

Taith Pathway 2 2022

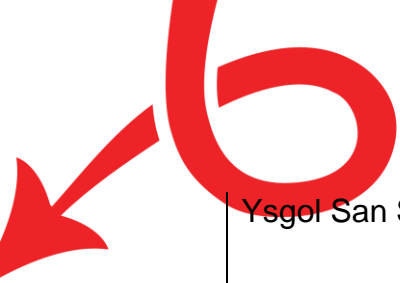
Project themes, outputs and summaries

Below details the aspirations of the organisations who have been offered Pathway 2 funding for Partnerships and Strategic Collaboration.


Organisation	Amount Awarded (£)	Total Participants	Themes	Project output	Project summary
International Links (Global) Ltd <i>(consortium lead for one partner organisation)</i>	74,922	14	Developments in education (Curriculum for Wales)	This project will focus on two aspects of significant importance in Welsh/wider education: - Creativity as one of the 4 core purposes - Transition between primary/secondary education phases, promoting improvement in wellbeing/achievement at secondary phase.	Creative Successful Transitions will enable educators from Wales and Spain to work together to explore how creativity and creative approaches to teaching and learning can be used to minimise the recognised detrimental effects of transition from primary to secondary level education. The project will support Welsh schools to develop exciting innovative approaches to transition with peers in Spain that focus on continuity of learning through curriculum design, planning/teaching/assessment for learning for Year 6/7 learners. Through the project, educators from Wales and Spain will visit each other's settings to observe current transition activities, co-develop creativity-

					<p>focused activities and test activities with learners. The developed outputs have the potential to create real changes for schools and to be disseminated as good/effective practice for schools in Wales/Spain and wider.</p>
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 <p>Ysgol San Sior</p>	<p>72,178</p>	<p>5</p>	<p>Developments in education (Curriculum for Wales) Diversity and Inclusion</p>	<p>Develop practical activities and guides towards improving the bilingual nature of a school and the community it serves, with a focus on communicating that work effectively with other settings and all stakeholders.</p>	<p>Bilingualism is a prominent aspect of school life in Wales and New Zealand and both Governments are committed to developing a truly bilingual education system. We aim to:-</p> <ul style="list-style-type: none"> -provide practical help and guidance that outlines best current practice in bilingual education. -explore practical ways to make language accessible regardless of language ability. -improve learners' attitudes and their willingness to communicate in a second language and contribute confidently to their bilingual communities. -adopt a co-constructive approach to developing and evaluating teaching strategies, methods and approaches that are designed to develop pupils' oracy skills in Welsh and Maori. -develop professional learning opportunities and training for all staff that will include theoretical and practical applications of oracy development and give time for staff to reflect on their own abilities and evaluate practice.
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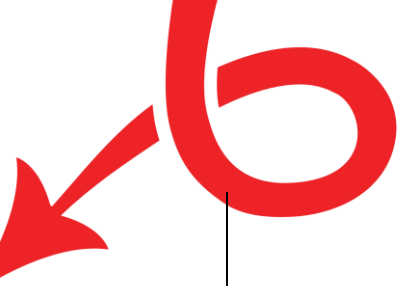


