

# Review of Activities under Cyfanfyd's Southern Voices Project

## Interim Research Report

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# Section 1: Background

# 1. BACKGROUND

## 1.1 Introduction

### Purpose

To produce an interim research report reviewing activities under Cyfanfyd's Southern Voices project which will contribute to eventual evaluation of the project and the production of a "Good Practice Guide".

### Scope and Objectives

In particular the research will:

- Select a sample of organisations that have previously engaged with both Cyfanfyd and the Southern Voices project
- Review the sample organisations' work in terms of their level of understanding of Cyfanfyd and the Southern Voices principles and the impact of these in their work
- Identify implemented ESDGC/Development Education and DAF Aims in their practice
- Interview representatives from relevant organisations to inform the report (What did or didn't work for them?)
- Produce 3 case studies

For clarity's sake, this report will use the five objectives mentioned above as headings to structure the work undertaken.

## 1.2 Methods

### Secondary Information:

- Sample of organisations provided by Cyfanfyd/Southern Voices project.
- Southern Voices: Welsh Choices document
- Directory of organisations working on ESDGC with BME groups in Wales.

## **Evidence obtained directly from organisations included in the sample**

- Information gathered by the questionnaire form (Annex 1)
- Information gathered by the Case Study form (Annex 2)
- Direct contact: Meeting/telephone conversation with organisations

The consultant designed the questionnaire and the case study forms. Both forms were submitted to the contract officer at Cyfanfyd for approval prior to commencement of the research.

### **1.3 Framework Documents**

- Nine Key Concepts of Education For Sustainable Development and Global Citizenship
- Seven ESDGC Themes
- Development Awareness Fund Programme Objectives
- Eight Millennium Development Goals (including targets and indicators)

# Section 2: Findings

## 2. FINDINGS

### 2.1 Select a Sample of Organisations that Have Previously Engaged with Both Cyfanfyd and the Southern Voices Project

Cyfanfyd provided the consultant with a list of the relevant contacts for the research. The different organisations contacted have either attended Cyfanfyd/Southern Voices training courses or have received ongoing support from the project officers.

The sample consisted of the following organisations:

- **EYST:** Ethnic Youth Support Team
- **BVSNW:** Black Voluntary Sector Network Wales
- **SIS:** Somali Integration Society
- **SRCDC:** South Riverside Community Development Centre
- **Onepeople Productions**
- **African Community Centre**
- **AMFI:** African Mothers Foundation International
- **Love Zimbabwe**
- **SEWREC:** South East Wales Regional Equality Council
- **WEA:** Workers Educational Association
- **One World Week**
- **PEDEC:** Powys Environment and Development Education Centre
- **Community Cohesion Team**

Initial contact was established in early April 2011 with the sample organisations mentioned above. Representatives from these organisations were contacted via email to inform them of the nature of the research and were subsequently encouraged to complete both the Questionnaire and Case Study forms. The introductory email offered guidance to those willing to take part in the research on how to complete the attached forms and it also stressed the potential benefits of submitting case studies (e.g. the likelihood of robust case studies being included in a widely disseminated Southern Voices "Good Practice Guide"). The consultant offered assistance to complete both forms.

The organisations that agreed to take part in the research were:

- EYST
- BVSNW
- SIS
- SRCDC
- Onepeople Productions
- African Community Centre
- African Mothers Foundation International

- Love Zimbabwe
- Workers Educational Association
- PEDEC

Nine of the organisations mentioned above completed a case study form.

Seven completed the questionnaire form.

Five organisations completed the forms unassisted and four of them opted for having a meeting with the consultant, and as a result the forms were jointly completed. These organisations were:

- BVSNW
- SIS
- SRCDC
- African Mothers Foundation International

## **2.2. Review the Sample Organisations' Work in Terms of their Level of Understanding of Cyfanfyd and Southern Voices Principles and the Impact of these in their Work**

The organisations consulted demonstrated a clear understanding of Cyfanfyd and Southern Voices' principles. All of them were very confident about their knowledge of the ESDGC principles.

### **Impact at work level**

Participants were asked if the attendance at any of Cyfanfyd/Southern Voices events and training sessions had had an impact on their working life. All of them agreed that it had impacted upon their working life:

"Attending these events has assured me that I am always aware of the impact and importance of ESDGC and that relevant aspects are factored into any services I develop or deliver." (*Leanne Rahman, BVSNW*)

"Attending the Training for Trainers was incredibly useful for developing my knowledge and skills as an ESDGC trainer. I felt like I gained a lot of confidence from the course. It was also great for meeting other people doing related work." (*Jacinta Jolly, PEDEC*)

Many suggested that before attending events or training they had some awareness about these principles:

"We have always been aware of ESDGC principles and even before attending Cyfanfyd events I was well aware of DFID's grant and how this links to the international agenda". (*Allan Herbert, SRCDC*)

One participant also mentioned that taking part in the events/training equipped them with skills to access unexplored sources of funding:

"Our work has been using these principles implicitly, attending training made those connections even clearer, which provided us with the needed elements to apply for a bid that was informed by the ESDGC principles". (*Michael Flynn, BVSNW*)

Participants also demonstrated an increased awareness about the Millennium Development Goals (MDGs) as a result of their involvement with the Southern Voices Project.

