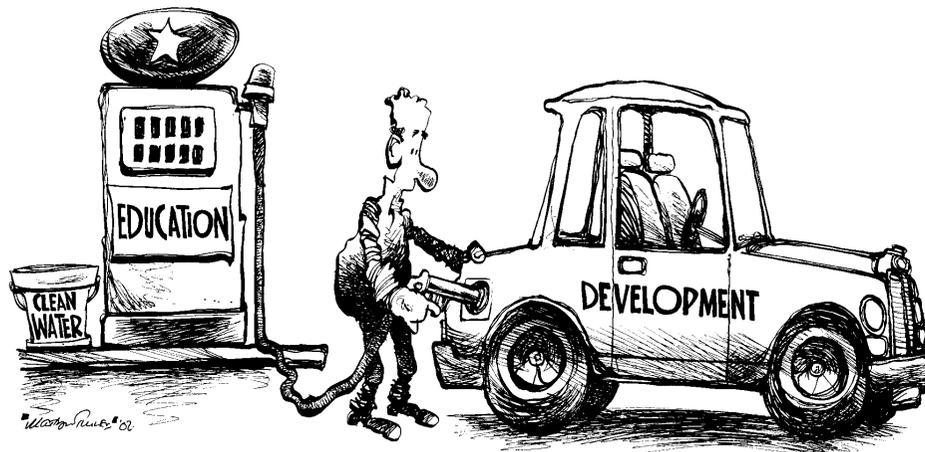
From an educational perspective ... debating adds strength to an 'ESDGC learning' strategy and the issues raised by Estyn.

From the perspective of concern for the issues this works too. Critical engagement with campaigning messages or fund-raising initiative is not a distraction from the case for action, or to offering young people the opportunity to play their part. However, as someone put it ... *"the idea that we think we are responding to injustice by doing something, rather than thinking about it will not stand the test of time."*

How do we see the link between education and development

... in Africa? ... In Wales?

Making the connection between what is happening here and what is happening there offers insight to the nature of development choices. *How much are assumptions about the nature of education an influence on priorities for development?*



Cartoon: Martyn Turner

5 reasons for debating development issues ...

- 1. They are controversial ...** The issues are not just about "them in their world", they are just as much about "us and our world". Even discussing issues in these terms sparks debate.
- 2. They are complex ...** How to intervene in the world to make it a better and a more just place is no simple challenge. It requires considerable thought, discussion and enquiry. The personal choices involved need skill.
- 3. They are contested ...** There are many different views of the world and why it is the way it is. These views lead to different understandings of the world and what needs to be done. Engaging different perspectives is vital to an understanding of most situations.
- 4. They go to the heart of education**
"Knowledge like development is not neutral; it engages with the world in one way or another."
- 5. They support learning ...** Debating development helps realise learning objectives. For example it encourages:
 - critical thinking;
 - communication skills;
 - self-directed learning;
 - skills to interpret, summarise, assess, sort and present.

Based on *'Finding Our Voice'* featured at the January conference.

<http://www.developmenteducation.ie/resources/development/finding-our-voice-a-resource-on-debating-world-development.html>

Africa - a focus for esdgc learning

HAY-2-WAY

Development Goals

“The evidence of progress is impressive – the evidence is there in the realities of poverty reduction, increased literacy, enhanced education opportunities for girls, the expansion and deepening of democracy, growing awareness of environmental challenges and a continuing public interest in ‘our place and duty’ in the world.

Sadly, the alternate evidence is equally obvious – the life threatening realities of hunger and absolute debilitating poverty; increasing inequality; the resolute refusal to share wealth reasonably; continued and growing inequality in consumption globally, bloated and corrupt arms and finance industries with their inevitable consequences and the range of ongoing public ‘resistances’ that reinforce and sustain our 80:20 world.”

The project was involved in the development of ‘80:20 Development in an unequal world’ launched in Wales at the January ESDGC Debating Development conference. It offers a comprehensive background for teachers on Millennium Development Goal issues. Earlier editions have established it as a text for the WJEC World Development course.