 <p>Ysgol Gyfun Gymraeg Glantaf</p>	<p>60,960</p>	<p>7</p>	<p>Developments in education (Curriculum for Wales) Diversity and Inclusion</p>	<p>1. Produce a toolkit for schools that would include pre-recorded videos to explain/accompany the resources/toolkit to make a complete suite of printable and digital Professional Learning resources 2. Additional Professional Learning (training) videos for the Welsh Government funded Diversity and Anti-Racist Professional Learning (DARPL) website</p>	<p>The objectives are to learn from three differing high schools in New Zealand about enriching approaches to bilingualism, as well as decolonising the curriculum with a view to implement successful and appropriate principles and practice within Welsh and English medium educational settings in Wales. The activities will include reciprocal mobilities to New Zealand and immersion within the three schools, including work with New Zealand Senior Leaders at a strategic level as well as observations of pastoral and academic approaches. The activities will also include collaboration across the Welsh medium and English medium sector, along with strategic support and guidance at consortia (EAS) level, to reflect upon and plan the implementation of effective approaches to bilingualism, and curriculum decolonisation and subsequent regional and national dissemination. The outputs will include live and recorded Professional Learning at a school, regional and national level.</p>
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<p>Pencoed Primary School (consortium lead for one partner organisation)</p>	<p>72,110</p>	<p>18</p>	<p>Developments in education (Curriculum for Wales) Diversity and Inclusion</p>	<p>Create a set of standards which will support the development of Community Focused Schools in Wales.</p>	<p>This is a collaborative project involving schools across Wales who have expertise in Community Focused School approaches. It aims to develop a partnership with The UCF Center for Community Schools in Florida in order to support the development and sustainability of Community Focused schools in Wales. During the project the collaborative group will:</p> <ul style="list-style-type: none"> • Gain first-hand knowledge and experience of the international community schools' model and be able to develop individual partnerships with schools in Florida during a study visit. • Access technical support from the Centre for Community Schools, a recognised international expert. • Draw upon this knowledge and experience to develop a resource which will identify key aspects of community school provision. • Disseminate the key findings from the visit through established networks. • Implement the resource in Wales to enable schools to audit their current provision, identify their targets and support development planning.
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Rhos Primary School	28,528	4	Developments in education (Curriculum for Wales)	Develop a resource to disseminate within workshops that provides examples of models of teaching and learning that enable integral skills.	<p>Collaborate and exchange pedagogical approaches on how transferable skills (Ontario) and integral skills (Wales) are planned for, and what these skills look like within classroom practice.</p> <p>Influence and improve teaching and learning within classrooms</p> <p>Stimulate other schools' discussion and reflection on their own practice within and across schools in relation to Curriculum for Wales/ Ontario curriculum.</p> <p>To create a resource to be used within workshops that illustrates models of teaching that enable integral skills. The output of the project will be a collaborative document of teaching models that enable integral skills with practical examples of how this might look across the school. This will be disseminated through Online events and workshops within Wales and used within both countries to influence teaching and learning.</p>
Pentrehafod School <i>(consortium lead for 7 organisations)</i>	74,354	22	Climate Change	Address the causes and catalysts of climate change and the effects and global impact of environmental damage by	The project consortium includes 22 teachers from 16 schools in Swansea and Siavonga including mainstream primary, secondary and SEN schools. Each Welsh school is linked to a Zambian school with 1 or 2 staff leading the partnerships. Pupils have

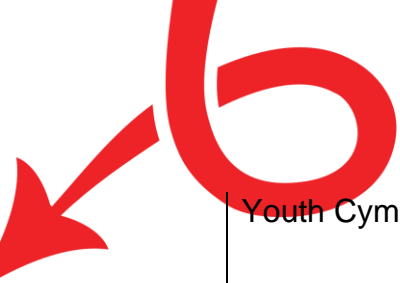
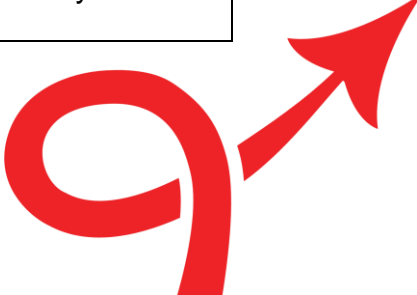