“My working life has been influenced by the awareness of the MDGs. You can apply those principles in isolation, without really knowing about them, but when you share experiences with others who are doing the same, the whole thing really becomes a global effort, a more effective effort”. (Becky Nsingo. African Mothers Foundation International)

A participant talked about the direct link between their organisation and Cyfanfyd/Southern Voices Project:

“PEDEC has always had a strong link with Cyfanfyd, as we are a development education centre, and part of the Wales-wide ESDGC network. The Southern Voices project is directly relevant to our current work as we are working on issues of race equality and its links with ESDGC”. (Jacinta Jolly, PEDEC)

### **Impact at personal level**

Many participants mentioned the personal implications of attending events/training at Cyfanfyd such as:

- Increased awareness of current affairs and how these relate to environmental and social justice issues
- Wider knowledge with which to educate their children about: the links between food and geography (at global and local level, food miles etc); to look into the manufacturing and environmental costs of plastic toys; and to explore different cultures through the use of music
- Shift between thinking and acting locally to thinking globally and acting locally
- Increase in their recycling patterns and consumption habits
- Increased levels of physical exercise (e.g. walking) to reduce the use of motor vehicles
- Acquisition of a vegetable patch as a consequence of attending an event

Overall most participants demonstrated a clear understanding of Cyfanfyd/Southern Voices principles and offered specific examples of the different ways of implementing these throughout their working practice.

### 2.3. Identify Implemented ESDGC/Development Education and DAF Aims in their Practice

Through the completion of case study forms, the organisations contacted gave practical examples of projects they carry out and the different ways in which they implement ESDGC, Development Education and DAF aims in their working practice. This implementation happens at different levels, with different target groups and with particular emphasis according to the organisations' own aims and objectives.

Figure 1 comprises a list of the organisations that provided case studies for this research and identifies the different ESDGC principles and DAF aims that each project addresses individually. For further detail about each project refer to the Case Study and Annex sections respectively.

**Fig.1 Implementation of Cyfanfyd/Southern Voices principles in sample organisations**

Organisation	Project	Implemented ESDGC principle	Implemented DAF aim
EYST	<ul style="list-style-type: none"> <li>▪ EYST Tuck Shop Project</li> </ul>	<ul style="list-style-type: none"> <li>✓Interdependence</li> <li>✓Citizenship and stewardship</li> <li>✓Needs and rights</li> <li>✓Diversity</li> <li>✓Sustainable change</li> <li>✓Quality of life</li> </ul>	All of the DAF aims covered by the Tuck Shop Project (See Case Study Section)
BVSNW	<ul style="list-style-type: none"> <li>▪ Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>✓Citizenship and stewardship</li> <li>✓Diversity</li> <li>✓ Values and Perceptions</li> </ul>	Two DAF aims covered by the Black History Month project (See Case Study Section)

<p>SIS</p>	<ul style="list-style-type: none"> <li>▪ SIS Girls Film Club (due to start in May 2011)</li> </ul>	<ul style="list-style-type: none"> <li>✓Citizenship and stewardship</li> <li>✓Diversity</li> <li>✓Quality of life</li> <li>✓ Values and perceptions</li> <li>✓Conflict Resolution</li> </ul>	<p>One DAF aim covered (See Attached Documents)</p>
<p>SRCDC</p>	<ul style="list-style-type: none"> <li>▪ Women’s group visit to Pontcana Allotments</li> </ul>	<ul style="list-style-type: none"> <li>✓Interdependence</li> <li>✓Citizenship and stewardship</li> <li>✓Diversity</li> </ul>	<p>See Attached Documents</p>
<p>Onepeople Productions</p>	<ul style="list-style-type: none"> <li>▪ Onepeople International Schools Project</li> </ul>	<ul style="list-style-type: none"> <li>✓Interdependence</li> <li>✓Citizenship and stewardship</li> <li>✓Diversity</li> <li>✓ Sustainable Change</li> <li>✓ Values and perceptions</li> </ul>	<p>One DAF aim covered (See Case Study section)</p>
<p>African Mothers Foundation International</p>	<ul style="list-style-type: none"> <li>▪ Sizanani Community Food Growing Project</li> </ul>	<ul style="list-style-type: none"> <li>✓Interdependence</li> <li>✓Citizenship and stewardship</li> <li>✓Needs and rights</li> <li>✓Diversity</li> <li>✓Sustainable change</li> <li>✓Quality of life</li> <li>✓ Uncertainty and precaution</li> <li>✓ Values and perceptions</li> </ul>	<p>All of the DAF aims covered by the Sizanani Community food project (See Case Study Section)</p>

