

Putting Faces to Names

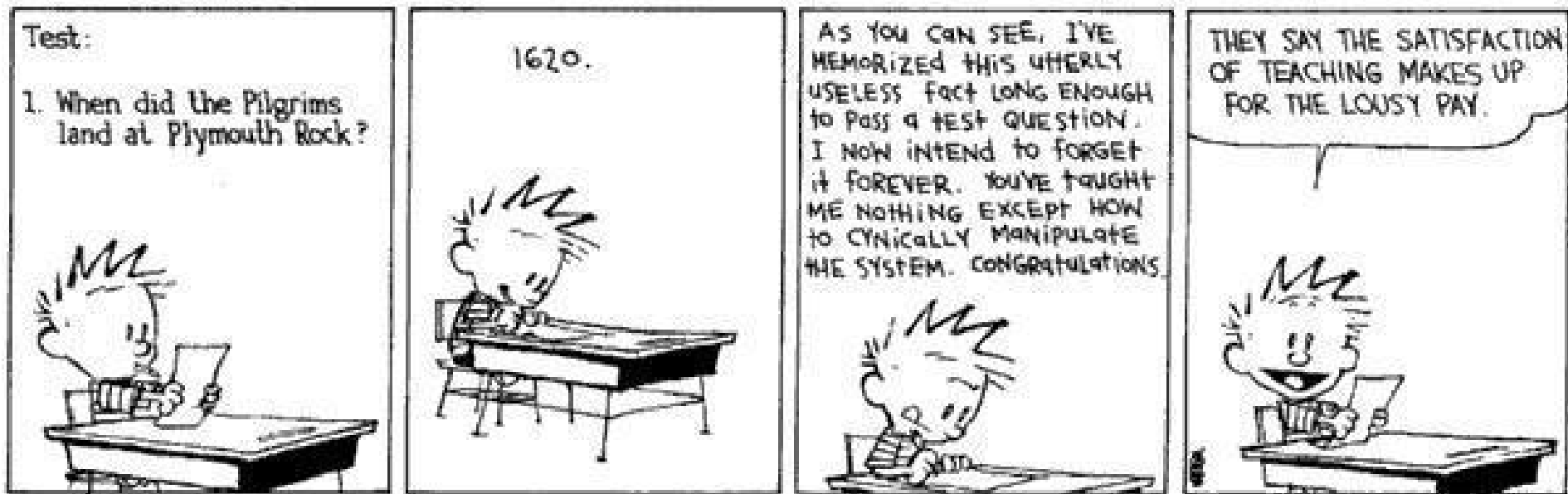


**Getting to know the people behind the
issues in global citizenship and
education for sustainable development**

Tessa McLeish



The Fear Factor



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Solutions?



Reduce the issue to facts:

- Negative
- Paralyzing
- Guilt-inducing

Reduce the issue to slogans:

- Ineffective
- Inaccurate
- Agenda-based



Camfed's Approach

Reduce the issue to *people*

- Positive
- Personal
- Participative
- Cooperative



Theory to Practice

How do you address big, complex issues?

Personalise them

How do you deal with lack of knowledge on the issue?

