

Anti-racist global citizenship

Global learning, Black Lives Matter and integrating anti-racist approaches into the Curriculum for Wales

Global Citizenship and anti-racist approaches

We define global learning as the knowledge, skills and values needed to promote sustainable development, sustainable lifestyles, human rights, equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity.

We support calls to ensure teachers and schools include black history as they develop their approaches to the new Curriculum for Wales, but we think that truly systematic anti-racist approaches go beyond content and require a set of understanding, skills, values and attitudes found in global

learning and citizenship methodologies and outcomes.

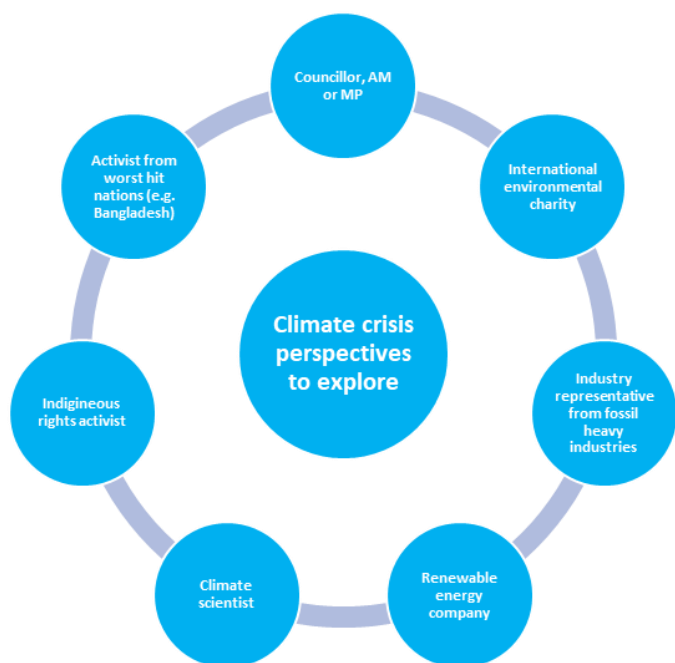
Global learning:

- Explores complex issues from multiple perspectives and angles—this must include the perspectives of diverse people from around the world, including from global majority nations (example in diagram on the left)
- enables exploration of learners' own identities and how they interact with others; they learn to value diversity and develop their own sense of identity and self esteem
- develops questioning, critical thinking skills, self-awareness and reflection so young people can feel comfortable challenging stereotypes and harmful narratives
- promotes cooperation and conflict resolution and respect for others—this means engaging in meaningful discussion and dialogue rather than social media cultures that can encourage abuse and 'shouting down' people with other views
- supports young people to take informed action on the issues that matter to them, including equality, diversity and racism
- takes a social justice approach that is aware of the dynamics of power and privilege

Learners will become familiar with many complex issues in their lives including racism, power and inequality; there are global citizenship tools and methodologies that facilitate exploration of complex issues such as racism, power and inequality, for example, issue trees, consequence wheels and critical questioning techniques.

Creating space in the Curriculum for Wales

In our interpretation, the new Curriculum for Wales not makes space to cover these facets of learning, but makes it inevitable if delivered well. For example:



Example mapping local, national and global multiple perspectives on the topic of climate change



- **Local, national and international contexts:** at all stages across all Areas of Learning and Experience (AoLE) local, national and international contexts must be explored—this means it is essential that multiple and diverse perspectives are included in **every** AoLE—done well, this will mean including contrasting perspectives that encourage pupils to explore, question and challenge. This involves sharing and celebrating similarities but also differences, and exploring the implications of navigating multiple perspectives
- **Integral skills such as critical thinking** help young people to ask questions, distinguish between fact and opinion and to weigh up issues to come to their own informed viewpoints. This also creates space to appreciate the views of others and the open-mindedness to change their views when new ideas come to light.
- Diversity is a **Cross-curricular** theme which means ways must be found to embed it across the school and AoLEs. For example, in the Science and Technology AoLE, learners are expected to think about the implications and applications of new innovation and discovery. This means considering impacts on diverse people locally, nationally and globally.

Practical examples and case studies

- The **Think Project** is an educational programme which has been devised by Ethnic Minorities & Youth Support Team Wales and has been delivered in schools and youth centres across Wales and Cornwall. The Think Project uses innovative methodology including experiential learning and open dialogue to engage with vulnerable young people on difficult and contentious topics. The 3-day course covers identity, human rights, asylum, different types of immigration, citizenship and religious and political extremism, including far-right. This has proven to be highly effective in challenging and changing negative attitudes towards diversity, and increasing resilience to far-right ideology.
- **Connecting Classrooms through Global Learning** (British Council): schools in Wales are linked with counterparts in countries in the global south. Pupils exchange perspectives on global issues before collaborating on solutions. Professional learning for these partnerships explore power, privilege and equity in international relationships to ensure equity is a strong theme.
- **Leading Lights**, an Erasmus+ project, challenged pupils from Ysgol Dyffryn Taf in rural Carmarthenshire to consider their own and others' cultures and identities, raised their awareness of the importance of equality, and encouraged them to become active citizens through collaborating to combat discrimination in all its forms.
- **Model United Nations conferences** involve young people exploring issues from the perspectives of multiple nations—this involves exploring histories and issues from the perspectives of another country, representing someone else's viewpoint and negotiating solutions.
- **Peace Schools** supports schools to develop peace as a cross-curricular theme, and as part of the school's everyday life—promoting positive ethos, critical thinking, creative skills and non-violent conflict resolution.

The Wales Alliance for Global Learning asks for:

All institutions responsible for the implementation of the Curriculum for Wales to embed good quality Education for Sustainable Development and Global Citizenship that supports anti-racist outcomes

Specific recommendations include:

- **Embed a professional standard to advance equality between and for all learners.** This will ensure initial teacher training and ongoing professional learning includes an understanding of the reasons structural and direct racism still exist and the role of education in tackling these. Provide spaces for exploring these themes in the curriculum with practical techniques and methodologies to explore and challenge subconscious prejudice and stereotyping and to bring about anti-racist outcomes
- **Provide similar professional learning opportunities** for Learning Support Advisors and Teaching Assistants
- **Consortia and local authorities** to release statements explaining how they intend to support schools with this matter
- **Diversity in curriculum planning:** Schools need to include diverse voices of stakeholders in their curriculum planning. This means both voices that are representative of their student body, but also viewpoints that reflect the wider diversity of Wales regardless of the diversity in their school

Who are we?

We are an alliance of global learning organisations and individuals from across Wales.



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