<p>Love Zimbabwe</p>	<ul style="list-style-type: none"> <li>▪ Fairtrade in Schools and Community Project</li> </ul>	<ul style="list-style-type: none"> <li>✓ Interdependence</li> <li>✓ Citizenship and stewardship</li> <li>✓ Needs and rights</li> <li>✓ Diversity</li> <li>✓ Sustainable change</li> <li>✓ Quality of life</li> <li>✓ Values and perceptions</li> </ul>	<p>All of the DAF aims covered by the Fairtrade in Schools and Community Project (See Case Study Section)</p>
<p>PEDEC</p>	<ul style="list-style-type: none"> <li>▪ Race Towards Equality Project</li> </ul>	<ul style="list-style-type: none"> <li>✓ Citizenship and stewardship</li> <li>✓ Needs and rights</li> <li>✓ Diversity</li> <li>✓ Values and perceptions</li> </ul>	<p>Two DAF aims covered by the Race Towards Equality Project (See Case Study Section)</p>

## **2.4. Interview Representatives from Relevant Organisations to Inform the Report**

### **Achievements and Challenges in implementing principles and aims**

This section comprises practical examples in which participants share their experiences with ESDGC principles and DAF aims. Some of the following accounts are examples of successful projects while others provide evidence of the challenges of implementing ESDGC principles and DAF aims.

#### **Successfully Embedding ESDGC into Adult Learning**

The representative from the Workers Educational Association (WEA) has attended Cyfanfyd's and Southern Voices' round table events, Annual General Meetings and is also a member of the Adult Education Network. WEA is an example of the successful implementation of ESDGC principles into their work.

Their project entails using food and the concept of food sovereignty to raise awareness of poverty and interdependence among staff, tutors and learners in WEA. It focuses on choices and the consequences of an individual's actions.

The project is targeted at WEA tutors, trade unions and volunteers in South Wales, who will then work with existing and new learners. WEA's provision is focused on:

- Deprived communities
- BME groups
- Migrant workers
- Older Learners
- Community Next forums
- WEA Branches
- Community Learning Representatives
- Trade union officials, activists and members

The success of the project is evidenced by the following facts:

- Tutors are changing their practice, thinking about diversity and global issues and embedding them into their teaching
- WEA staff are more aware of issues around poverty and food production. Fairtrade products are always used and the organisation has gained Fairtrade status
- Learners have gained knowledge and understanding of poverty and global issues

Tutors have applied their learning by planning and embedding ESDGC into their teaching. They have also produced new resources for their lessons to support this. Tutor knowledge is being shared across the network and this is being re-enforced with training days and peer assessment opportunities. Tutor resources can be shared on the WEA website which also has an ESDGC page with relevant information and links. Some learners have shown a greater interest in each other's cultures and share their experiences. Others have demonstrated a greater awareness of practical actions i.e. recycling, shopping locally etc. Learners as members of WEA Council and through WEA branches have taken motions about ESDGC to the AGM.

### **The challenge of putting the message across**

Although most participants referred to the impact of implementing Cyfanfyd/Southern Voices principles using positive statements, one of them reflected upon the challenges involved in trying to put the ESDGC message across. He pointed out that although he understands the ESDGC principles quite well, at times he struggles when trying to communicate them to some of the groups he works with (in particular people of Sub-Saharan African and South East Asian origin). In his experience, the combination of the two elements in ESDGC: the Education for Sustainable Development element and the Global Citizenship element, become a challenge if used together. Instead, he argues, it is more appropriate to address each element on its own in order to avoid complications, especially when working with target audiences for whom English is not their first language. Focusing on the DAF objectives and MDGs can add clarity in this area.

The same participant offered another example of the many challenges for those working with BME communities. Embedding ESDGC principles is a long process and many discussions need to take place beforehand. This seems to be the case especially for BME communities and those working with them. Tensions can develop between the need for a cultural identity and the need to protect the natural environment:

"Thirty years ago Bangladeshi people living in Cardiff struggled to buy the ingredients to cook traditional dishes to keep their culture alive. Nowadays that's no longer a problem as spices and ingredients are readily available across the city. The challenge I see is how to hold conversations about eating local food, discussing the implications of food miles in a culturally sensitive subject such as this one?" (*Allan Herbert, SRCDC*)

## **A project in the making**

The representative from the Somali Integration Society (SIS) has attended Round Table events and Introduction to ESDGC, organised by Cyfanfyd and the Southern Voices project. SIS's representative is also a steering group member of the Southern Voices Network.