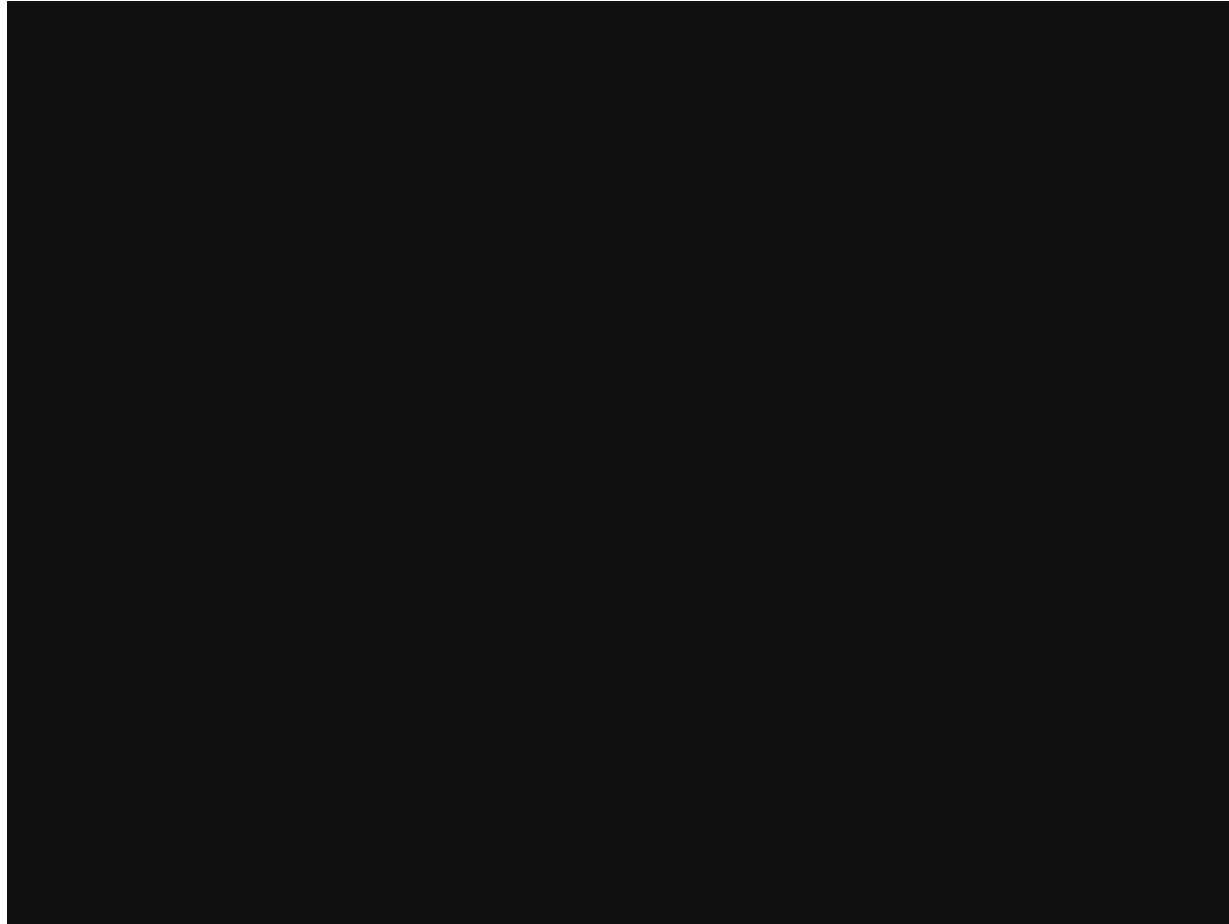
Bring in experts

How do you set an example for your pupils?