				<p>encouraging the use of critical thinking and problem solving skills to co-design and build suitable, sustainably sourced, all-weather shelters in both countries.</p>	<p>learned about SDGs in lessons promoting sustainability and are concerned about plastic bottles in the community. They are keen to address this international issue and reduce the impact of climate change. Partnerships will create lesson plans for primary, secondary, and SEN pupils as well as a construction manual for a bottle-shelter. Teachers will travel to the host country to build the shelters with their partner school. Partners and invited guests will then be invited to a dissemination event to share the benefits and impact of the project outputs with potential new networks. This inclusive and unique project will inspire others to undertake similar projects and aims to add value to ongoing knowledge exchanges and sharing of good practice.</p>
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 <p>Cadoxton Primary School</p>	<p>47,893</p>	<p>38</p>	<p>Developments in education (Curriculum for Wales) Climate Change</p>	<p>1. Design a professional learning opportunity for teachers via the National Leadership Academy in Wales. 2. Create a digital resource in collaboration with the International School of Amsterdam.</p>	<p>The project aims to focus on the facilitation of Curriculum for Wales, though the use of inquiry-based learning as a pedagogical approach. In partnership with the International School of Amsterdam, our school seeks to develop our knowledge on inquiry-based learning via professional learning for our staff, and a collaborative inquiry with our learners. Two outputs will be created, the first designed for school leaders across Wales in the form of a professional learning course via the National Leadership Academy in Wales. the course will support school leaders to utilise inquiry-based learning in curriculum design and as a pedagogical tool. The second output aims to display the key findings from our learners collaborative inquiry into climate change, with a lens on local activism in the local community.</p>
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 <p>Youth Cymru</p>	<p>8,205</p>	<p>4</p>	<p>Diversity and Inclusion</p>	<p>1. Blueprint for youth exchange. 2. Youth work toolkit resource.</p>	<p>Our project will involve youth work professionals across our 5 Nations partnership to promote the aims of Taith and their objectives, building meaningful relationships & help build a shared future vision of experiences for children and young people to benefit from across Wales. We will work together to develop our shared 5 nation vision, agreement and plans for future action; creating a podcast (CEO's discussing identity and belonging) and developing a plan and content for a future "Identify and Belonging" youth mobility project that will enable young people lead on future 5 nations activities. workshops will include -</p> <ul style="list-style-type: none"> - Identity and Belonging within the Five Nations - Resources for Mobility Activities - Podcast exploring the five nations – peace and reconciliation/identity and belonging. <p>we will aim to have the following Outputs created:</p> <ul style="list-style-type: none"> - Five Nations agreement and plans further developed - Future Youth Mobility Activities - Podcast focusing on Identity and Belonging 
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<p>Boys' and Girls' Clubs of Wales</p>	<p>68,685</p>	<p>16</p>	<p>Developments in education (National Youth Work Strategy for Wales)</p>	<p>1. Produce a Youth Club Guidebook focusing on safe, welcoming, fun, valued and inclusive clubs. 2. Produce a Youth Work Communications Strategy to promote Youth Work in both countries.</p>	<p>This project aims to work with our partners in the USA to design a Youth Club Guidebook and Youth Work Communications Strategy. This project links to the theme – Development in education (National Youth Work Strategy for Wales) and aims to support the aims as listed in the Youth Work Strategy for Wales “Young People are thriving” and Youth Work is valued and understood. As part of this project Boys’ and Girls’ Clubs of Wales will partner with the Boys and Girls Clubs of Southern Maine, USA. This project has three objectives (1) Produce a Youth Club Guidebook focusing on safe, welcoming, fun, valued and inclusive clubs. (2) Produce a Youth Work Communications Strategy to promote Youth Work in both countries (3) Support the Continuing Professional Development of Youth Workers throughout Wales.</p>
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Welsh Centre for International Affairs (WCIA)	74,857	4	Developments in education (National Youth Work Strategy for Wales)	(1) What a YP needs to know before and international mobility called 'Pre-departure training' (PDT) (2) After exchange, helping young people to identify the transferable skills called 'Debrief' (YP)	To truly be a nation where all young people are thriving, with access to opportunities and experiences, in Welsh and English, which provide enjoyment and enrich their personal development through youth work approaches as envisaged by the National Youth Work Strategy for Wales, we need every young person in Wales who is embarking upon (or considering) an international exchange the opportunity to be fully prepared and supported. This project will provide the development of essential training for successful international mobilities into an accessible, digital format covering Pre-Departure and Debrief training. The training materials will function on both PC and mobile devices and will include engaging activities to address different key topics. The training will be freely accessible online for all young people and youth organisations across Wales. We intend to reach at least 150 young people across Wales and Portugal (where our international partner is based) during the project time.
Pembrokeshire Youth Service (<i>consortium</i>)	22,809	5	1. Developments in education	1. The aim of the review is to then create a pilot	By reviewing and enhancing the data captured through the School Health Research Network bi-annual

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lead for one partner organisation)

(Curriculum for Wales)
2. Developments in education (National Youth Work Strategy for Wales)

questionnaire that is completed in Pembrokeshire schools by adapting the SHRN questionnaire via Ipsos MORI.
2. The aim is to add value to other sectors who offer support to young people on a preventative basis by creating a singular consultation with young people that evidences their current lifestyles.

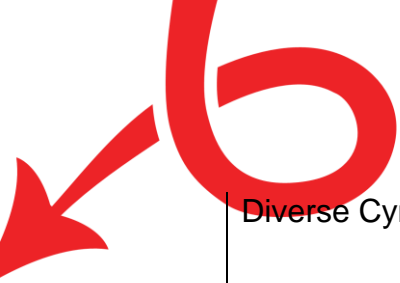
questionnaire we can provide more information to colleagues and services outside of the health arena. By directly asking for and considering young people's self-identified protective factors around their housing, family & peer relationships, attitudes towards crime and their feelings of personal safety we will be able to capture data around their potential risks of becoming homeless, NEET, of offending, misusing substances and also the likelihood that they will need future long term health funded interventions. Whilst it is not the aim for the SHRN reports to be 'everything to everyone', we hope it will become 'more to more people'.