SIS is currently working in partnership with Southern Voices in a project that will address several of the ESDGC Principles and at least one of the DAF aims. A Film Club for young women (16-25) will be launched in late spring 2011. The project aims to promote a better understanding of issues of local and global relevance through the medium of cinema. After each cinema screening members of the film club will discuss the issues at stake in the film.

The Film Club aims to broaden the participants' understanding of the ESDGC concept of Interdependence which is also central to the DAF objectives by screening international films that foster dynamic discussions about the different issues that link us with people around the world.

The coordinator of the project expects that issues of individual and collective responsibility will also be discussed, thereby addressing the ESDGC concept of Citizenship and Stewardship.

The ESDGC concept Values and Perceptions will be also central to the discussions that follow the film screening. It is expected that in the group discussions participants will have the chance to expand their critical awareness to review images and information about less developed areas of the world.

It is hoped that the Film Club will promote a better understanding of individual and collective responsibility: both the films shown and the discussions about them will be steered in that direction. In this sense participants will be better informed when it comes to making their own choices, and will have an increased awareness about the implication of these choices (DAF aim 4).

The film club project will take place in partnership with the Southern Voices programme and for this reason the Millennium Development Goals and ESDGC principles will be embedded in it from the onset.

# Section 3: Case Studies

### 3. CASE STUDIES

The following Case Studies were selected as the most successful examples of implementation of ESDGC principles and DAF aims among all the case studies submitted by the organisations taking part in the research. The individual Case Studies are structured in a way that makes it easy to identify the nature of the project and the implementation of the principles and aims central to this research.

#### Case Study 3.1: Ethnic Youth Support Team

##### *EYST "Tuck Shop" Project*



"It feels really good to help other young people in the world, especially those who haven't got as much as we have". (EYST participant)

##### **Description of the Project**

The EYST Tuck Shop Project sponsors four young people from different continents around the world using the profits generated from the EYST Tuck Shop. EYST sends £60 each month via the charity *Action Aid* to sponsor four children from four different countries: Haiti, Ethiopia, Brazil and Pakistan.

##### **How did the Project come about?**

The idea originated from the clients of EYST, young people from ethnic minorities, aged 11-25, after a discussion on the topic of children and young people around the world within the EYST Youth Drop In Centre. The young people got together and decided to sponsor these young people via one of the many charitable organisations undertaking such work. After the idea was suggested, the EYST project worker got in

touch with *Action Aid* and invited them to do a presentation to the EYST young people to explain to them how child sponsorship works. The young people were very excited, and it was agreed to sponsor four children from around the world sending each one £15, which would go towards supporting their studies, health, and so on.

The EYST clients and workers have prepared a display board in the Youth Centre publicising the project and reminding the young people about where their money is going and why. The project is still ongoing, with more and more people finding out about the project and wanting to contribute to it.

A member of staff who has received training from Cyfanfyd was able to share the information and skills gained in the course with the young people supporting their participation in the project.

### **Which section of community does/ did this activity provide for?**

The activity is organised by ethnic minority young people aged 11-25, and it is aimed at increasing their awareness of global issues. However, it has also increased the awareness of other users of the EYST youth centre including community elders, young females, disabled young people and many others.

### **How does the project relate to DAF aim number one?**

The project has increased the young people's knowledge and understanding of poverty in different countries across the world, and the different factors impacting on poverty for example the environment, transport, communication, gender relations, etc.

### **How does the project relate to DAF aim number two?**

Through the discussions with EYST Project workers, as well as through the presentation from Action Aid, the project has made the young people think about the potential negative or positive impact of our own lives on those of other young people.

### **How does the project relate to DAF aim number three?**

The Project has increased the young people's understanding of international efforts to reduce poverty via charitable organisations such as Action Aid, Oxfam, Islamic Relief and others.

### **How does the project relate to DAF aim number four?**

The project has increased the understanding of the young people of the role that each of them can play in having a positive or negative impact on the wider world around them, even reaching other young people in different continents. They have increased their understanding of the environmental, social and economic issues which are globally interdependent, and understanding how their own actions – e.g. buying chocolate in a Tuck Shop – can impact on others across the globe.

## Case Study 3.2: Onepeople Productions

### *Onepeople International School Project*



Students at Deenabandhu School, India, practising camera work



Uppsala Waldorf School, Sweden

### **Description of the Project**

The project, in its first year, involves 4 schools (2 in India, 1 in Sweden and 1 in Wales) in a collaborative film project. Students learn film techniques and then make 5-minute films about themes like Non-violence or Social Responsibility. Each student group uses their own unique perspective to make the films for their audience of counterparts in other countries, whom they get to know via *Skype* and *Facebook*. This process culminates with each school showing all the films in a film festival where the local communities are invited to attend.

### **How did the Project come about?**

Onepeople's director and other staff members have been involved in the Southern Voices project and have attended Introduction and Training for Trainers courses. The project came about as a result of their efforts to make contact with and set up community groups in India and Sweden. The original ideas changed as contact was made with schools that showed an interest in the project. The first pilot kicked off in October 2010 and will end in June 2011. Next year's project is expected to start in October 2011, assuming sufficient funding is available.

