

Becoming Global Through Local Community Engagement: a model for higher education?

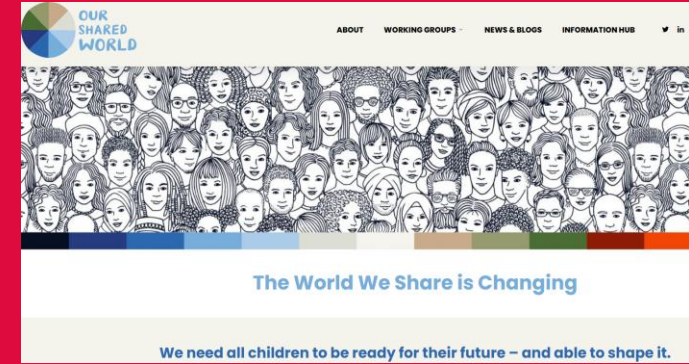


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Our mission is to be a catalyst for positive social change by sharing the benefits of global learning.



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THE CONSORTIUM OF
DEVELOPMENT EDUCATION CENTRES

Our role as a catalyst for positive social change

- Personal transformation
- Education systems transformation
- Community and societal transformation

Fricke, H-J and Gathercole, C. 2015

Our role in research

- Theory – by developing the concepts being used around the field *
- Practice – by developing innovative approaches, (we) provide evidence of learning and bring in progressive and student-centred approaches, informed by values *

** Tarozzi, M. 2020 in Bourn, D. 2022*

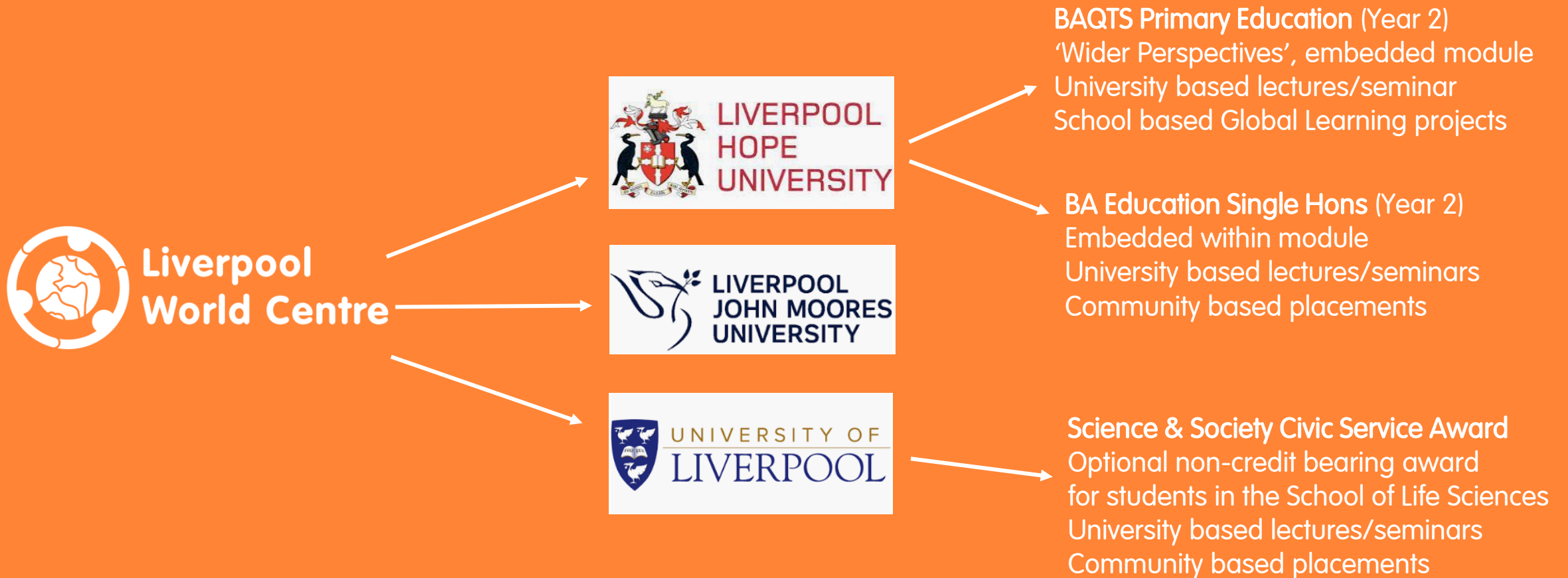
- Bridging the gap between theory and practice - enabling a two way conversation that aims to support a more 'mutually constitutive' relationship between research, theory and practice

Kemmis, S. 2005 in Bullivant, A. 2020

The Model: Wider Perspectives in Education

Providers of GCE/GL content for trainee teachers and students studying education and life sciences.