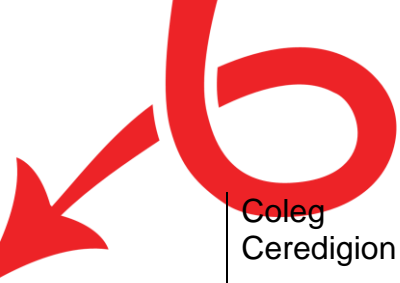


Chwarae Teg	65,943	4	Diversity and Inclusion	<p>The key objectives are to produce evidence-based recommendations and tools to help key stakeholders who are involved in the decisions, design and delivery of public spaces to understand why inclusion should be a central consideration and be empowered to make changes in how they work, to deliver inclusive public spaces throughout Wales.</p>	<p>Chwarae Teg’s project will bring together evidence from existing literature and international best practice to create practical resources to support the creation of more inclusive public spaces in Wales. The key objectives are to produce evidence-based recommendations and tools to help key stakeholders who are involved in the decisions, design and delivery of public spaces to understand why inclusion should be a central consideration and be empowered to make changes in how they work, to deliver inclusive public spaces throughout Wales. ED&I considerations in public spaces have been prominent among international development projects for many years, it is not commonplace in Wales. Therefore, through working with expert international partners, visiting projects that have made a tangible difference to people’s lives and gathering evidence from existing literature, we can ensure we develop solutions based on the strongest possible evidence of what works and create a more equal Wales.</p>
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<p>National Learning and Work Institute (consortium lead for 7 organisations)</p>	<p>70,444</p>	<p>38</p>	<p>Developments in education (Commission for Tertiary Education and Research) Diversity and Inclusion</p>	<ol style="list-style-type: none"> 1. Develop an accredited Learner Voice programme in partnership with Agored Cymru which can be cascaded across ACL partnerships in Wales. 2. Engage learners as local learning advocates with a role to play in signposting their communities to local learning opportunities. 3. Pilot the learning programme with delivery to consortium learners who wish to become advocates. 	<p>The Learner Ambassador Programme will develop a programme of learning to support learners to advocate as ambassadors for lifelong learning to strengthen the learner voice in adult learning in Wales. Utilising skills and knowledge of learners to reach out to communities to expand participation, promote benefits and identify and shape opportunities to expand provision. Learner ambassadors would become key stakeholders in quality assurance processes. The benefits will be increased engagement by wider priority groups, improved retention, success and stronger quality assurance. Key outputs: Develop an accredited Learner Voice programme in partnership with Agored Cymru which can be cascaded across ACL partnerships in Wales. Engage learners as local learning advocates with a role to play in signposting their communities to local learning opportunities. Pilot the learning programme with delivery to consortium learners who wish to become advocates.</p>
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Diverse Cymru	58,112	23	Diversity and Inclusion	<p>The development of a cultural competency awareness training package, underpinned by a cultural competency toolkit and a Wales black history timeline video resource for the adult education sector in Wales.</p>	<p>Aligning with the Taith's and Welsh Governments equality objectives. In particular the Welsh Government's vision for an anti-racist Wales. Diverse Cymru & Fractality are partnering to create a series of inclusive and community led resources aim to address the acknowledged inequities faced by minority ethnic communities in the adult education sectors across Wales.</p> <p>This will be achieved by: - The development of a cultural competency awareness training package, - Underpinned by a cultural competency toolkit - Wales black history timeline video resource for the adult education sector in Wales. These outputs will provide best practice cultural competence awareness, information and guidance for both learners and teachers in the adult education sectors. Additionally, the outputs will provide useful additional resource for the education curriculum in Wales, in line with the new mandate to teach Black history lessons across its national curriculum.</p>
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 <p>Coleg Ceredigion</p>	<p>46,799</p>	<p>17</p>	<p>Developments in education (Commission for Tertiary Education and Research)</p>	<ol style="list-style-type: none"> 1. Attainment 2. University applications and enrolments 3. Professional registrations 	<p>The creation of an Academy of Rural Care at Coleg Ceredigion, incorporating L3 Health and Social Care: Principles & Contexts and Access to HE (Health Sciences) courses, will aim to increase the recruitment and retention of health and social care professionals working in rural parts of Wales. The Academy, based upon a Project-based Learning model, will enable participants to investigate and experience challenges facing rural and remote care services, specific challenges affecting services delivered here, and expand perspectives of wider care practices to improve the overall well-being of the population in rural areas of Wales. In collaboration with the Faculty of Health Studies at Norquest College, Edmonton the project will generate a holistic, experiential method of delivering education for future health and social care workforce that is tangible, well-constructed, with measurable project outputs, and of value to other organisations and/or the sector(s) across Wales.</p>
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<p>Equal Education Partners Ltd (consortium lead for one partner organisation)</p>	<p>56,685</p>	<p>7</p>	<p>Developments in education (Commission for Tertiary Education and Research)</p>	<ol style="list-style-type: none"> 1. Develop resources 2. Develop workshops 	<p>Our project aims to equip FE tutors with enhanced knowledge and skills regarding the development of academic writing/research skills amongst FE learners. This will enable FE learners to improve performance in the Welsh BaccaLaureate and extended project qualifications. Current feedback from FE colleagues is that learners currently underperform in these qualifications relative to their performance at A-Level. The reason cited for this is that students' academic writing skills require further development. Through collaboration with a leading expert at the University of Florida, Dr Matthew Jones, Equal Education Partners will work in partnership with Pembrokeshire College and other FE providers across Wales to develop a suite of professional learning resources, resources for learners and workshops for those teaching post-16 learners. These resources will enhance the techniques and approaches used to teach academic writing skills to FE learners across Wales.</p>
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Colegau Cymru	69,336	16	<p>Developments in education (Curriculum for Wales)</p> <p>Developments in education (Commission for Tertiary Education and Research)</p>	<p>A research report synthesising the learning acquired through collaboration with AMKE making recommendations for vocational qualification reform in Wales.</p>	<p>This project aims to address the review of vocational qualifications that is currently being undertaken as part of the Welsh Government's Co-operation agreement with Plaid Cymru. The project also addresses the ongoing discussions taking place around the implementation of the Commission for Tertiary Education and Research (CTER). Project activities include a mobility to Finland, three regional workshops and a conference in Wales, with contacts in Finland and wider stakeholders in the VET sector in Wales. We will contribute constructively to the Review in partnership with stakeholders, our members across the FE sector in Wales and the Finnish Association for the Development of Vocational Education (AMKE). The planned output is a research report that aims to provide evidence to and make recommendations to inform the vocational qualification review and equip us to contribute to the wider reforms taking place in the Welsh qualifications landscape.</p>
Cardiff and Vale College <i>(consortium lead for one)</i>	74,322	4	Climate Change Developments in education	<p>Design and develop a series of Level 3 short courses in:</p> <ol style="list-style-type: none"> 1. Electric vehicle 	<p>Cardiff and Valle College, in partnership with Gower College Swansea and T-HUB in Hyderabad India, will design and develop a series</p>