### **Which section of community does/did this activity provide for?**

The project involves school students, teachers, and the surrounding communities. The partners involved are the 4 schools – Pentrehafod Comprehensive, Swansea;

Uppsala Waldorf School, Sweden; Deenabandhu School and Future School, India. Partners for next year will also include Atlantic College and St Mikael's School, Sweden.

### **The project relates to DAF aim number four**

The focus of the project is for the students to make films on common topic areas, but with their own perspectives involved. This is expected to give everyone involved a sense of the how connected our global society is. The knowledge and awareness of common issues and problems will lead to students being more enlightened global citizens as they mature. The success of completing their film projects and seeing the impact of their films in countries far away will lead to a sense of empowerment and a belief in their own ability to influence change.

## Case Study 3.3: African Mothers Foundation International (AMFI)

### *The Sizanani Community Food Growing Project*



Planting at the Sizanani Garden



Women of different ages at work in the garden

### **Description of the Project**

In 2008 the Cardiff-based AMFI established a link with a food-growing project in Zimbabwe. Since then, AMFI provides support to a group of women in the Bambanani region who have set up the 'Sizanani' cooperative to undertake a number of overlapping activities including a food-growing horticulture project with which they grow food for themselves and produce a surplus for sale. The Wales-Zimbabwe link allows cultural exchanges and skills sharing between the two countries. Some of the profits of the products they sell go towards supporting orphan children in the area. AMFI works in partnership with the Wales-African Community Links (main founders of the project) and with a range of organisations both in Wales and in Zimbabwe.

### **How did the Project come about?**

The project started in the 1970s. It was organised by a group of local women who organised themselves to grow their own food. However in 2008 they started working

in partnership with AMFI and since they have grown and started selling the surplus products, which have generated income for those involved.

### **Which section of community does/did this activity provide for?**

The project provides for women from the Sizanani project and their families. A school for local orphan children receives free food donated by the Sizanani project. Chronically ill local people also receive free vegetables.

### **How does the project relate to DAF aim number one?**

The project has from the outset identified some of the local challenges and prospects for development. The lack of resources is one of the major challenges for the local community, as they can't access relevant training to drive the project forward. The international links the project has with Wales has meant that some national and international resources are now channelled to support the project. The project strives to eradicate poverty from the local villages by enabling self-sustainability of community members, their families and others in the village.

### **How does the project relate to DAF aim number two?**

The organisations that support the project are aware of issues of global interdependence. If poverty in an African village is alleviated, the good example can have a ripple effect in other areas and this will have positive consequences.

### **How does the project relate to DAF aim number three?**

There are clear links between Wales and Zimbabwe in this project. With regards to addressing some of the Millennium Development Goals, the project itself is generating support to orphans of HIV/AIDS victims.

Furthermore the international support the project has received has meant that the Zimbabwean government through their Social Welfare Department is currently offering training to the women who work in the project to improve their farming skills.

### **How does the project relate to DAF aim number four?**

Women and community members taking part in the project are aware of the crucial role they play as agents of their destinies. There is awareness among the members of the project about the benefits of locally produced fresh food and Fairtrade products. Their actions are impacting directly on the world around them (community members benefit from fresh food and from the profits generated through sales; orphan children and chronically ill people benefit from free food donated by the project).

Involvement with Southern Voices has strengthened the project by increasing awareness of the issues and the importance of educating people in the UK/Wales about them.

## Case Study 3.4: Love Zimbabwe

### *Fairtrade in Schools and Community Project*



Fairtrade talk at Aber Food Fest 2009



Fairtrade talk

### **Description of the Project**

Raising awareness about Fairtrade in schools and youth groups in Wales. Teacher training workshops have been delivered to illustrate how Fairtrade can be encompassed in the school curriculum and how Fairtrade is linked with the seven themes of ESDGC.

### **How did the Project come about?**

The Wales Fair Trade Forum supports schools in Wales to learn more about Fairtrade, to switch to Fairtrade products and to join the Fairtrade School Scheme where possible. In 2008-2009 the Wales Fair Trade Forum subcontracted seven

organisations across Wales to deliver this support. Love Zimbabwe was one of these seven organisations.

In November 2009, two representatives from Love Zimbabwe attended Cyfanfyd's ESDGC Training for Trainers in Education. This training widened their knowledge about ESDGC and development education and gave them more access into schools and colleges. This project is still ongoing and will be finished by the end of July 2011.

### **Which section of community does/did this activity provide for?**

The project provides for youth groups and schools around South Wales. Twenty-eight schools in South Wales have received direct support and special reference will be made to schools in Torfaen for the purposes of this case study.