Providers of community placements to sit alongside academic and theoretical inputs



The Model

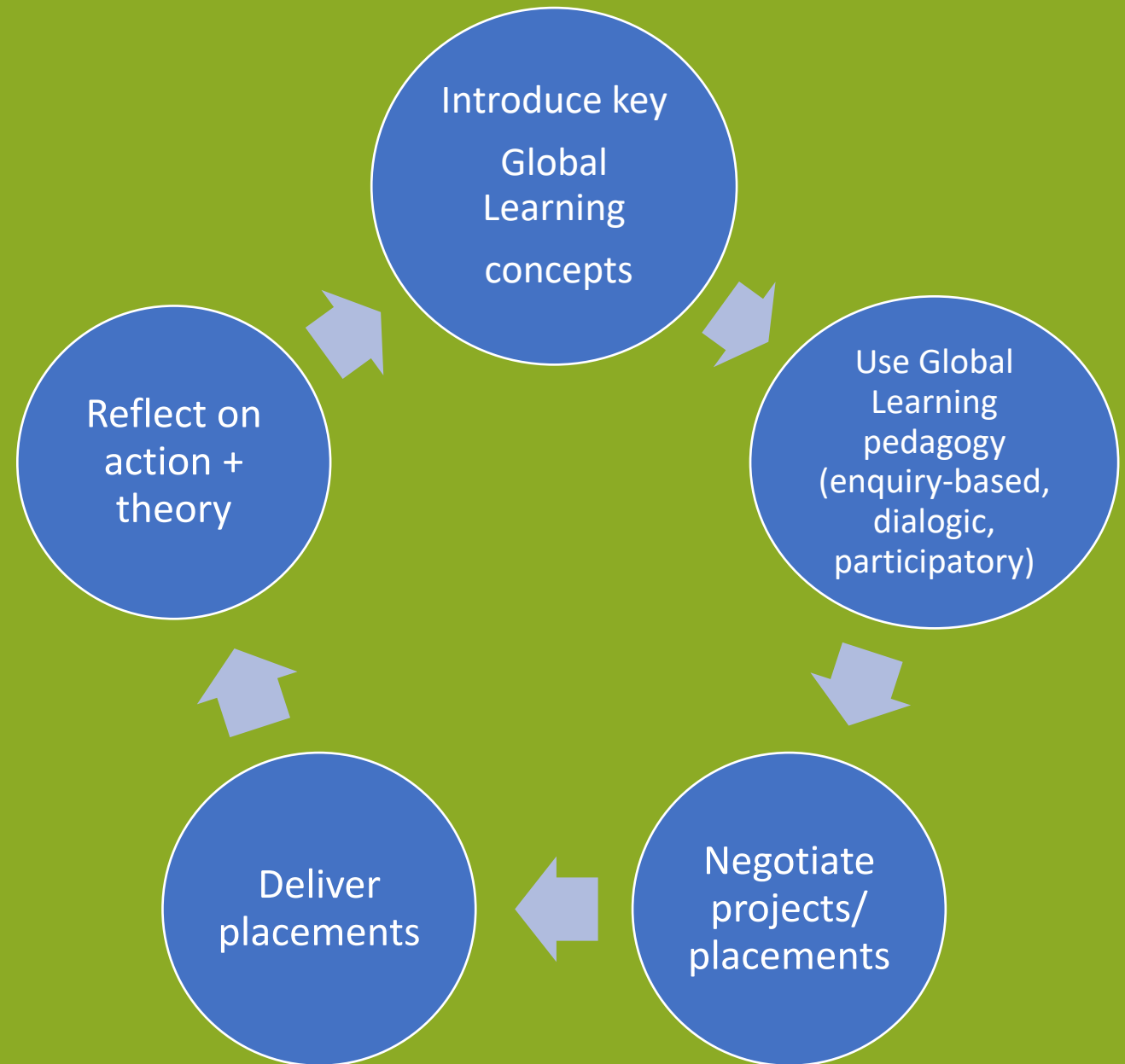
- Global Learning theory and critical pedagogy
 - *Freire, 1970; Bourn, D. 2015*
- And critical / post-critical Global Citizenship Education (GCE)
 - *Andreotti, V. 2006; Bruce, 2013*
- Emphasis on 'Global Citizenship Education at home'
- Service learning and community engagement
 - experiential, embodied, real-world contexts
- Opening young people's eyes to different ways of being/living/working/interacting ('becoming')