To get a sense of the MDG learning issues, the work of Hans Rosling is recommended. The Gapminder website offers a wide range of stimulus using statistics. This clip is a good start:

☞ <http://www.gapminder.org/videos/the-river-of-myths>

He deals more fully with the MDGs, how they are measured and in particular child mortality in Africa in ‘The good news for the decade’ lecture which he presented at the UN.

☞ http://www.ted.com/talks/hans_rosling_the_good_news_of_the_decade.html

For ongoing update on MDG progress see

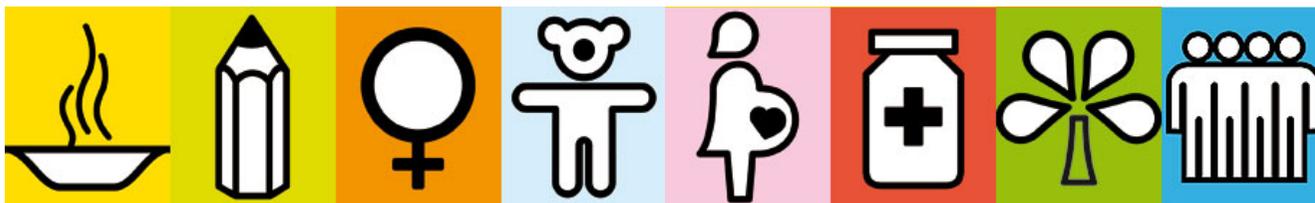
☞ <http://www.un.org/millenniumgoals>



80:20 Development in an unequal world

☞ <http://www.8020.ie>

Available in Wales from Cyfanfed



“

“Our development strategy should be on self reliance and not begging for financial assistance as we are blessed with enough natural resources for our sustainable development ... if wisely and effectively utilized.” [Ethiopia]

“We would acknowledge what ever aid has done to our countries, but we should be able to look on and ask ... what if aid was not there? And for sure we might be better off than now.” [Tanzania]

“Sustainable development is possible only when people have the means to become agents of change, leading to a healthier society that is productive.” [Algeria]

“I think the dream we must have is that of disarmament and peace because this is the only solution to meet the MDGs and improve the economy.” [Morocco]

“Agriculture and food systems nowadays are exposed to more unpredictable and extreme weather patterns and conditions.” [Rwanda]

“Education is the backbone of development, such that even during application of fertilizer, one needs education.” [Malawi]

“Development is achieved through human capital and investment in education. Yet everyone agrees that our education system is failing.” [Mauritania]

“We want a future where we have enough medication in the clinics and the health workers are caring ... and everyone is treated equally.” [Burkina Faso]

“We are stuck in a bad culture that deprives women the right to express them-selves.” [Togo] “The post-2015 development agenda must take a more integrated approach to development.” [Zambia]”

”



The consultation process and political debates leading up to the new MDGs in 2015 provide an opportunity to refresh our own work on development. They will also provide new sources for case studies and stimulus material. **‘A Million Voices’** is packed with quotes from people all over the world. Here are just a few from Africa.

Which of these quotes also seem important to us in Wales?