With funding and support from Fairtrade Wales, Love Zimbabwe has completed four start-up workshops in Torfaen, six schools in Bridgend, and ten schools in Newport/Monmouth.

Love Zimbabwe is currently organising start up visits with eight schools in Cardiff and they are also planning follow up visits for schools in Torfaen, Newport, and Bridgend to take place between May-July 2011. By working on a cluster basis (where possible) the project has been able to reach a much wider audience than originally anticipated.

So far ten schools have benefited from start-up visits in Torfaen with over 2,000 pupils accessing Fairtrade awareness sessions. Further activity has been carried out by Community Focussed Schools to extend the reach of Fairtrade in Torfaen.

### **How does the project relate to DAF aim number one?**

Love Zimbabwe Fairtrade organisation supports equitable global trading relationships in order to maintain sustainable livelihoods in the developing world, with special reference to Zimbabwe. Their main aim is to further global ethical trade development and bring education about sustainable and environmentally friendly products to the people of Wales.

Their involvement in schools and communities raise consumer awareness about Fairtrade and ethically sourced products. They organise an annual ethical/Fairtrade event in Brecon and Abergavenny, which is intended to generate awareness of the inequalities of free trade and thereby support the movement for Fairtrade, and assist in bringing about change in international trading rules.

A percentage of the profits from their community interest company are channelled into community-based projects in Zimbabwe through social premiums. They also endeavour to bring an understanding and appreciation of different cultures, global exchange through trade, music, dance and food.

### **How does the project relate to DAF aim number two?**

By creating a sustainable annual event, Love Zimbabwe encourages small scale and diaspora businesses to increase their engagement with their respective partners in

the developing world. This will increase their ability to influence the terms of trade that affect them at national, regional and international level. These businesses will benefit by becoming more efficient, productive and better able to add value to their products as a result of which their families and communities will also benefit from increased and more secure incomes.

### **How does the project relate to DAF aim number three?**

The following facts explain why Love Zimbabwe Organisation strongly believes in Fairtrade and the challenges that it is facing in contributing towards the international efforts to reduce poverty and promote development including the Millennium Development Goals.

Fairtrade Labelling Organizations International (FLO) has announced that consumers worldwide spent £1.1bn on Fairtrade Certified Products since 2006. This is a 42% increase on the previous year directly benefiting over 7 million people - farmers, workers and their families in developing countries.

Meanwhile, in the UK, new figures released recently show that the FAIRTRADE Mark is now recognized by almost three in five British adults. The findings show that 57% of adults can identify the independent Fairtrade consumer label. UK Sales of Fairtrade certified products reached an estimated retail value of £1.4m in 2010, and there are now over 4,500 certified Fairtrade products on the market in the UK.

By increasing awareness of the problems in developing countries people will be better able to make informed choices with knowledge of how their actions impact on the world around them.

### **How does the project relate to DAF aim number four?**

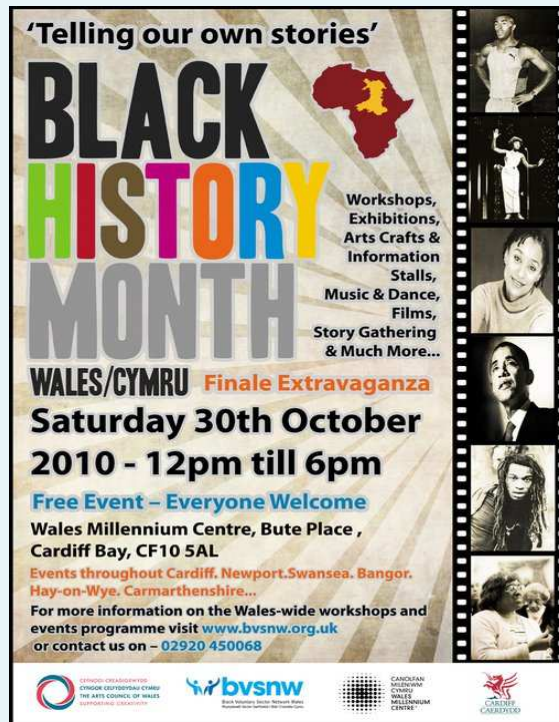
Love Zimbabwe has been successful in getting a lot of media coverage, from TV to local press, and this too has helped increase public awareness and understanding about different cultures and how our actions here affect people thousands of miles away.

Love Zimbabwe offers children from across Wales the opportunity to participate in the Wales World Trade Fair, an annual event established in 2006. In 2011 they are organising Fairtrade Song Competition and this has received great support from the different organisations (The Cooperative, Fair Trade Wales and Abergavenny Town council)

Love Zimbabwe has managed to link schools in Wales with schools in Zimbabwe on a basis of mutual friendship. The British council and WCVA-Gold Star Communities have acknowledged these links.