Bamber, P. 2020

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Bamber, P. 2020



Community based placements

- Faiths for Change
- Bright Park
- Asylumlink Merseyside
- Farm Urban
- FireFit Hub
- Our House
- Writing on the Wall (Dorothy Kuya Archive)
- Edge Hill Youth Centre



"By working collaboratively and thinking creatively, we were able to promote sustainable practices"



"Community feel during this session was really amazing to see everyone supporting each other!"

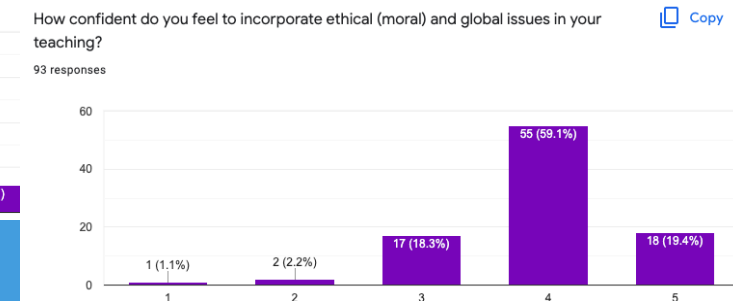
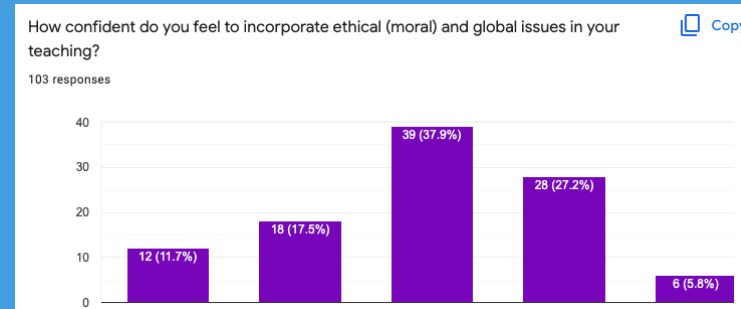
School based projects




Research Methodology

Methods

- Surveys – baseline and follow up
- Participatory evaluation activities
- Focus groups/workshops
- Reflective logs and blogs
- Analysis of assessed presentations





SIL COOKERY LESSONS ACROSS LIVERPOOL

My Role

- Hands on practical work, preparing food before each lesson such as cutting vegetables making sure each pupil had the correct ingredients.
- Communicating with pupils and supporting my mentor Katie throughout the lesson
- Cleaning effectively throughout
- Behaviour management
- Coping in a science lab w/ facilities
- Leading practical group
- Understanding of dietary such as gluten free or no health and safety

Reflections

Date: 22/02/23

Activity: Icebreaking and collecting the perspectives from the youth group.

What did participants or beneficiaries do/say/learn? (if appropriate)

The youths had a varying range of knowledge and exposure to the topic of environmental issues. However, they all provided unique input and views on the main environmental issues they think are. For example, a young boy expressed his desire to help with biodiversity and focused on the declining bee population. Other areas of environmental concerns discussed include cattle farming, plastic waste, food waste, deforestation etc... Some of the kids who engaged in our 'Global environmental issues' quiz were especially shocked to learn about plastic deposits' oceanic impact.

My reflection:

Prior to the face-to-face session, we made a PowerPoint presentation on the global problems related to environmental deterioration and climate change. It was very well received and I have gained an understanding of the importance and benefits of preparation.

In addition, I also became conscious of using technical language, and jargon (such as biodiversity) when explaining concepts to the youth. This allowed me to be more mindful and empathetic of the people I'm working with.

Moreover, I had also gained a better environmental awareness and appreciation of the natural world and to recognize the impact of human actions on the environment. By talking to the youths I had reflected about eco-friendly practices such as composting, using renewable energy sources, and reducing single-use plastics.

Next steps

With knowledge of what local environmental issues the young people in Haydock are interested in tackling, we can research how we can use our resources to make an impact towards helping solve the issue.