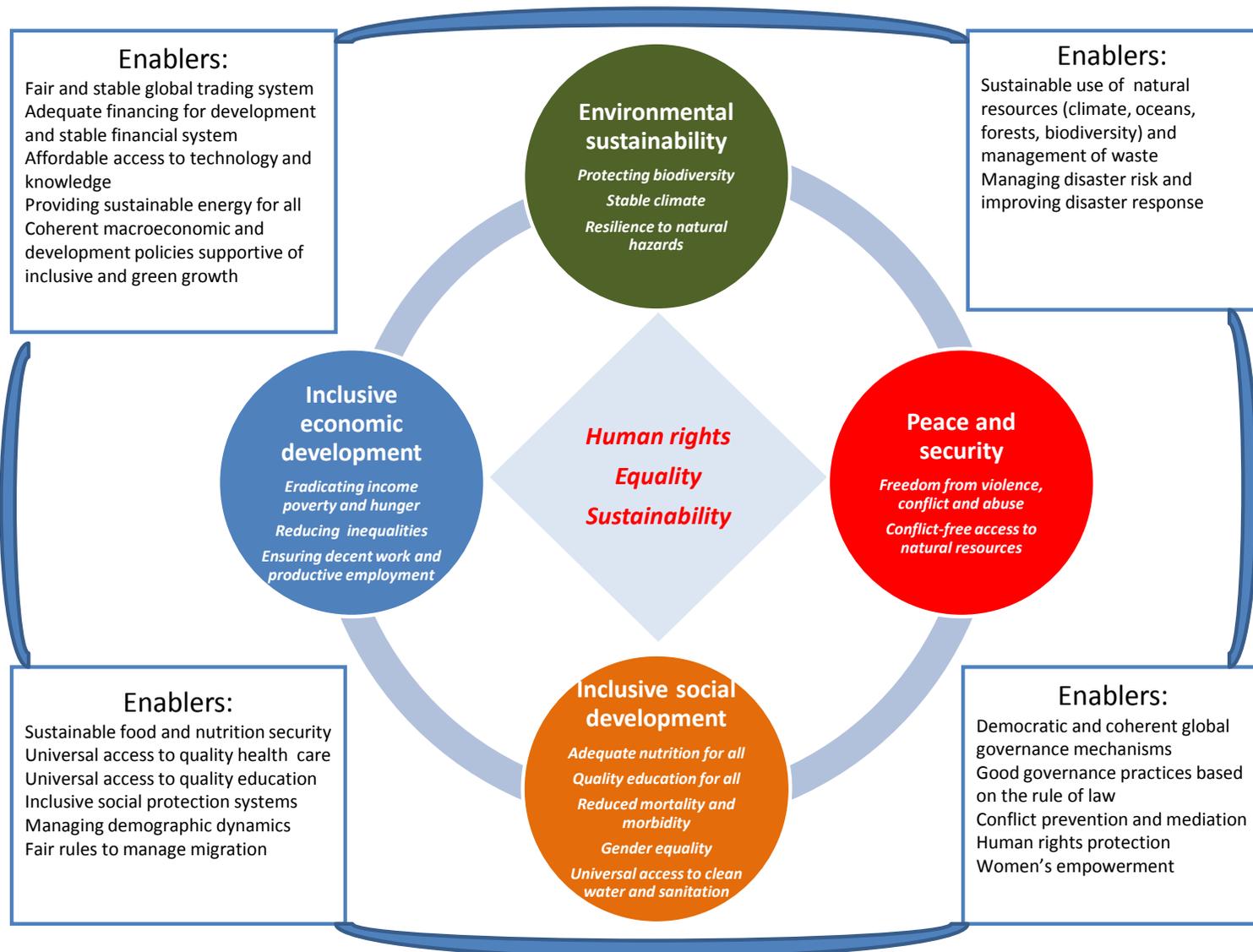
☞ http://www.worldwewant2015.org/bitcache/9158d79561a9de6b34f95568ce8b389989412f16?vid=422422&disposition=inline&op=view_sd



Africa - a focus for esdgc learning

HAY-2-WAY

Proposal - Integrated Framework for post-2015 development agenda



from UN System Task Team

The first report from the UN system on the Post-2015 Development Agenda ... 'Realizing the Future We Want for All' recommends that ...

"... new goals should build on the strengths of the Millennium Development Goals, **apply to all countries, and be based on the fundamental principles of human rights, equality, and sustainability.**"

http://www.un.org/en/development/desa/policy/untaskteam_undf/report.shtml

What seems to be gaining significance is the way that quality issues in education are being presented.

The idea is that these quality indicators will apply to all countries. We expect synergy with some of the issues explored in *Hay2Way*.

Africa - a focus for esdgc learning

The power of images



At the conference, Glenn Strachan introduced the afternoon session by getting us to think about our own perspectives. He showed us a video about the 'RadiAid' campaign.