## Case Study 3.5: Black Voluntary Sector Network Wales

### *The Black History Month Project (BHM)*



Black History Month Poster 2010

### **Description of the Project**

Black History Month Wales engages, educates and empowers individuals, community groups and Wales-wide communities in recognising the contribution that the African diaspora has made to the history of Wales' economic and cultural development. Bvsnw coordinates the BHM event in Wales. Most members of staff at Bvsnw have undertaken training with Cyfanfyd. As a result the BHM event is centred on the ESDGC Identity and Culture principle that values human diversity and recognises the negative impact of discrimination.

Wales arguably hosts one of the first truly multi-cultural cities in the world where numerous races have lived side-by-side in harmony for many decades. Wales remains aware and proud of its diversity and rich past and it celebrates a great tradition of arts, sharing stories and welcoming visitors from around the world. BHM Wales delivers and oversees a month-long wide-ranging programme of inclusive activities for everyone culminating in a grand finale at the Wales Millennium Centre each year.

## **How did the Project come about?**

Black History Month is the month in which African history and heritage is celebrated throughout the UK. Such celebrations are owed to Dr Carter G. Woodson, a black American scholar, who noticed from his studies that history books largely ignored the black American population. In the UK, BHM emerged as part of the African Jubilee Year for Marcus Garvey Centenary celebrations in America. Akyaaba Addai Sebbo co-ordinator of Special Projects at the Greater London Council (GLC) is acknowledged as the originator in the UK, with the first event in 1987. Since then BHM has grown to encompass over 6,000 events celebrated across the UK every October, with activities such as lectures, conferences, concerts and specialist programmes in community centres, schools, libraries and museums, highlighting and celebrating the achievements and contributions that black people have made to the development of British society, technology, economy and culture. In Wales BHM events have been taking place since the 1990s. The first BHM Wales event in its current form took place in 2007 at Butetown's Youth Pavilion.

## **Which section of community does/did this activity provide for?**

BHM Wales is for everyone. In addition to making the project open to all, BVSNW does make a conscious effort to engage with more rural and isolated communities and those who may not know much about Black History and Black History Month in Wales and beyond. Workshops are particularly aimed at community groups and schools. Partners are encouraged to seek out the needs of their respective communities and to source match funding to build on this programme to reach and involve as many citizens in their locality as is possible. Last year over 7000 people across Cardiff, Swansea, Newport, Bangor, Llanelli and Hay-on-Wye took part in 48 events.

## **The project relates to DAF aim number two**

Black History Month Wales builds understanding of all of our global interdependence through the sharing of stories passed down through the generations, a variety of in depth workshops and seminars to share and discover history and heritage, taking part in traditional Caribbean and African arts and crafts and exhibitions portraying the journeys, links and accomplishments from Africa to Wales.

## **The project relates to DAF aim number three**

BHM Wales's aims relate to the Millennium Development Goal 3. Promote gender equality and empower women: BHM raises awareness of the contributions made to Wales by African diaspora men and women, they launched the 'Black Female Role Models' digital exhibition and 'Sporting Heroes' digital exhibition.

BHM Wales' aims relate to the Millennium Development Goal 8. Develop a global partnership for development: Raise the profile of African diaspora artists in Wales and provide a platform (BME artist database) to showcase their work.

## **Case Study 3.6: Powys Environment and Development Education Centre**

### ***The Race Towards Equality Project***

#### **Description of the Project:**

Race Towards Equality is a project for high schools in Powys. The project involves two parts. The first part is an inset workshop for all teaching staff which explores the links between Education for Race Equality and ESDGC, explains schools' and teachers' responsibilities under The Race Relations (Amendment) Act 2000 (now the Equality Act 2010), gives practical strategies for embedding ESDGC across the school and the curriculum, gives tips on dealing with racist incidents and introduces teachers to a range of relevant resources. The second part of the project involves student workshops, delivered by high-profile anti-racist education charity Show Racism the Red Card.

#### **How did the Project come about?**

Race Towards Equality was a joint idea of PEDEC workers, influenced by the publication of *Another Spanner in the Works: Challenging Prejudice and Racism in Mainly White Schools* (Trentham Books), and by Cyfanfyd's Southern Voices project. (PEDEC has attended Training for Trainers and is part of the Southern Voices Network). It was felt that the mainly-white high schools in Powys would benefit from the project, as teachers and students are not actively faced with the challenge of diversity in their schools, yet education about these issues is important for the creation of global citizens. The project received DFID funding from April 2010. The project is reaching the end of its first year, and will continue for another year or two, pending the re-funding.

#### **Which section of community does/did this activity provide for?**

The project works with teachers and students within the mostly-white high schools of Powys.

#### **The project relates to DAF aim number two**

The project relates to the first part of this DAF aim, 'building understanding of our global interdependence.' Teachers and students were encouraged to see racism from a global perspective, and to understand that challenging racism was part of our responsibilities as global citizens.