I am currently on my fourth week placement at Farm Urban as part of my Science and Society Civic Service award. I'm grateful for all the opportunities I am getting every week to enhance my skills. Communication, research and time management skills is only to name a few. I've learnt so much about Farm Urban and the amazing work that they do for the community and I'm beyond grateful for being able to support them with their outreach project. I'm excited for the rest of my time here! Thank you Carl Larsen Liverpool World Centre Abigail Williams for this opportunity.

Attendance log

Date	Time (from-to)	Activities carried out	Notes / Actions
03/02/23	6-9	Meet / introduction to the programme Spoke to the members and got to know each person / where they came from and what they are currently studying / working as.	Ice breaker – set out expectations of the course and allowed people to socially interact Communication skills and confidence to meet new people were enhanced by all involved
10/02/23	6-9	First choreography session – assisted during the class.	Confidence builder – beginners were able to learn something new while feeling comfortable in a safe space.
17/02/23	6-9	Lead a group activity task as a starter	Enhanced leadership skills
24/02/23	6-9	Mixed groups – allowed people to meet new people! Second choreography session – assisted during the class and helped those that were struggling	Opportunity to develop skills further Patience was key to remember that this was something new for all involved so it was essential to make sure that all felt confident and enjoyed the process
28/02/23	6-9	Final session – I assigned each person to a new group & got them to work together – mixed ability Group work on rotation was very effective as a weekly activity as it ensured that each member was pushed out of their comfort zone but still felt supported at the same time.	Allowed members to meet new people again, an opportunity to help each other and support one another. Was really nice to watch people from all backgrounds come together to share a passion for performing and watching each person's confidence grow from the first session. This session members looked comfortable and really enjoyed it!
03/03/23	6-9	Filming session – helped to organise and plan the session. Made sure that everyone felt comfortable.	Community feel during this session was really amazing to see everyone supporting each other! The filming was to capture moments that members can look back on and be proud that they completed something completely new / see how much they progressed from week 1!
14/03/23	6-9	Reflection session Group pictures were taken Spare time was used as a Q&A at the end – majority asked when the next programme would run as they felt really empowered being a part of this group.	Each member expressed how they found the process and all were really grateful to have been a part of something new. Non-Liverpool residents, were grateful for an opportunity to meet new people with this community activity

Research framework

Soft GCE	Critical GCE	Post critical GCE Otherwise
Fostering inclusion in and informed engagement with institutions, belonging, self-esteem, peace and equality, mutual understanding	Fostering advocacy for and solidarity with historically marginalized groups	Engaging with complexities, paradoxes, uncertainties, difficulties and wicked problems (with no simple solutions) <i>Andreotti et al, n.d</i>
 <p>Technical-economic agenda</p> <p>Global social justice agenda</p> <p>Marshall, 2011</p>	Being taught by the Other, not towards a project of self-betterment, but rather towards a project of relationality and responsibility....(and) only where the Other extends a welcome <i>Bruce, 2013</i> <i>Service Learning as a Pedagogy of Interruption</i>	

Impact

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Life-skills/ self-betterment		
'Actual doing' and exploration of 'community', local action and possibilities for doing with others		<i>Knowing that people and their actions could bring about change</i>
Seeing their impact on others and/or their contribution valued		<i>Reflected every time I came away on my privilege</i>
Understanding 'issues' – equality, justice, sustainability		

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Life-skills/ self-betterment		
	Alternative perspectives on purpose of education/ disciplines	
'Actual doing' and exploration of 'community', local action and possibilities for doing with others	this experience has taught me the power of collaboration	
	Encountering/negotiating/overcoming challenges	
Seeing their impact on others and/or their contribution valued	Knowing that people and their actions could bring about change	Communication has been key thread throughout these sessions. All activities have been about it and learning how to communicate in placement
Be curious and ask questions	Starting conversations/ Communication	
Understanding 'issues' – equality, justice, sustainability		Reflected every time I came away on my privilege

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Questions and reflections

- What kind of transformation are we seeking? And how? Can we achieve this with what we have available to us? How do we move beyond retrospective evaluation
- Differential impact on different groups of students, and students of different backgrounds within any given group
- CSO-university collaboration (University commitment, power relationship, financial constraints, embedding?)
- The difficulty of claiming time and space as practitioners, within which to deeply reflect, think and verbalise our learning, and to develop tools
- What are the possibilities for a 'pedagogy of interruption'?

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