<http://www.africafornorway.no>

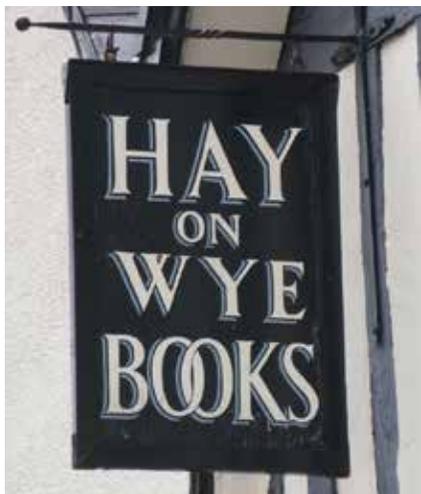
What do you make of it?

**Collect Radiators ... ship them over there
spread some warmth ... spread some smiles
Say yes to Radi-Aid**

The humour seeks to make a point ... the 'What do we want' statement [page 45] highlights their principal concerns.

He had asked his London South Bank Masters students, who come from different parts of Africa, what they would like to say about Africa to us in Wales. Short clips brought them to life. Here are some of them

“There needs to be a paradigm shift in the way Europe sees Africa.”



The image of Hay

People in Hay-on-Wye are very familiar with the idea that 'image' has a key role to play in development.

This vibrant and successful town owes a lot to its image as a centre for books, and literature. This image built upon second hand books has become a reality. It is this image that attracted Timbuktu to select Hay as a link partner.

There is a lot of potential in Africa because of resources that have not been exploited [Uganda]

We watch a lot of Premiership football in Africa [Lesotho]

Africa is very rich in biodiversity. There are still parts of Africa which are completely natural [Kenya]

There are more cattle than people in Botswana [Botswana]

Climate change is happening in Mauritius [Mauritius]

Africa has changed. It is not the Africa of the 1960s. Look at Africa's role in the world [Uganda]

Africans' perception of Europeans has changed. Years ago any white person was always seen as superior. Now we know that is not the case [Kenya]

Africans' perception of Europeans has changed more than Europeans' perception of Africa. [Uganda]

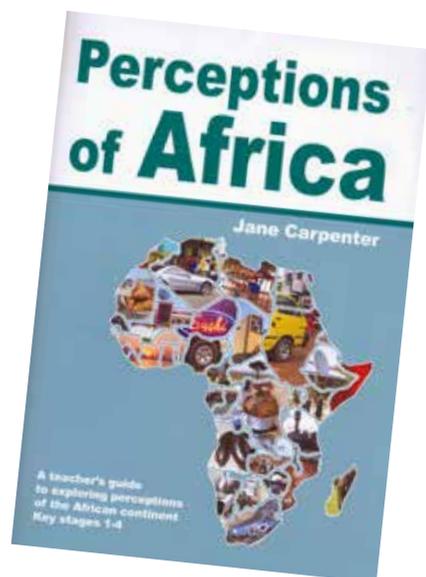
Africa - a focus for esdge learning

Challenge stereotypes

- Present a balance
- Consider the context
- Illustrate diversity
- Show respect
- Acknowledge that images will never tell the whole story
- Encourage critical thinking

Jacinta Jolly built on the discussion by exploring the significance of stereotypes. She presented a series of images highlighting the need to be careful that we are presenting a balance when we are choosing images as learning stimuli.

She emphasised that it is not just a matter of using a positive image instead of a negative one ... and recommended some resources:



Perceptions of Africa - Images and activities Designed to challenge perceptions & develop critical thinking skills. Key stages 1 to 4.

<http://www.global-thinking.org.uk/resources/perceptions-of-africa>

Framing our World: A resource on the use of images and messages in development KS 3-4

http://www.youthdeved.ie/resources/download_publications/framing_our_world

Using photographs in education: Lots of activity ideas for using photographs, and a bank of photos relating to Africa. KS 1-4

<http://www.developmenteeducation.ie/teachers-and-educators/using-resources/photographs.html>

Dochas Code of Conduct on Images and Messages: Emphasises that images should be based on values of respect, equality, solidarity and justice.

<http://www.dochas.ie/code>

RADI-AID

◆◆ × AFRICA FOR NORWAY × ◆◆

WHAT DO WE WANT?

Fundraising should not be based on exploiting stereotypes. Most of us just get tired if all we see is sad pictures of what is happening in the world, instead of real changes.