Show global citizenship in action



Creating Platforms: Film



Theory to Practice

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Personalise them

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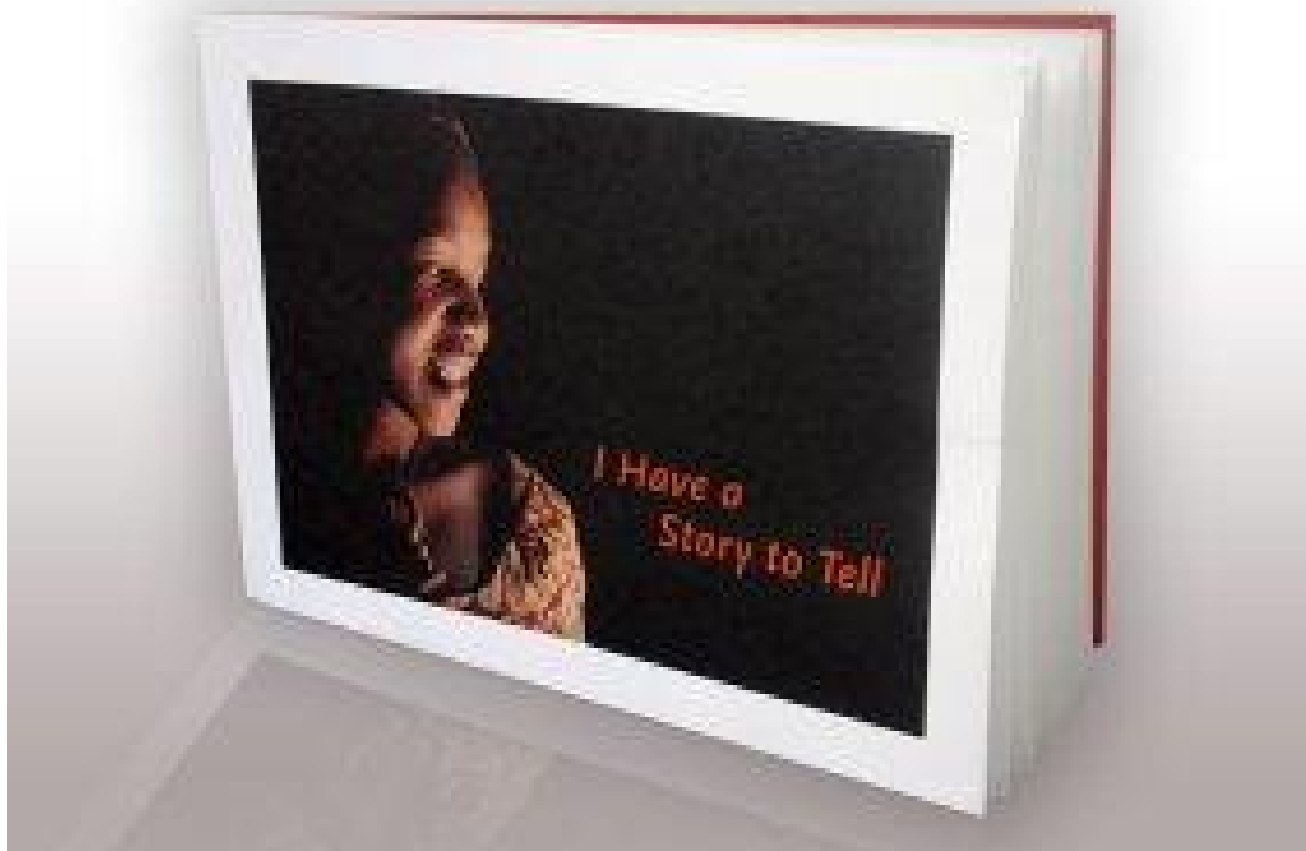
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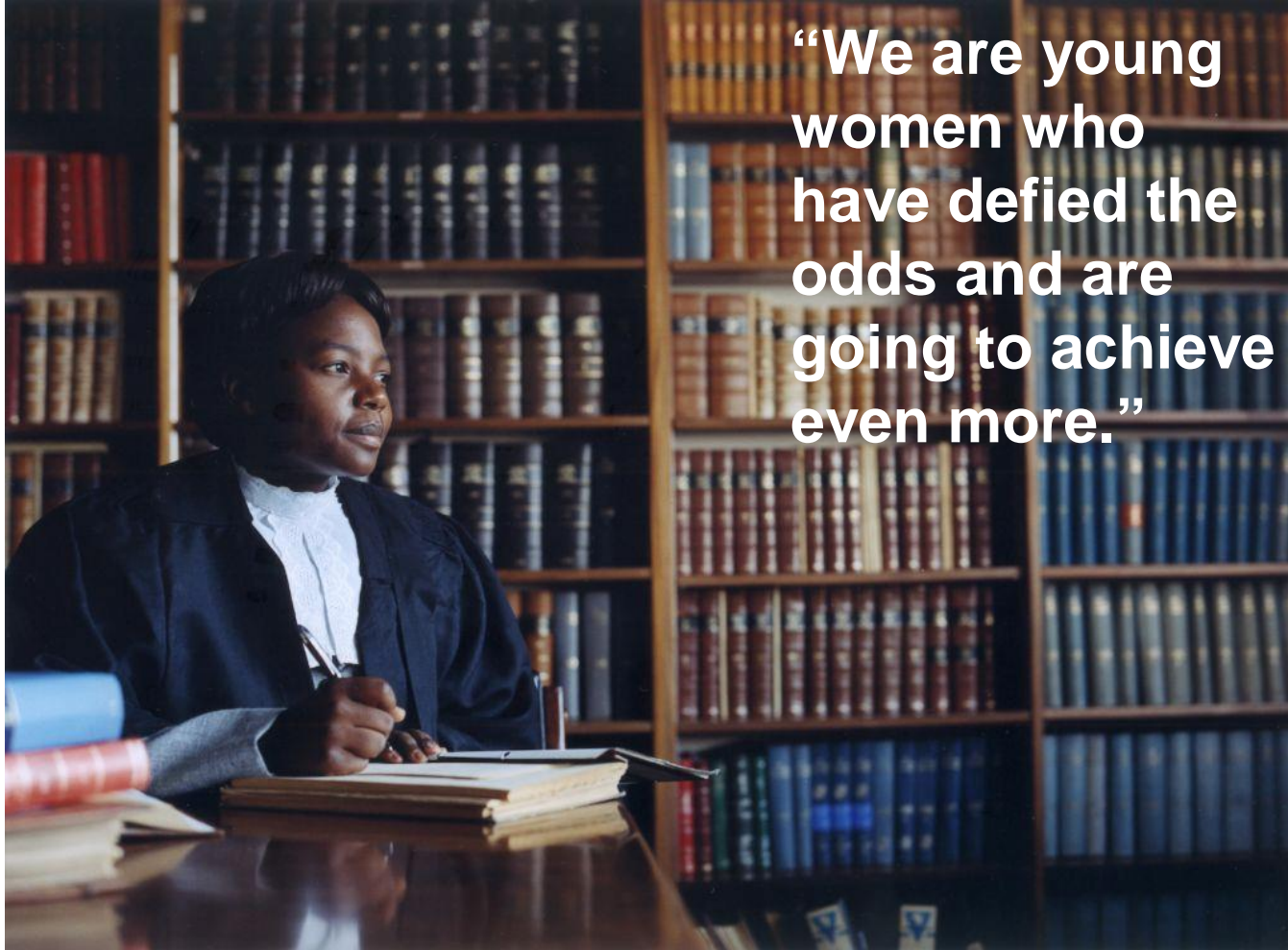
Show global citizenship in action