#### **The project relates to DAF aim number four**

The project relates to this aim in the sense that it encourages both teachers and students to see themselves as having a very active role to play in the local and global struggle against racism and injustice. It encourages individuals to see that they have the power, and the responsibility, to enact change within the world, and that their actions on a local level have greater impacts on the world around them.

### **Follow Up Issues**

- PEDEC would like to attend round Table events and AGM's. So far this has not been possible as they are based in mid Wales
- BVSNW stated that they would like to attend Cyfanfyd's AGM
- BVSNW would like to receive support from Cyfanfyd regarding ESDGC training for the young people involved in their projects
- SRCDC would like to attend Training for Trainers course
- SRCDC is interested in doing more partnership work in order to develop resources to put the ESDGC principles and DAF aims message across effectively to the community groups they work with
- SRCDC is interested in finding out about Cyfanfyd's Adult Education Network
- AMFI would like to attend Training for Trainers course

## List of Participants

- **EYST:** Momena Ali and Rocio Cifuentes
- **BVSNW:** Leanne Rahman and Michael Flynn
- **SIS:** Hibo Mader
- **SRCDC:** Allan Herbert
- **Onepeople Productions:** Sandeep Dinker
- **African Community Centre:** Uche Otiagede
- **AMFI:** Bekezela Nsingo
- **Love Zimbabwe:** Martha Musonza Holman
- **WEA:** Jayne Ireland
- **PEDEC:** Jacinta Jolly

**ANNEX 1**

**Cyfanfyd Southern Voices (SV) Project**

**Questionnaire**

Name..... Date.....

Organisation .....

Telephone.....

E-mail .....

**Please tick one or more of the following options**

- I have attended Round Table event/s
- I have attended Training for Trainers
- I have done the Introduction to ESDGC training
- I have attended the Annual General Meeting (Cyfanfyd)
- I am a Steering Group Member
- I am a Member of the Southern Voices Network

**Would you like to attend any of the events above? Which one/s?**

1. Has your attendance to any of the above impacted your working life? How?

2. Has it impacted your personal life? How?
3. What is your position within the organisation?
4. What made you join the Southern Voices/Cyfanfyd?

### *Organisational*

1. What services do you provide?
2. What is your target audience?
3. Are you part of any of the following?
  - Global Youth Network
  - ESDGC Schools Network
  - Adult Education Network
  - Southern Voices
4. Would you like to receive any support from Cyfanfyd/Southern Voices project that you are not receiving at the moment? What type of support?

Please have a look at the following Development Awareness Fund (DAF) aims and tell us if you have developed any projects that take the DAFs into consideration:





**Section A. What are the key features of this project? [150 words]**

**1. What of the following ESDGC concepts and DAF aims does the event/project include: [tick one or more]**

**ESDGC Concepts**

- Interdependence
- Citizenship and stewardship
- Needs and rights
- Diversity
- Sustainable change
- Quality of life
- Uncertainty and Precaution
- Values and Perceptions
- Conflict Resolution

**DAF Aims**

- Building knowledge and understanding of the major challenges and prospects for development, in particular the challenge of reducing poverty.
- Building understanding of our global interdependence, and that failure to reduce global poverty levels will have serious consequences for all of us.
- Generating understanding of and support for international efforts to reduce poverty and promote development including the Millennium Development Goals. Promoting recognition of the progress so far made, and that further progress is affordable, achievable, and most of all vital.
- Building understanding of the role that individuals can play; enabling them to make informed choices with the knowledge of how their actions impact on the world around them.

**2. What event, activity or project is described here? (a brief paragraph)**

<b>3. How did it come about? When and why set up &amp; for whom? Where did the idea come from? Is it still going on?</b>
<b>4. Did you work with any partners? And if so, who were the partners?</b>
<b>5. Which section of community does/did this activity provide for?</b>

**Section B. What good practice was achieved? [150 words]**

<b>1. What evidence is there to demonstrate the value of this project – e.g. monitoring, evaluation or statements by participants... please explain.</b>
<b>2. Does the project relate to the DAF aim number one: “ Building knowledge and understanding of the major challenges and prospects for development, in particular the challenge of reducing poverty”?</b>

**Please explain how.**

**3. Does the project relate to the DAF aim number two: “Building understanding of our global interdependence, and that failure to reduce global poverty levels will have serious consequences for all of us”? Please explain how**

**4. Does the project relate to the DAF aim number three: “Generating understanding of and support for international efforts to reduce poverty and promote development including the Millennium Development Goals. Promoting recognition of the progress so far made, and that further progress is affordable, achievable, and most of all vital”? Please explain how**

**5. Does the project relate to the DAF aim number four: “Building understanding of the role that individuals can play; enabling them to make informed choices with the knowledge of how their actions impact on the world around them”? Please explain how**

*Thank you for your help.*