We want better information about what is going on in the world, in schools, in TV and media. We want to see more nuances. We want to know about positive developments in Africa and developing countries, not only about crises, poverty and AIDS. We need more attention on how Western countries have a negative impact on developing countries.

Media: Show respect. Media should become more ethical in their reporting. Would you print a photo of a starving white baby without permission? The same rules must apply when journalists are covering the rest of the world as it does when they are in their home country.

Aid must be based on real needs, not “good” intentions. Aid is just one part of a bigger picture; we must have cooperation and investments, and change other structures that hold back development in poorer countries. Aid is not the only answer.

Africa - a focus for esdgc learning

HAY-2-WAY

Africa - some potential debates

NOW IS THE TIME FOR THE AFRICA UNION TO BACK GIRLS

China's oil safari crosses
Japan's energy diplomacy
in Africa

The brain gain

Homecoming: Africa's reverse exodus

Getting Paid, Not Aid:

A Call to Revamp Aid in Africa

Child labour Gold in Mali

From Cairo to the Cape
Climate Change

Nairobi mall attack strikes at Africa's boom image

Unequal battle over West Africa's rich fish stocks

Rebuilding Africa

'can't be dependent on donors'

These headlines highlight just a few current issues. They reflect the dynamic nature of events in Africa and the need for teaching approaches that can make that a strength.

It is important that learners have a sense of the scale of Africa, to understand how generalisations cannot be made from local enquiry and that the experience from the work of link partnerships needs to be seen in its wider context.

This section like some of the earlier ones, invites you to dip in and follow some of the links.

Keeping up to date...

3 key websites:

Development Education Ireland

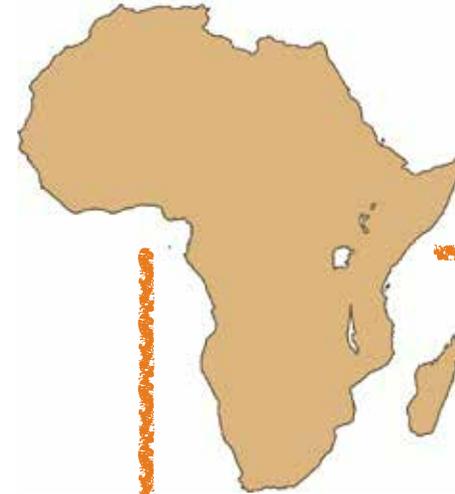
☞ <http://www.developmenteducation.ie>

The Guardian global section. You can register for an e-mail update which is a very useful reminder.

☞ <http://www.theguardian.com/global-development>

Pambazuka Africa News

☞ <http://www.pambazuka.org/en>



The Size of Africa ... The Size of Wales

As Glenn pointed out ... Lake Victoria, a feature that stands out even on global satellite images, could contain Wales three times over and still have space.

Lake Victoria = 26,600 sq miles (68,800 sq km)

Wales = 8,023 sq miles (20,779 sq km)

A map that shows how all of Europe, the USA, China, India and Japan can fit into Africa gets some good discussion going. See

☞ <http://static02.mediaite.com/geekosystem/uploads/2010/10/true-size-of-africa.jpg>

Africa - a focus for esdgc learning

HAY-2-WAY



Generalizations about Africa are inappropriate. The diversity, the scale, and the vitality, all make the comparisons that are often made seem ridiculous.

Africa is a place, it has a history, it is also an idea ... a vision. The global motivation of Nelson Mandela is a reminder of that. President Obama's inspiring tribute at the memorial event is worth a listen. Like us he respected the vision and was challenged by the principles of justice and equity

The Ghanaian journalist Komla Dumor reminds us [see page 48] that there is a need for balance. There are many good news stories from Africa but they should not be used to cover up the injustices, or the possibility that economic development might lead to greater division between rich and poor rather than progress.

The **development compass rose** is an established enquiry tool for enabling students to develop questions about an issue or a situation [or a photo] in a way that opens up connections between the **Natural, Economic, Social** and political [**Who decides?**] domains.