Creating Platforms: Stories



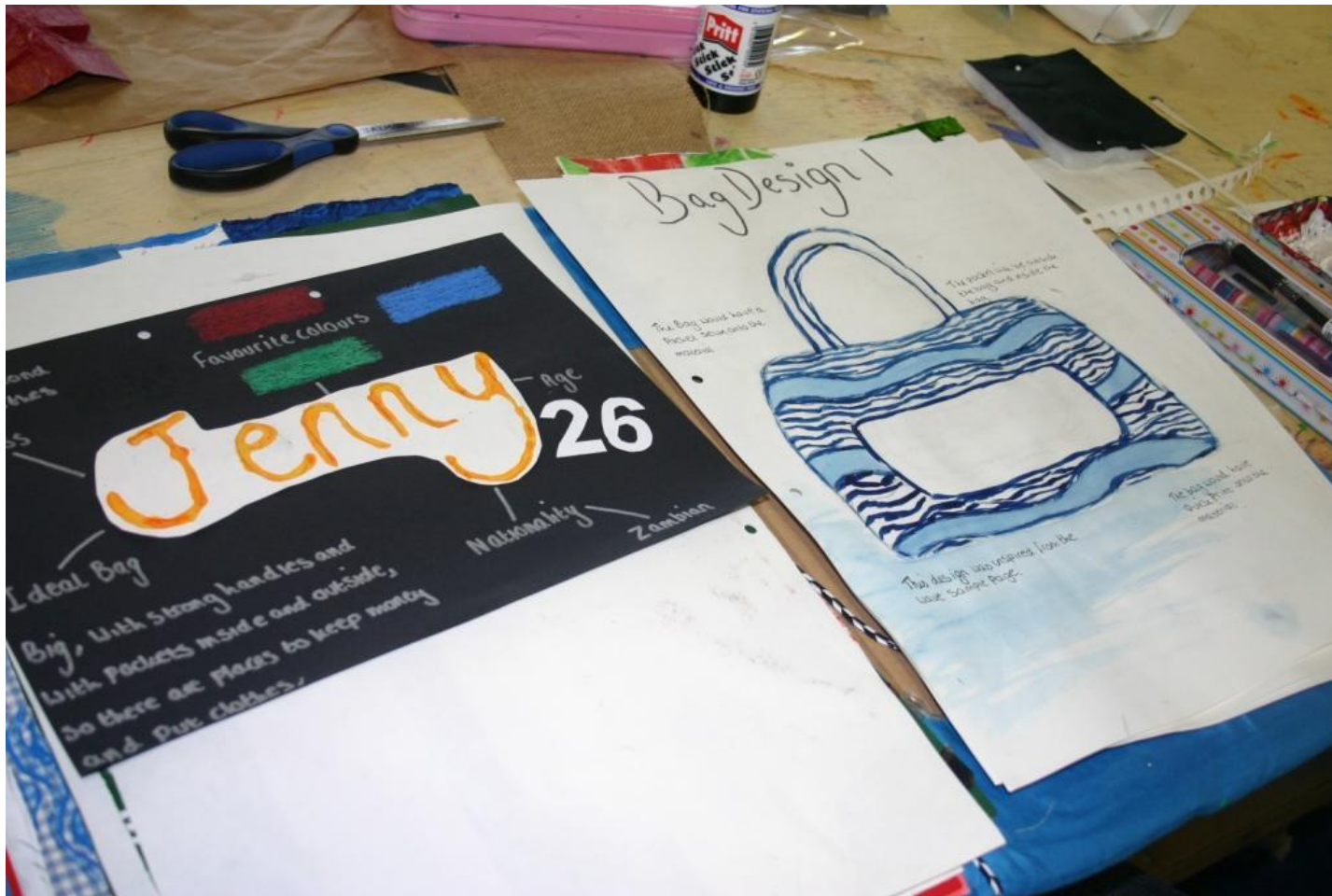
Meeting People: Fiona



“We are young women who have defied the odds and are going to achieve even more.”



'Case' Study



