

Ugandan Rural Educators as Global Leaders in Cultural Sustainability and Educational Practice

Friday 6 August 2021 - Parallel Session 6 - 11.30am to 12.30pm (GMT+1)

CAMERON - Embedding Learning in Culture

Kathy Sanford (*University of Victoria, Canada*), **David Monk, Jenny Anena, Max Openjuru** (*University of Gulu, Uganda*)

This research project focuses on ways in which educators and teacher educators from BC, Canada work with and learn from ways in which Ugandan educators reach out to their rural communities, drawing from a sense of place and culture to create educational opportunities that are contextually relevant and meaningful to the children and their families.

Observational data, collection of photographic artifacts, and rich discussions among researchers were completed and shared through digital portfolios – with children and their families, the Ugandan educators and researchers and the BC-located researchers. Canadian educators engaged with the Ugandan teachers who showed how to teach language, mathematics, science, and geography/history through visits to the rural locations, meeting in community, often in the open air under trees, to maintain continuity of the children's education because they were often required to work at home and, in pandemic times, unable to travel to the city or larger communities. Work with this rural community has shown ways in which we can acknowledge the knowledge and wisdom of rural citizens, both children and adults, to create important and meaningful learning opportunities that sustain them into their futures, not a future imagined by well-meaning outsiders. This project has caused educators from the global north to rethink what and how we do education, how we value knowledge of rural communities, and enable Ugandan teachers and students to recognize the value of their knowledge and wisdom.