 <http://www.tidec.org>

Those domains are important in any place in the world so the 'compass' can be used here in Wales too. *What are our key development issues?*

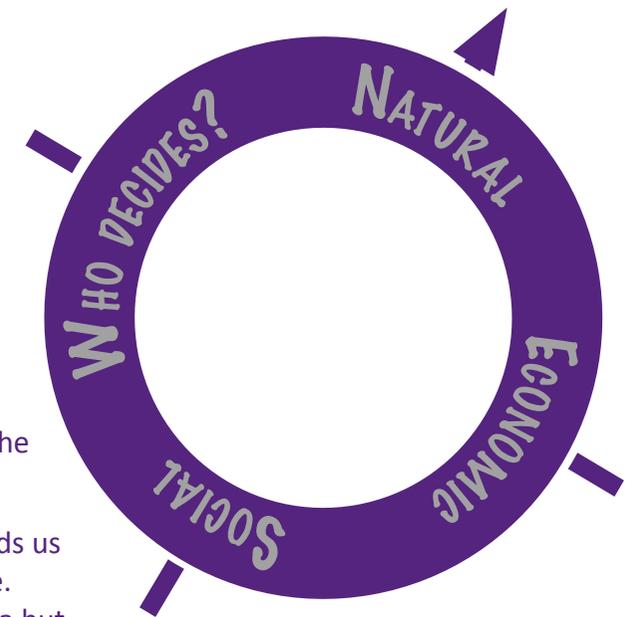
Over the next 4 pages this framework is used to highlight just some issues that illustrate the potential depth of ESDGC work with the focus on Africa.

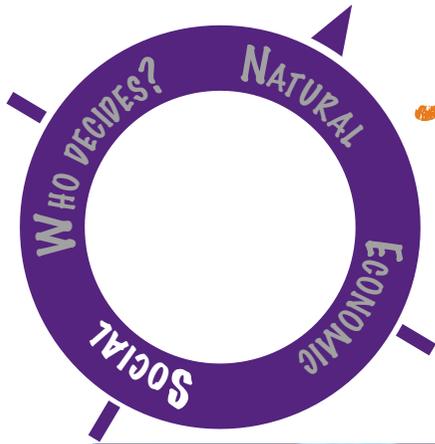
A local school trip in the Korup Forest, Cameroon.

What are their aspirations for the future?

Using the compass rose ... What questions?

From the TRF pack see page 49





Social ... people

This is a small selection of inspiring people talking about Africa and their aspirations for the future. What are the implications for thinking about what we teach about Africa?

Click on the photograph to make the link.



Ngozi Okonjo-Iweala, the Finance Minister from Nigeria who is on the UN Panel to review the MDGs. She says “Want to help Africa? Do business here”.



Andrew Rugasira, a coffee entrepreneur from Uganda argues that the continent of Africa is ripe for further economic growth and questions the impact of aid.



Komla Dumor, who has just died aged 41, was a journalist from Ghana. As the Guardian obituary put it “the best talent the BBC had to tell the continent’s story” He speaks here with much humour.



The Girl Declaration ... and how it was made. Involving girls for 14 countries in putting up a challenge to thinking about the post 2015 Development Goals.



Elsie Kanza from Tanzania who is Director for Africa at the Geneva-based World Economic Forum. She is interviewed about her perspective on Africa’s future.



Kakenya Ntaiya .. a Maasai from Kenya talks about her own experience of female genital mutilation and what it inspired her to do ... ‘A girl who demanded school’

Africa - a focus for esdgc learning

HAY-2-WAY



Natural ... environment

Tropical rainforests play a vital part in global natural systems ... what are implications for development?

Climate change is already impacting in many places in Africa.
Could this be a stimulus to our understanding here in Wales?