Project Brief



Curriculum requirement:

- materials, techniques and processes in art and design
- Printed textiles for fashion and clothing

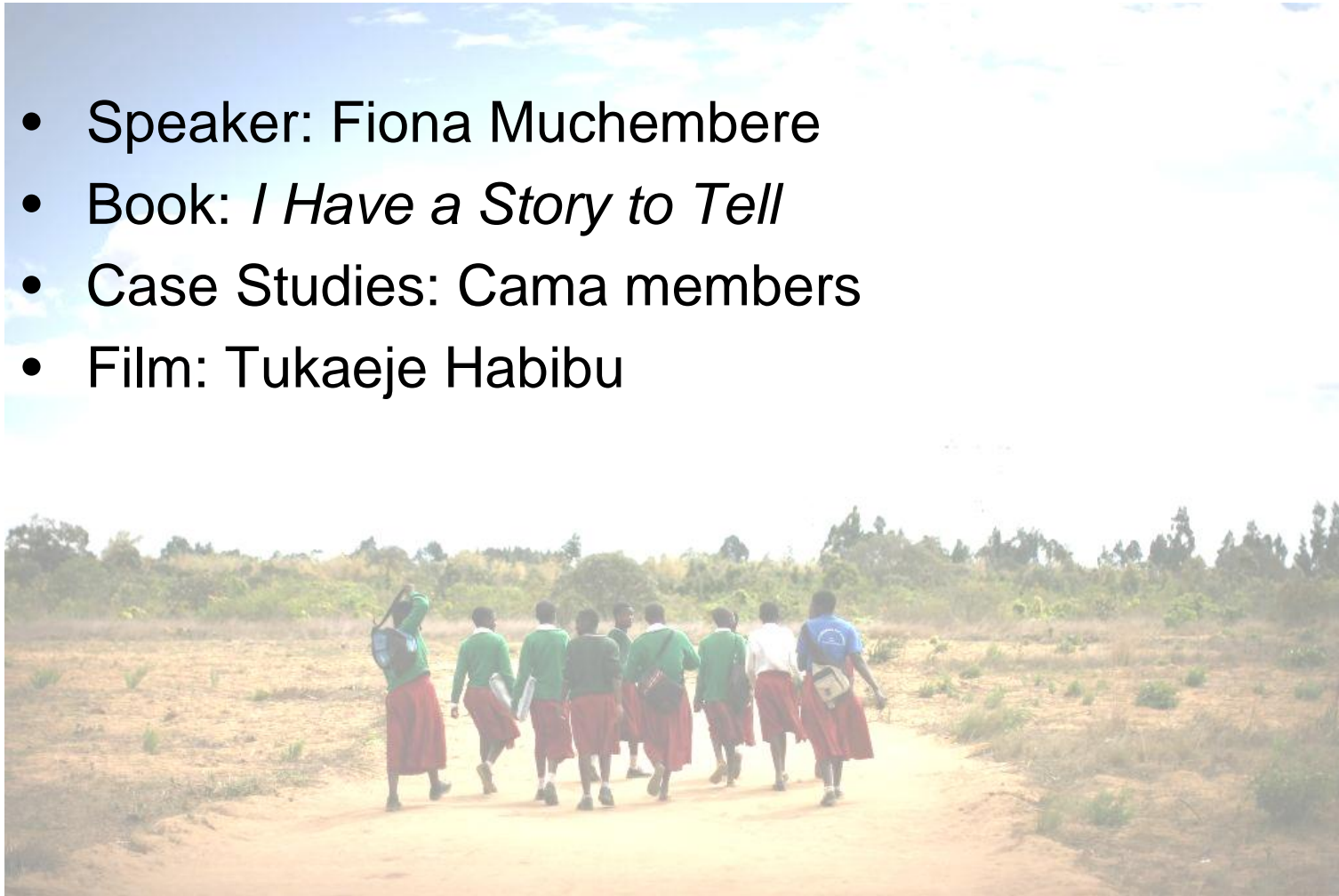
Added value:

- International context
- Challenging concepts
- Eye-opening learning



Resources

- Speaker: Fiona Muchembere
- Book: *I Have a Story to Tell*
- Case Studies: Cama members
- Film: Tukaeje Habibu



Attitudes Assessment

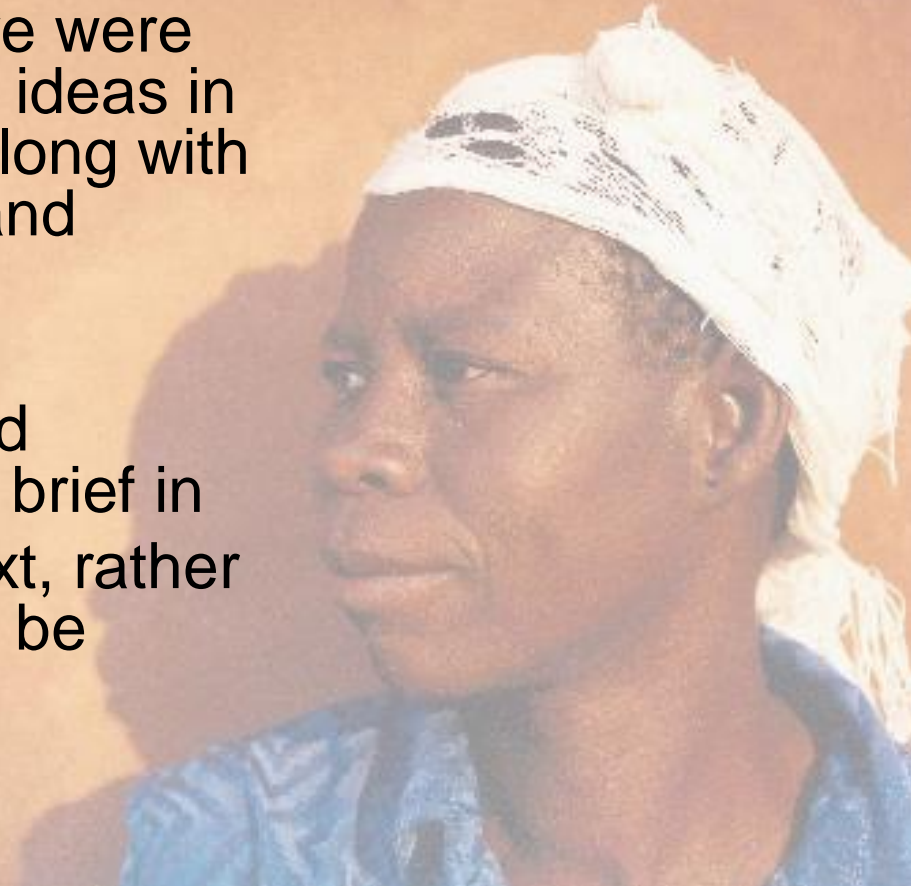
“A business woman in England would be very different to an African business woman. When using the term ‘business woman’ I think of suits and expensive designer tags. Someone who would be married, around 40 years of age with plenty of experience in the world of work. The appearance would be a sincere expression and neat hair. But an African woman would be different.”



Evaluation

“I really liked that we were able to put our own ideas in to the bag design along with the client’s likings and dislikings.”

“The project allowed students to see the brief in a ‘real world’ context, rather than as a project to be assessed.”



Recommendations

- NGOs and ITE institutions develop positive, 'co-educator' resources
- Resources are incorporated in to ITE
- New teachers are encouraged to turn to co-educators to introduce context and expertise
- Power dynamics between teacher, learners and subject shift
- Teachers concerns over complex global issues reduce and confidence increases
- Teachers assist pupils to embark on the same path



Thank You

“When people say it cannot be done, they only mean it has never been done before.”

Angeline Mugwendere,
Director, Camfed Zimbabwe

