



THE BIGGER PICTURE

Four windows on one world
Quatre fenêtres sur un monde
Cuatro ventanas en un mundo
Dört pencereyi bir dünya



FEMPA
FEDERACION DE EMPRESARIOS DEL
METAL DE LA PROVINCIA DE ALICANTE



Grundtvig Learning Partnership Report

The Bigger Picture

1. Introduction

This is the final report of a Grundtvig Learning Partnership project, The Bigger Picture, involving four European Countries: France, Spain, Turkey and United Kingdom. The project ran from August 2008 to July 2010.

2. Partnership aim

The partnership was formed to help raise awareness of international development among educators and learners in adult education and promote active global citizenship.

3. Project objectives

Within the broad aim above, the main partnership objectives were to:

- Develop a shared understanding of globalisation and interdependence among participating institutions
- Develop an awareness of international development among learners in adult education, especially of the Millennium Development Goals
- Identify the training needs of adult educators and to provide opportunities for appropriate training in the pedagogy of development education
- Pilot and evaluate materials that reflect the global dimension
- Share best practice between participating institutions



Alicante, Spain – 2010



Bordeaux, France- 2009

4. Project partners

Enfield Council, United Kingdom (Coordinating Partner).



Enfield Council is a local authority in north London providing a range of public services including adult education, schools, housing, social services, environmental services and leisure.

The Lifelong and Community Learning Service, which is coordinating this project is responsible for adult education, family learning, and study support and employability skills training.

Fempa – Federacion de Empresarios Del Metal de la Provincia de Alicante, Spain



FEMPA represents the managerial side of the metallurgic sector in the province of Alicante, negotiating on their behalf with the trade unions in the collective bargaining.

FEMPA organises training for workers in the metallurgical industry at all levels including manual and unskilled workers, some of whom have very little understanding of economic issues and how globalisation can impact on the industry.

Institut de Formation et d'appui aux Initiatives de développement IFAID Aquitaine, France



IFAID, Institute of Training and Support for Development Initiatives is a non - profit organization, financed by public institutions. The Institute facilitates the initiatives and projects which are aimed at achieving sustainable development in the developing and developed countries.

Ödemiş Endüstri Meslek Lisesi - Ödemiş Vocational High School, Turkey



Ödemiş Endüstri Meslek Lisesi - Ödemiş Vocational High School was founded in the academic year 1944/45. The School runs several programmes with 800 students attending during the daytime and 250 students attending computer operator and other courses.



Ephesus Museum, Turkey- 2010



Ephesus, Turkey - 2010

5. Project Methodology

The partnership conducted a survey among tutors and learners to gather baseline information about the level of awareness of international development issues among learners and tutors and the extent to which they were currently being reflected in education and training. The results were analysed and used to identify the key areas that the project would focus on raising awareness.

Each partner selected a different approach and theme for raising awareness among their learners, which were different for each partner organisation, providing a rich mixture of approaches and contexts.

6. Key Themes and Needs

A number of common themes and needs emerged from the analysis of the questionnaire on awareness of global issues among adult learners and tutors, and the extent to which global issues were being reflected in learning.

- Learners declared a high level of awareness of global issues, but were not matched by their ability to identify key global issues such as the Millennium Development Goals;
- The majority of learners had learned about global through the internet and media with the internet the main source of information;

- Only a small percentage of learners had learned about global issues from courses and classes;
- Learners were very interested in learning about global issues and what could be done to make the world a better place;
- The majority of learners had been engaged in discussions about global and international issues, but very importantly, **not** from different perspectives;
- Nearly a third of the tutors said that they were unfamiliar with global issues, and not surprisingly, few could identify the Millennium Development Goals; and
- Nearly all tutors said that they would like to learn more about global issues so that they could embed them in their teaching.

7. Approaches to embedding

Each partner adopted a slightly different approach to raising awareness of global issues depending on the context in which they were operating and their learners. However, there was the common element in embedding the global dimension in the curriculum and day to day teaching.

Enfield Council mapped the global dimension across a particular subject area: English for Speakers of other Languages (ESOL). The approach looked at particular global themes and how they could be embedded in the learning materials and activities used in teaching the subject.

FEMPA adopted a similar approach that considered ways in which some of the global dimension could be embedded in teaching in the metallurgical sector. Some global dimensions were selected ways of bringing them into everyday teaching to raise awareness and promote greater understanding of the subject were developed.

IFAID combined raising awareness of the global dimension with the learning of English thus achieving a dual objective of raising awareness of the global dimension and improving learners' English language skills. The approach was very practical based on dramatisation and role plays of real life scenarios around some of the themes. It also helped develop a global vocabulary in English.

Odemis Vocational School considered the Millennium Goals focusing on the position of women and how technology could be used to empower them to take greater control of, and improve their lives

and that of their family, and contribute to community and national development.



Enfield, UK-2008

8. Conclusions from the Evaluation:

The overwhelming conclusion from the monitoring and evaluation was that this was an important issue and every effort must be made to continue promoting it, especially to develop active citizens, help combat problems such as poverty, environmental degradation and encourage sustainable lifestyles. In particular, the partnership concluded that:

- (a) The project had been very instrumental in generating interest and debate, and the broadening of horizons of all those involved;
- (b) Governments, NGOs and educational providers have an important role to play in raising awareness of global issues not just among learners, but among the general public;
- (c) As the world is becoming increasingly global, it is essential that we understand the world we live in, with particular emphasis on the interdependence and interconnectedness between different countries and peoples of the world;
- (d) Tutors and teachers needed to be trained and supported in understanding international development and global issues as well as the pedagogy of embedding;

(c) The embedding approach opened up new possibilities and pedagogic approaches to teaching and learning which should be adopted across all education sectors; and

(c) Knowledge and understanding of the Millennium Goals should be promoted much more actively, not only within education, but also within the wider community.

9. Dissemination

Partners are using a range of approaches to disseminate the outcomes of the project locally and to the wider adult education sector including this report which will be used as a backdrop to dissemination activities.

In addition to this report, which will be circulated, partners will promote the outcome within their organisations channels of communication including newsletters, intranet and internal meetings. This report will also be available on partner's websites for downloading.

10. Sustainability and Continuity

All partners will continue to promote awareness of global issues with their learners using the approaches and materials that they have piloted. Matters. They will also be seeking opportunities to promote awareness of international issues to the wider public.



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