From the pack A fresh look at Tropical Rainforests ... focus on Africa
Produced by Cyfanfyd ESDGC Schools and Size of Wales

What could be the impact of:

- Δ *discovering oil?*
- Δ *mining natural resources?*
- Δ *growing industry?*
- Δ *further conflict?*
- Δ *a growth in tourism?*
- Δ *a growing population?*
- Δ *Congo winning the football World Cup?*
- Δ *discovery of new medicine?*

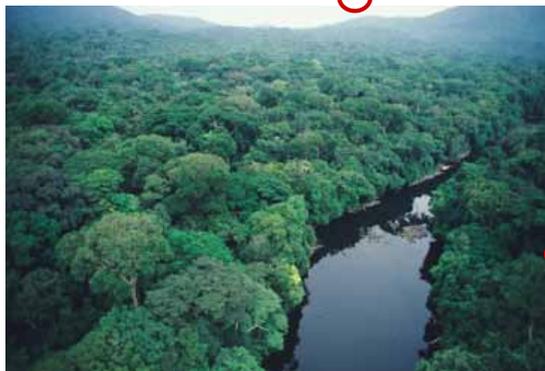


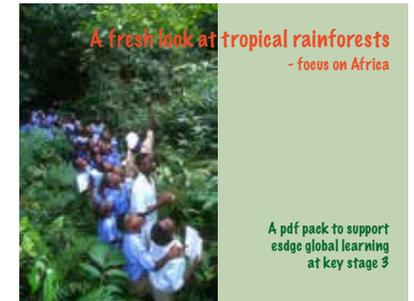
Photo: Edward Parker

What will it be like when I am 50? ...

How can the forest be protected?

How will this fit with other ideas about development?

What questions would you like to raise?



To download the pack

http://www.sizeofwales.org.uk/files/resources/size_tropical_forest_pack.pdf

To download the photo set:

http://www.sizeofwales.org.uk/files/resources/size_tropical_forest_photos.pdf

What other environment themes would be useful to learning about Africa?