<p><i>partner organisation)</i></p>			<p>(Commission for Tertiary Education and Research)</p>	<p>technology 2. Electric vehicle technology and innovation 3. Entrepreneurialism and climate change</p>	<p>of short Lvl3 courses (online, blended and face-to-face) covering Electric Vehicles, Green Tech, Entrepreneurship and Innovation in response to identified industry needs. The courses will be marketed and made available internationally. Targeted at young people searching for employment, and others looking to upskill and reskill in emerging sectors, these micro-credentials will primarily deliver in-demand skills to support job readiness in specific sector areas and build confidence, develop underpinning knowledge and create a sense of direction, ambition and passion in participating students.</p>
<p>Panda Education and Training Ltd</p>	<p>17,721</p>	<p>5</p>	<p>Developments in education (Commission for Tertiary Education and Research)</p>	<p>The project output is to create a free online resource, consisting of short videos, case studies and information sheets that can be accessed by vocational educators across Wales</p>	<p>Apprenticeships are essential to economic success in Wales. This project explores how skills competitions can be used to raise the standards of delivery in apprenticeships in Wales. It evaluates the benefits and drawbacks of taking part; the types of skills developed in the competitions and raises awareness of how providers can get involved. An online e-learning resource will be produced to allow practitioners, managers and employers to access information and research on the service industry</p>

					(specifically hairdressing and care) and IT competitions and how entering skills competitions can boost literacy, numeracy and employability skills.
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