Africa - a focus for esdge learning

HAY-2-WAY



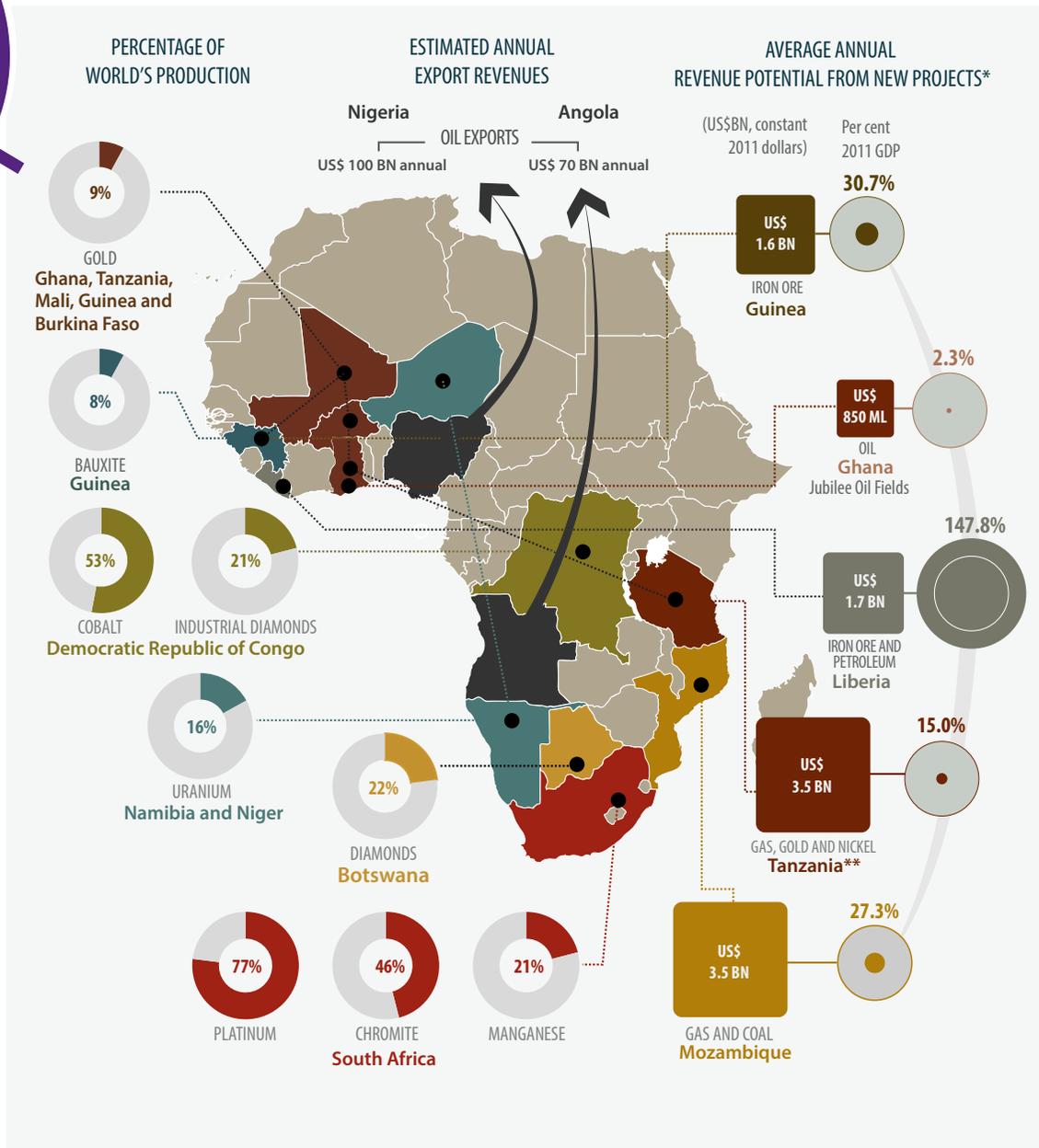
Economic ... Resources

Africa is a rich continent, not least because of its massive resources.

Economic growth is clearly happening but the question is, will it lead to greater justice or just a bigger divide between rich and poor?

Is that question also relevant here in Wales?

Map from **Africa Progress Report 2013**
Focus on extractive Industries [page 43] ..
'Mapping Africa's natural resources: selected countries and commodities'



This video offers a lively summary of the 'Africa Progress Report' and some of the key equity issues about resource exploitation.

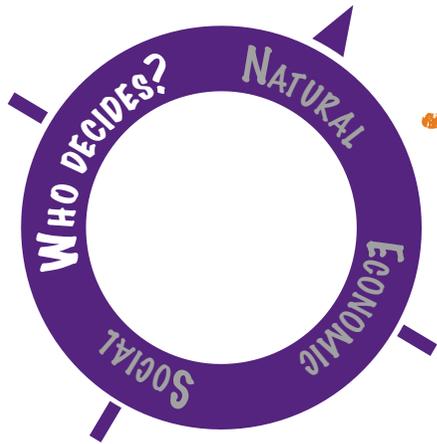
<https://www.youtube.com/watch?v=N7ZSQI6hucw>

Bandi Mbubi who has political asylum in the UK is from the Democratic Republic of the Congo.

He raises the debate about the mining of tantalum, a mineral used in cell phones and computers. He questions the way it has impacted on the war in which 5 million people have died.

He proposes the need for ...
a fair trade cell phone.

http://www.ted.com/talks/bandi_mbubi_demand_a_fair_trade_cell_phone.html



Who decides? ... Cities

Nearly 50% of the people in Africa live in cities. 18 of these cities have a population bigger than that of Wales.

The concept of 'city' could be a useful focus for thinking about citizenship and 'who decides'.

... What are the City [region] development plans in Wales?



Clockwise from top right ... the city landscapes of Abidjan, Lagos, Nairobi and Addis Ababa have like many others grown in size ... and in economic activity.

Like our own cities, these places are all dealing with issues such as economic wellbeing, social cohesion, the impact of climate change and the need for sustainable approaches. Also issues of governance, future thinking and the need for participation in civil society.

Could these common agendas provide a focus for more in-depth ESDGC learning?



The Tide~ website explores this idea ...

☞ <http://www.tidec.org/secondary/cities-people-and-change/thinking-it-through>

In particular, note the example of Dadab, a refugee camp in northern Kenya that was used as a stimulus to thinking about what is involved in the organizing of a city. At the time the camp was the size of Cardiff..

